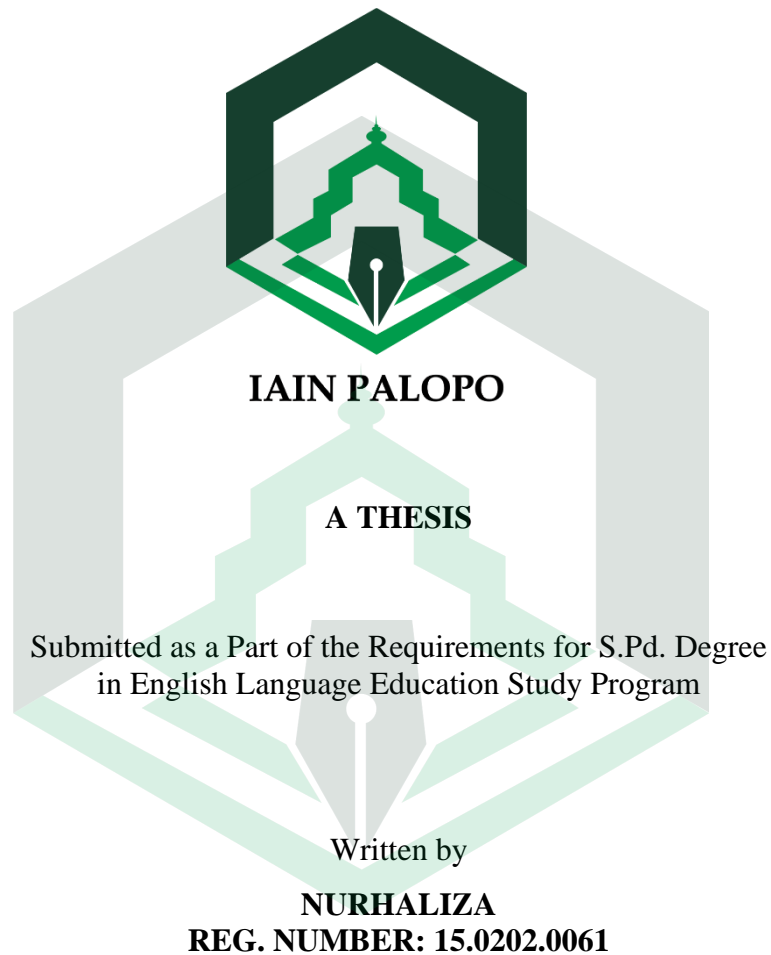


**DEVELOPING ENGLISH LEARNING MATERIALS FOR THE
ELEVENTH GRADE STUDENTS OF AUTOMOTIVE
DEPARTMENT AT SMKN 2 PALOPO**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2019**

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ELEVENTH GRADE STUDENTS OF AUTOMOTIVE
DEPARTMENT AT SMKN 2 PALOPO**



IAIN PALOPO

A THESIS

Submitted as a Part of the Requirements for S.Pd. Degree
in English Language Education Study Program

Written by

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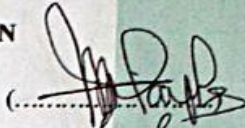
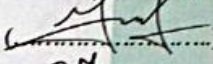
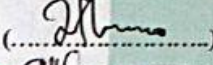



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2019**

THESIS APPROVAL

This thesis, entitled "Developing English Learning Materials for the Eleventh Grade Students of Automotive Department at SMKN 2 Palopo" written by Nurhaliza, Reg. Number 15.0202.0061, English S1 Study Program of Tarbiyah and Teachers Training Faculty at State Islamic Institute of Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Saturday, September 21st 2019 M, coincided with Muharram 21st 1441 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, September 21st, 2019 M
Muharram 21st 1441 H


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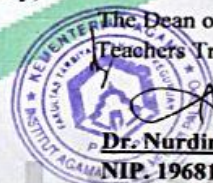
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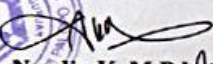


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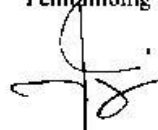
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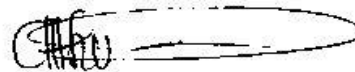
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With all awareness and consciousness, the researcher who signs below, pronounces that this thesis is the literary work of researcher herself. This thesis is not lawful if someday there is a shared of evidence that this thesis duplicated, copied, or made by other people wholly or partially.

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah SWT, the beneficent and the most merciful, lord of the world has created judgment day in the hereafter and to our prophet Muhammad SAW safety and peace be upon him. Alhamdulillah the writer express as her gratitude to the almighty Allah SWT that has been given Allah's guidance, inspiration, and good health. So that, the writer could finish the thesis on the title "Developing English Learning Materials for Grade XI Students of Automotive Program at SMKN 2 Palopo.

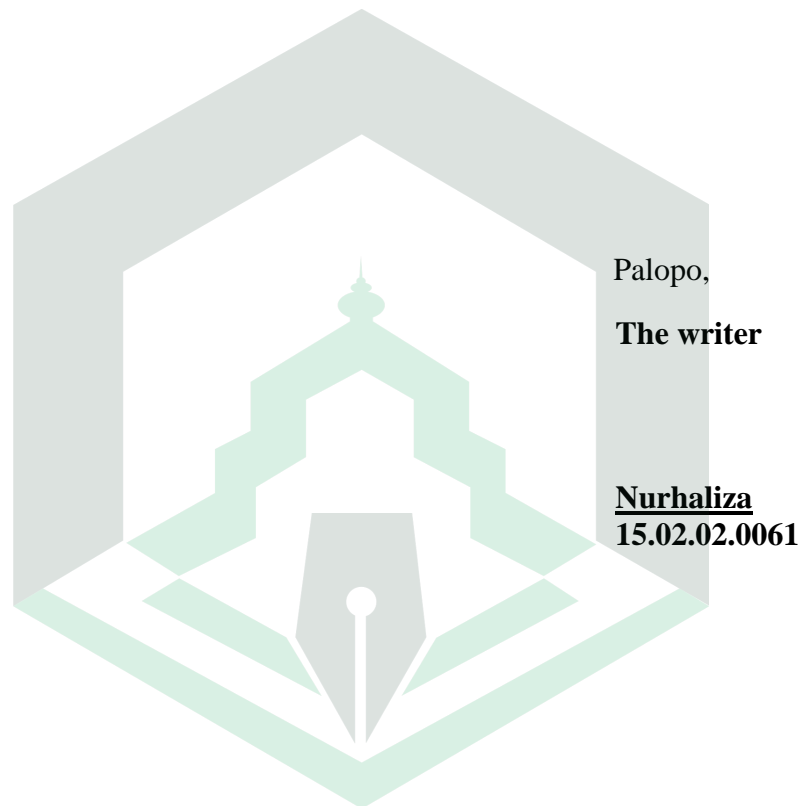
The writer realizes that the existence of this thesis was by receiving many advice, guidance, encouragements, and comments from many people, even though this thesis still far from being perfect. In writing this thesis, the writer has encountered a lot of difficulties since the beginning to the last; many people have directly helped finishing this thesis. Therefore, the writer would like to express her gratitude and special thanks to:

1. Dr. Abdul Pirol., M.Ag., as the rector of IAIN Palopo, the first, the second, and the third deputy head, all of the lectures and their assistances and the

employers of IAIN Palopo who have taught, educated, helped, advice, and guidance their writer during her study in IAIN Palopo.

2. Dr. Nurdin K, M.Pd., as the head of Tarbiyah and Teacher Training Faculty Department of the State Institute for Islamic Studies (IAIN Palopo).
3. Amalia Yahya, SE.,M.Hum as the head of English study program of Tarbiyah Department of the state Institute for Islamic Studies Palopo.
4. Dr. Sahraini, M.Hum as the first consultant and Andi Tenrisanna Syam, S.Pd., M.Pd as the second consultant who have delivered patiently guidance, explanation, suggestion, and appraisal to the improvement of this thesis.
5. The writer thanks to her beloved parents (Makmur and Baharia), her sisters (Nurani and Nur Haslina), and her brother (Muh. Irwan Syah M), for their prayer, understanding, support, motivation, endless love, and patient kept the writer going through the last page.
6. Thank you very much to other the writer's beloved friends "BIG C" as her big family that I could not be mentioned one by one. And for "Cantika Bala-Bala" there are Esa Ananda, Cindy Puspita Sari, Denada Rusman, Siska Sahabuddin, Nuraskin, Nurhasada Aksa, Ismiatun Khasanah, Riska, Risna, Sutiah, and Winda Rustam for their support, motivation, and helping.
7. Thanks a million to the English teacher and automotive teacher for helping the researcher for getting information. And the students of automotive department at the grade eleventh of SMKN 2 Palopo that have been participate and join to this research as respondents, so that the writing can be run well.

The writer also thanks the other who cannot be mentioned one by one who have helped and supported her to finish this thesis. The writer realized that this thesis would not be created without their participation. Allah SWT may give reward to all people who have helped the writer and hope this thesis can be useful and gives positive contribution for the readers, religion, and the state. Aamiin .



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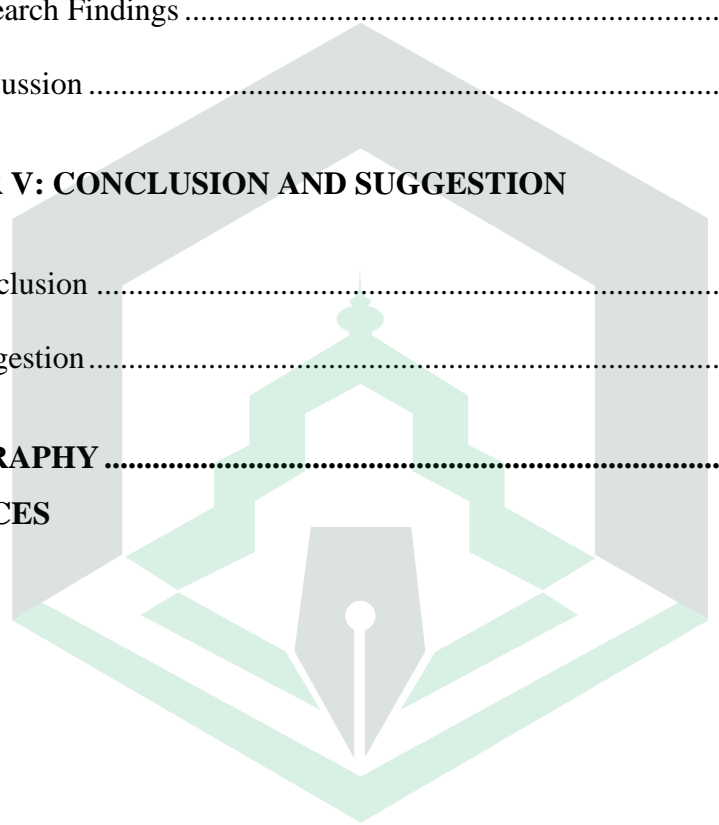
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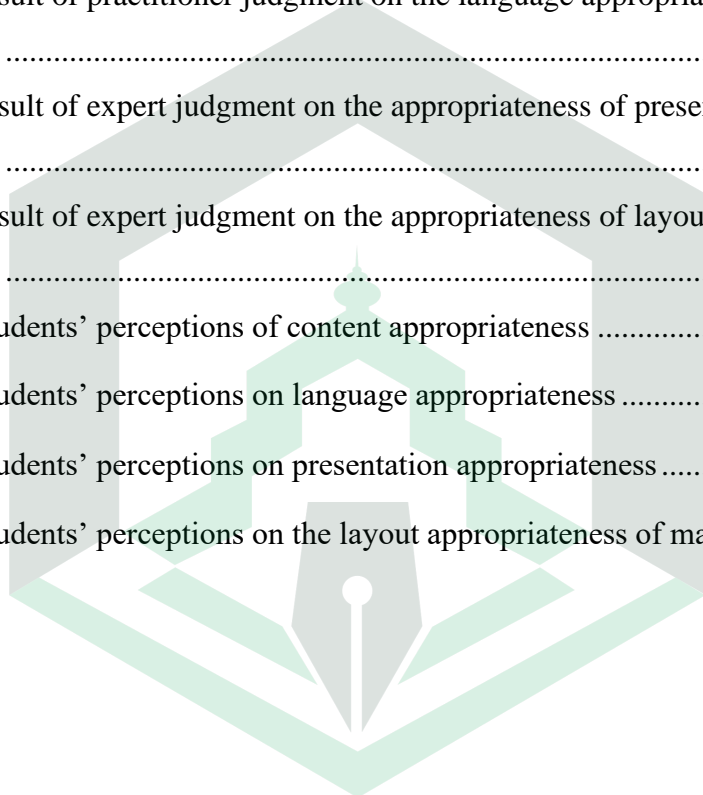
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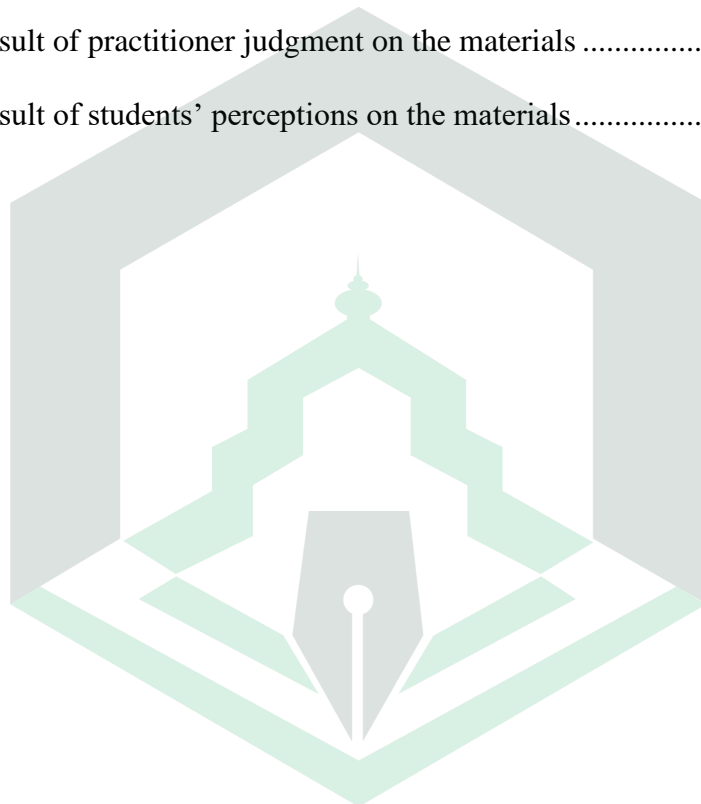
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ABSTRACT

Nurhaliza, 2019, Developing English Learning Materials for the Eleventh Grade Students of Automotive Department at SMKN 2 Palopo. Thesis, English Study Program of Tarbiyah and Teachers Training Faculty of the State Islamic Institute of Palopo. Under Supervisors: **Dr. Sahraini, M.Hum** as the first consultant and Andi Tenrisanna Syam, S.Pd., M.Pd, as the second consultant

This research deals with developing English learning materials for eleventh grade students of automotive department at second semester at SMKN 2 Palopo. The problem statement is what the appropriate English learning materials for the eleventh grade students of automotive. The objective of this research is developing the appropriate English learning materials for automotive students.

The type of this research is Research and Development (R & D). This step in this study was using adapted 4D Model that stands for: Defining, Designing, Developing, and Disseminating. This research involved 44 eleventh grade students of automotive department and an English teacher of SMKN 2 Palopo, as the subjects to collect the data for need analysis step. Questionnaire and interview guidelines were the instruments used to collect the data related to the students' need in learning English. The data from questionnaire were calculated the percentage. Based on the results of needs analysis, the curriculum, and the syllabus used in the school, the draft of English materials was developed. The draft was reviewed and evaluated by the expert judgment. The instrument to collect the data for the materials' evaluation was questionnaire adapted from BSNP (*Badan Standar Nasional Pendidikan*). To determine the quality of develop materials, the expert judgment put a check in the scale of each item of the questionnaire. The quality of the develop materials was based on the mean value of the aspect of the questionnaire.

The result of the need analysis shows that students prefer to have the English materials in the automotive field related their department. Based on the result of the expert judgment and practitioner, the develop materials are suitable for the eleventh grade students of automotive department. This is shown by the mean value of 4,4 was categorized as *Very Good*.

Keywords: Developing, English Materials, Automotive.

CHAPTER I

INTRODUCTION

A. Background of the Research

Vocational high schools are designated to prepare the students to get ready working after they have graduated from the school. The skill which they accepted surely needed for their future, one of which is English. English is really important in working because now is the globalization era, it means that most of expertise cannot be separated from English. The facts above prove that English really needed and must be mastered by students of Vocational High School. In this case, students of automotive study program.

English teaching in Vocational high school is focused on developing communicative competence. The objective is to enable the students to communicate in the target language orally and writing accurately and appropriately in the four language skills to support their competence in a certain program¹. The students need effective English learning materials to improve their English appropriate their expertise. Because at vocational high school has some programs, sometimes the material that accepted by students is general material is not appropriate their study program. It means that in English teaching in Vocational high School that the material taught by teacher should what the students need in future.

¹ Choirul Rohmah, *Developing English Learning Materials for grade X students of marketing study program at SMK Muhammad 2 Bantul*, A Thesis SI, (Yogyakarta, FBS, UNY, 2015), p. 1.

In fact, the English learning materials of automotive department at SMKN 2 Palopo were not related to the students' needs, the materials was general. English teachers should teach their students by using available textbooks. However, the English learning materials which are really suitable with the needs of the students were not always available.²

Based on observation at twelfth grade of automotive study program, the English material was not specific appropriate with their department. The book which the English teacher used is “*Buku Bahasa Inggris XI REV 17 untuk SMA/MA/SMK/MAK*”. The book contents general material not specific because the teacher refers to *K13* which use in English learning process at XI grade so that teacher in teaching process used the book. So the researcher developed the appropriate English learning materials for automotive students.

Concerning these, the English learning materials should be designed based on the students' needs in order to support the English learning process. In addition, the learning materials should be contextualized based on their department.

B. Problem Statement

Based on the background above, the problem statement formulated as follow:

“What is the appropriate English learning materials for the eleventh grade students of automotive department at second semester at SMK Negeri 2 Palopo?” .

²Yohana Dian Ratna Purnamasari, *Developing English Learning Materials for grade X Students of Beauty Study Program*, A Thesis SI, (Yogyakarta: UNY, FBS, 2015). p. 1

C. Objective of the Research

Related to the problem statement above, the objectives of this research is to find out the appropriate English learning materials for the eleventh grade students of automotive department at second semester at SMKN 2 Palopo.

D. Scope of the Research

Based on the problems identified above, the writer focused on developing English learning materials for eleventh grade of automotive students department at the second semester by using 4D Model (Define, Design, Develop, and Disseminate)

E. Significance of the Research

There are some expected advantages of this research; in theoretically, this study is useful for the development English learning materials in ESP. In practically, the first advantage is for the eleventh grade students of automotive department, the students can use this product to develop their English skills so that it can be useful for their future job. Second, for English teachers, they can use the English materials to teach the automotive students by using effective approach or media. The last, for the further researcher, this study can be used as a reference in developing English learning materials for automotive students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

In writing this study, the writer finds out several studies that aimed to develop instructional materials as well. They are:

1. Kusuma (2013) in his research aimed (1) designing an English speaking material for the second grade students of automotive engineering in SMK Sanjaya Ngawen and (2) designing learning activities to improve the speaking skill of automotive engineering students in SMK Sanjaya Ngawen.³

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

³ Parwaka Budi Kusuma, *Developing an English Learning Materials for the Grade Eleventh Students of Automotive Engineering at SMK Sanjaya Ngawen in the Academic Year 2013*, A Thesis SI, (Yogyakarta, FBS, UNY, 2013).

material was shown by the value of mean 4.35, which means that the speaking material was appropriate to the students' needs.

The relevant of this study is to develop appropriate materials for automotive students. Questionnaire, interview and observation are three things that researcher will use for getting the information from student. The differences between Kusuma's research and this study are Kusuma used Borg and Gall model but this research used *Define, Design, Develop, and Disseminate (4D)* model. In addition, this study will be conducted for SMKN 2 Palopo refer four skills in English, those are Speaking, Listening, Writing, and Reading, but Kusuma's only focus on speaking.

- 2) Silvia (2016) in her research aimed 1) to describe the target needs, 2) to describe the learning needs, and 3) to develop the appropriate materials for the tenth graders of automotive engineering study program at SMK YAPPI Wonosari.⁴

The type of this study is Research and Development (R n D). This study involved 80 tenth graders of automotive engineering study program and an English teacher of SMK YAPPI Wonosari, Gunung Kidul, as the subjects to collect the data for the need analysis step. Questionnaire and interview guidelines were the instruments used to collect the data related to the students' needs in learning English. The data from the questionnaire were calculated the percentage and the data from the interview was analyzed using qualitative data analysis proposed by

⁴ Silvia Dayu Anggraini, *Developing Task-Based English Materials for the Tenth Grades of Automotive Engineering Study Programme at SMK Yappi Wonosaru*, A Thesis SI, (Yogyakarta, FBS, UNY, 2016).

Miles, Huberman, and Saldana (2014). Based on the results of needs analysis, the curriculum, and the syllabus used in the school, the course grid was created and a draft of English materials was developed. The draft was reviewed and evaluated by the expert judge. The instrument to collect the data for the materials' evaluation was questionnaire adapted from BSNP (*Badan Standar Nasional Pendidikan*). To determine the quality of developed materials, the expert judge put a check in the scale of each item of the questionnaire. The quality of the developed materials was based on the mean score of the aspects of the questionnaire.

The result of the need analysis shows that students prefer to have the English materials which close to their daily life, relate with their field and make them active in learning process. They also want the teacher becomes the main example before the activities in the class and the corrector of their mistakes. Based on the result of the expert judgment, the developed materials are suitable for the tenth graders of automotive engineering study program. This is shown by the mean score of 3.74 and is categorized as *Very Good*.

The relevant of this research is develop same materials relate with students filed that can be useful for them in future. The differences between Silvia's research and this study are Silvia used Water Dick and Lou Carey model but this research used *Define, Design, Develop, and Disseminate (4D)* model. Silvia had developed Task-Based English materials for Automotive Engineering but this study will develop only English learning materials in automotive TKR according the result of need analysis.

3. Yuni (2017) in her research aimed to design English reading materials needed for students of automotive engineering study program and develop English reading materials for grade XI students of automotive engineering study program at SMK Negeri 5 Medan.⁵

This study was conducted by using Research and Development (R & D) design through six stages; gathering information and data, analyzing data, designing materials, validating by experts, revising, and final product. The subject of this study were students of class XI of automotive engineering study program consisting of 36 students. The instrumentations for collecting the data were questionnaire and interview. After analyzing the data, the writer got the students' needs. The data were gathered by administering interview to the English teacher and distributing the questionnaire to 36 respondents to get the students' needs. The interview and questionnaire results prove that the students need English reading materials which contain English for automotive engineering study program. Thus, developing English reading materials were procedure text. Then, the procedure texts related to their study program. The products have been validated by two experts; English lecturer and English teacher. The average scores are 4,7 or 95% from English Lecturer and 4,5 or 90% from English teacher. It means the developing materials categorized as relevant or appropriate for grade XI students of automotive engineering study program.

⁵ Yuni Haryanti Harahap, *Developing English Reading Materials in Procedure Text for Automotive Engineering Students Grade I at SMKN 2 Medan*, A Thesis SI, (Medan, FBS, UNM, 2017).

The related of this research is to develop English learning materials for automotive students. The difference between Yuni's research and this study is Yuni's research only focused on reading materials but this study will focus on all of four skills in English there are speaking, listening, reading and writing.

B. Literature Review

1. English Learning Materials

a. Definition of Learning Materials

According to Tomlinson (1998), materials can be anything which is used by teachers or learners to facilitate language learning⁶. Richards and Renandya add that teaching materials as a key component in most language programs that may in the form of (a) printed materials, (b) non-print materials, and (c) materials that comprise both print and non-print sources⁷. In addition, Richards and Renandya (2002) state that some teachers use instructional materials as their primary teaching resource, for the materials provide the basis for the content of lesson, the balance of skill taught, and the kinds of language practice students take part in.

So, English learning materials which is the content of English lesson that can be used by teacher and students in learning process to improve their English and as a reference for teacher in teaching English. It means that English learning material is crucial to increase English teaching process.

⁶ Brian Tomlinson. 1998. *Materials Development in Language Teaching*. Cambridge University Press. p. 2

⁷ Jack C Richard., and Willy A. Renandya. 2002. *Methodology in Language Teaching*. Cambridge: University Press. p. 66

b. Criteria of Good Learning Materials

Hutchinson and Waters propose some ideas of the good learning materials such as; (i) good materials do not teach, they encourage learners to learn; (ii) good materials will contain interesting texts, enjoyable activities which engage the learners' thinking capacities, opportunities for learners to use their existing knowledge and skills, and content which both learner and teacher can cope with; and (iii) good materials should provide a clear and coherent unit structure which will guide teacher and learner through various activities in such a way as to maximize the chances of learning⁸.

Tomlinson in Richards (2001) suggests that good materials should achieve impact, help learners to feel at ease, help learners to develop confidence, require and facilitate learner self-investment, expose the learners to language in authentic use, provide the learners with opportunities to use the target language to achieve communicative purposes, take into account that the positive effects of instruction are usually delayed, take into account that learners differ in affective attitudes, permit a silent period at the beginning of instruction, maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement, not rely too much on controlled practice and provide opportunities for outcome feedback⁹.

⁸ Tom Hutchinson, . & Alan Waters. *English for Specific Purposes*. Cambridge: Cambridge University Press. 1987. p.107.

⁹ Jack C Richards. *Curriculum Development in Language Teaching*. Cambridge. Cambridge University Press. 2001. p. 263

2. Materials Development

Tomlinson says that material development refers to a process of producing and using the materials for language learning including materials evaluation adaptation, design, production, exploitation and research. Moreover, Graves describes materials development as the planning process by which a teacher can put the objectives and goals of the course into units and tasks. Developing materials for a language course or language program has some advantages compared with using the commercial course books. Richards (2001) coins four advantages of developing materials which are presented as follows¹⁰.

- 1) Relevance. The materials will tend to be more relevant for students and institutional needs and reflect the local content, issues, and concerns.
- 2) Develop expertise. Developing materials benefit the other staffs language course to improve their expertise, giving them a greater understanding of the characteristic of effective materials.
- 3) Reputation. It will show the commitment to the language teaching because of providing relevant, specialist, and contextualize materials for the students.
- 4) Flexibility. The produced materials can be revised or adapted as needed, giving them greater flexibility than a commercial course book.

¹⁰ Ibid p. 261.

Based on curriculum 2013, good materials should support the teaching learning process achieving the basic competences. Before developing English learning materials, it is necessary to consider¹¹:

- The students' potential. The relevancy with the local characteristics
- The level of physical, intellectual, emotional, social, and spiritual development of the students.
- The meaningfulness of the materials for the students
- The structure of the knowledge
- The actuality, depth, and the breadth of the learning materials
- The relevancy with the students' needs and the environment's demand
- Time allocation

3. Unit Design Development

a. Principle of Unit Development

The materials will be developed from some units. The objective is in order to classifying the materials will easier according to certain aspects called unit. The content of units hoped will make the learning of language are effective and efficient.

According to Nunan (2004) proposes six steps in developing materials that can be used to process of unit design development¹².

¹¹ Choirul Rohmah, *Developing English Learning Materials for grade X students of marketing study program at SMK Muhammad 2 Bantul*, A Thesis SI, (Yogyakarta, FBS, UNY, 2015), PDF. p. 26-27

¹² David Nunan. 2004. *Task-Based Language Teaching*. Hongkong: Cambridge University Press. p. (31-33)

1) Schema building

The first step is to develop a number of schema-building exercises that will serve to introduce the topic, set the context for the task, and introduce some of the key vocabulary and expressions that the students will need in order to complete the task.

2) Controlled practice

The next step is to provide students with controlled practice in using the target language vocabulary, structures and functions. One way of doing this would be to present learners with a brief conversation between two people discussing accommodation options relating to one of the advertisements that they studied in the previous step.

3) Authentic listening practice

The next step involves learners in intensive listening practice. The listening texts could involve a number of native speakers inquiring about accommodation options, and the task for the learner would be to match the conversations with the advertisements from step 1. This step would expose them to authentic or simulated conversation, which could incorporate but extend the language from the model conversation in step 2.

4) Focus on linguistic elements

The exercises of this stage focus on one or more linguistic elements, such as the intonation (if the tasks are listening) or spelling, punctuation and other language mechanics if the tasks are reading or writing ones, and so on. It helps the students to see the relationship between communicative meaning and linguistic form.

5) Provide freer practice

The students have been working within the constraints of language models provided by the teacher and the materials. At this point, it is time for the students to engage in freer practice, where they move beyond simple manipulation.

6) Introduce pedagogical task

The last step is the introducing of pedagogical task itself. In this stage, the students can be grouped to do the task.

b. Model of Unit Design

According to Hutchinson and Waters (1987) describe that to start writing the materials, a material developer should create the framework as the basis of materials writing. The framework should, at least, have four elements: input, content focus, language focus and task¹³.

- 1) Input: The input can be in the form of a text, dialogue, diagram, or other forms of communication data. It provides stimulus materials for activity, new language items, correct models of language use, and a topic for communication.
- 2) Content focus: Language is used as a means of communication conveying the information and feeling. Hence non-linguistic content can be exploited to generate meaningful communication in the classroom.

¹³ Tom Hutchinson & Alan Waters. *English for Specific Purposes*. Cambridge: Cambridge University Press. 1987. p.108-109.

- 3) Language focus: Language knowledge is given in order to achieve the purpose of language learning which is enabling learners to use the language correctly.
- 4) Task: The communicative tasks are employed to make the learner use the content knowledge and language knowledge in the classroom.

4. Task Design Development

a. Definition of Task

A textbook usually consists of several of units; a unit consists of several of tasks. There are several definitions of tasks according to some experts. Nunan (2004) states tasks as is a part of classroom work which require students in understanding, manipulating, producing, or interacting in the target language whereas their attention focus on the meaning of the form¹⁴.

b. Task Components

Nunan (2004) divides tasks into six components; they are goals, input, procedures, the roles of learners, the roles of teacher, and setting. Those task components can be illustrated into the table below.¹⁵

Table 2.1 Task Components Proposed by Nunan

Goals	→	Teacher role
Input	TASK	Learner role
Procedure		Setting

¹⁴ David Nunan. 2004. *Task-Based Language Teaching*. Hongkong: Cambridge University Press. p. 4.

¹⁵ Ibid. p. 41

Goals refer to the general intention towards tasks; they also provide a direct relationship between tasks and the curriculum. Goals can be determined after identifying the learners' needs. Therefore, it can be written both implicitly and explicitly and may relate to a range general outcome (communicative, cognitive or affective).

Input refers to data in the forms of oral, written texts, visual, and audio that set the tasks out. Input for communicative tasks can be derived from a wide of range sources, such as magazines, newspaper, postcards, memo, driving license, and the other sources that are obviously authentic. (Nunan 2004)

Procedures specify what learners need to do with the input. Before going to the activities types, there are three general ways to characterize activities; they are authenticity, skills use and fluency/accuracy. The first, authenticity reflects those activities from what in real-world (outside classroom), then be brought into classroom to let learners rehearse genuine communicative interaction and practice the skills that are needed in the real-world. The second, skill use is a way of characterizing activities whether they are focusing on skills getting or skill using. These are related to the distinction between control practice and transfer activities. Control practice activities refer to activities in which learners manipulate phonological and grammatical forms. Transfer activities refer to those in which learners apply their linguistic form mastery to comprehension and production of communicative language. The third, fluency/accuracy refers to those activities that focus on the developing fluency or accuracy.

Roles of learners and teacher refer to parts of them to carry out the tasks as well as the interpersonal and social relationship between the teacher and learners in doing a task. The success of the teacher and the learners do their roles will determine the success of the goals of the tasks. In communicative classroom activities, teacher has roles as facilitator of the communicative process, as participant, and as observer and learner (Nunan 2004).

Setting refers to the arrangement of classroom to affect interaction in the tasks. It deals with how the students do the tasks, where the students will do the tasks, and in what kind of groups the students will do the tasks; individual, in pairs, or small groups.

c. Task Types

Two kinds of task can usefully be distinguished they are pedagogical and real world task. Pedagogical task is task which is specially designed to the classroom context which requires learners' interactional strategies and may require the use of specific language types (skill, grammar, vocabulary). When two learners are to find differences between two similar pictures, it is called pedagogical task¹⁶.

The second type of task is real-world tasks. It refers to the uses of language in the world beyond the classroom¹⁷ and which might be considered a rehearsal for real

¹⁶ Jack, C. Richard, 2006. *Communicative Language Teaching Today*. New York. Cambridge University Press. p. 31.

¹⁷ David Nunan. 2004. *Task-Based Language Teaching*. Hongkong: Cambridge University Press. p. 1.

world task for example: role play in which two students have to practice a job interview.

C. English for Specific Purpose

1. Definition of ESP

ESP is based on students' needs in learning English. Since students' needs in ESP are very important, needs analysis should be conducted earlier before designing the materials¹⁸. According Hutchinson & Waters (1987), ESP is an approach to language teaching that all content and method in learning language are based on the learner's need¹⁹. In addition, according to Dudley E & St. John (1998), Hutchinson & Waters (1987) see ESP as an approach of a product, they mean that ESP does not involve a particular kind of language (grammar, lexis, register), skills discourse and genres appropriate to these activities.²⁰

Robinson (1991) viewed ESP as an enterprise involving education, training, and practice and drawing upon three major realisms of knowledge namely language, pedagogy, and students'/participants' specialist area of interest. Richards & Rodger (2001) stated that ESP as a movement that seeks to serve the language needs of learners who need English in order to carry out specific roles (e.g. student, engineer,

¹⁸ Ibid. p. 9

¹⁹ Tom Hutchinson. & Alan Waters. *English for Specific Purposes*. Cambridge: Cambridge University Press. 1987. p.19. (Accessed on 19 June 2018 from <http://englishlangkan.com/2017/04/10/download-free-ebook-english-for-specific-purposes-hutchinson-1991-pdf/>).

²⁰ Dudley E & St. John. *English For Specific Purposes*. Cambridge. Cambridge University Press. 1998. p. 2-3.

nurse) and who need to acquire content and real-world skills through the medium of it rather than master the language for its own sake.²¹

Variable of characteristics ESP²² :

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

2. Need Analysis

Needs as the ability to comprehend and or produce the linguistic of the target situation, such as, the needs, the weakness or lack and necessity of students in learning, for example the ability to understand the passive voice²³. Hutchinson and Water divide needs into two types namely target needs and learning needs. Target needs mean what the students' needs to do in the target situation. Target needs

²¹ Titik Agustina. *An Approach Of English Teaching For No-English Department Students* (The jurnal of English for Specific Purpose, vol. 7 no. 1 (Mei) 2014). P. 38

²² Dudley E & St. John. *English For Specific Purposes*. Cambridge. Cambridge University Press. 1998. p.3.

²³Tom Hutchinson. & Alan Waters. *English for Specific Purposes*. Cambridge: Cambridge University Press. 1987. Pdf . p. 54

include necessities, lacks, and wants. Whereas learning needs include the task components, such as, input, procedure, teacher's role, students' role, procedure and setting.

Hutchinson and Waters describe need analysis as the most prominent feature of English for Specific Purposes course design. Needs analysis is actually the starting point for a course design. It is a necessary part of a curriculum development and is required in the early stages of developing a syllabus²⁴.

The important step before designing the ESP materials is Need Analysis. It can lend the materials developers to create suitable materials according the students' need so that it helps the students to master the English materials based on their expertise.

Need analysis in language teaching may be used for a number of different purposes, for example:²⁵

- To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide or university student
- To help determine if an existing course adequately addresses the needs of potential students.
- To determine which students from a group are most in need of training in particular language skills

²⁴ Reza Eshtehardi. *Needs Analysis and Course Design; A Framework for Designing Exam Courses* (International Journal of Applied Linguistics & English Literature, vol. 6, no. 6; November 2017) p. 274

²⁵Jack, C. Richards. *Curriculum Development in Language Teaching*. Cambridge. Cambridge University Press. 2001. p. 52

- To identify a change of direction that people in a reference group feel is important
- To identify a gap between what students are able to do and what they need to be able to do.
- To collect information about a particular problem learners are experiencing

Richards says that learners' language needs can be relatively easy to establish what learners need to master a language for more specific purposes, for example, official who works in fields such as nursing, the hotel industry and etc. Therefore, the tasks official can carry out in English be identify and determine what language they need.

The analysis of the target needs is divided into three points which are necessities, lacks, and wants²⁶.

- Necessities is the type of need determine by the demands of the target situation; that is , what the learner has to know in order to function effectively in the target situation. For example, a businessman or woman might need to understand business letters, to communicate effectively at sales conferences, to get the necessary information from sales catalogues and so on. He or she will presumably also need to know the linguistic features - discoursal, functional, structural, lexical – which are commonly used in the situations identified. This information is relatively easy to gather. It is a matter of

²⁶ Tom Hutchinson,. & Alan Waters. *English for Specific Purposes*. Cambridge: Cambridge University Press. 1987. Pdf. p. 55-56.

observing what situations the learner will need to function in and then analysis the constituent parts of them.

- Lacks to identify necessities alone, however, is not enough, since the concern in ESP is with the needs of particular learners. You also need to know what the learner knows already, so that you can then decide which of the necessities the learners lacks. One target situation necessity might be to read text in a particular subject area. Whether or not the learners need instruction in doing this will depend on how well they can do it already. The target proficiency in other words, needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learner's lacks (Hutchinson, Waters and Breen 1979).
- Wants. We have considered target needs only in an objective sense, with the actual learners playing so active role. But the learners too, have a view as to what their needs are. Learners may well have a clear idea of the 'necessities' of the target situation: they will certainly have a view as to their 'lacks'. But it is quite possible that the learners' views will conflict with the perceptions of other interested parties: course designers, sponsors, and teachers.

D. English in SMK

1. English Curriculum in SMK

Based on the Indonesian government's rule about National Education System No 19 year 2003, curriculum is a set of goals and regulation about teaching and learning

process such as the content, materials and methods used to achieve educational goals. In 2013, the Ministry of Education of Indonesian Republic has launched a new curriculum namely curriculum 2013.

At SMKN 2 Palopo at eleven grade teachers refer to curriculum 2013 in learning process, where the students refer to be more active. In addition, the teacher must use book which have given from government, it is "*Buku Bahasa Inggris XI REV 17 untuk SMA/MA/SMK/MAK*". The content of book is general material, so teachers teach all of departments at SMK with same material, there is no specific material for each departments, for example automotive department.

2. Automotive Department

The automotive department is one of specific skills which provided by the vocational high schools. It is also a study program which many students interest and chose it especially male students for being it a job. In additions, automotive study program is easy to find job and students who have skill about it can build workshop by themselves. It has expertise package of Light Vehicle of Engineering, Motorcycle of Engineering, Heavy Equipment of Engineering and Automotive Body Repair Technique.

In this global era, English is required as a means of communication in all aspects, including education. English in vocational high school is highly needed as the

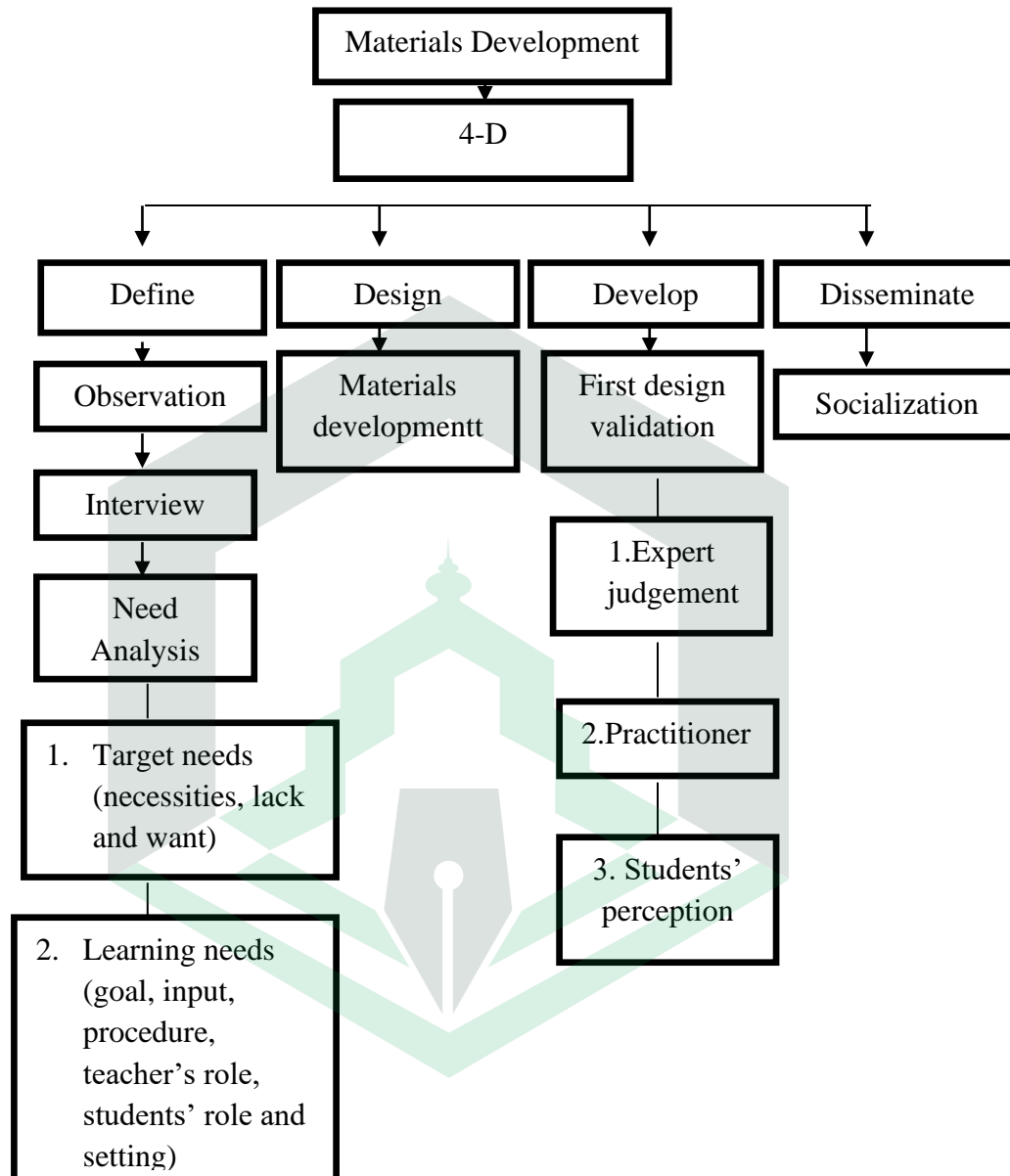
important role for the students to achieve their competence. It helps the students to compete in this global competition.²⁷

According to the goals of vocational high schools, the English learning material should be appropriate to their skill. It can carry out the students to master the English appropriate to their skill or need. The one of the basic approaches could be a good way to develop English materials is ESP (English for Specific Purposes).

E. Conceptual Framework

The purpose of this research by using R & D model is to design appropriate English learning material for the students at the eleventh grade of Vocational high school. The background of this study is solving students' problem in learning materials. The findings of this research supposed to have a solution for the students who are facing the problems (specific English learning materials for automotive study program). In this research, the researcher used 4D (Define, Design, Develop, and Disseminate) Model in developing the appropriate and suitable material for students of Automotive study program the eleventh grade at Vocational high school number 2 Palopo. Below is the schema:

²⁷ Joni Susanto and M. Adnan Latief . *Developing English Teaching Material For Midwifery Students* (The Journal Of Teaching English For Specific And Academic Purposes vol. 4. no 3. 2016) p. 535-536



CHAPTER III

RESEARCH METHOD

A. Type of Study

This research is classified into an Educational Research and Development (R&D). Educational R & D is adapted from an industry-based development model in which the results of the research will be taken to create new products or procedures, which then are systematically implemented, evaluated, and revised to meet specified criteria of effectiveness, quality, or similar standards.

In practice, this type of study takes evaluation to play a key role in the process. Evaluation of the process of refining products is done over and over until the best form of the product is found. Borg and Gall say that this model provides a good promise to improve education because it involves a close connection between systematic evaluation programs and program development. In education, this research is conducted to design/develop appropriate materials that can be implemented effectively to meet the students' needs.

B. Research Procedure

Design model in this development research was adapted from 4D Thiagarajan design model. This model is developed by S.Thagarajan, DhorotyS.Sammeland

Melvyn I. Semmel. 4-D models is consist of four steps. They are define, design develop and disseminate.the clearly explanation as follow²⁸:

1. Define

This step focuses on determining and defining the need analysis, but the observation and interview were done first.

- a) The observation was pertinent to the curriculum, syllabus, and what the English learning materials for automotive students, such as: (1) what's the learning materials which English teacher taught in class? (2), what the materials the students had learn in class?
- b) The interview were pertinent to what the students deeply need especially for developing English learning materials, such as: (1) what's English learning materials are the students' needed and wanted?, (2) what are the students' and teachers opinions about developing the English learning materials for automotive students at eleventh grade?
- c) Need analysis consist of target needs and learning needs, in this step the researcher gave questioner to the students, the questioner is designed to find out some information about necessities, wants, and students' lacks. It also designed to know information about the design, input, and learning activity to produce materials that related with the condition of the automotive students.

²⁸EndangMulyatiningsih, *Pengembangan Model Pembelajaran*.
<http://staff.uny.ac.id/sites/default/files/dra-endangmulyatiningsihpd/7cpengembangan-model-pembelajaran.pdf>(accessed 30 May 2019),p.1.

2. Design

The next step after define is design the product refers to students of automotive department at eleventh grade. The materials developed based on observation, interview and need analysis. The first draft is the result of design that be given to expert judgment to evaluate.

3. Develop

This stage produced the last product design that have revised and validated by the expert, practitioner and students perceptions. In this step is validated on the content, language, presentation, and layout. All of the suggestion of the experts, practitioner, and students perceptions ate the consideration and the base to revise the product. The product is resulted into the second draft after revising the first draft.

4. Disseminate

In this step, the product that was developed and revised be socialization in school. The researcher introduced this product to the students and the English teacher at SMKN 2 Palopo.

C. Research Subject

The subjects of this research were the automotive students at second semester eleventh grade in SMKN 2 Palopo in the academic year of 2018/2019 at second semester.

D. Data Collection Techniques

In this study, the data were collected through observation, interview and questionnaires. Firstly, observation did by researcher to find out the English materials. Secondly, the researcher interviewed some automotive students at eleventh grade and the teacher was interviewed informally to support the data from the questionnaire. Thirdly, the needs analysis questionnaire was used to gather the data of the target and learning needs in English. The learners were asked to answer several questions related to their characteristics and needs in learning English by choosing one or more options from several options provided. Lastly, opinions and suggestions from the experts, practitioner, and students perceptions are proposed through the expert judgments questionnaire to find the appropriateness of the designed materials.

E. Data Collection Instruments

In collecting the data, interview is the first step to know English learning at the school. Interview is done to students and English teacher. The questionnaires were distributed to the students and a materials expert. There were two types of questionnaire used in this research. Those were the needs analysis questionnaire and expert judgment questionnaire.

1. Needs analysis questionnaire

The need analysis questionnaire was distributed to find out the target needs and the learning needs of the automotive students at the eleventh grade at SMKN 2 Palopo. In developing the needs analysis questionnaire, this study referred to the

theory of needs assessment proposed by Hutchinson and Waters (1987), and Nunan (2004).

Table 3.1 The Organization of Needs Analysis Questionnaire

Aspect	Number of Items	Purpose of the Questions	References
Personal Identity of the Students		To find some information about student identity.	Hutchinson and Waters (1987: 62-63)
Necessities on goal	1	To find out the reason of students to learn English	Nunan (2004:41)
Necessities	2,3	To know student needs in terms of targets situation	Hutchinson and Waters (1987: 56)
Lacks	4,5	To find out the level of knowledge of students and students' weakness in studying English	Hutchinson and Waters (1987: 55)
Wants	6	To find students' desires related to material	Hutchinson and Waters (1987: 56)
Input	7-14	To find out what content is needed to design a task	Nunan (2004: 47)
Procedure	15-21	To find out what students are must do with the task	Nunan (2004: 52)

Setting	22	To find out how the assignment done (group work, work partner or individually)	Nunan (2004: 71)
Teacher's role	23	To find out the role of the teacher in the classroom	Nunan (2004)
Learner's role	24	To find out the role of students in class	Nunan (2004: 184)

2. Expert judgment questionnaire

The second questionnaire was the expert judgment. It was proposed to a materials expert to know their opinion and suggestions about the developed materials.

Table 3.2 The Organization of Expert Judgment Questionnaire

No.	The Purpose of the Questions	Reference
1.	To find out the appropriateness of the material content.	BSNP (2011)
2.	To find out the appropriateness of the Material language.	BSNP (2011)
3.	To find out the appropriateness of the Material presentation	BSNP (2011)
4.	To find out the appropriateness of the materials layout design	BSNP (2011)

F. Data Analysis Techniques

In this research, the data will be collected two times by using questionnaire. First is questionnaire in need analysis, second is questionnaire in expert judgment, practitioner and students' perception about the developed materials.

a. Data analysis in questionnaire.

Data analysis used in this part is descriptive which was analyzed by calculating the percentage of the answer. Result of the need analysis from the questionnaire will use this pattern:

$$X = \frac{\sum x}{N} \times 100\%$$

X = Nilai

Σx = The same answer of students

N = Total number of students

Students' choices (Necessity, lack, want, input, procedure, setting, teachers' role and students' role) are becoming researcher background in designing the English learning materials.

b. Data analysis in expert judgment and practitioner

The result of data was converted in descriptive analysis. The indicator in measuring the result is the Mean (X). The Means will be used by using conversion pattern data:

$$Mn (X) = \frac{\sum fx}{n}$$

M = Mean

Σ fx = Total score

n = Total items

Data Conversion Table was adapted from (Suharto 2006) in Alex Sander (2018)

Scales	Interval of Mean	Descriptive Categories
1	$1.0 < X \leq 1.7$	Very Poor
2	$1.8 < X \leq 2.5$	Poor
3	$2.6 < X \leq 3.3$	Fair
4	$3.4 < X \leq 4.1$	Good
5	$4.2 < X \leq 5.0$	Very Good

c. Data analysis in students' perceptions

$$n = \frac{\sum fx}{100\%}$$

$\sum fx$ = Total score

$$Mn(x) = \frac{\sum fx}{n}$$

M = Mean

fx = Total Score

n = Total the same answer

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

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

A. Research Findings

1. Define

In define steps there were 3 steps the researcher to find out the information there are observation, interview and need analysis.

1) Observation

The researcher did observation focus on what the English learning materials had taught by teacher and what the materials that the students had learnt. The researcher tried to observe the related between English learning materials with the students department. The result of the observation, the researcher found that the English learning materials which teacher taught in class for automotive students was general English. The teacher used general English book for teaching in class not specific book especially for automotive students. The researcher also observed the English learning materials that students had learnt to make sure the English materials, in fact the researcher found that the English learning materials that had students learn was

general English not specific English which related their department. So the researcher can conclude that needed to develop English learning materials for automotive students related their department for improving their English skill.

2) Interview

In interview section, the researcher focused on what the students needed and wanted, and what the students and teacher opinions about developing English learning materials for automotive students at eleventh grade.

The researcher interviewed such as automotive students department at eleventh grade and the English teacher. The researcher wanted to make sure the English learning materials in class and the students' needed and wanted in English learning, and their opinion about the developed materials. Based on the interview, the students needed and wanted the English learning materials related to their department so that they can use it in future job. In addition, the students' opinion about the developed materials, they appreciated the steps and hoped the materials can be used earlier. In other hand, the teacher opinion about the developed materials was also appreciated it, so in next semester she can teach in class by using the book, it can more useful for students automotive in English leaning process.

3) The result of need analysis

a. Target Needs

The first item which analyzed was the target needs. Here, the researcher wanted to know the students necessities, lack and want in learning English.

1. Necessities

The data shows that the final purpose of the students in learning English can be seen in this following chart as follow:

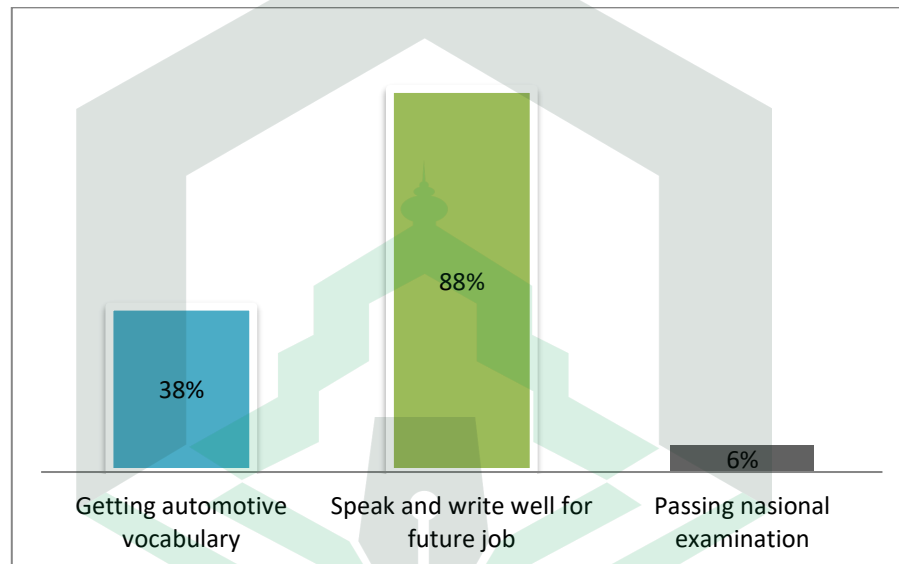


Chart 4.1. The result of students' necessities on purpose

The chart 4.1 shows the purpose of the students in learning English is to be able to speak and write well for future job (88%), to get vocabulary related automotive filed for future job (38%) and to pass the national examination (6%).

Furthermore, the students answered the questionnaire related to the future students' motivation to learn English. The answer result as follow:

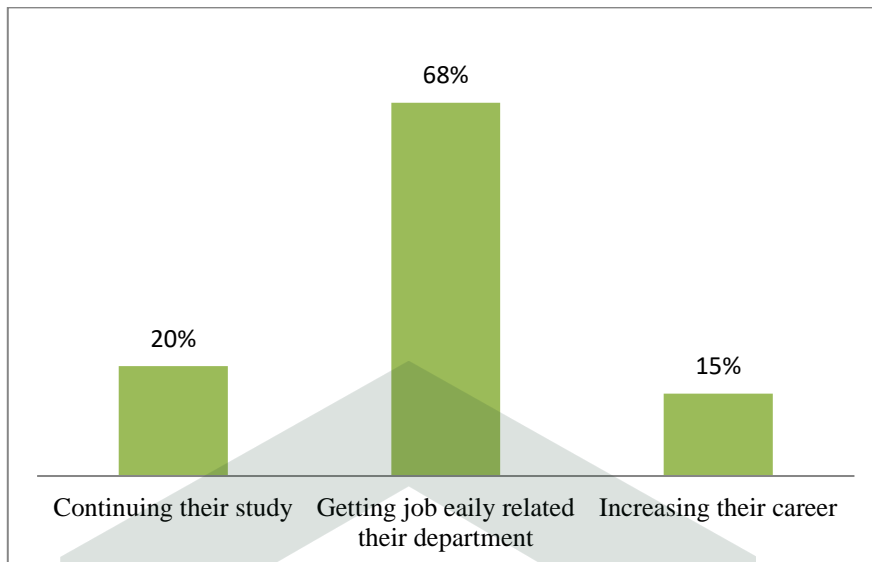


Chart 4.2. The result of the students' necessities on motivation to learn English

The chart 4.2 shows the answer of the students who have motivation to learn English to continue their study (20%), to get work easily appropriate their department (68%), and to increase their career (15%).

Meanwhile, the students needed the content of learning material to support their job can be seen as follow:

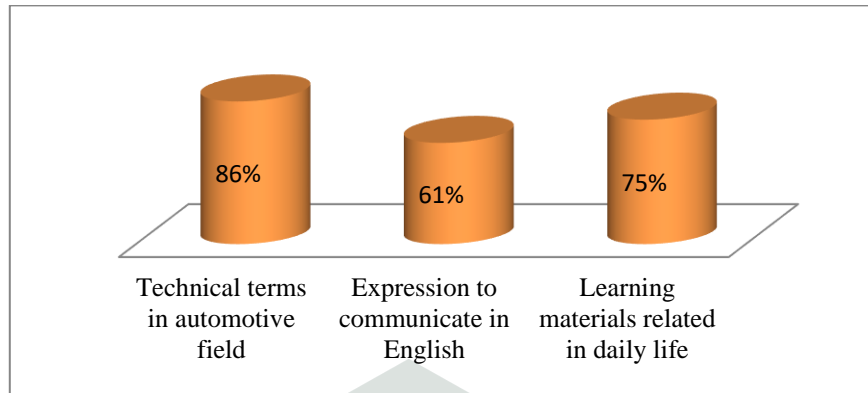


Chart 4.3. The result of students' necessities on materials content

The chart 4.3 shows students needed materials content about the technical terms in automotive filed for supporting their job (86%), expressions and responses to communicate in English (61%), and the learning materials related in daily life (75%), and others (2%).

2. Lacks

After the *necessities*, the next aspect is *lacks*. In terms of lack, there are two items in the questionnaire which gain information about the students' English proficiency. The result can be seen as follow:

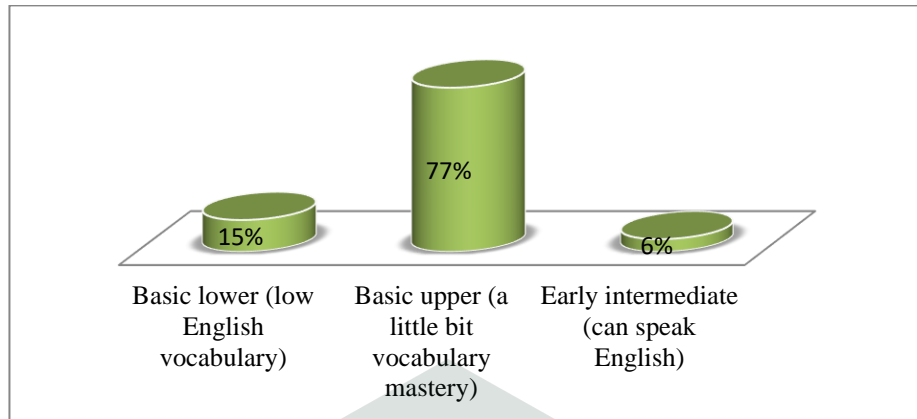


Chart 4.4. The result of students' lack on English proficiency

The chart 4.4 shows the English proficiency of the students (77%) is basic upper. In other hand, most of the students (15%) admitted that they had low English vocabulary mastery and (6%) of students is early intermediate. While the student's weakness in learning English is shown as follow:

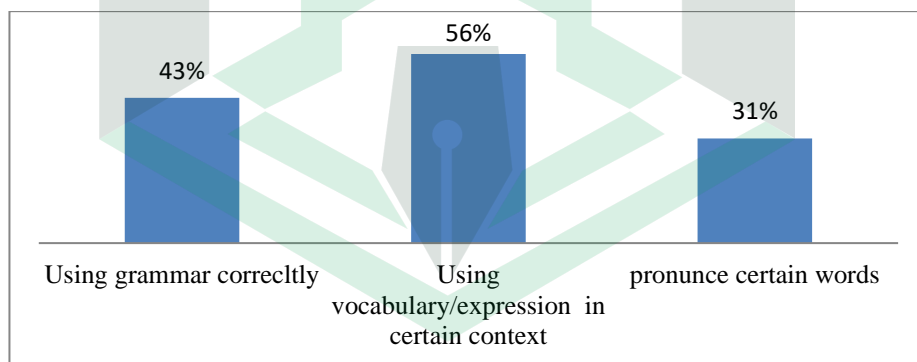


Chart 4.5. The result of students' lack on learning English

The chart 4.5 shows that students' lack in learning English that cannot use English grammar correctly (43%), the most of students do not know how to use the vocabulary/expressions in certain context appropriately (56%), and students do not know how to pronounce certain words or expressions correctly (31%).

3. Want

The last aspect of the target needs which needs to be identified is the question in terms of wants. The students were asked about English learning materials which they want to improve English. The result can be seen a follow:

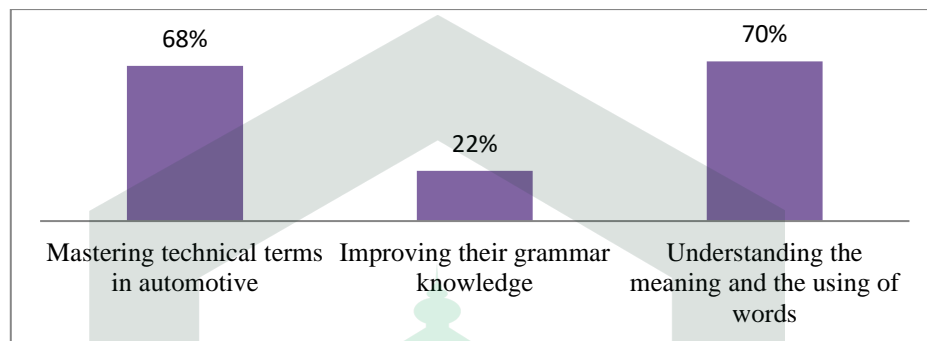


Chart 4.6. The result of students' wants on improving their English

In terms of wants, 70% of students wanted English learning materials that help them understand meaning and use the words, sentences and expressions appropriately. In addition, 68% of the students wanted English learning materials which help them master technical terms in the automotive, and 22% of students wanted English learning materials that help them improve their grammar knowledge.

b. Learning Needs

1. Input

Based on questionnaire, the topic of the materials which students wanted to be improved in automotive, it can be seen as follow:

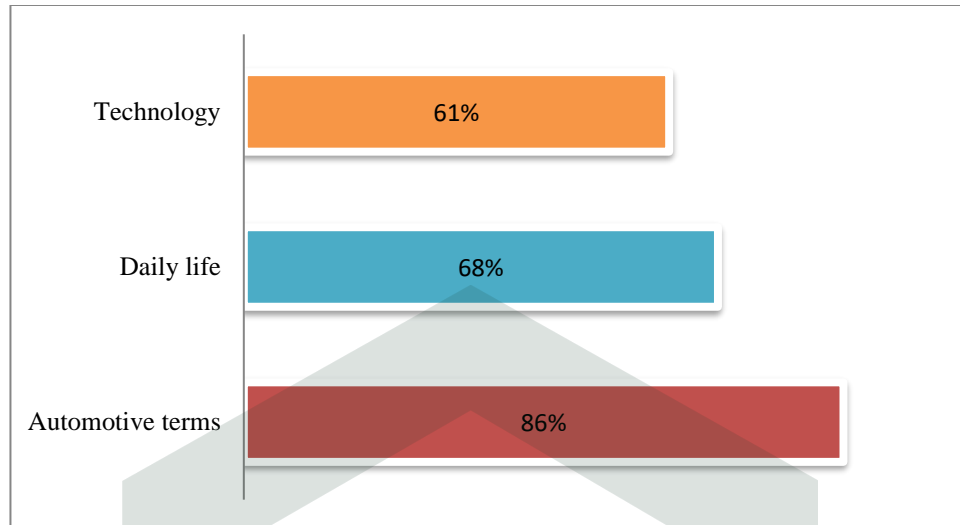


Chart 4.7. The result of input on topic

From the need analysis process that had been conducted the students chose automotive terms as the main topic (86%), topic of daily life was chosen by 68 % of students, and technology was chosen by 61% of students.

After the topic, the next aspect of the learning needs in input is reading input. It can be seen as follow:

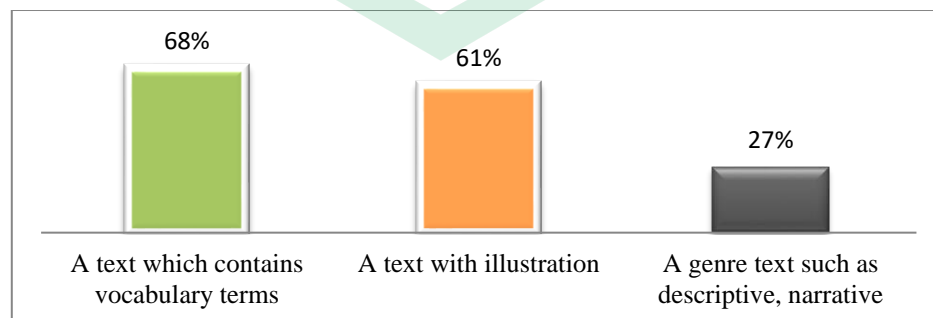


Chart 4.8. The result of input on reading

Input In terms of reading skill, most of the students (68%) wanted to have a text which contains automotive vocabulary terms. Some of them (61%) wanted a genre text such as descriptive, narrative, and recount and 27% of students wanted text with illustration as the reading. The length of the reading text can be seen as follow:

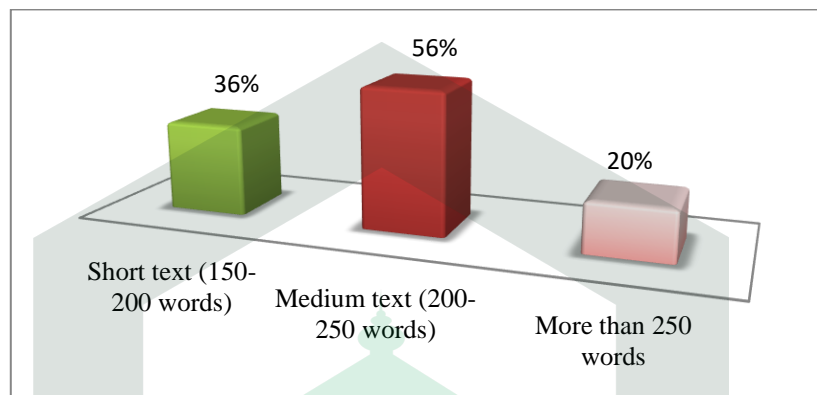


Chart 4.9. The result of input on the length of reading text

The length of the text which students wanted as reading input was medium text (200-250) 56%, short text (150-200 words) 36% of students and long text (more than 250nwords) 20% of students.

The next aspect is the input of writing skill. The result can be seen as follow:

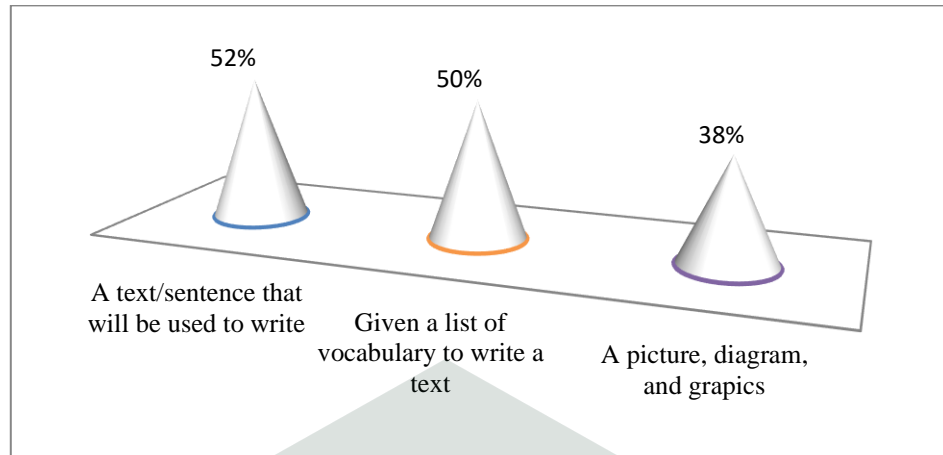


Chart 4.10. The result of input on writing

In terms of writing input, most of the students (52%) wanted writing input in the form of a model of text/sentence that will be used to write, 50% of students wanted were given a list of vocabularies which can be used to write the text also needed, and they (38%) wanted a picture, diagrams, and graphics as writing input.

After reading and writing input, the next aspect is listening input. The chart below shows the input for listening materials that the students wanted.

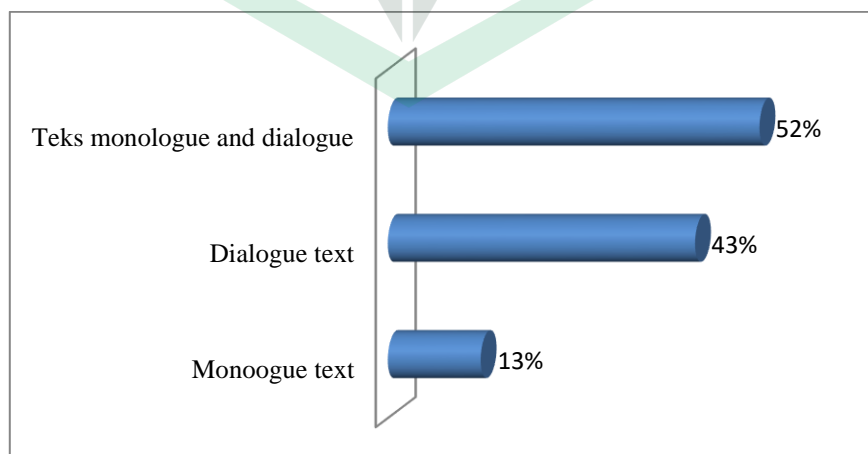


Chart 4.11. The result of input on listening

In terms of listening skills, the students wanted to have listening input in monologue and dialogue form (52%), text dialogues (43%), and text monologue (13%).

The length of the listening text can be seen as follow:

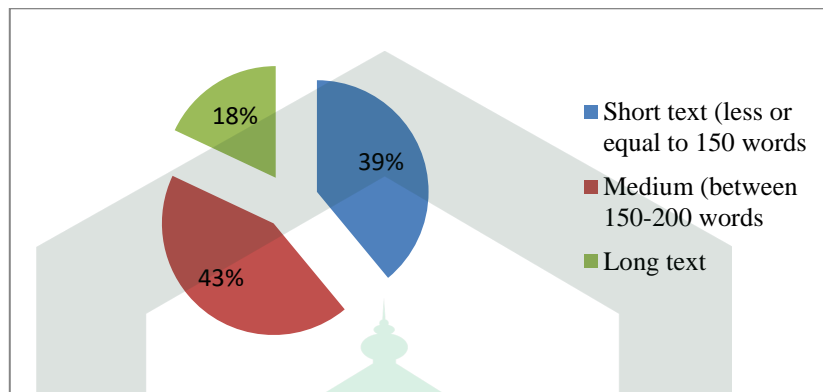


Chart 4.12. The result of input on the length of listening text

Most of students (43%) wanted the listening text should be medium (between 150-200 words), 39% of students wanted short text (less or equal to 150 words), and 18% of students wanted long text in listening input.

The next aspect is the input for speaking skills. The result can be seen as follow:

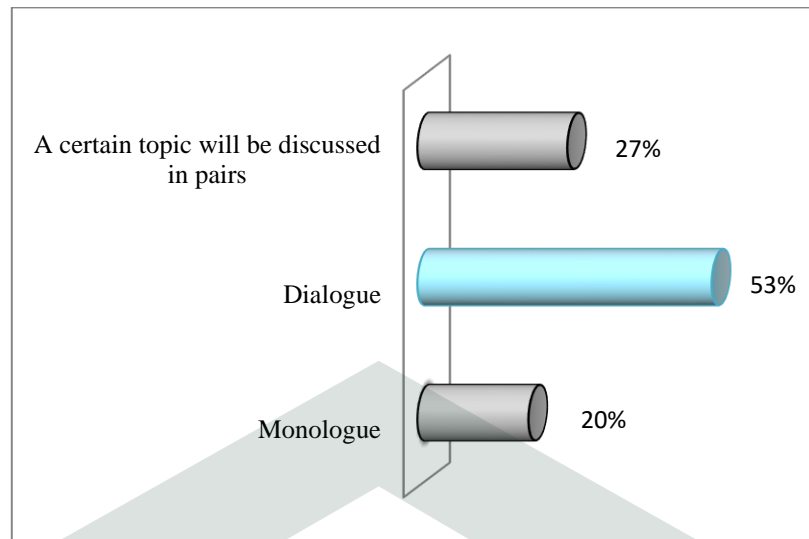


Chart 4.13. The result of input on speaking

In terms of speaking input, most of the students (53%) wanted speaking input in dialogue form, a certain topic will be discussed in pairs (27%), and (20%) of students wanted speaking input in monologue form.

The last aspect is vocabulary input. The input of vocabulary that the students wanted is showed on chart below.

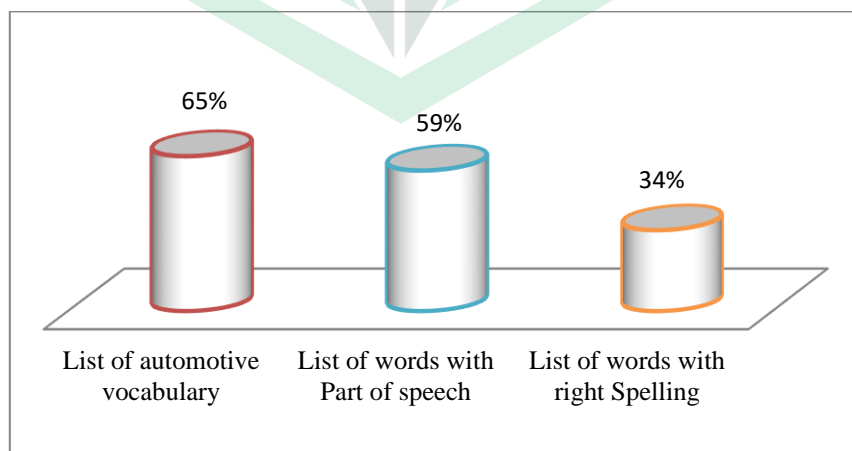


Chart 4.14. The result of input on vocabulary

The input of vocabulary that most of students (65%) wanted was listing of vocabulary appropriate automotive field, wanted the part of speech as vocabulary input (59%) and the last 34% wanted the list of words with the right spelling.

2. Procedure

After analyzing the input, the next component of the learning needs which to be analyzed is procedure. Based on the questionnaire, the students wanted the activities in applying the English skills.

In reading activities, the students' wanted can be seen as follow:

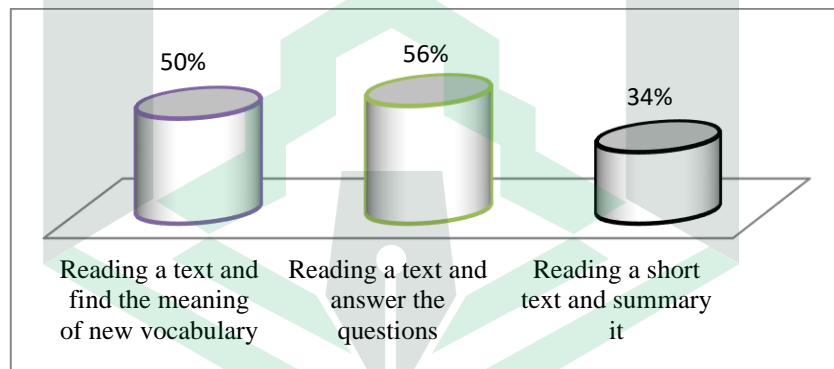


Chart 4.15. The result of procedure on reading activity

In terms of the reading activities, 56% of students are wanted to read a text and answer the question, 50% of students wanted to have a text and find the meaning of new vocabularies in the text. The last 34% of students also wanted to read a short text related to automotive and summary it. The next activity is writing, the result can be seen below:

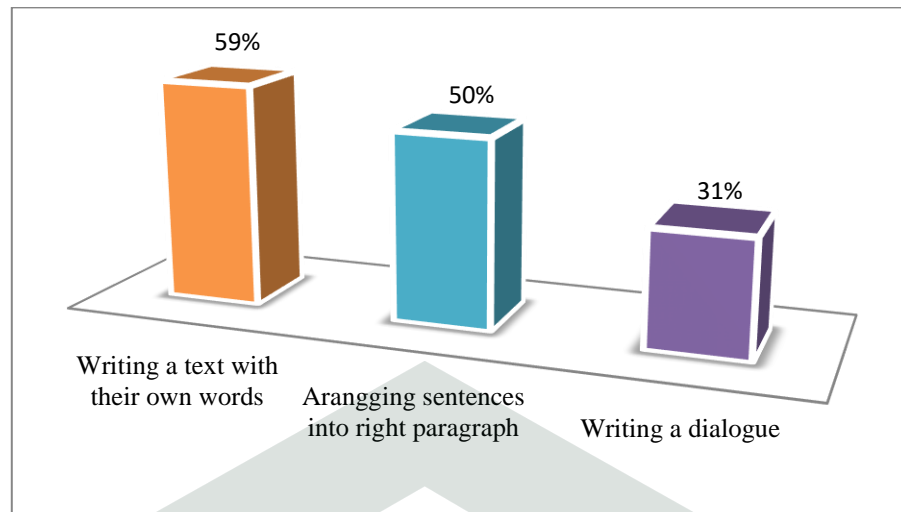


Chart 4.16. The result of procedure on writing activity

In terms of writing activity, 59% of students wanted to be given an example of certain texts, and then write a similar text with their own words, 50% of students wanted to arrange some sentences into the right paragraph. And the last 31% of students wanted just write dialogue.

Whereas, in listening activity the students' wanted can be seen as follow:

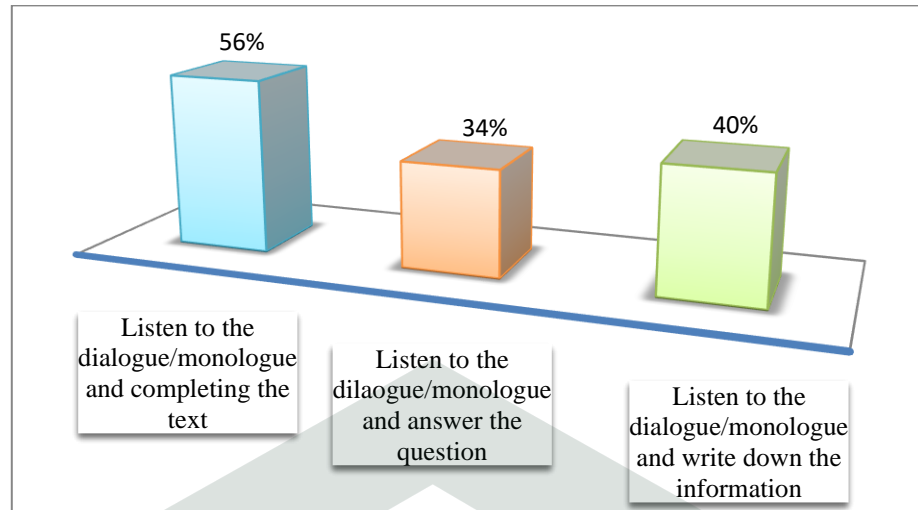


Chart 4.17. The result of procedure on listening activity

In terms of listening activities, 56% of students wanted to have tasks of listening to the dialogue or monologue and completing the text. The second type of tasks, the students wanted to listen to the dialogue or monologue then write down the information (40%). And the last the students wanted to listen to the dialogue or monologue and answer the question provided the recording (34%).

The chart below shows the students' wanted in speaking activities.

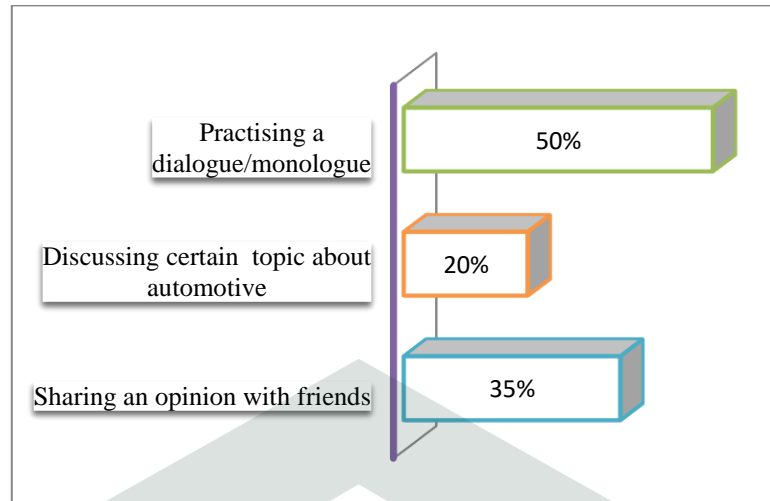


Chart 4.18. The result of procedure on speaking activity

For speaking activity, most of the students (50%) wanted to practice a dialogue/monologue, discussing certain topic about automotive 20% and sharing an opinion with friends (35%).

Besides the four English skills, the aspects of vocabulary and grammar also need to be considered. In terms of vocabulary and grammar, the students were asked to choose what kinds of activities they wanted to improve their vocabulary and grammar.

The students' wanted activity to improve their grammar can be seen as follow:

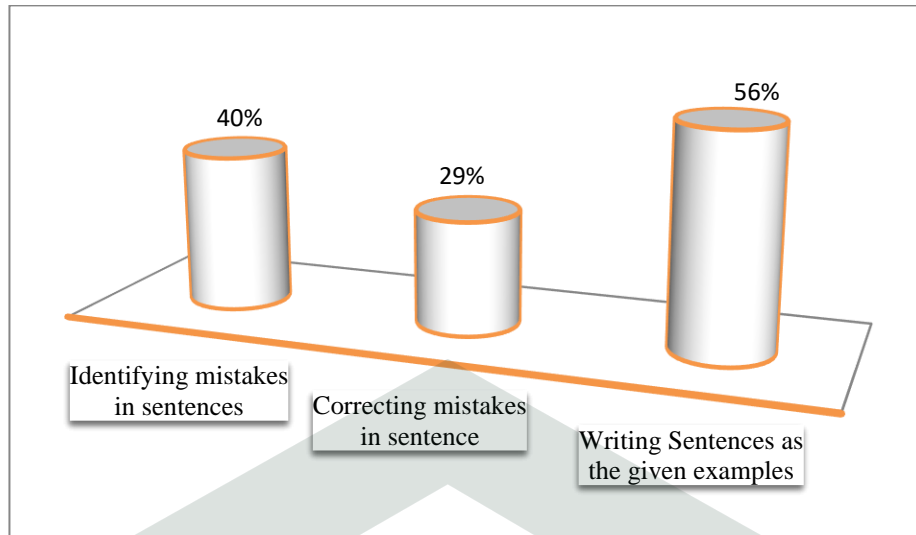


Chart 4.19. The result of procedure on grammar activity

Whereas in grammar activity, 40% of students wanted to identify the mistakes in a sentence, 29% of students wanted to correct the mistakes in sentence and 56% of students wanted writing sentences as the given examples.

The next aspect is pronunciation activity. The result is shown by the chart below.

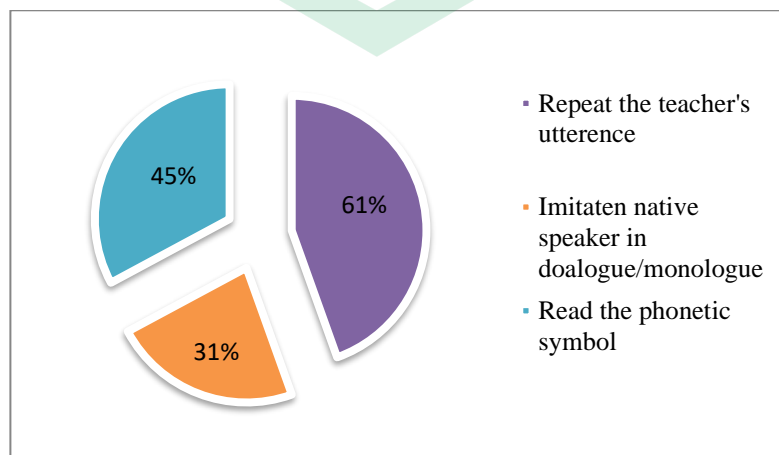


Chart 4.20. The result of procedure on pronunciation activity

The chart 4.20 shows 61% of students wanted to repeat the teacher's utterance as the learning activity for mastering pronunciation and 45% students wanted to read the pronunciation lists or phonetic transcriptions for mastering pronunciation and 31% of students wanted to imitate native speaker in dialogue or monologue.

The students' wanted activity for improving their vocabulary. It can be seen as follow:

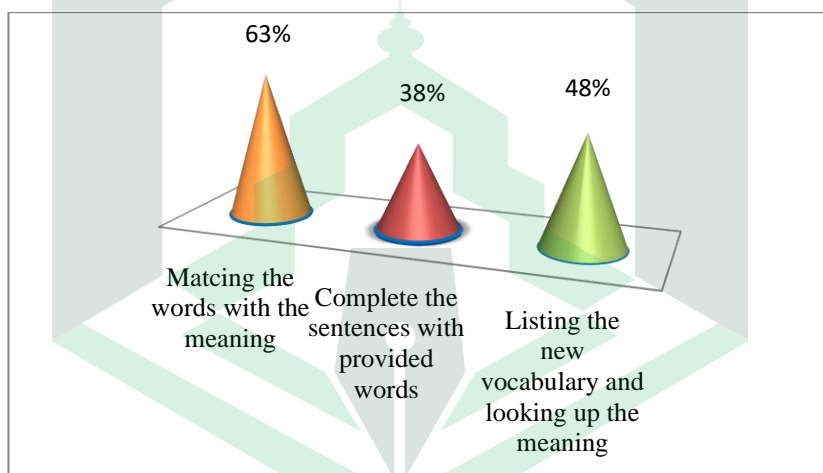


Chart 4.21. The result of procedure on vocabulary activity

To enrich their vocabulary, most of the students (63%) wanted to match English words with the meanings. 48% of students wanted listing new words from a text and then looking up the meanings in the dictionary and the last 38% of students wanted to complete sentences or paragraphs with provided words.

3. Setting

The next component is the setting. The setting involves the kinds of class activities that students will do the tasks. The result can be seen as follow:

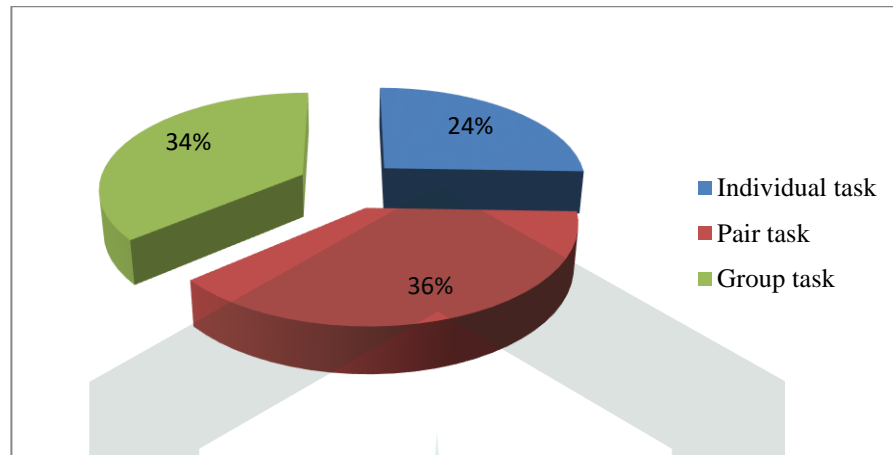


Chart 4.22. The result of setting

Based on the chart 4.22, can be concluded that most of the students (36%) wanted pair task, whereas the other students (34%) wanted group task, and wanted individual task (24%).

4. Teacher's role

Based on the questionnaire's result of need analysis, the students answered about what's the teacher role in learning process. It can be seen as follow:

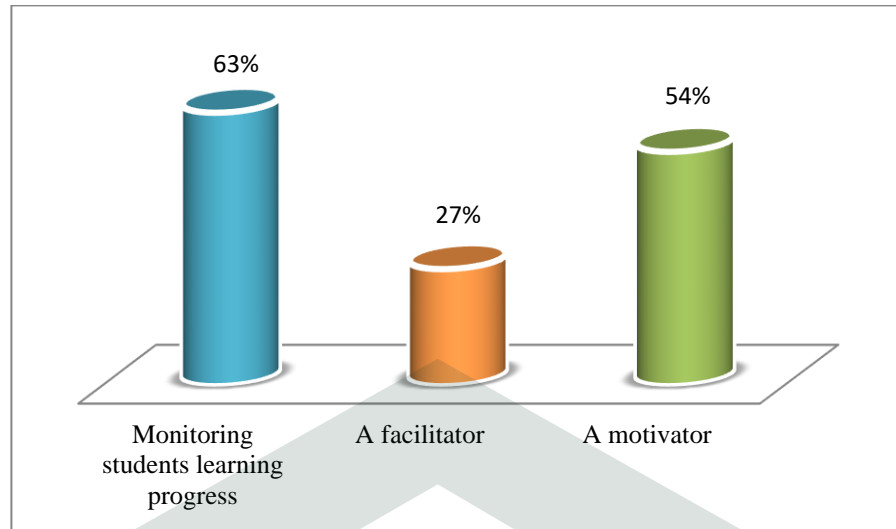


Chart 4.23. The result of teacher's role

From the chart 4.23, it can be concluded that students wanted the role of the teacher was monitoring students learning progress (63%), whereas the other students (54%) wanted the role of the teacher was as a motivator and 27% of students wanted a teacher role was facilitator.

5. Students' role

The last component is the learner's role. This component specifies the student's role when teaching and learning process is going on. It can be seen as follow:

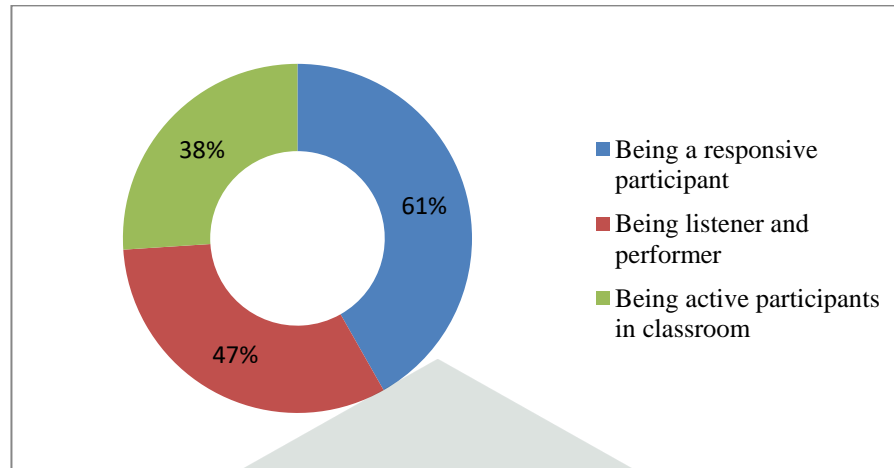


Chart 4.24. The result of students' role

From the table 4.24, can be concluded that most of the students (61%) wanted to be a responsive participant (they can negotiate with friends or teacher about the learning topic), whereas the other students (47%) wanted to be listener and performer in the classroom, and 38% of students wanted to be active participants who involve in the classroom's activities.

2. Design

In design section, the researcher designed the developed materials based on interview and need analysis. The developed materials consist of four skills, such as reading, writing, listening and speaking. The material of each unit appropriate with the students department is automotive.

In reading skill, the developed materials focus on procedure text and report text based on the basic competence, the text input are related to automotive. In writing, the developed materials focus on write down a text and sentences in simple present

tense, passive voice and if conditional. The grammar focus was chosen based on the basic competence also. The developed materials in listening skill focus on listening and completing the missing words. In speaking, the developed materials focus on practicing dialogue in pairs and monologue in individual or group. To increase the students' vocabulary the developed materials consist of automotive vocabulary related to the unit topic.

3. Develop

In this section the product developed by the evaluation of the expert judgment, practitioner and students perceptions. The result is explained below

1) Expert Judgment

After the first draft of the materials has composed, the next process is expert judgment. There were 4 expert judgments assessed each point in units. First, is the content appropriateness, the expert judgment was automotive teacher. Second, language appropriateness was language lecturer, for presentation and layout appropriateness the expert judgment was English lecturer.

a. The Result of Expert Judgment of unit 1

Here, the material developer asked the each expert judgment to evaluate of unit 1. The assessment items cover the content, language, materials presentation, and the layout of the materials itself. The results of unit 1 are presented below.

1. Content appropriateness

The first aspect of evaluating the materials in unit 1 was the content appropriateness. The result is showed on the table below.

Table 4.1. The result of expert judgment on the content appropriateness of the materials in unit 1

No.	Items	Score
1.	The developed materials are in accordance with the aims of learning.	5
2.	The developed materials are in accordance with the core competence and basic competence of English lesson in Vocational High School at eleventh grade second semester.	4
3.	The developed materials are in accordance with the students' goals study English can communicate orally and written in the future job	5
4.	The topic of the unit is relevant to their department and their work life is <i>service station</i> .	4
5.	In general material, procedure text explained	4

	clearly.	
6.	Procedure text in the developed materials are relevant to their department and their work-life	5
7.	Input listening and writing in the develop materials in accordance with the topic of unit.	4
8.	The dialogue in input speaking is in accordance with the topic of unit.	4
9.	The developed materials explain about simple present tense as the grammar focus in unit 1 to write procedure text.	4
10.	The developed materials contain vocabulary that is in accordance with the topic of unit.	4
11.	The developed materials can improve students' pronunciation skill.	4
12.	The materials are taken from the relevant and latest sources in accordance with the topic discussed.	5
13.	The developed materials encourage students to	5

	develop personal, social, academic, and vocational skill.	
Total Score		57
Mean Value		4,3

The develop materials in terms of the content appropriateness in unit 1 gain the mean value was 4,3 which was categorized as *Very Good*.

2. Language Appropriateness

The next aspect to evaluate the materials was the appropriateness of the language. The result of the expert judgment analysis is shown in the following table.

Table 4.2. The result of expert judgment on the language appropriateness in unit 1

No.	Items	Score
1.	The language used in instruction is relevant to the level of students' cognitive development	5
2.	The language used in the developed materials is clear and understandable	5
3.	The language used in the developed materials	5

	consistently uses one style of English	
4.	The developed materials use the appropriate English grammar	4
5.	The developed materials use the appropriate English spelling	5
6.	The developed materials are cohesion and coherence	4
Total Score		28
Mean Value		4,6

In terms of the language appropriateness in unit 1, the score was 28 and the mean value was 4,6 which was categorized as *Very Good*.

3. Presentation Appropriateness

The third aspect dealt with the appropriateness of the presentation. The table below showed the result of the expert judgment analysis.

Table 4.3. The result of expert judgment on the appropriateness of presentation in unit 1

No.	Items	Score
1.	The developed materials are developed systematically in accordance with the steps of	4

	the characteristic of materials; preface, contents, and closing	
2.	The developed materials are presented step by step from guided activities, group activities, and individual activities	4
3.	The developed materials encourage motivate students to interact with other students, the teacher, and other people	4
4.	The developed materials improve the students' ability to self-reflection and evaluation	4
Total score		16
Mean Value		4

The appropriateness of presentation in unit 1 achieved the mean value was 4 which was categorized as *Good*.

4. Layout Appropriateness

The last aspect to evaluate the materials in unit 1 was the appropriateness of the layout. It gained the mean value of 4,4 which is categorized as *Very Good*. The

following table showed the result of expert judgment analysis related to layout appropriateness of unit 1.

Table 4.4. The result of expert judgment on the appropriateness of layout in unit 1

No.	Items	Score
1.	The developed materials are printed using the ISO standard paper size (A4, A5, B5)	5
2.	The settings (the unit title, sub-title, illustration, page number, and picture explanation) are proportional	4
3.	The illustrations and the graphics in developing materials are aesthetic and functional	5
4.	The developed materials do not use too many types of fonts	4
5.	The designs are totally interesting	4
Total score		22
Mean value		4,4

The tables 4.4 shows that the English learning materials in unit 1 that designed by the researcher is already to apply in the class. It is proven from the score of the content expert gave 57, language expert gave 28, presentation expert gave 16, and layout expert gave 22. Then the average of mean is 4,3. In the interval, this category gets *very good*.

b. The Result of Expert Judgment of unit 2

1. Content Appropriateness

Based on table 4.5 the develop materials in terms of the content appropriateness gain the mean value was 4,4 which was categorized as *Very Good*. The table below showed the result.

Table 4.5. The result of expert judgment on the content appropriateness of the materials in unit 2

No.	Items	Score
1.	The developed materials are in accordance with the aims of learning.	5
2.	The developed materials are in accordance with the core competence and basic competence of English lesson in Vocational High School at eleventh grade second semester.	4

3.	The developed materials are in accordance with the students' goals study English can communicate orally and written in the future job	5
4.	The topic of the unit is relevant to their department and their work life is <i>car components</i> .	4
5.	The reading text in the developed materials is relevant to their department and their work-life.	5
6.	Input listening and writing in the develop materials in accordance with the topic of unit.	4
7.	The dialogue in input speaking is in accordance with the topic of unit.	4
8.	The developed materials clearly explain about declarative and interrogative passive voice as the grammar focus in unit 2.	4
9.	The developed materials contain vocabulary that is in accordance with the topic of unit (car components).	4

10.	The developed materials can improve students' pronunciation skill.	4
11.	The materials are taken from the relevant and latest sources in accordance with the topic discussed.	5
12.	The developed materials encourage students to develop personal, social, academic, and vocational skill	5
Total score		53
Mean score		4,4

2. Language Appropriateness

The next aspect to evaluate the materials was the appropriateness of the language. In terms of the language appropriateness, the mean value was 4,6 which was categorized as *Very Good*. The result of the expert judgment analysis is shown in the following table.

Table 4.6. The result of expert judgment on the language appropriateness in unit 2

No.	Items	Score
1.	The language used in instruction is relevant to	5

	the level of students' cognitive development	
2.	The language used in the developed materials is clear and understandable	5
3.	The language used in the developed materials consistently uses one style of English	5
4.	The developed materials use the appropriate English grammar	4
5.	The developed materials use the appropriate English spelling	5
6.	The developed materials are cohesion and coherence	4
Total Score		28
Mean Value		4,6

3. Presentation Appropriateness

The third aspect dealt with the appropriateness of the presentation. The appropriateness achieved the mean value was 4 which was categorized as *Good*. The table below showed the result of the expert judgment analysis.

Table 4.7. The result of expert judgment on the appropriateness of presentation in unit 2

No.	Items	Score
1.	The developed materials are developed systematically in accordance with the steps of the characteristic of materials; preface, contents, and closing	4
2.	The developed materials are presented step by step from guided activities, group activities, and individual activities	4
3.	The developed materials encourage motivate students to interact with other students, the teacher, and other people	4
4.	The developed materials improve the students' ability to self-reflection and evaluation	4
Total score		16
Mean Value		4

4. Layout Appropriateness

The last aspect to evaluate the materials was the appropriateness of the layout. It gained the mean value of 4,4 which is categorized as *Very Good*. The following table showed the result of expert judgment analysis related to layout appropriateness of unit 2.

Table 4.8. The result of expert judgment on the appropriateness of layout in unit 2

No.	Items	Score
1.	The developed materials are printed using the ISO standard paper size (A4, A5, B5)	5
2.	The settings (the unit title, sub-title, illustration, page number, and picture explanation) are proportional	4
3.	The illustrations and the graphics in developing materials are aesthetic and functional	5
4.	The developed materials do not use too many types of fonts	4
5.	The designs are totally interesting	4
Total score		22

Mean value	4,4
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The tables above show that the English learning materials in unit 2 that designed by the researcher is already to apply in the class. It is proven from the score of the content expert gives 53, language expert gives 28, presentation expert gives 16, and layout expert gives 22. Then the average of mean is 4,4. In the interval, this category gets *very good*.

c. The Result of Expert Judgment of unit 3

1. Content Appropriateness

Based on table 4.9 the develop materials in terms of the content appropriateness gain the mean value was 4,4 which was categorized as *Very Good*. The table below showed the result.

Table 4.9. The result of expert judgment on the content appropriateness of the materials in unit 3

No.	Items	Score
1.	The developed materials are in accordance with the aims of learning.	5
2.	The developed materials are in accordance with the core competence and basic competence of	4

	English lesson in Vocational High School at eleventh grade second semester.	
3.	The developed materials are in accordance with the students' goals study English can communicate orally and written in the future job	5
4.	The topic of the unit is relevant to their department and their work life is <i>to be a mechanic</i> .	4
5.	The report text in the developed materials is relevant to their department and their work-life.	5
6.	Input listening and writing in the develop materials in accordance with the topic of unit.	4
7.	The dialogue in input speaking is in accordance with the topic of unit.	4
8.	The developed materials clearly explain about if conditional as the grammar focus in unit 3.	4
9.	The developed materials contain vocabulary that is in accordance with the topic of unit.	4

10.	The developed materials can improve students' pronunciation skill.	4
11.	The materials are taken from the relevant and latest sources in accordance with the topic discussed.	5
12.	The developed materials encourage students to develop personal, social, academic, and vocational skill	5
Total score		53
Mean value		4,4

2. Language Appropriateness

The next aspect to evaluate the materials was the appropriateness of the language. In terms of the language appropriateness, the mean value was 4,6 which was categorized as *Very Good*. The result of the expert judgment analysis is shown in the following table.

Table 4.10. The result of expert judgment on the language appropriateness in unit 3

No.	Items	Score
1.	The language used in instruction is relevant to the level of students' cognitive development	5
2.	The language used in the developed materials is clear and understandable	5
3.	The language used in the developed materials consistently uses one style of English	5
4.	The developed materials use the appropriate English grammar	4
5.	The developed materials use the appropriate English spelling	5
6.	The developed materials are cohesion and coherence	4
Total Score		28
Mean Value		4,6

3. Presentation Appropriateness

The third aspect dealt with the appropriateness of the presentation. The appropriateness achieved the mean value was 4 which was categorized as *Good*. The table below showed the result of the expert judgment analysis.

Table 4.11. The result of expert judgment on the appropriateness of presentation in unit 3

No.	Items	Score
1.	The developed materials are developed systematically in accordance with the steps of the characteristic of materials; preface, contents, and closing	4
2.	The developed materials are presented step by step from guided activities, group activities, and individual activities	4
3.	The developed materials encourage motivate students to interact with other students, the teacher, and other people	4
4.	The developed materials improve the students' ability to self-reflection and evaluation	4

Total score	16
Mean Value	4

4. Layout Appropriateness

The last aspect to evaluate the materials was the appropriateness of the layout. It gained the mean value of 4,4 which is categorized as *Very Good*. The following table showed the result of expert judgment analysis related to layout appropriateness of unit 3.

Table 4.12. The result of expert judgment on the appropriateness of layout in unit 3

No.	Items	Score
1.	The developed materials are printed using the ISO standard paper size (A4, A5, B5)	5
2.	The settings (the unit title, sub-title, illustration, page number, and picture explanation) are proportional	4
3.	The illustrations and the graphics in developing materials are aesthetic and functional	5
4.	The developed materials do not use too many	4

	types of fonts	
5.	The designs are totally interesting	4
Total score		22
Mean value		4,4

The tables 4.12 shows that the English learning materials in unit 3 that designed by the researcher is already to apply in the class. It is proven from the score of the content expert gives 53, language expert gives 28, presentation expert gives 16, and layout expert gives 22. Then the average of mean is 4,4. In the interval, this category gets *very good*.

Based on the expert judgments on each unit, it can be concluded that the English learning materials that researcher develop is *very good*. It is proved with the interval of unit 1 is 4,4 (very good), unit 2 is 4,4 (very good) and unit 3 is 4,4 (very good). Then the average of mean is 4,4 (very good). The result can be seen below:

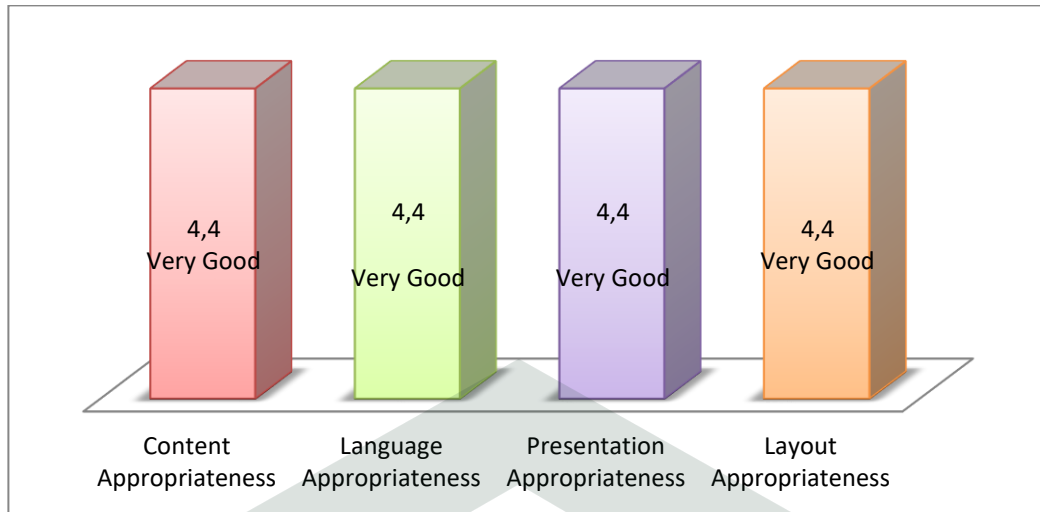


Chart 4.25. The result of expert judgment on the materials

2) Practitioner Judgment

The practitioner was English teacher for automotive department. The practitioner was given the questioner judgment to evaluate the developed materials and her opinion about this product. The suggestion also was given by her about this product for producing the final draft. As like the expert judgments, the practitioner also evaluate the product consist of content appropriateness, language appropriateness, presentation appropriateness and layout appropriateness.

1. Content Appropriateness

The practitioner gave evaluate the content appropriateness for 3 units. The result can be seen as follow:

Table 4.13. The result of practitioner judgment on the content appropriateness of materials

No.	Items	Score
1.	The developed materials are in accordance with the aims of learning.	5
2.	The developed materials are in accordance with the core competence and basic competence of English lesson in Vocational High School at eleventh grade second semester.	4
3.	The topic of the unit is relevant to their department and their work.	4
4.	The text in the developed materials is relevant to their department and their work-life.	4
5.	The developed materials relevant to syllabus	4
6.	The materials are taken from the relevant and latest sources in accordance with the topic discussed.	4
7.	The developed materials encourage students to develop personal, social, academic, and	5

	vocational skill	
Total score		30
Mean value		4,2

Based on the table 4.13, can be concluded that the practitioner gave score 30, it gained mean value was 4,2 it means the content appropriateness was *very good*.

2. Language Appropriateness

The practitioner also evaluated the language of the materials. The result can be seen as follow:

Table 4.14. The result of practitioner judgment on the language appropriateness of materials

No.	Items	Score
1.	The language used in instruction is relevant to the level of students' cognitive development	4
2.	The language used in the developed materials is clear and understandable	4
3.	The language used in the developed materials consistently uses one style of English	4

4.	The developed materials use the appropriate English grammar	4
5.	The developed materials use the appropriate English spelling	4
6.	The developed materials are cohesion and coherence	4
Total Score		24
Mean Value		4

In terms of language appropriateness, the practitioner gave score 24, the main value was 4. It mean the language of developed materials was categorized was *very good*.

3. Presentation Appropriateness

The third point that the practitioner evaluate was appropriateness. The result can be seen as follow:

Table 4.15. The result of practitioner judgment on the presentation appropriateness of materials

No.	Items	Score
1.	The developed materials are developed systematically in accordance with the steps of the characteristic of materials; preface, contents, and closing	4
2.	The developed materials are presented step by step from guided activities, group activities, and individual activities	5
3.	The developed materials encourage motivate students to interact with other students, the teacher, and other people	4
4.	The developed materials improve the students' ability to self-reflection and evaluation	5
Total score		18
Mean Value		4,5

In terms of presentation, the practitioner gave score 18, it mean that the mean value was 4,5 in interval is *very good*.

4. Layout Appropriateness

The last to evaluate is layout appropriateness. The practitioner gave score 21, it's mean value was 4,2. In interval, the categorized gets *very good*. The analyzed can be seen as follow:

Table 4.16. The result of practitioner judgment on the layout appropriateness of materials

No.	Items	Score
1.	The developed materials are printed using the ISO standard paper size (A4, A5, B5)	4
2.	The settings (the unit title, sub-title, illustration, page number, and picture explanation) are proportional	4
3.	The illustrations and the graphics in developing materials are aesthetic and functional	4
4.	The developed materials do not use too many types of fonts	4
5.	The designs are totally interesting	5
Total score		21
Mean value		4,2

The tables 4.16 shows that the English learning materials that designed by the researcher is already to apply in the class. Based on the practitioner judgment, it is proven from the score of the content appropriateness 30 score, language appropriateness 24 score, presentation appropriateness 18 score, and layout appropriateness 21 score. Then the average of mean is 4,4. In the interval, this category gets *very good*. It can be seen as follow:

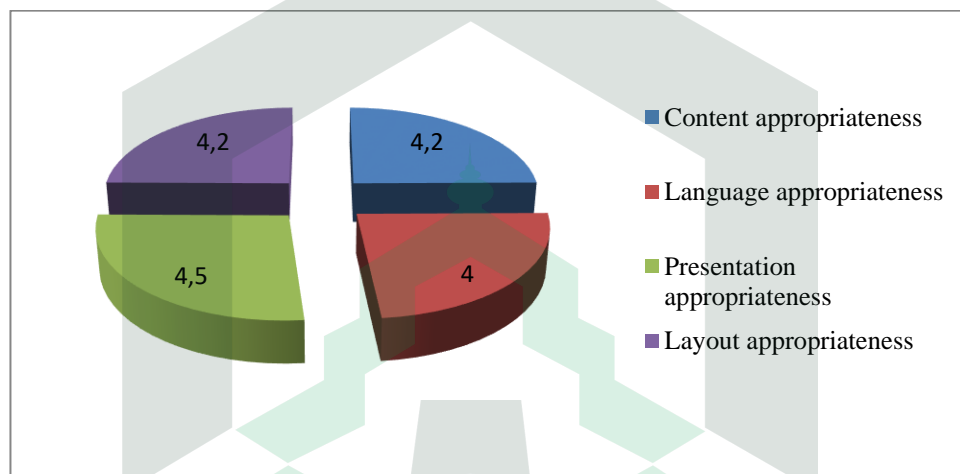


Chart 4.26. The result of practitioner judgment on the materials

3) Students perception

In developing English learning materials, the writer also needed students' perceptions about the developed materials to make sure that the materials is truly appropriate to apply at eleventh grade of automotive students. Some automotive students were given the product and fill the questioner evaluation consists of

content appropriateness, language appropriateness, presentation appropriateness, and layout appropriateness. The result explained below.

Table 4.17. Students' perceptions on the content appropriateness of materials

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Total
SS	35	30	32	20	40	34	29	220
S	9	14	12	22	2	10	15	84
R	0	0	0	0	0	0	0	0
TS	0	0	0	0	0	0	0	0
STS	0	0	0	0	0	0	0	0

Based on the table 4.17, the result of questionnaire to students' perception on the content appropriateness shows that as follow, 72% of students totally agree, 23 % of students agree, 0% of students doubt, and 0% of students totally disagree with the content of appropriateness. So, almost of students agree with the content of developed materials for automotive students, it proved the materials can be applied in class. Next, students' perception of language appropriateness show below.

Table 4.18. Students' perceptions on the language appropriateness of materials

	Item 1	Item 2	Total
SS	29	24	56
S	15	20	35
R	0	0	0
TS	0	0	0
STS	0	0	0

The students' perceptions on language appropriateness shows that 62% of students were totally agree and 38% agree with the language. So, the language of developed materials can understandable by students. Meanwhile, Students' perception on presentation appropriateness showed below.

Table 4.19. Students' perceptions on the presentation appropriateness of materials

	Item 1	Item 2	Total
SS	39	40	79
S	5	4	9

R	0	0	0
TS	0	0	0
STS	0	0	0

Almost of students (90%) totally agree with the presentation of developed materials and 10% of students agree with that. In addition, the presentation of developed materials is good based on the students' perceptions. The last is layout presentation is showed below.

Table 4.20. Students' perceptions on the layout appropriateness of materials

Students	Item 1	Item 2	Total
SS	30	37	67
S	14	7	21
R	0	0	0
TS	0	0	0
STS	0	0	0

Almost
students

of
(76%)

totally agree with the layout of developed materials and 24% of students agree

with that. Then, the layout of developed materials is good based on the students' perceptions.

It can be concluded that almost the students totally agree with this product. It is proved based on the students' perception about the content appropriateness 72% of the students totally agree, language appropriateness 62% of the students totally agree, presentation appropriateness 90% of the students totally agree, and layout appropriateness 76% of students totally agree. It can be seen as follow:

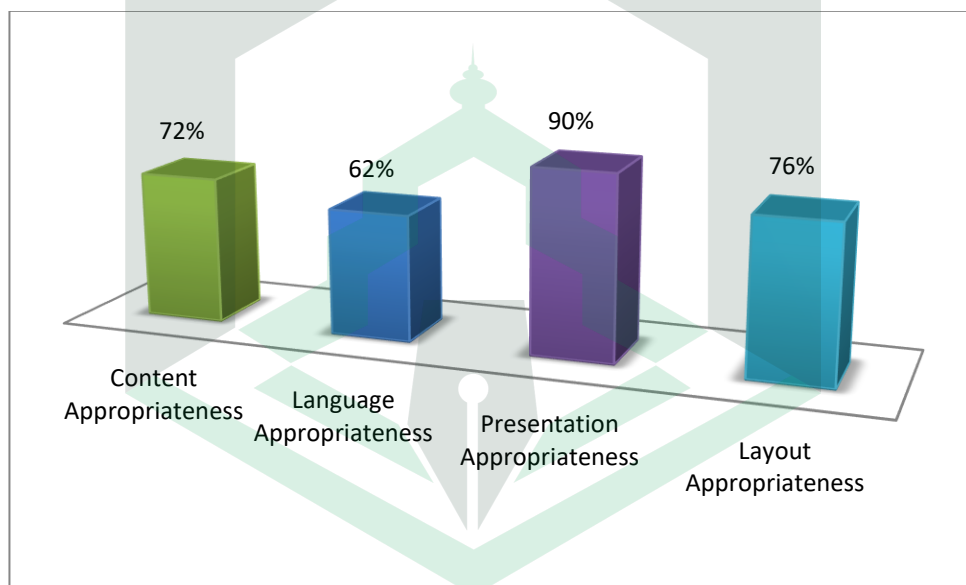


Chart 4.27. The result of students' perceptions on the materials

4) Revision

1. Content Expert Correction

	Part of unit	Point to Revise	Revision
UNIT 1	Task 8	List of vocabulary	Add some vocabulary keys.
Unit 2	Task 9	Missing the role play	Missing the role play
Unit 3	Task 7	Add some vocabulary related the topic unit	Adding some vocabulary

2. Language Expert Correction

	Part of unit	Point to Revise	Revision
UNIT 1	Task 4	Look the picture	Look the pictures
Unit 2	Task 1	Instruction; Identify the	Identify the statement

		statement true or false	whatever true (T) or false (F)
	Task 7	Instruction; you can open your dictionary.	You may open your dictionary
Unit 3		No revision	No revision
Suggestion: Keep attention of each instruction. The instructions add exclamation mark.			

3. Presentation Expert Correction

	Part of the unit	Point to revise	Revision
UNIT 1,2 & 3	The type of task	Balancing between individual task, pair task and group task.	It should be balance the individual task, pair task, and group task.

4. Layout Expert Correction

	Part of the unit	Point to revise	Revision
UNIT 1,2 & 3	Pictures	The sources of picture	It should add the sources link of each picture.

5) The final product

a. Unit 1

The topic for unit one is “works and equipment at the service station”. It was chosen based on the students’ interesting in the topic of automotive. The title for this unit is “Service station”. The title was chosen based on the students’ interest in the technical works and also based on the basis of competence letter 3.18 “procedure text”. The focus on unit 1 is to understand the procedure text and simple present tense.

This unit contains 9 tasks. That is, starting up unit 1, students study the explanation about procedure text. In task 1 reading section, the students asked the text and determine the structure of the procedure text. In writing section there are 3 tasks such as task 2,3 and 4. In task 2 the students ask to make a procedure text about automotive works, whereas in task 3 the students ask to arrange the sentences into a correct procedure and in task 4 the students ask to choose the

statement that matches the picture. In listening section task 5, the students ask to listen to the dialogue at service station and fill the missing words. And in speaking section task 6, the students ask to practice the dialogue and answer the following questions. For grammar, the students study about simple present then write a sentence in present tense form then classify the words based on the part of speech in task 7. In task 8 vocabulary section, the students ask to listen to the teacher and repeat after him/her with good pronunciation. In task 9 student ask to match the words with appropriate picture in the box.

b. Unit 2

The topic unit 2 is “Chassis”. This topic was chosen based on the result of interview which shows that the students wanted to know about chassis. The title for this unit is “car’s components”. This title was chosen because students wanted know more about cars components and the functions in English, and the title for this unit was chosen based on the basic of competence letter 3.19 “passive voice” This unit is develop in order to understand the students about passive voice, either about the functions of car components.

This unit consists of 8 tasks. That is, reading section is designed to build the students knowledge to the learning topic. Here, the students asked to read the text about the function of common car component and identify the statements whatever true (T) or false (F) based on the text (task 1). In task 2, the students ask to find the appropriate word with the picture. For listening section in task 3, the student ask to

listen and watch the video about car components and write down the car components else based on what they listen. Whereas in speaking section, the students ask to make a presentation about car components in group 3-4 students each group, and explain it in front of class. In task 5 the students ask to practice the dialogue with pairs. For grammar, the students study about passive voice and the students ask to fill in the correct passive form of the verb in parentheses in task 6. For vocabulary, the students ask to write down the past participle form of the words in task 7. In task 8 the student asked to listen to teacher and repeat after him/her with a good pronunciation.

c. Unit 3

The topic for unit 3 is “career in automotive”. This topic was chosen based on the result of interview which shows that the students want to continue to work abroad after they have graduated from the school. The title for this unit is “to be a mechanic”. This title was chosen because in developing their career the students need some steps to be a professional mechanic, and the title was also chosen based on the basic of competence letter 3.20 “if conditional” and 3.21 “report text” .This unit is developed in order to make the students understand about how to write and present a report text, grammar focus if conditional and either how to develop their career in automotive or anything related to automotive.

This unit consists of 8 tasks. That is reading designed to build the students knowledge about report text. In task 1, the students ask to read the text “how to be a

good an auto mechanic” and answer the following question. In writing section, the students ask to write a report text based on the picture. For listening section in task 3, the students ask to listen the recording and complete the text. For speaking in task 4 the students ask to practice the dialogue in front of class in pairs. In task 5 the students study about how to give an oral report and then find a report text about automotive on internet, advertisement, magazine, book, TV or radio then practice in front of class. For grammar the students study about if conditional. In task 6 students ask to complete the sentences with the word in parentheses.

For vocabulary the students asked to match the correct meaning with the words, then listen to teacher and repeat after him/her with a good pronunciation. Next, in task 3 the students asked to practice the dialogue in front of the class with their pairs. In task 4 students asked to study about how to give an oral report and then the last section of listening, the students asked to listen the recording and complete the following sentence with the words in box based on the recording. In last task is role play, the students ask to report the situation based on the picture, the rule play is; students divided into small group, 3-4 students. Each group get 1 picture, they given 10 minutes to make text report based on the picture. For example car accident, they can report it how the cars got accident, who the driver, where the location, and so on. After times out, each group present their text there is no group that won and less.

4. Disseminate

In disseminate section, the writer introduced the final product to the automotive students at eleventh grade and the English teacher. The writer just did socialization at SMKN 2 Palopo to show them the product that related their department, and their responds about this product was good. The English teacher also responded that this product may apply in her class, so the English learning materials for automotive students at eleventh grade second semester can more effectively if use this product.

B. Discussion

The aim of this research is to develop the task based English materials for the eleventh grade automotive in SMKN 2 Palopo based on curriculum 13 and syllabus. However, these materials can be used by the students of other school with the same department.

The limitation of researcher in developing learning materials was the researcher lack of automotive references to develop the English materials. The researcher found some reference in automotive book and internet.

This research was started by conducting the need analysis on April 4th to April 6th 2019. There were 44 students of eleventh grade of automotive department and an English teacher and also automotive teacher involved in this step. To collect the data related to the needs, there were two instruments used namely questionnaire and interview guidelines. The questionnaire was distributed to the students and contained 24 questions related to the target needs and learning needs. The

interview was conducted to support the result of the questionnaire. It involved some students of automotive department and English teacher.

The questions which covered the target needs in the questionnaire and interview have been developed in accordance with the principle of need analysis proposed by Hutchinson and Waters (1998). There are three kinds of target needs namely necessities, lacks, and wants. Meanwhile, the questions which covered the learning needs in the questionnaire have been developed adapted from the components of task proposed by Nunan (2004). The learning needs include input, procedure, teacher's roles, student's roles, and setting.

Nunan (2004) defines input as the spoken, written, and visual data that the learners work within course of completing task. In terms of the input for the English materials, students believed that dialogues, audios, pictures, and simple text that were appropriateness as the input of the task.

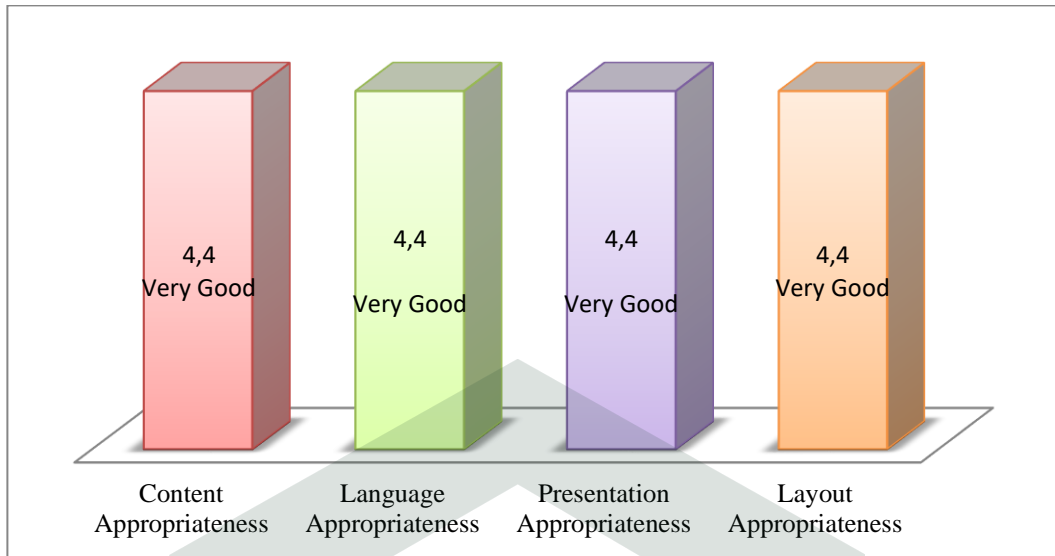
Nunan (2004) states that procedures mean what learners will actually do with the input that forms the point of departure for the learning task. Based on the results of the need analysis, the learning activities that the students wanted were listening text monolog and dialogue arrange 50-200 words, and complete the text.

Related to the setting, the classroom management specified or implied in the task (Nunan 2004), the students wanted to do tasks in pairs. In terms of the teacher's role in the classroom, the students agreed the teacher monitoring students learning progress. Meanwhile the students' role in the classroom was the active participant and students find the new things independently. Nunan (2004) defines

'roles' as the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants.

There were three units that have been developed. The unit 1 contained 9 tasks, unit 2 contained 9 tasks, and unit 3 contained 8 tasks. All units covered the four skills of English namely listening, reading, speaking, and writing,

After developing the materials, then the materials were evaluated through conducting the expert judgment, practitioner and students' perceptions. The questionnaire were adapted from the BSNP (2011) and contained of four aspects: content appropriateness, language appropriateness, presentation appropriateness, and layout appropriateness. The experts and students also give some feedbacks and suggestions. The revisions were done by the researcher based on the feedback and suggestions from expert, practitioner and students. The result is the developed materials are suitable for the eleventh grade of the automotive department. It can be seen as follow;



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The English learning materials that appropriate for students of automotive department at eleventh grade is the materials that related to their department. The input of materials about automotive and based on basis competence that consists of all of the English skill namely, reading, speaking, writing and listening and grammar, vocabulary, pronunciation.

The product consists of 3 units. The unit 1 contains 9 tasks the title is service station. In this unit the students study reading about procedure text, writing procedure text, listening to the dialogue at service station and speaking practice the dialogue in pairs. The grammar input focus on simple present tense and vocabulary input is the kinds of key in service station then pronounce the words with good pronunciation.

The unit 2 contains 8 tasks the title is car's component. In reading section, the students read a text about the function of common car component, in writing section identify the statements whatever true or false. For listening section, listen and watch a video about car components, in speaking section practice the dialogue. The grammar input focus on passive voice based on the basis competence, and vocabulary input write down the past participle form of the words.

The last unit is unit 3 contains of 8 tasks the title is to be a mechanic. The reading input is report text, writing input is write a report text based on picture, listening input

is listen to the recording about skills for a mechanic, speaking input is practice the dialogue and oral report in front class. For grammar input focus on if conditional based on basis competence and vocabulary input is matching the correct meaning then pronounce the words with correct pronunciation.

Based on the expert judgments and practitioner the developed materials already to apply in class, it is proven which shows the interval of score is “very good”. Whereas, most of students totally agree with the developed materials, it is proven in students’ perception.

B. Suggestions

The result of the research hopefully giving a contribution to some parties, especially to the English teacher and to the other researchers, as in the following explanation:

1. To the English Teacher

The English teachers can use this product for teaching automotive students by using effective approach or media.

2. To the Other Researcher

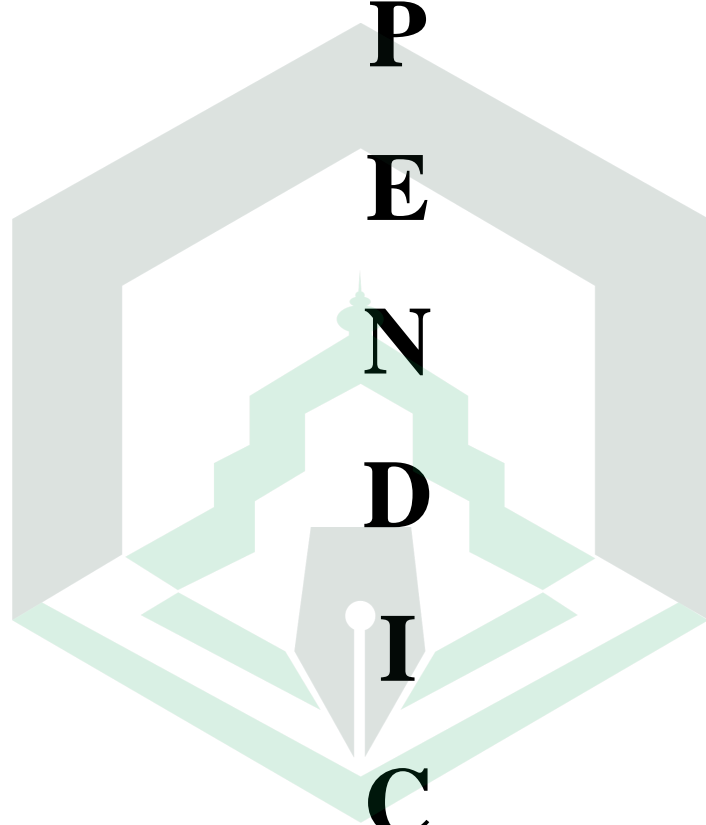
Other researchers are expected to be able to develop appropriate English learning material with current topic, innovative, and basis technology such as 3D and online basis system.

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ENGLISH FOR AUTOMOTIVE DEPARTMENT

By Nurhaliza

English For Vocational High School

XI GRADE SECOND SEMESTER

Consultant :
Dr. Sahraini, M.Hum.
Andi Tendrisanna Syam, S.Pd., M.Pd.

Kata Pengantar

Assalamu'alaikum warahmatullahi wabarakatuh

Puji syukur kami panjatkan kepada Allah SWT. yang telah melimpahkan petunjuk, kesehatan, ketabahan, dan kesabaran kepada kami sehingga penyusunan materi ajar bahasa Inggris: *English for Automotive Students at Elevent Grade Second Semester* ini terselesaikan.

Materi ini disusun dengan tujuan menyediakan bahan ajar mata pelajaran bahasa Inggris khusus untuk jurusan otomotif kelas XI semester 2, dan untuk mengembangkan kompetensi siswa dalam keempat keterampilan berbahasa, yaitu *Reading, Writing, Speaking, dan Listening*. Selain itu, topik-topik yang diambil pada setiap aktifitas pembelajaran yang dikembangkan juga dekat dengan kehidupan siswa, khususnya berhubungan dengan dunia otomotif.

Kami menyadari bahwa masih banyak kekurangan pada bahan ajar yang kami kembangkan. Maka dari itu, masukan dan saran sangat kami harapkan untuk perbaikan dikemudian hari. Akhir kata, semoga buku ini bermanfaat bagi pembelajaran bahasa Inggris di Indonesia.

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KEY TO PRONUNCIATION

VOWELS

British	U.S.	As in...
i:	i	fleece
ɪ	ɪ	happy
ɪ	ɪ	kit
ɛ	ɛ	dress
ə	ɛ	carry
æ	æ	trap
ɑ:	ɑ	father
ɒ	ɑ	lot
ɔ:	ɔ, ɑ	hawk
ʌ	ə	cup
ʊ	ʊ	foot
u:	u	goose
ə	ə	alpha
ɔ:	ɔr	force
ɔ:	ər	nurse
ɪə	ɪ(ə)r	here
ɛ:	ɛ(ə)r	square
ʊə	ʊ(ə)r	cure
eɪ	eɪ	face
aɪ	aɪ	price
aʊ	aʊ	mouth
ɔɪ	oʊ	goat
ɔɪ	ɔɪ	choice
ɑ̃	æ̃	fin de siècle
ɒ̃	ɑ̃	bon mot

CONSONANTS

	As in...
b	<u>big</u> /bɪg/
d	<u>dig</u> /dɪg/
dʒ	<u>jet</u> /dʒet/
ð	<u>then</u> /ðen/
f	<u>fig</u> /fɪg/
g	<u>get</u> /get/
h	<u>how</u> /haʊ/
j	<u>yes</u> /jes/
k	<u>kit</u> /kɪt/
l	<u>leg</u> /leg/
m	<u>main</u> /meɪn/
n	<u>net</u> /net/
ŋ	<u>thing</u> /θɪŋ/
p	<u>pit</u> /pɪt/
r	<u>rain</u> /reɪn/
s	<u>sit</u> /sɪt/
ʃ	<u>ship</u> /ʃɪp/
t	<u>tame</u> /teɪm/
tʃ	<u>chip</u> /tʃɪp/
θ	<u>thin</u> /θɪn/
v	<u>vet</u> /vet/
w	<u>win</u> /wɪn/
z	<u>zip</u> /zɪp/
ʒ	<u>vision</u> /ˈvɪʒ(ə)n/
x	(Scottish) <u>loch</u> /lɒx/
ɨ	(Welsh) <u>penillion</u> /peˈnɪlɪən/

Source: <http://public.oed.com/how-to-esu-the-oed/key-to-pronunciation/>

UNIT 1

SERVICE STATION

Learning Objective:

1. Understanding procedure text
2. Students can write a procedure text
2. Students study simple present tense
3. Students will know about equipments and several works in service station



1



Study the explanation below!

READING

What is procedure text?

Procedure text tells the readers how to do or make something. The information is presented in logical sequence of events that are broken into steps. A procedure is a sequence of steps in a particular order. It is also known as instructions or directions. The most common example of procedure text is a recipe.

There are three types of procedure text:

1. Text that explain how something works or how to use instructions or operation manuals, for example, how to use a video game, a computer etc.
2. Text that instructs how to do a particular activity, for example, games, science experiments etc.
3. Text that explain how to make something, for example recipes.

The generic structures of procedure text are:

- Goal/aim (or title)
- Materials (not required for all procedural texts)
- Steps (the actions that must be taken)

Example: How to change engine oil (Goal/Aim)

Equipments and materials that needed to change engine oil are wrench, oil and other supplies.

Steps to change engine oil:

1. Check the type and amount of oil needed
2. Get together your filter, wrenches, and other supplies
3. Prepare your vehicle
4. Locate the oil filter and drain plug
5. Drain the oil
6. Tighten the drain plug
7. Change the oil filter
8. Add the new oil
9. Check the oil level



Task 1

Read the text below and determine the generic structure of the procedure text!

How Oil filter works?

The oil filter helps remove contaminants from your car engine's oil that can accumulate over time as the oil keeps your engine clean.



The importance of clean motor oil

Cleaner motor oil is important because if the oil were left unfiltered for a period of time, it could become saturated with tiny, hard particles that can wear surfaces in your engine. This dirty oil can wear the oil pump's machined components and damage the bearing surfaces in the engine.

How oil filters work

The outside of the filter is a metal can with a sealing gasket that allows it to be tightly held against the engine's mating surface. The base plate of the can holds the gasket and is perforated with holes around the area just inside the gasket. A central hole is threaded to mate with the oil filter assembly on the engine block. Inside the can is the filter material, most frequently made from synthetic fiber. The engine's oil pump moves the oil directly to the filter, where it enters from the holes in the perimeter of the base plate. The dirty oil is passed (pushed under pressure) through the filter media and back through the central hole, where it re-enters the engine.

Source: <http://mobiloil.com>

WRITING



Task 2

Make a procedure text about automotive works. For example how to change tire car.



Task 3

Arrange the following sentences into a correct procedure!

How to Change Wheel Bearing

- 1 Today, I want to explain about how to change a wheel bearing in the car.
- ... After your park your car, you have to lift the car using a jack, and loose the tire.
- 2 To change a wheel bearing, we need some tools, such as a jack, socket, and breaking bar. Do not forget to prepare a new wheel bearing.
- ... Firstly, park your car in a flat surface. Then place a wheel chock behind the rear tire if you fix the front wheel bearing.
- ... The next step you lose the tire is extracting the car's rotor, continued by removing the caliper bolts.
- ... The final step is put a new bearing on the knuckle and replaces the car's rotor, caliper bolts, and the tire.



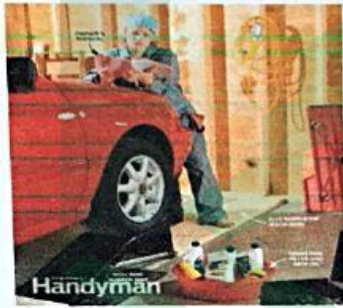
After the caliper bolts are removed, the next step is loose the wheel bearing bolts using a socket and a breaking bar. Then, sand off any corrosion that is around the knuckle.



Task 4

Look at the pictures! Choose the statement that matches the picture! Number 1 has done for you

- Drive onto ramps
- Install the new filter
- Add the new oil
- Drain the old oil
- Unscrew the oil filter



2. Drive into ramps



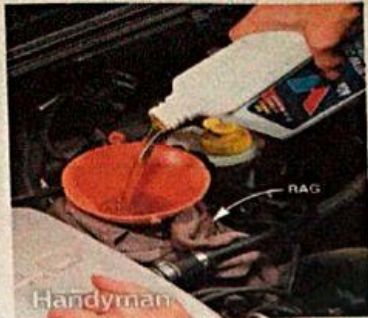
1.



4.



3.



5.

Source; <https://www.familyhandyman.com/automotive/diy-oil-change/how-to-change-car-oil/view-all>

LISTENING



Task 5

Listen the dialogue at service station and fill the missing words! (Source: <http://youtu.be/cW9IYL1FngY>)

- Costumer : Hello I have an oddcoming from my car.
- Mechanic : What kind of sound?.
- Costumer : When I..... the key, it hesitates to start.
- Mechanic : Does the engine turn over?.
- Costumer : Yes it does. It hi-cups a bit, then makes a funny rumble.

Mechanic : Where do you think you hear the rumbling?
Directly from the

Customer : I hear the rumbling right after the hesitation
when I turn the.....

Mechanic : I understand. I am just trying to locate where the
sound is coming from the engine or somewhere
else.

Customer : I see. It sounds like it's rumbling through the key
when I try to the engine.

Mechanic : Okay. Now we're getting somewhere. Let's try to
start the engine/ pull your car up to the first bay.

Customer : Okay. Did you hear the noise when I pulled up?

Mechanic : A little. Turn the car on and off for me.

Customer : Okay. Can you hear the now?

Mechanic : Yes. I do. I hear the hesitation and the rumbling.

Customer : What do you think it is?

Mechanic : I will have to turn a full..... to know for sure
but off the top of my head. It sounds like the
starter.

Customer : Can you..... it today?

Mechanic : I will not be able to fix it today but I can fix it
tomorrow. Bring it back first thing in the morning.
It's drivable until then.

Customer : Great. See you first thing tomorrow.



SPEAKING



Task 6

Practice the dialogue and answer the following questions!

Rudi was asked by his father to change engine oil, but he could not. He asked to Andi to tell him how to change engine oil in a correct procedure.

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

Andi : Yes, why?

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

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

Rudi : Of course.

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

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

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



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

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

Andi : Of course, you're welcome!

Questions:

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



Study the explanation below!

What is simple present tense?

In task 6 you have found:

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

Andi : Yes, why?

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

The bold sentences are simple present tense.

Simple present tense is one of the forms of present tense in English. It is used to describe **habits, unchanging situations, general truths, and fixed arrangements**. Simple present tense is simple to form. Just use the base form of the verb: (I take, you take, we take, they take) The 3rd person singular takes an -s or -es at the end (He takes, she takes)

FORMULA:

- VERBAL

(+) S + V₁_{ves} + O

(?) DO/DOES + S + O + ?

(-) S + DO/DOES + NOT + O

Example:

- I change the oil
- He changes the oil
("he " is the third person might add -s or -es at the end of word.

• NOMINAL

(+) S + am/is/are + adverb/noun/adjective

(+) S + am/is/are + not + adverb/noun/adjective

(+) Am/is/are + S + adverb/noun/adjective

Example:

- I am a mechanic (noun)
- He is at service station (adverb)
- They are kind (adjective)



Task 7



Let's write a sentence in present tense form, classify the words based on the part of speech! Number 1&2 have done for you.

1. Dian is beautiful
S to adjective
 be

2. Randy repairs the brake
S V1+s Noun

3.
4.
5.
6.

VOCABULARY



Task 8

Listen to your teacher and repeat after him/her with a good pronunciation!

The kinds of keys needed in service station


No	English	Pronunciation	Indonesia
1.	Open end spanner	['əʊpən end 'spænə(r)]	Kunci pas
2.	Machine screw	[mə'ʃi:nskru:]	Sekrup mesin
3.	Phillips screwdriver	['fɪlɪps'skru:drɑɪvə]	Obeng philips/obeng kembang
4.	Offset ring Spanner	['ɒf, set, rɪŋ 'spæn ə]	Kunci ring
5.	Screwdriver	['skru:drɑɪvə]	Obeng
6.	Toolbox	['tu:lbɒks]	Kotak perkakas
7.	Pliers	['plɑɪ ə]	Tang
8.	Wrench	[rɛn(t)ʃ]	Kunci inggris
9.	Wheel brace	[wɪl breɪs]	Kunci roda
10.	Allen key	[heks ki]	Kunci allen
11.	Rubber mallet	['rʌb ə]	Palu karet
12.	Jack	[dʒæk]	Dongkrak
13.	Spark plug socket	['spɑ:k plʌg 'sɔ:kɪt]	Kunci busi
14.	Gasket scraper	['gæskɪt / 'skreɪpə]	Skrap
15.	Brass hammer	[bræs 'hæmə]	Palu kuningan




Task 9

Match the following words with appropriate picture in the box! Number 1 has done for you


1 Wrench

a 


2 Toolbox

b 

3 Machine Screw

c 

4 Screwdriver

d 

The diagram shows four word boxes on the left and four picture boxes on the right. A line connects the word 'Wrench' (1) to the picture of a wrench (b). The other words are not yet matched to their corresponding pictures.

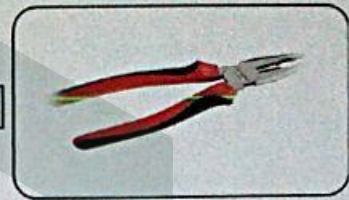
5 Wheel Brace

e



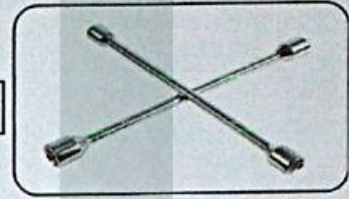
6 Jack

f



7 Pliers

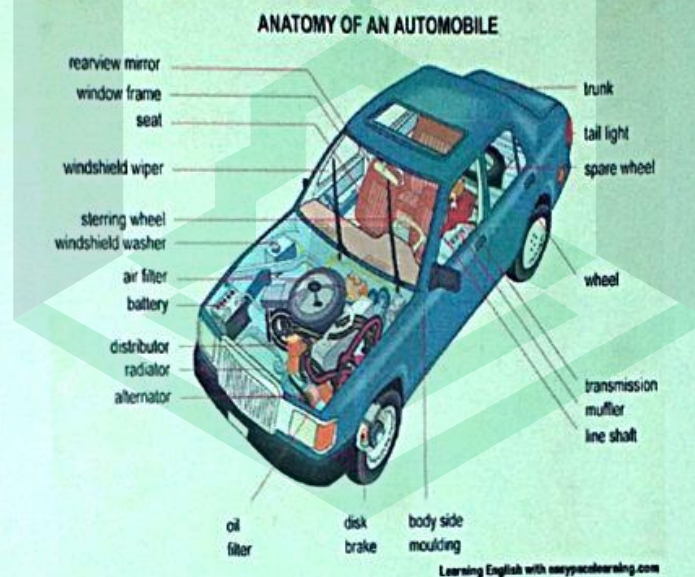
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UNIT 2

CAR COMPONENTS

- Learning objective: 1. The students understand the function of car component
2. The students study about grammar focus on passive voice



Source: https://www.bhphotovideo.com/images/images2500x2500/platinum_tools_12206c_6_lineman_s_pliers_1238422.jpg

READING



Read the text below! And translate it to Indonesia

The Function of Common Component Car

At present time, everyone uses car for transportation in daily life. But no one tries to understand the basics of cars. What does car mean for common people? It is just made of four wheels holding a metal body. It does not sound so simple. It is made of several components that are essential for everyone to understand which can help them in unwanted situation.

1. Engine

Engine (a type of large metal box) is designated as heart of the car. Like human body cannot work without heart, a car can't run without engine. It is made of blocks, head, pistons and valves. Fuel entered into the engine where it is caused to burn in presence of air, results in inflation of gases that creates movement in car.

2. Radiator

Radiator works to keep engine and other cars components cool. It is located in front section of car from where it pumped the air into the car which absorbs excess heat from coolant. The other component that works with radiator to keep car cool are Thermostat, Water Pump, Heater & Hoses

3. Suspension

Suspension increases the friction between the tire and the road which provides stability to steering and allows the car to run in comfort condition.

4. Chassis

It is the part of car which provides the basic frame where all the car parts are screwed and protected.

5. Muffler

Mufflers are installed on cars and motorcycles to increase airflow out the engine by dissipating exhaust gases. They are also used to suppress exhaust noises by decreasing sound levels emitted by the engine.

6. Brakes

Main function is to slow down the speed of wheel in wanted situation.

7. Transmission

The function of any transmission is transferring engine power to the drive shaft and rear wheels

8. Steering wheel (driving wheel/hand wheel)

To turn the vehicle left and right and to control vehicle path.

Source: <http://auto360hub.com/basic-car-components-and-their-function/>

WRITING



Task 1

Identify the statements whatever true (T) or false (F) based on the text above!

Function of Component Basic Car	T/F
The function of a car engine is to convert fuel into mechanical motion, which makes it possible for the car to move.	T
Radiator works to keep engine and other cars components cool.	
Chassis is the part of car as a style not to protect.	
Suspension increases the friction between the tyre and the road which provides stability to steering and allows the car to run in comfort condition.	
Main function of brakes is to slow down the speed of wheel in wanted situation.	
Mufflers are installed on cars to reduce air flow out the engine by dissipating exhaust gases.	



Task 2

Find the appropriate word with the picture! Number 2 has done for you.

R	A	D	I	A	T	O	R	W	H	E	A	L	T	N	M
A	W	T	T	Z	S	W	H	E	E	L	N	B	R	L	E
D	U	P	W	C	A	R	M	E	C	H	A	N	A	C	C
I	D	T	R	Y	U	L	P	O	I	N	E	Q	N	D	N
S	T	E	E	R	I	N	G	Q	M	D	G	R	S	O	I
M	E	V	B	N	U	I	O	P	A	F	B	L	M	I	K
P	R	L	A	M	P	E	L	L	C	H	M	A	I	L	L
L	A	W	E	R	R	P	O	M	H	K	U	I	S	F	N
I	W	E	T	Q	P	B	H	L	I	L	F	Y	S	I	V
O	U	R	O	R	T	W	E	E	N	D	F	I	I	L	R
A	D	I	S	K	B	R	A	K	E	M	L	R	O	T	I
E	G	D	Z	Y	I	K	R	B	A	D	E	V	N	E	L
R	B	S	B	N	J	K	I	O	A	K	R	B	I	R	M



1.



2. Wheel



3.



4.



5.



6.



7.



8.



9.

LISTENING



Task 3

Listen and watch the video about car components and write down the car components else!
(Source: <http://youtu.br/azzWo7OeJJY>)

SPEAKING



Task 4

Make a mading about car components and explain it in front of class! In group 3-4 students.



Task 5

Practice the dialogue below with your pairs!

Adi got an accident last night. His car wheel was aslant, he has to go to repair his car meet the mechanic and ask him to repair it.

Adi : Good morning, Sir. I want to have my car repaired.

Mechanic : Please register first, Sir

Adi : All right

Mechanic : What seems to be the problems with your car?

Adi : I got an accident last night. The front wheel was aslant.

Mechanic : All right. Do you want to have it serviced too, Sir?

Adi : Yes. How long will it take you to do it?

Mechanic : Around half and an hour. I have to realign the wheel first. Then I have to clean up the carburetor and the inside parts of machine.

Adi : All right

Mechanic : The brake lining is worn-out. So it must be changed, too. How?

Adi : How much?

Mechanic : One hundred twenty-five thousands rupiahs.

Adi : All right.

Mechanic : It's all done, Sir. Please ahead to administration desk.

Adi : Ok.

GRAMMAR



Study the following explanation about passive voice!

What is the Passive Voice?

Passive voice is used when we want to emphasize the action (the verb) and the object of a sentence rather than subject. This means that the subject is either less important than the action itself or that we don't know who or what the subject is.

Formula;

Declarative : S + be (is/am/are) + V3 + by + agent
Was/were

Interrogative : be (is/am/are) + S + V3 + by + agent + ?
Was/were

- ✓ If we want to show the person or thing doing the action, we use **by**:

(+) She was attacked by a dangerous dog (+) The money was stolen by her husband.

(?) was she attacked by a dangerous dog? (?) was the money stolen by her husband?

- ✓ We can use the **indirect object** as the **subject** of a passive verb:

active	passive
I gave him a book for his birthday.	He was given a book for his birthday.
He brought my letter	My letter was brought by him



Task 6

Fill in the correct passive form (declarative and interrogative) of the verb in parentheses!

Example;

Declarative : The car is repaired by Rendy (repair)

Interrogative : Is the car repaired by Rendy?

1. (+) A novel by me (write) (?).....
2. (+) A letter by him (Send) (?).....
3. (+) I .....much money by my father (give) (?).....
4. (+) The iron..... by the mechanic (bend) (?).....
5. (+) English..... by her every day (study) (?).....

VOCABULARY



Task 7

Write down the past participle form of the words below! You may open your dictionary!

Verb 1	Verb 2	Verb 3	Meaning
Bear [ber]	Bore [bo:r]	..... [bo:rn]	Menahan
Bend [bend]	Bent [bent]	..... [bent]	Membengkokkan
Bind [bamd]	Bound [baond]	..... [baond]	Mengikatkan

Blow	[bləʊ]	Blew	[blu:]	.....	[bləʊn]	Meniup
Break	[breɪk]	Broke	[brʊk]	.....	[ˈbrʊk.kən]	Merusak
Get	[ɡet]	Got	[ɡɑ:t]	.....	[ɡɑ:t]	Mendapatkan
Repair	[rɪˈpeɪ]	Repaired	[rɪˈpeɪd]	.....	[rɪˈpeɪd]	Memperbaiki
Stop	[stɒp]	Stopped	[stɒpd]	.....	[stɒpd]	Berhenti
Ride	[raɪd]	Rode	[rəʊd]	.....	[ˈrɪd.ən]	Mengendarai
Take	[teɪk]	Took	[tu:k]	.....	[ˈteɪ.kən]	Mengambil
Change	[tʃeɪndʒ]	Changed	[tʃeɪndʒd]	.....	[tʃeɪndʒd]	Mengubah
Write	[raɪt]	Wrote	[rəʊt]	.....	[ˈrɪtɪn]	Menulis
Check	[tʃek]	Checked	[tʃekt]	.....	[tʃekt]	Memeriksa
Fill	[fɪl]	Filled	[fɪl]	.....	[fɪl]	Mengisi
Replace	[rɪˈpleɪs]	Replaced	[rɪˈpleɪs]	.....	[rɪˈpleɪs]	Mengganti
Need	[ni:d]	Needed	[ni:d]	.....	[ni:d]	Membutuhkan
Inflate	[ɪnˈfleɪt]	Inflated	[ɪnˈfleɪtɪd]	.....	[ɪnˈfleɪtɪd]	Memompa
Put	[pʊt]	Put	[pʊt]	.....	[pʊt]	Meletakkan
Open	[ˈoʊpən]	Opened	[ˈoʊpənd]	.....	[ˈoʊpənd]	Membuka
Pay	[peɪ]	Paid	[peɪd]	.....	[peɪd]	Membayar
Measure	[ˈmeʒər]	Measured	[ˈmeʒərd]	.....	[ˈmeʒərd]	Mengukur
Do	[du:]	Did	[dɪd]	.....	[dʌn]	Melakukan
Finish	[ˈfɪnɪʃ]	Finished	[ˈfɪnɪʃ]	.....	[ˈfɪnɪʃd]	Menyelesaikan



Task 8

Listen to your teacher and repeat after him/her with a good pronunciation!

English		Indonesia
Radiator	['reɪdiətər]	Radiator
Battery	['bætəri]	Baterai
Wheel	[wi:l]	Roda
Oil Filter	[ɔɪ / 'fɪltər]	Penyaring oli
Machine	[mə'ʃi:n]	Mesin
Transmission	[træns'mɪʃn]	Transmisi
Light	[laɪt]	Lampu
Disk Brake	[dɪsk breɪk]	Rem cakram
Air Filter	[eə(r) / 'fɪltər]	Penyaring udara
Muffler	['mʌflə(r)]	Saringan
Steering	['stiəriŋ]	Setir kemudi
Trunk	[trʌŋk]	Bagasi
Muffler	['mʌf(ə)lə]	Knalopot
Fluid	['flu:ɪd]	Cairan
Air filter	['flu:ɪd]	Penyaring air
Horn	[hɔ:rn]	Klakson
Spare tire	[spɛr]	Ban cadangan
Seat	[si:t]	Jok

UNIT 3

TO BE A MECHANIC

Learning objective: 1. Understanding report text

2. Students can write report text and presents it orally.

3. Students get some steps how to be a mechanical.

4. The students study about grammar "if conditional"



Source: www.hiclipart.com



Study the explanation below!

Report Text

➤ **Definition of report text**

A report text is a type of document written by someone or group of people to announce the result of an investigation or announce something to the proper authorities. The information is usually written but also be presented orally.

➤ **Social function of a report text**

The purpose of a report text is to present information about something generally. It generally describes the way things are with reference to arrange of natural, manmade, and social phenomena in our environment, such as: mammals, the planets, rocks, plants, countries, cultures , transportations, and so on.

➤ **The general characteristics of a report text**

The characteristics of a report text can be seen from its generic structures and linguistics features. Those characteristics will be explained below:

General structure

- Title; indicates the topic of the text and it is a very general thing
- General classification; is a part that state classification of general aspect of things, such as: animals, place, etc. it will be discussed in general
- Description; describing of the things which will be discussed in detail, in terms of: parts (and their function), qualities, habits, and behavior.



Task 1

Read the text and answer the following questions below!

How to become an auto mechanic

If you have a knack for working on cars, you might be thinking about starting a career as an auto mechanic. Just like with any other job, you can prepare yourself for this line of work by gaining relevant knowledge and experience. Get an education, develop skill set, and licensed and certified in order to become an auto mechanic. Soon, you will be on your way to starting a career you are passionate about it.

1. Get a high school diploma.



While there are successful auto mechanics who did not acquire education after high school, most at least have a high school diploma. Graduating high school will make it a lot easier to climb the ladder once you start your career.

2. Work as assistant, helper, or trainee



As soon as you are done with your post secondary education, you will likely start off at an entry level position. Apply to work in any position at car shops or dealerships where you will get the chance to develop some skills and become experienced. This will help qualify you for better positions.

3. Acquire mechanics skill



If you want to be good auto mechanic, it is vital that you are able to take apart and put back together the working part of a machine. Use your knowledge of different parts and how they interact to work on developing your mechanical abilities.

- Pay close attention to the lead mechanics that you work with when they work on repairs. Politely ask any questions you have about the answer the uses of different car parts or tools.
- Look up instructional on YouTube of how to make certain repairs in different types of vehicles to widen your knowledge base.

4. Work on your troubleshooting abilities



Auto mechanics identify and fix problems. Even if your current position does not put this responsibility on you, pay attention to each case and try to guess what could be wrong with each vehicle. Becoming comfortable and confident with diagnosis issues is essential.

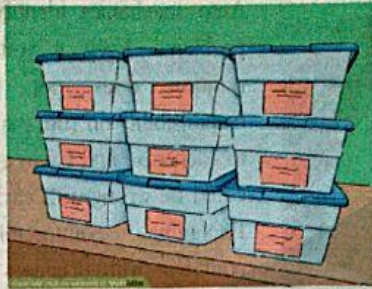
Typically when a vehicle has a problem, something in the way it feels, sounds, smells, or looks is most likely wrong or off. Become more familiar with these different sounds, smells, etc. and then use them to practice diagnosing

5. Practice good customer service



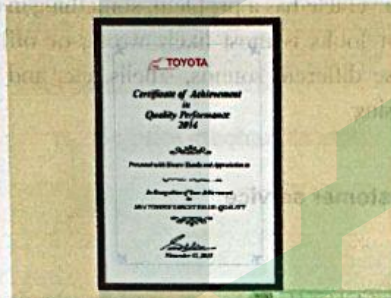
As an auto mechanic, you will have to communicate well with customers to explain problems, solutions, prices, and more. Practice good listening and politeness so that the costumers will want to come back.

6. Prioritize staying organized



It can be frustrating, inefficient, and expensive to misplace tools and parts in your work space. Avoid these issues by keeping all tools and parts organized

7. Increase your value by getting Manufacturer-specific certification



If you want to work on vehicles made by a specific manufacturer, it is in your best interest to get certification specific to that manufacturer. This will increase your likelihood of employment if you apply to work at a dealership that sells and services vehicles made by that manufacturer

Source: <https://www.wikihow.com/Become-an-Auto-Mechanic>

Questions:

1. Why should you get high school diploma to become a mechanic?
2. What will you do when a vehicle has a problem?
3. Why should tools and parts organize well?
4. What is the benefit of work as assistant, helper, or trainee?
5. How to good communicate with customer service?
6. What do you do to acquire your mechanic skill?
7. What is the most important to be mechanic?

WRITING



Task 2

Match the following picture with the words provided in the box, then write a report text based on the picture!

Changing wheel

Practice lighting at school

Practice repairing engine at school

Measuring scale

PICTURE

ACTIVITY



- 1. Why should a mechanic...
- 2. What will you...
- 3. Why should a...
- 4. What is the...



- 5. How to good communicate with customer services?
- 6. What do you do to receive your message?
- 7. What is the mo...



- 8. Changing wheel
- 9. Practice lighting a...
- 10. Practice repairing a...
- 11. Measuring scale



LISTENING



Task 3

Listen the recording and complete the text! (Source: <https://youtu.be/gHSZ1S9996U>)

Mechanical Engineering Skills

Hello and welcome. Today we are going to talk about five skills every (1) engineer should have in order to succeed. Mechanical engineering is the branch of engineering that (2) the design production and operation of machinery it is one of the oldest and broadest of the engineering disciplines. This field requires an (3) of core areas including mechanic dynamics, thermodynamics material science electricity and much more it is very important for mechanical engineers to possess certain qualities and skills.

Here we are providing the five most important skills that mechanical engineers should have in order to (4)..... . Problem solving a big part of mechanical engineers job is solving problems using mechanical or thermal devices mechanical engineers need to be (5), analytical thinkers who are capable of solving problems brought to them by clients or employers.

Creativity mechanical engineering involves (6) and designing products which range from batteries to electric generators to medical devices inventing products involves a lot of creativity. The creative mind is essential for this kind of work communication skills often mechanical engineers develop a product for a client, they may have to (7)..... complex machines or devices to people who are not familiar with mechanical engineering, they have to be able to explain their ideas clearly and effectively, and this takes strong communication skill.

Teamwork mechanical engineering involves lots of teamwork engineers often working groups to invent technologies and solve problems they might work with (8)..... We are not mechanical engineers such as computer scientists or architect they therefore (9)..... to be able to explain with a diverse team of people to solve problems.

And lastly math skills, mechanical engineers need to be comfortable using math to (10)..... problems. The math skills required in mechanical engineering include calculus and statistics I need to be able to apply these skills to analyze problems and design solutions. That's all for today. Thank you.

SPEAKING



Task 4

Practice the dialogue in front of the class with your pair!

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

Indra : What's advice can I give to you?

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

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

Joko : Does it include learning about the use of computer to diagnose any engine failure? How can I learn it?

Indra : Yes, you can learn it by reading any automotive magazines or tabloids, internet articles, and also learn from the manual book of the car itself. You can also joining the training for new employees that held by the company this year.

Joko : Of course yes, I have learnt about how to fix any failures from the sources that you have mentioned, and practice it here. Are there any other suggestion?

Indra : Good. Last, you have to maintain your good relationship with your friends in this company and don't make the customer disappointed. Don't be a trouble maker inside and outside this company, or you will be fired by the chairperson.



Task 5

Study about how to give an oral text! Find a report text about automotive! You may find the topic on internet, advertisement, magazine, book, TV, and radio. Then, practice it in front class!

How to give an oral report

In many ways, planning an oral report is similar to planning a written report

- Choose a subject that is interesting to you. What do you care about? What would you like to learn more about? Follow your interests, and you will find your topic.
- Be clear about your purpose. Do you want to persuade your audience? Inform them about a topic? Or just tell an entertaining story?

An oral report also has the same three basic parts as a written report

- The introduction should “hook” your audience. Catch their interest with a question, a dramatic tale or a personal experience that relates to your topic.
- The body is the main part of your report, and will use most of your time. Make an outline of the body so that you can share information in an organized way.
- The conclusion is the time to summarize and get across you most important point. What do you want the audience to remember?

GRAMMAR



Study the following explanation below!

- “Conditional Sentence”
- ✓ Conditionals are used to talk about possible or imaginary situations. Conditionals are sentences with two (2) clauses: an “if” clause and a main clause that are closely related.

Complex Sentence

Subordinate Clause	Main Clause
If + Condition	Result/consequence

✓ Kinds of if conditional

- Zero conditional, is used for real action that are always true.

if + simple present, simple present

For example : if we change the oil car, it takes time about 30

- First conditional, is used for possible situations.

if + simple present, simple future “will”

For example; if you study harder, you will be a professional mechanic

- Second conditional or impossible things.

if + simple past, would/could/might + V1

For example; if I won the lottery, I would buy a car

- Third conditional is use for unreal past action

if + past perfect, would/should/could/might + have + V3

For example; if I had studied harder, I would have gotten a better job.



Task 6

Complete the sentences with the word in parentheses.

Number one has done for you!

1. If Ali (*be*) is in class tomorrow, I (*ask*) will ask him to join us practical work after class (first conditional)
2. If he (*use*).....open end spanner to tighten bolt, it (*broke*) the bolt (first conditional)
3. If he (*be*).....mechanic, he (*work*).....abroad. (second conditional)
4. If I (*brake*).....more firmly, the car (*stop*).....(first condition)
5. If you study about automotive, it (*easy*)..... to repair your own car. (first conditional)
6. If you (*want*)..... to turn the vehicle left and right, it (*use*).....steering. (zero conditional)
7. If I (*finish*)my school, I(*have*)..... gotten job. (third conditional)
8. If I (*graduate*).....from vocational high school, I (*built*) my own workshop. (first conditional)
9. If I most (*spent*)..... my time to read book, I (*be*) a smart students. (third conditional)
10. If I (*be*)..... a teacher, I have much money. (second conditional)

VOCABULARY



Task 7

Match the correct meaning. Then, listen to your teacher and repeat after him/her with a good pronunciation!

Words	Meaning
Advice	Kerusakan
Give	Memberi
Employee	Perusahaan
Company	Karyawan
Failure	Saran
Fix	Kecewa
Sources	Diagnose
Hold	Memperbaiki
Magazine	Memecat
Vehicle	Menjaga/memelihara
Maintain	Sumber
Diagnose	Kendaraan
Disappointed	Majalah
Fire	Mengadakan
Comfortable	Nyaman
Devise	Menjelaskan
Teamwork	Membutuhkan
Need	Disiplin
People	Kuat
Discipline	Merencanakan
Strong	Orang
Heavy	Kerjasama
Explain	Berat

Task 8

Role play

Report the situation based on the picture

Materials: Pictures

For example:



Car accident

Jam



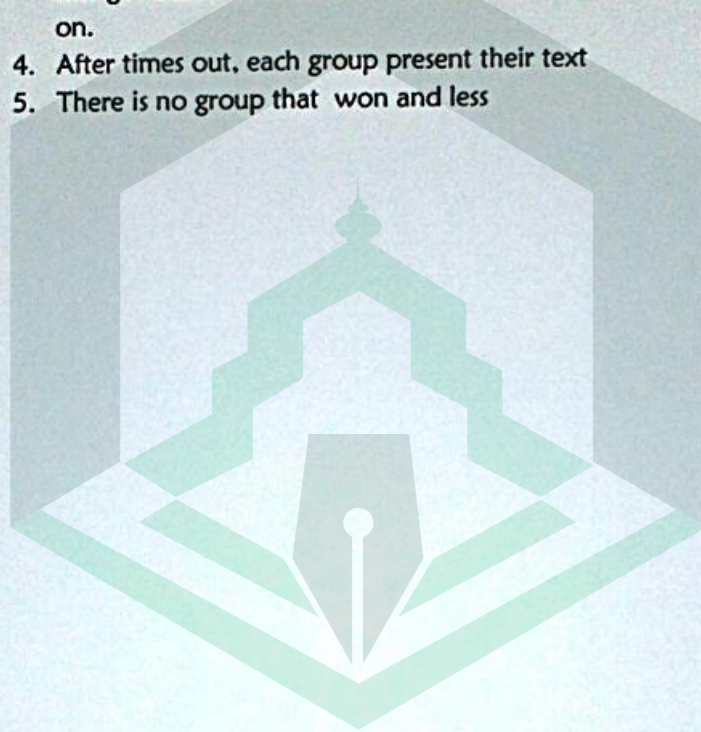
Car technology

Purpose:

- ✓ Improve students speaking skill

Rule play

1. Students divided into small group, 3-4 students
2. Each group get 1 picture
3. They given 10 minutes to make text report based on the picture. For example car accident, they can report it how the cars got accident, who the driver, where the location, and so on.
4. After times out, each group present their text
5. There is no group that won and less



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NEED ANALYSIS





ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah SWT, the beneficent and the most merciful, lord of the world has created judgment day in the hereafter and to our prophet Muhammad SAW safety and peace be upon him. Alhamdulillah the writer express as her gratitude to the almighty Allah SWT that has been given Allah's guidance, inspiration, and good health. So that, the writer could finish the thesis on the title "Developing English Learning Materials for Grade XI Students of Automotive Program at SMKN 2 Palopo.

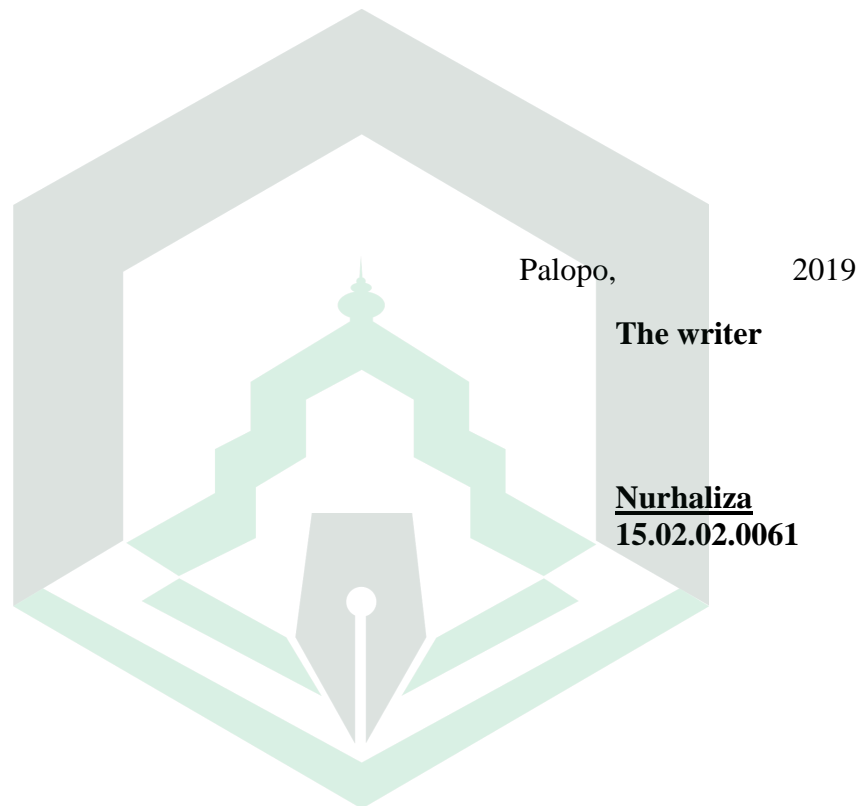
The writer realizes that the existence of this thesis was by receiving many advice, guidance, encouragements, and comments from many people, even though this thesis still far from being perfect. In writing this thesis, the writer has encountered a lot of difficulties since the beginning to the last; many people have directly helped finishing this thesis. Therefore, the writer would like to express her gratitude and special thanks to:

8. Dr. Abdul Pirol., M.Ag., as the rector of IAIN Palopo, the first, the second, and the third deputy head, all of the lectures and their assistances and the

employers of IAIN Palopo who have taught, educated, helped, advice, and guidance their writer during her study in IAIN Palopo.

9. Dr. Nurdin K, M.Pd., as the head of Tarbiyah and Teacher Training Faculty Department of the State Institute for Islamic Studies (IAIN Palopo).
10. Amalia Yahya, SE.,M.Hum as the head of English study program of Tarbiyah Department of the state Institute for Islamic Studies Palopo.
11. Dr. Sahraini, M.Hum as the first consultant and Andi Tenrisanna Syam, S.Pd., M.Pd as the second consultant who have delivered patiently guidance, explanation, suggestion, and appraisal to the improvement of this thesis.
12. The writer thanks to her beloved parents (Makmur and Baharia), her sisters (Nurani and Nur Haslina), and her brother (Muh. Irwan Syah M), for their prayer, understanding, support, motivation, endless love, and patient kept the writer going through the last page.
13. Thank you very much to other the writer's beloved friends "BIG C" as her big family that I could not be mentioned one by one. And for "Cantika Bala-Bala" there are Esa Ananda, Cindy Puspita Sari, Denada Rusman, Siska Sahabuddin, Nuraskin, Nurhasada Aksa, Ismiatun Khasanah, Riska, Risna, Sutiah, and Winda Rustam for their support, motivation, and helping.
14. Thanks a million to the English teacher and automotive teacher for helping the researcher for getting information. And the students of automotive department at the grade eleventh of SMKN 2 Palopo that have been participate and join to this research as respondents, so that the writing can be run well.

The writer also thanks the other who cannot be mentioned one by one who have helped and supported her to finish this thesis. The writer realized that this thesis would not be created without their participation. Allah SWT may give reward to all people who have helped the writer and hope this thesis can be useful and gives positive contribution for the readers, religion, and the state. Aamiin .



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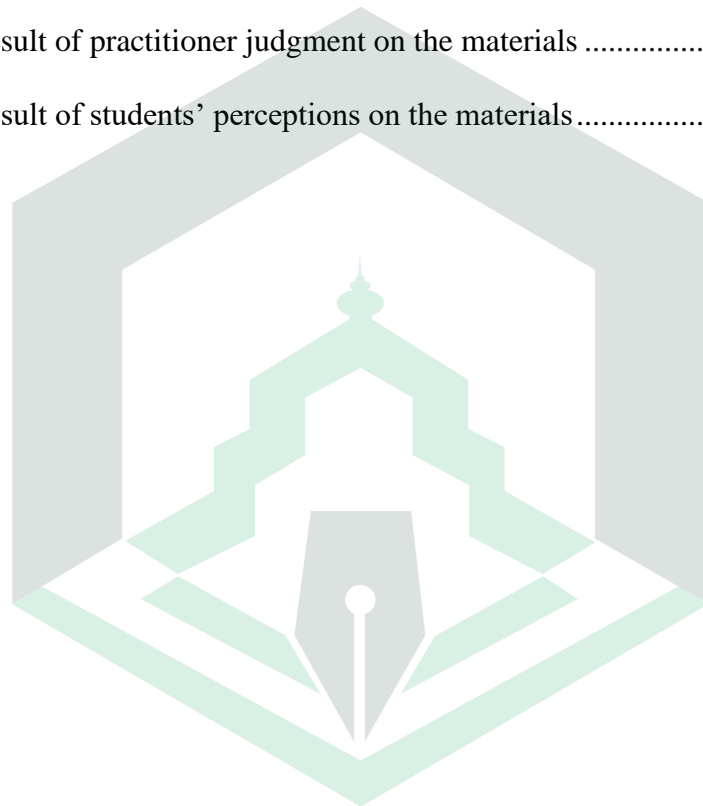
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ABSTRACT

Nurhaliza, 2019, Developing English Learning Materials for the Eleventh Grade Students of Automotive Department at SMKN 2 Palopo. Thesis, English Study Program of Tarbiyah and Teachers Training Faculty of the State Islamic Institute of Palopo. Under Supervisors: **Dr. Sahraini, M.Hum** as the first consultant and Andi Tenrisanna Syam, S.Pd., M.Pd as the second consultant

This research deals with developing English learning materials for eleventh grade students of automotive department at second semester at SMKN 2 Palopo. The problem statement is what the appropriate English learning materials for the eleventh grade students of automotive. The objective of this research is developing the appropriate English learning materials for automotive students.

The type of this research is Research and Development (R & D). This step in this study was using adapted 4D Model that stands for: Defining, Designing, Developing, and Disseminating. This research involved 44 eleventh grade students of automotive department and an English teacher of SMKN 2 Palopo, as the subjects to collect the data for need analysis step. Questionnaire and interview guidelines were the instruments used to collect the data related to the students' need in learning English. The data from questionnaire were calculated the percentage. Based on the results of needs analysis, the curriculum, and the syllabus used in the school, the draft of English materials was developed. The draft was reviewed and evaluated by the expert judgment. The instrument to collect the data for the materials' evaluation was questionnaire adapted from BSNP (*Badan Standar Nasional Pendidikan*). To determine the quality of develop materials, the expert judgment put a check in the scale of each item of the questionnaire. The quality of the develop materials was based on the mean value of the aspect of the questionnaire.

The result of the need analysis shows that students prefer to have the English materials in the automotive field related their department. Based on the result of the expert judgment and practitioner, the develop materials are suitable for the eleventh grade students of automotive department. This is shown by the mean value of 4,4 was categorized as *Very Good*.

Keywords: Developing, English Materials, Automotive.

CHAPTER I

INTRODUCTION

K. Background of the Research

Vocational high schools are designated to prepare the students to get ready working after they have graduated from the school. The skill which they accepted surely needed for their future, one of which is English. English is really important in working because now is the globalization era, it means that most of expertise cannot be separated from English. The facts above prove that English really needed and must be mastered by students of Vocational High School. In this case, students of automotive study program.

English teaching in Vocational high school is focused on developing communicative competence. The objective is to enable the students to communicate in the target language orally and writing accurately and appropriately in the four language skills to support their competence in a certain program²⁹. The students need effective English learning materials to improve their English appropriate their expertise. Because at vocational high school has some programs, sometimes the material that accepted by students is general material is not appropriate their study program. It means that in English teaching in Vocational high School that the material taught by teacher should what the students need in future.

²⁹ Choirul Rohmah, *Developing English Learning Materials for grade X students of marketing study program at SMK Muhammad 2 Bantul*, A Thesis SI, (Yogyakarta, FBS, UNY, 2015), p. 1.

In fact, the English learning materials of automotive department at SMKN 2 Palopo were not related to the students' needs, the materials was general. English teachers should teach their students by using available textbooks. However, the English learning materials which are really suitable with the needs of the students were not always available.³⁰

Based on observation at twelfth grade of automotive study program, the English material was not specific appropriate with their department. The book which the English teacher used is "*Buku Bahasa Inggris XI REV 17 untuk SMA/MA/SMK/MAK*". The book contents general material not specific because the teacher refers to *K13* which use in English learning process at XI grade so that teacher in teaching process used the book. So the researcher developed the appropriate English learning materials for automotive students.

Concerning these, the English learning materials should be designed based on the students' needs in order to support the English learning process. In addition, the learning materials should be contextualized based on their department.

L. Problem Statement

Based on the background above, the problem statement formulated as follow:

“What is the appropriate English learning materials for the eleventh grade students of automotive department at second semester at SMK Negeri 2 Palopo?” .

³⁰Yohana Dian Ratna Purnamasari, *Developing English Learning Materials for grade X Students of Beauty Study Program*, A Thesis SI, (Yogyakarta: UNY, FBS, 2015). p. 1

M. Objective of the Research

Related to the problem statement above, the objectives of this research is to find out the appropriate English learning materials for the eleventh grade students of automotive department at second semester at SMKN 2 Palopo.

N. Scope of the Research

Based on the problems identified above, the writer focused on developing English learning materials for eleventh grade of automotive students department at the second semester by using 4D Model (Define, Design, Develop, and Disseminate)

O. Significance of the Research

There are some expected advantages of this research; in theoretically, this study is useful for the development English learning materials in ESP. In practically, the first advantage is for the eleventh grade students of automotive department, the students can use this product to develop their English skills so that it can be useful for their future job. Second, for English teachers, they can use the English materials to teach the automotive students by using effective approach or media. The last, for the further researcher, this study can be used as a reference in developing English learning materials for automotive students.

CHAPTER II

REVIEW OF RELATED LITERATURE

P. Previous Study

In writing this study, the writer finds out several studies that aimed to develop instructional materials as well. They are:

2. Kusuma (2013) in his research aimed (1) designing an English speaking material for the second grade students of automotive engineering in SMK Sanjaya Ngawen and (2) designing learning activities to improve the speaking skill of automotive engineering students in SMK Sanjaya Ngawen.³¹

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

³¹ Parwaka Budi Kusuma, *Developing an English Learning Materials for the Grade Eleventh Students of Automotive Engineering at SMK Sanjaya Ngawen in the Academic Year 2013*, A Thesis SI, (Yogyakarta, FBS, UNY, 2013).

material was shown by the value of mean 4.35, which means that the speaking material was appropriate to the students' needs.

The relevant of this study is to develop appropriate materials for automotive students. Questionnaire, interview and observation are three thing that researcher will use for getting the information from student. The differences between Kusuma's research and this study are Kusuma used Borg and Gall model but this research used *Define, Design, Develop, and Disseminate (4D)* model. In addition, this study will conducted for SMKN 2 Palopo refer four skills in English, those are Speaking, Listening, Writing, and Reading, but Kusuma's only focus on speaking.

- 2) Silvia (2016) in her research aimed 1) to describe the target needs, 2) to describe the learning needs, and 3) to develop the appropriate materials for the tenth graders of automotive engineering study program at SMK YAPPI Wonosari.³²

The type of this study is Research and Development (R n D). This study involved 80 tenth graders of automotive engineering study program and an English teacher of SMK YAPPI Wonosari, Gunung Kidul, as the subjects to collect the data for the need analysis step. Questionnaire and interview guidelines were the instruments used to collect the data related to the students' needs in learning English. The data from the questionnaire were calculated the percentage and the data from the interview was analyzed using qualitative data analysis proposed by

³² Silvia Dayu Anggraini, *Developing Task-Based English Materials for the Tenth Grades of Automotive Engineering Study Programme at SMK Yappi Wonosaru*, A Thesis SI, (Yogyakarta, FBS, UNY, 2016).

Miles, Huberman, and Saldana (2014). Based on the results of needs analysis, the curriculum, and the syllabus used in the school, the course grid was created and a draft of English materials was developed. The draft was reviewed and evaluated by the expert judge. The instrument to collect the data for the materials' evaluation was questionnaire adapted from BSNP (*Badan Standar Nasional Pendidikan*). To determine the quality of developed materials, the expert judge put a check in the scale of each item of the questionnaire. The quality of the developed materials was based on the mean score of the aspects of the questionnaire.

The result of the need analysis shows that students prefer to have the English materials which close to their daily life, relate with their field and make them active in learning process. They also want the teacher becomes the main example before the activities in the class and the corrector of their mistakes. Based on the result of the expert judgment, the developed materials are suitable for the tenth graders of automotive engineering study program. This is shown by the mean score of 3.74 and is categorized as *Very Good*.

The relevant of this research is develop same materials relate with students filed that can be useful for them in future. The differences between Silvia's research and this study are Silvia used Water Dick and Lou Carey model but this research used *Define, Design, Develop, and Disseminate (4D)* model. Silvia had developed Task-Based English materials for Automotive Engineering but this study will develop only English learning materials in automotive TKR according the result of need analysis.

4. Yuni (2017) in her research aimed to design English reading materials needed for students of automotive engineering study program and develop English reading materials for grade XI students of automotive engineering study program at SMK Negeri 5 Medan.³³

This study was conducted by using Research and Development (R & D) design through six stages; gathering information and data, analyzing data, designing materials, validating by experts, revising, and final product. The subject of this study were students of class XI of automotive engineering study program consisting of 36 students. The instrumentations for collecting the data were questionnaire and interview. After analyzing the data, the writer got the students' needs. The data were gathered by administering interview to the English teacher and distributing the questionnaire to 36 respondents to get the students' needs. The interview and questionnaire results prove that the students need English reading materials which contain English for automotive engineering study program. Thus, developing English reading materials were procedure text. Then, the procedure texts related to their study program. The products have been validated by two experts; English lecturer and English teacher. The average scores are 4,7 or 95% from English Lecturer and 4,5 or 90% from English teacher. It means the developing materials categorized as relevant or appropriate for grade XI students of automotive engineering study program.

³³ Yuni Haryanti Harahap, *Developing English Reading Materials in Procedure Text for Automotive Engineering Students Grade I at SMKN 2 Medan*, A Thesis SI, (Medan, FBS, UNM, 2017).

The related of this research is to develop English learning materials for automotive students. The difference between Yuni's research and this study is Yuni's research only focused on reading materials but this study will focus on all of four skills in English there are speaking, listening, reading and writing.

Q.Literature Review

4. English Learning Materials

c. Definition of Learning Materials

According to Tomlinson (1998), materials can be anything which is used by teachers or learners to facilitate language learning³⁴. Richards and Renandya add that teaching materials as a key component in most language programs that may in the form of (a) printed materials, (b) non-print materials, and (c) materials that comprise both print and non-print sources³⁵. In addition, Richards and Renandya (2002) state that some teachers use instructional materials as their primary teaching resource, for the materials provide the basis for the content of lesson, the balance of skill taught, and the kinds of language practice students take part in.

So, English learning materials which is the content of English lesson that can be used by teacher and students in learning process to improve their English and as a reference for teacher in teaching English. It means that English learning material is crucial to increase English teaching process.

³⁴ Brian Tomlinson. 1998. *Materials Development in Language Teaching*. Cambridge University Press. p. 2

³⁵ Jack C Richard., and Willy A. Renandya. 2002. *Methodology in Language Teaching*. Cambridge: University Press. p. 66

d. Criteria of Good Learning Materials

Hutchinson and Waters propose some ideas of the good learning materials such as; (i) good materials do not teach, they encourage learners to learn; (ii) good materials will contain interesting texts, enjoyable activities which engage the learners' thinking capacities, opportunities for learners to use their existing knowledge and skills, and content which both learner and teacher can cope with; and (iii) good materials should provide a clear and coherent unit structure which will guide teacher and learner through various activities in such a way as to maximize the chances of learning³⁶.

Tomlinson in Richards (2001) suggests that good materials should achieve impact, help learners to feel at ease, help learners to develop confidence, require and facilitate learner self-investment, expose the learners to language in authentic use, provide the learners with opportunities to use the target language to achieve communicative purposes, take into account that the positive effects of instruction are usually delayed, take into account that learners differ in affective attitudes, permit a silent period at the beginning of instruction, maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement, not rely too much on controlled practice and provide opportunities for outcome feedback³⁷.

³⁶ Tom Hutchinson, . & Alan Waters. *English for Specific Purposes*. Cambridge: Cambridge University Press. 1987. p.107.

³⁷ Jack C Richards. *Curriculum Development in Language Teaching*. Cambridge. Cambridge University Press. 2001. p. 263

5. Materials Development

Tomlinson says that material development refers to a process of producing and using the materials for language learning including materials evaluation adaptation, design, production, exploitation and research. Moreover, Graves describes materials development as the planning process by which a teacher can put the objectives and goals of the course into units and tasks. Developing materials for a language course or language program has some advantages compared with using the commercial course books. Richards (2001) coins four advantages of developing materials which are presented as follows³⁸.

- 1) Relevance. The materials will tend to be more relevant for students and institutional needs and reflect the local content, issues, and concerns.
- 2) Develop expertise. Developing materials benefit the other staffs language course to improve their expertise, giving them a greater understanding of the characteristic of effective materials.
- 3) Reputation. It will show the commitment to the language teaching because of providing relevant, specialist, and contextualize materials for the students.
- 4) Flexibility. The produced materials can be revised or adapted as needed, giving them greater flexibility than a commercial course book.

³⁸ Ibid p. 261.

Based on curriculum 2013, good materials should support the teaching learning process achieving the basic competences. Before developing English learning materials, it is necessary to consider³⁹:

- The students' potential. The relevancy with the local characteristics
- The level of physical, intellectual, emotional, social, and spiritual development of the students.
- The meaningfulness of the materials for the students
- The structure of the knowledge
- The actuality, depth, and the breadth of the learning materials
- The relevancy with the students' needs and the environment's demand
- Time allocation

6. Unit Design Development

c. Principle of Unit Development

The materials will be developed from some units. The objective is in order to classifying the materials will easier according to certain aspects called unit. The content of units hoped will make the learning of language are effective and efficient.

According to Nunan (2004) proposes six steps in developing materials that can be used to process of unit design development⁴⁰.

³⁹ Choirul Rohmah, *Developing English Learning Materials for grade X students of marketing study program at SMK Muhammad 2 Bantul*, A Thesis SI, (Yogyakarta, FBS, UNY, 2015), PDF. p. 26-27

⁴⁰ David Nunan. 2004. *Task-Based Language Teaching*. Hongkong: Cambridge University Press. p. (31-33)

7) Schema building

The first step is to develop a number of schema-building exercises that will serve to introduce the topic, set the context for the task, and introduce some of the key vocabulary and expressions that the students will need in order to complete the task.

8) Controlled practice

The next step is to provide students with controlled practice in using the target language vocabulary, structures and functions. One way of doing this would be to present learners with a brief conversation between two people discussing accommodation options relating to one of the advertisements that they studied in the previous step.

9) Authentic listening practice

The next step involves learners in intensive listening practice. The listening texts could involve a number of native speakers inquiring about accommodation options, and the task for the learner would be to match the conversations with the advertisements from step 1. This step would expose them to authentic or simulated conversation, which could incorporate but extend the language from the model conversation in step 2.

10) Focus on linguistic elements

The exercises of this stage focus on one or more linguistic elements, such as the intonation (if the tasks are listening) or spelling, punctuation and other language mechanics if the tasks are reading or writing ones, and so on. It helps the students to see the relationship between communicative meaning and linguistic form.

11) Provide freer practice

The students have been working within the constraints of language models provided by the teacher and the materials. At this point, it is time for the students to engage in freer practice, where they move beyond simple manipulation.

12) Introduce pedagogical task

The last step is the introducing of pedagogical task itself. In this stage, the students can be grouped to do the task.

d. Model of Unit Design

According to Hutchinson and Waters (1987) describe that to start writing the materials, a material developer should create the framework as the basis of materials writing. The framework should, at least, have four elements: input, content focus, language focus and task⁴¹.

- 1) Input: The input can be in the form of a text, dialogue, diagram, or other forms of communication data. It provides stimulus materials for activity, new language items, correct models of language use, and a topic for communication.
- 2) Content focus: Language is used as a means of communication conveying the information and feeling. Hence non-linguistic content can be exploited to generate meaningful communication in the classroom.

⁴¹ Tom Hutchinson & Alan Waters. *English for Specific Purposes*. Cambridge: Cambridge University Press. 1987. p.108-109.

- 3) Language focus: Language knowledge is given in order to achieve the purpose of language learning which is enabling learners to use the language correctly.
- 4) Task: The communicative tasks are employed to make the learner use the content knowledge and language knowledge in the classroom.

4. Task Design Development

a. Definition of Task

A textbook usually consists of several of units; a unit consists of several of tasks. There are several definitions of tasks according to some experts. Nunan (2004) states tasks as is a part of classroom work which require students in understanding, manipulating, producing, or interacting in the target language whereas their attention focus on the meaning of the form⁴².

b. Task Components

Nunan (2004) divides tasks into six components; they are goals, input, procedures, the roles of learners, the roles of teacher, and setting. Those task components can be illustrated into the table below.⁴³

Table 2.1 Task Components Proposed by Nunan

Goals	→	Teacher role
Input	TASK	Learner role
Procedure		Setting

⁴² David Nunan. 2004. *Task-Based Language Teaching*. Hongkong: Cambridge University Press. p. 4.

⁴³ Ibid. p. 41

Goals refer to the general intention towards tasks; they also provide a direct relationship between tasks and the curriculum. Goals can be determined after identifying the learners' needs. Therefore, it can be written both implicitly and explicitly and may relate to a range general outcome (communicative, cognitive or affective).

Input refers to data in the forms of oral, written texts, visual, and audio that set the tasks out. Input for communicative tasks can be derived from a wide of range sources, such as magazines, newspaper, postcards, memo, driving license, and the other sources that are obviously authentic. (Nunan 2004)

Procedures specify what learners need to do with the input. Before going to the activities types, there are three general ways to characterize activities; they are authenticity, skills use and fluency/accuracy. The first, authenticity reflects those activities from what in real-world (outside classroom), then be brought into classroom to let learners rehearse genuine communicative interaction and practice the skills that are needed in the real-world. The second, skill use is a way of characterizing activities whether they are focusing on skills getting or skill using. These are related to the distinction between control practice and transfer activities. Control practice activities refer to activities in which learners manipulate phonological and grammatical forms. Transfer activities refer to those in which learners apply their linguistic form mastery to comprehension and production of communicative language. The third, fluency/accuracy refers to those activities that focus on the developing fluency or accuracy.

Roles of learners and teacher refer to parts of them to carry out the tasks as well as the interpersonal and social relationship between the teacher and learners in doing a task. The success of the teacher and the learners do their roles will determine the success of the goals of the tasks. In communicative classroom activities, teacher has roles as facilitator of the communicative process, as participant, and as observer and learner (Nunan 2004).

Setting refers to the arrangement of classroom to affect interaction in the tasks. It deals with how the students do the tasks, where the students will do the tasks, and in what kind of groups the students will do the tasks; individual, in pairs, or small groups.

c. Task Types

Two kinds of task can usefully be distinguished they are pedagogical and real world task. Pedagogical task is task which is specially designed to the classroom context which requires learners' interactional strategies and may require the use of specific language types (skill, grammar, vocabulary). When two learners are to find differences between two similar pictures, it is called pedagogical task⁴⁴.

The second type of task is real-world tasks. It refers to the uses of language in the world beyond the classroom⁴⁵ and which might be considered a rehearsal for real

⁴⁴ Jack, C. Richard, 2006. *Communicative Language Teaching Today*. New York. Cambridge University Press. p. 31.

⁴⁵ David Nunan. 2004. *Task-Based Language Teaching*. Hongkong: Cambridge University Press. p. 1.

world task for example: role play in which two students have to practice a job interview.

R. English for Specific Purpose

3. Definition of ESP

ESP is based on students' needs in learning English. Since students' needs in ESP are very important, needs analysis should be conducted earlier before designing the materials⁴⁶. According Hutchinson & Waters (1987), ESP is an approach to language teaching that all content and method in learning language are based on the learner's need⁴⁷. In addition, according to Dudley E & St. John (1998), Hutchinson & Waters (1987) see ESP as an approach of a product, they mean that ESP does not involve a particular kind of language (grammar, lexis, register), skills discourse and genres appropriate to these activities.⁴⁸

Robinson (1991) viewed ESP as an enterprise involving education, training, and practice and drawing upon three major realisms of knowledge namely language, pedagogy, and students'/participants' specialist area of interest. Richards & Rodger (2001) stated that ESP as a movement that seeks to serve the language needs of learners who need English in order to carry out specific roles (e.g. student, engineer,

⁴⁶ Ibid. p. 9

⁴⁷ Tom Hutchinson. & Alan Waters. *English for Specific Purposes*. Cambridge: Cambridge University Press. 1987. p.19. (Accessed on 19 June 2018 from <http://englishlangkan.com/2017/04/10/download-free-ebook-english-for-specific-purposes-hutchinson-1991-pdf/>).

⁴⁸ Dudley E & St. John. *English For Specific Purposes*. Cambridge. Cambridge University Press. 1998. p. 2-3.

nurse) and who need to acquire content and real-world skills through the medium of it rather than master the language for its own sake.⁴⁹

Variable of characteristics ESP⁵⁰ :

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

4. Need Analysis

Needs as the ability to comprehend and or produce the linguistic of the target situation, such as, the needs, the weakness or lack and necessity of students in learning, for example the ability to understand the passive voice⁵¹. Hutchinson and Water divide needs into two types namely target needs and learning needs. Target needs mean what the students' needs to do in the target situation. Target needs

⁴⁹ Titik Agustina. *An Approach Of English Teaching For No-English Department Students* (The journal of English for Specific Purpose, vol. 7 no. 1 (Mei) 2014). P. 38

⁵⁰ Dudley E & St. John. *English For Specific Purposes*. Cambridge. Cambridge University Press. 1998. p.3.

⁵¹ Tom Hutchinson. & Alan Waters. *English for Specific Purposes*. Cambridge: Cambridge University Press. 1987. Pdf . p. 54

include necessities, lacks, and wants. Whereas learning needs include the task components, such as, input, procedure, teacher's role, students' role, procedure and setting.

Hutchinson and Waters describe need analysis as the most prominent feature of English for Specific Purposes course design. Needs analysis is actually the starting point for a course design. It is a necessary part of a curriculum development and is required in the early stages of developing a syllabus⁵².

The important step before designing the ESP materials is Need Analysis. It can lend the materials developers to create suitable materials according the students' need so that it helps the students to master the English materials based on their expertise.

Need analysis in language teaching may be used for a number of different purposes, for example:⁵³

- To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide or university student
- To help determine if an existing course adequately addresses the needs of potential students.
- To determine which students from a group are most in need of training in particular language skills

⁵² Reza Eshtehardi. *Needs Analysis and Course Design; A Framework for Designing Exam Courses* (International Journal of Applied Linguistics & English Literature, vol. 6, no. 6; November 2017) p. 274

⁵³Jack, C. Richards. *Curriculum Development in Language Teaching*. Cambridge. Cambridge University Press. 2001. p. 52

- To identify a change of direction that people in a reference group feel is important
- To identify a gap between what students are able to do and what they need to be able to do.
- To collect information about a particular problem learners are experiencing

Richards says that learners' language needs can be relatively easy to establish what learners need to master a language for more specific purposes, for example, official who works in fields such as nursing, the hotel industry and etc. Therefore, the tasks official can carry out in English be identify and determine what language they need.

The analysis of the target needs is divided into three points which are necessities, lacks, and wants⁵⁴.

- Necessities is the type of need determine by the demands of the target situation; that is , what the learner has to know in order to function effectively in the target situation. For example, a businessman or woman might need to understand business letters, to communicate effectively at sales conferences, to get the necessary information from sales catalogues and so on. He or she will presumably also need to know the linguistic features - discorsal, functional, structural, lexical – which are commonly used in the situations identified. This information is relatively easy to gather. It is a matter of

⁵⁴ Tom Hutchinson,. & Alan Waters. *English for Specific Purposes*. Cambridge: Cambridge University Press. 1987. Pdf. p. 55-56.

observing what situations the learner will need to function in and then analysis the constituent parts of them.

- Lacks to identify necessities alone, however, is not enough, since the concern in ESP is with the needs of particular learners. You also need to know what the learner knows already, so that you can then decide which of the necessities the learners lacks. One target situation necessity might be to read text in a particular subject area. Whether or not the learners need instruction in doing this will depend on how well they can do it already. The target proficiency in other words, needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learner's lacks (Hutchinson, Waters and Breen 1979).
- Wants. We have considered target needs only in an objective sense, with the actual learners playing so active role. But the learners too, have a view as to what their needs are. Learners may well have a clear idea of the 'necessities' of the target situation: they will certainly have a view as to their 'lacks'. But it is quite possible that the learners' views will conflict with the perceptions of other interested parties: course designers, sponsors, and teachers.

S. English in SMK

2. English Curriculum in SMK

Based on the Indonesian government's rule about National Education System No 19 year 2003, curriculum is a set of goals and regulation about teaching and learning

process such as the content, materials and methods used to achieve educational goals. In 2013, the Ministry of Education of Indonesian Republic has launched a new curriculum namely curriculum 2013.

At SMKN 2 Palopo at eleven grade teachers refer to curriculum 2013 in learning process, where the students refer to be more active. In addition, the teacher must use book which have given from government, it is "*Buku Bahasa Inggris XI REV 17 untuk SMA/MA/SMK/MAK*". The content of book is general material, so teachers teach all of departments at SMK with same material, there is no specific material for each departments, for example automotive department.

2. Automotive Department

The automotive department is one of specific skills which provided by the vocational high schools. It is also a study program which many students interest and chose it especially male students for being it a job. In additions, automotive study program is easy to find job and students who have skill about it can build workshop by themselves. It has expertise package of Light Vehicle of Engineering, Motorcycle of Engineering, Heavy Equipment of Engineering and Automotive Body Repair Technique.

In this global era, English is required as a means of communication in all aspects, including education. English in vocational high school is highly needed as the

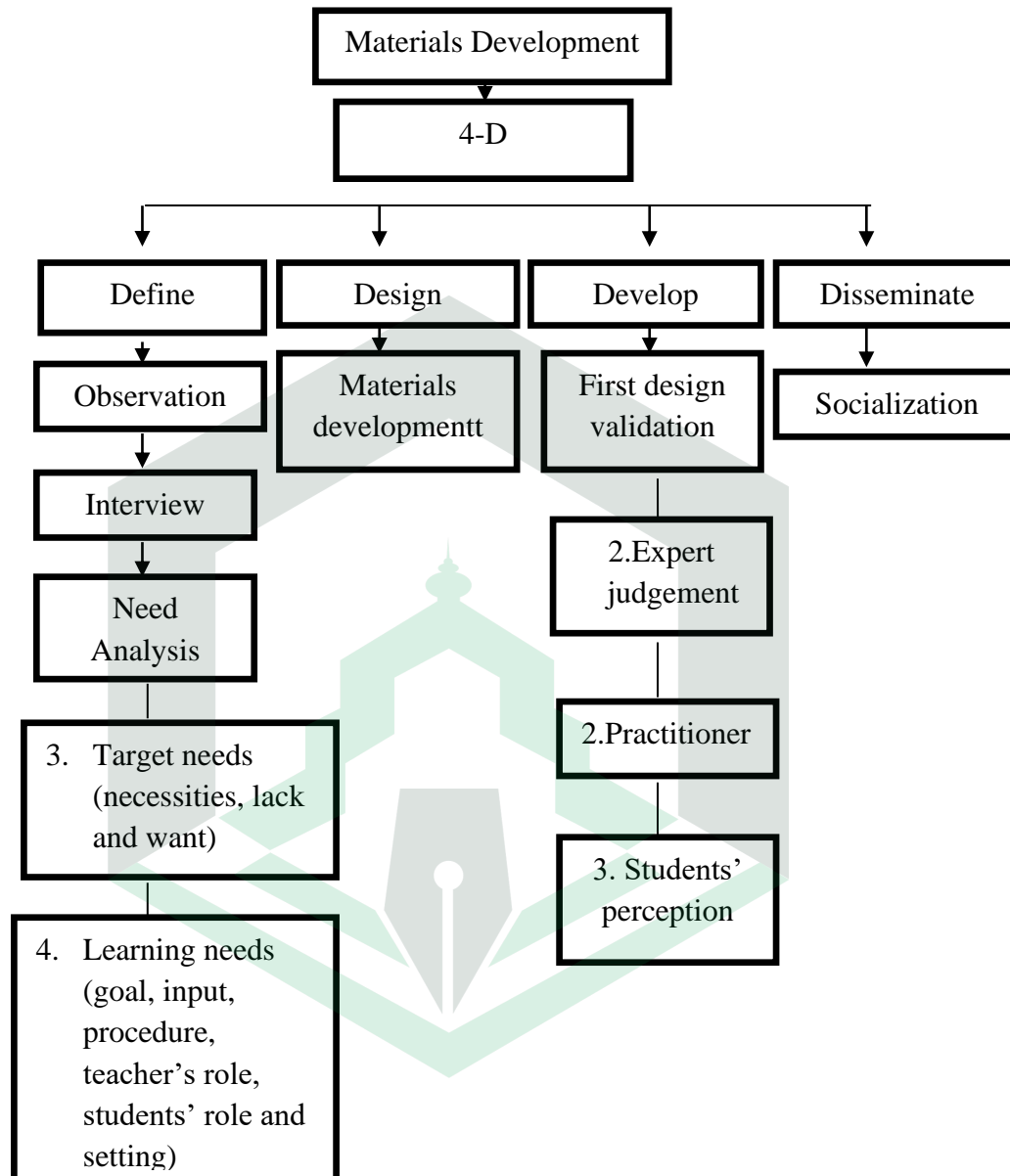
important role for the students to achieve their competence. It helps the students to compete in this global competition.⁵⁵

According the goals of the vocational high schools, the English learning material should appropriate its skill. It can carry out the students to master the English appropriate their skill or need. The one of basic approach could be the good way to develop English materials is ESP (English for Specific Purposes).

T. Conceptual Framework

The purpose of this research by using R & D model is to design appropriate English learning material for the students at the eleventh grade of Vocational high school. The background of this study is solving students' problem in learning materials. The findings of this research supposed to have a solution for the students who are facing the problems (specific English learning materials for automotive study program). In this research, researcher used 4D (Define, Design, Develop, and Disseminate) Model in developing the appropriate and suitable material for students of Automotive study program the eleventh grade at Vocational high school number 2 Palopo. Below is the schema:

⁵⁵ Joni Susanto and M. Adnan Latief . *Developing English Teaching Material For Midwifery Students* (The Journal Of Teaching English For Specific And Academic Purposes vol. 4. no 3. 2016) p. 535-536



CHAPTER III

RESEARCH METHOD

A. Type of Study

This research is classified into an Educational Research and Development (R&D). Educational R & D is adapted from an industry-based development model in which the results of the research will be taken to create new products or procedures, which then are systematically implemented, evaluated, and revised to meet specified criteria of effectiveness, quality, or similar standards.

In practice, this type of study takes evaluation to play a key role in the process. Evaluation of the process of refining products is done over and over until the best form of the product is found. Borg and Gall say that this model provides a good promise to improve education because it involves a close connection between systematic evaluation programs and program development. In education, this research is conducted to design/develop appropriate materials that can be implemented effectively to meet the students' needs.

B. Research Procedure

Design model in this development research was adapted from 4D Thiagarajan design model. This model is developed by S.Thagarajan, DhorotyS.Sammeland

Melvyn I. Semmel. 4-D models is consist of four steps. They are define, design develop and disseminate. The clearly explanation as follow⁵⁶:

1. Define

This step focuses on determining and defining the need analysis, but the observation and interview were done first.

- a) The observation was pertinent to the curriculum, syllabus, and what the English learning materials for automotive students, such as: (1) what's the learning materials which English teacher taught in class? (2), what the materials the students had learn in class?
- b) The interview were pertinent to what the students deeply need especially for developing English learning materials, such as: (1) what's English learning materials are the students' needed and wanted?, (2) what are the students' and teachers opinions about developing the English learning materials for automotive students at eleventh grade?
- c) Need analysis consist of target needs and learning needs, in this step the researcher gave questioner to the students, the questioner is designed to find out some information about necessities, wants, and students' lacks. It also designed to know information about the design, input, and learning activity to produce materials that related with the condition of the automotive students.

⁵⁶EndangMulyatiningsih, *Pengembangan Model Pembelajaran*.
<http://staff.uny.ac.id/sites/default/files/dra-endangmulyatiningsihpd/7cpengembangan-model-pembelajaran.pdf>(accessed 30 May 2019),p.1.

2. Design

The next step after define is design the product refers to students of automotive department at eleventh grade. The materials developed based on observation, interview and need analysis. The first draft is the result of design that be given to expert judgment to evaluate.

3. Develop

This stage produced the last product design that have revised and validated by the expert, practitioner and students perceptions. In this step is validated on the content, language, presentation, and layout. All of the suggestion of the experts, practitioner, and students perceptions ate the consideration and the base to revise the product. The product is resulted into the second draft after revising the first draft.

4. Disseminate

In this step, the product that was developed and revised be socialization in school. The researcher introduced this product to the students and the English teacher at SMKN 2 Palopo.

C. Research Subject

The subjects of this research were 40 students of automotive department at eleventh grade at SMKN 2 Palopo in the academic year of 2018/2019.

D. Data Collection Techniques

In this study, the data were collected through observation, interview and questionnaires. Firstly, observation did by researcher to find out the English materials. Secondly, the researcher interviewed some automotive students at eleventh grade and the teacher was interviewed informally to support the data from the questionnaire. Thirdly, the needs analysis questionnaire was used to gather the data of the target and learning needs in English. The learners were asked to answer several questions related to their characteristics and needs in learning English by choosing one or more options from several options provided. Lastly, opinions and suggestions from the experts, practitioner, and students perceptions are proposed through the expert judgments questionnaire to find the appropriateness of the designed materials.

E. Data Collection Instruments

In collecting the data, interview is the first step to know English learning at the school. Interview is done to students and English teacher. The questionnaires were distributed to the students and a materials expert. There were two types of questionnaire used in this research. Those were the needs analysis questionnaire and expert judgment questionnaire.

1. Needs analysis questionnaire

The need analysis questionnaire was distributed to find out the target needs and the learning needs of the automotive students at the eleventh grade at SMKN 2 Palopo. In developing the needs analysis questionnaire, this study referred to the

theory of needs assessment proposed by Hutchinson and Waters (1987), and Nunan (2004).

Table 3.1 The Organization of Needs Analysis Questionnaire

Aspect	Number of Items	Purpose of the Questions	References
Personal Identity of the Students		To find some information about student identity.	Hutchinson and Waters (1987: 62-63)
Necessities on goal	1	To find out the reason of students to learn English	Nunan (2004:41)
Necessities	2,3	To know student needs in terms of targets situation	Hutchinson and Waters (1987: 56)
Lacks	4,5	To find out the level of knowledge of students and students' weakness in studying English	Hutchinson and Waters (1987: 55)
Wants	6	To find students' desires related to material	Hutchinson and Waters (1987: 56)
Input	7-14	To find out what content is needed to design a task	Nunan (2004: 47)
Procedure	15-21	To find out what students are must do with the task	Nunan (2004: 52)

Setting	22	To find out how the assignment done (group work, work partner or individually)	Nunan (2004: 71)
Teacher's role	23	To find out the role of the teacher in the classroom	Nunan (2004)
Learner's role	24	To find out the role of students in class	Nunan (2004: 184)

13) Expert judgment questionnaire

The second questionnaire was the expert judgment. It was proposed to a materials expert to know their opinion and suggestions about the developed materials.

Table 3.2 The Organization of Expert Judgment Questionnaire

No.	The Purpose of the Questions	Reference
1.	To find out the appropriateness of the material content.	BSNP (2011)
2.	To find out the appropriateness of the Material language.	BSNP (2011)
3.	To find out the appropriateness of the Material presentation	BSNP (2011)
4.	To find out the appropriateness of the materials layout design	BSNP (2011)

F. Data Analysis Techniques

In this research, the data will be collected two times by using questionnaire. First is questionnaire in need analysis, second is questionnaire in expert judgment, practitioner and students' perception about the developed materials.

d. Data analysis in questionnaire.

Data analysis used in this part is descriptive which was analyzed by calculating the percentage of the answer. Result of the need analysis from the questionnaire will use this pattern:

$$X = \frac{\sum x}{N} \times 100\%$$

X = Nilai

Σx = The same answer of students

N = Total number of students

Students' choices (Necessity, lack, want, input, procedure, setting, teachers' role and students' role) are becoming researcher background in designing the English learning materials.

e. Data analysis in expert judgment and practitioner

The result of data was converted in descriptive analysis. The indicator in measuring the result is the Mean (X). The Means will be used by using conversion pattern data:

$$Mn (X) = \frac{\sum fx}{n}$$

M = Mean

Σ fx = Total score

n = Total items

Data Conversion Table was adapted from (Suharto 2006) in Alex Sander (2018)

Scales	Interval of Mean	Descriptive Categories
1	$2.0 < X \leq 1.7$	Very Poor
2	$1.8 < X \leq 2.5$	Poor
3	$2.6 < X \leq 3.3$	Fair
4	$3.4 < X \leq 4.1$	Good
5	$4.2 < X \leq 5.0$	Very Good

f. Data analysis in students' perceptions

$$n = \frac{\sum fx}{100\%}$$

$\sum fx$ = Total score

$$Mn(x) = \frac{\sum fx}{n}$$

M = Mean

fx = Total Score

n = Total the same answer

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

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

A. Research Findings

1. Define

In define steps there were 3 steps the researcher to find out the information there are observation, interview and need analysis.

1) Observation

The researcher did observation focus on what the English learning materials had taught by teacher and what the materials that the students had learnt. The researcher tried to observe the related between English learning materials with the students department. The result of the observation, the researcher found that the English learning materials which teacher taught in class for automotive students was general English. The teacher used general English book for teaching in class not specific book especially for automotive students. The researcher also observed the English learning materials that students had learnt to make sure the English materials, in fact the researcher found that the English learning materials that had students learn was

general English not specific English which related their department. So the researcher can conclude that needed to develop English learning materials for automotive students related their department for improving their English skill.

2) Interview

In interview section, the researcher focused on what the students needed and wanted, and what the students and teacher opinions about developing English learning materials for automotive students at eleventh grade.

The researcher interviewed such as automotive students department at eleventh grade and the English teacher. The researcher wanted to make sure the English learning materials in class and the students' needed and wanted in English learning, and their opinion about the developed materials. Based on the interview, the students needed and wanted the English learning materials related to their department so that they can use it in future job. In addition, the students' opinion about the developed materials, they appreciated the steps and hoped the materials can be used earlier. In other hand, the teacher opinion about the developed materials was also appreciated it, so in next semester she can teach in class by using the book, it can more useful for students automotive in English leaning process.

3) The result of need analysis

a. Target Needs

The first item which analyzed was the target needs. Here, the researcher wanted to know the students necessities, lack and want in learning English.

1. Necessities

The data shows that the final purpose of the students in learning English can be seen in this following chart as follow:

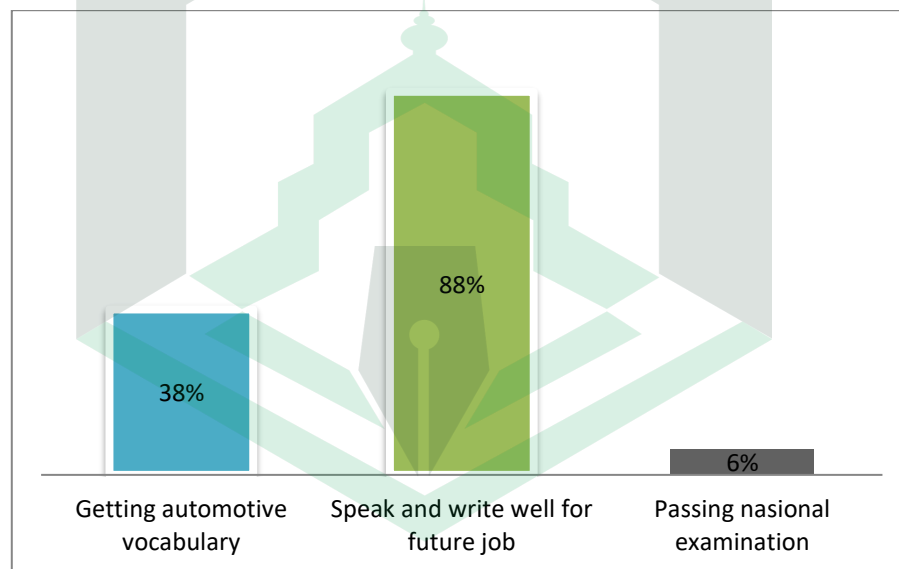


Chart 4.1. The result of students' necessities on purpose

The chart 4.1 shows the purpose of the students in learning English is to be able to speak and write well for future job (88%), to get vocabulary related automotive filed for future job (38%) and to pass the national examination (6%).

Furthermore, the students answered the questionnaire related to the future students' motivation to learn English. The answer result as follow:

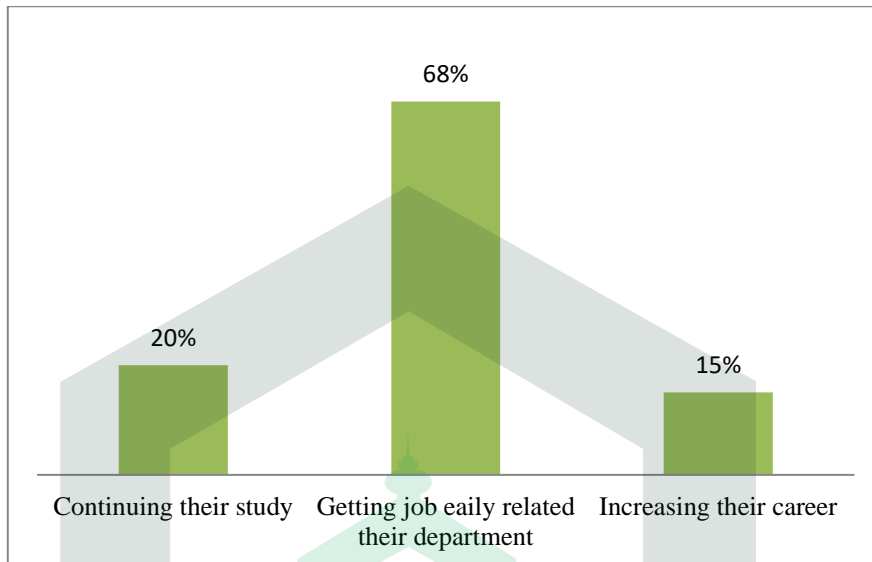


Chart 4.2. The result of the students' necessities on motivation to learn English

The chart 4.2 shows the answer of the students who have motivation to learn English to continue their study (20%), to get work easily appropriate their department (68%), and to increase their career (15%).

Meanwhile, the students needed the content of learning material to support their job can be seen as follow:

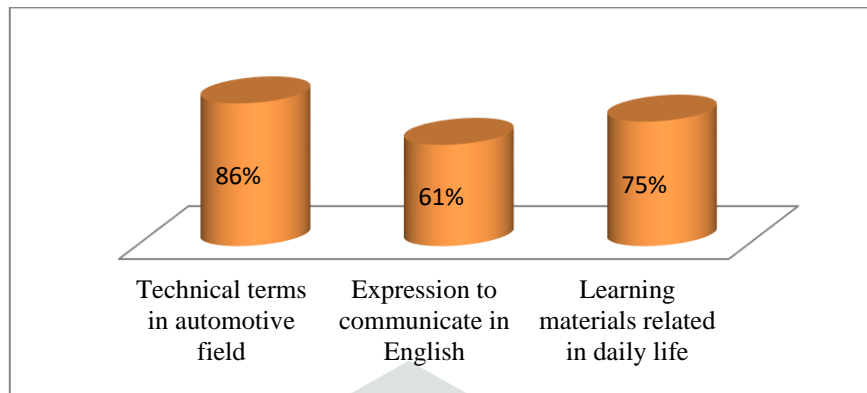


Chart 4.3. The result of students' necessities on materials content

The chart 4.3 shows students needed materials content about the technical terms in automotive filed for supporting their job (86%), expressions and responses to communicate in English (61%), and the learning materials related in daily life (75%), and others (2%).

2. Lacks

After the *necessities*, the next aspect is *lacks*. In terms of lack, there are two items in the questionnaire which gain information about the students' English proficiency. The result can be seen as follow:

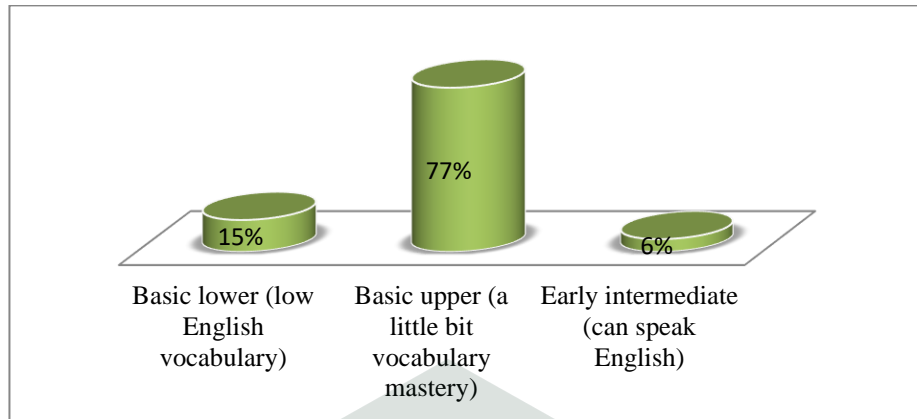


Chart 4.4. The result of students' lack on English proficiency

The chart 4.4 shows the English proficiency of the students (77%) is basic upper. In other hand, most of the students (15%) admitted that they had low English vocabulary mastery and (6%) of students is early intermediate. While the student's weakness in learning English is shown as follow:

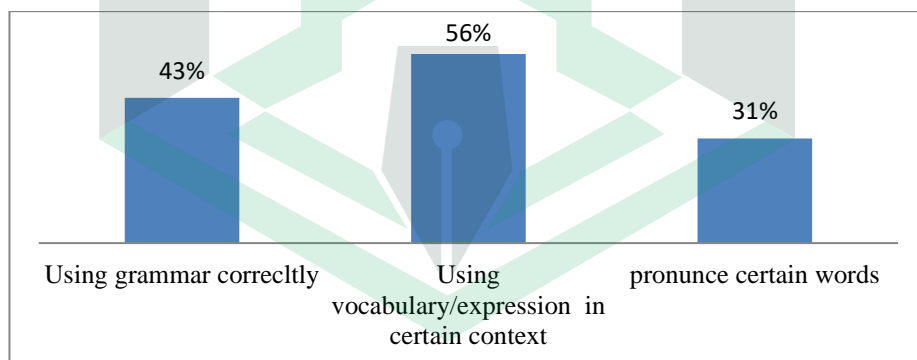


Chart 4.5. The result of students' lack on learning English

The chart 4.5 shows that students' lack in learning English that cannot use English grammar correctly (43%), the most of students do not know how to use the vocabulary/expressions in certain context appropriately (56%), and students do not know how to pronounce certain words or expressions correctly (31%).

3) Want

The last aspect of the target needs which needs to be identified is the question in terms of wants. The students were asked about English learning materials which they want to improve English. The result can be seen a follow:

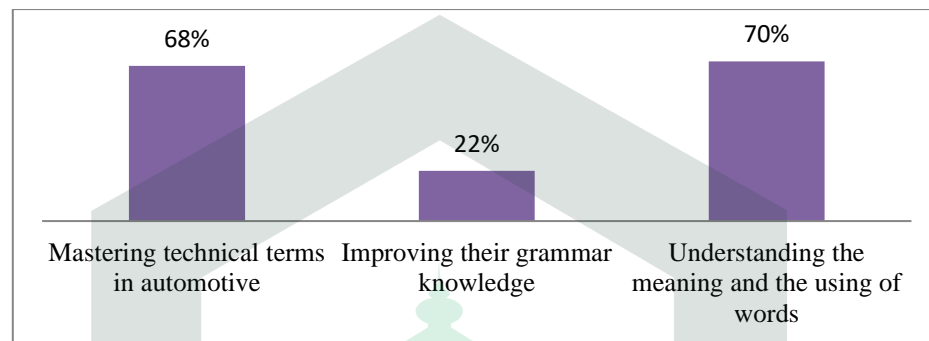


Chart 4.6. The result of students' wants on improving their English

In terms of wants, 70% of students wanted English learning materials that help them understand meaning and use the words, sentences and expressions appropriately. In addition, 68% of the students wanted English learning materials which help them master technical terms in the automotive, and 22% of students wanted English learning materials that help them improve their grammar knowledge.

b. Learning Needs

1. Input

Based on questionnaire, the topic of the materials which students wanted to be improved in automotive, it can be seen as follow:

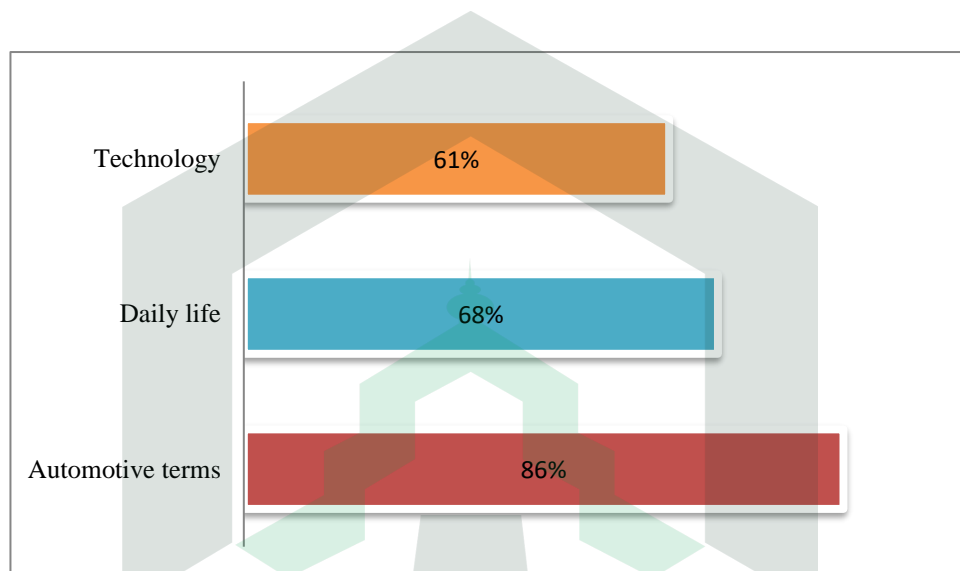


Chart 4.7. The result of input on topic

From the need analysis process that had been conducted the students chose automotive terms as the main topic (86%), topic of daily life was chosen by 68 % of students, and technology was chosen by 61% of students.

After the topic, the next aspect of the learning needs in input is reading input. It can be seen as follow:

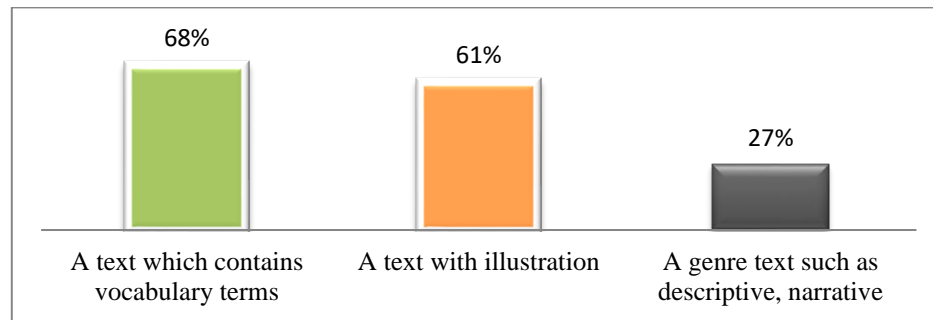


Chart 4.8. The result of input on reading

Input In terms of reading skill, most of the students (68%) wanted to have a text which contains automotive vocabulary terms. Some of them (61%) wanted a genre text such as descriptive, narrative, and recount and 27% of students wanted text with illustration as the reading. The length of the reading text can be seen as follow:

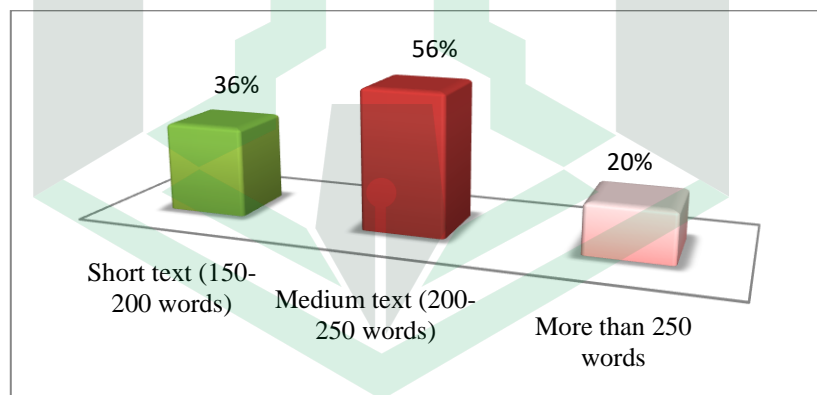


Chart 4.9. The result of input on the length of reading text

The length of the text which students wanted as reading input was medium text (200-250) 56%, short text (150-200 words) 36% of students and long text (more than 250nwords) 20% of students.

The next aspect is the input of writing skill. The result can be seen as follow:

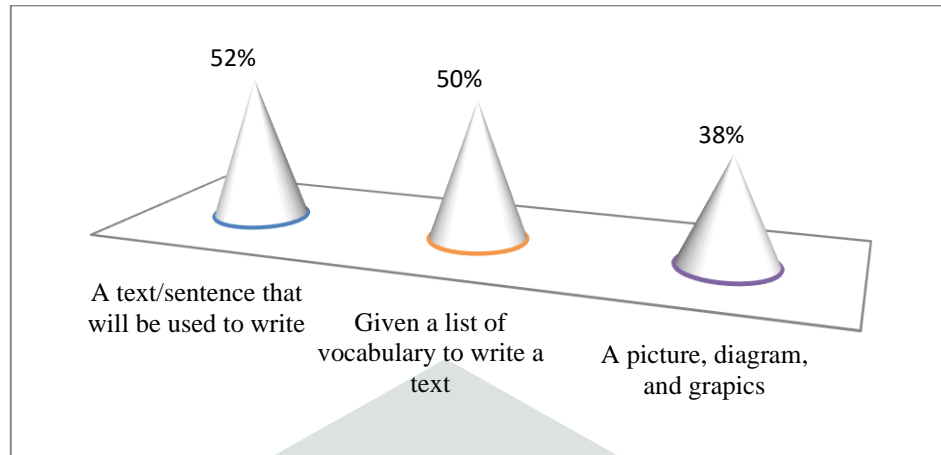


Chart 4.10. The result of input on writing

In terms of writing input, most of the students (52%) wanted writing input in the form of a model of text/sentence that will be used to write, 50% of students wanted were given a list of vocabularies which can be used to write the text also needed, and they (38%) wanted a picture, diagrams, and graphics as writing input.

After reading and writing input, the next aspect is listening input. The chart below shows the input for listening materials that the students wanted.

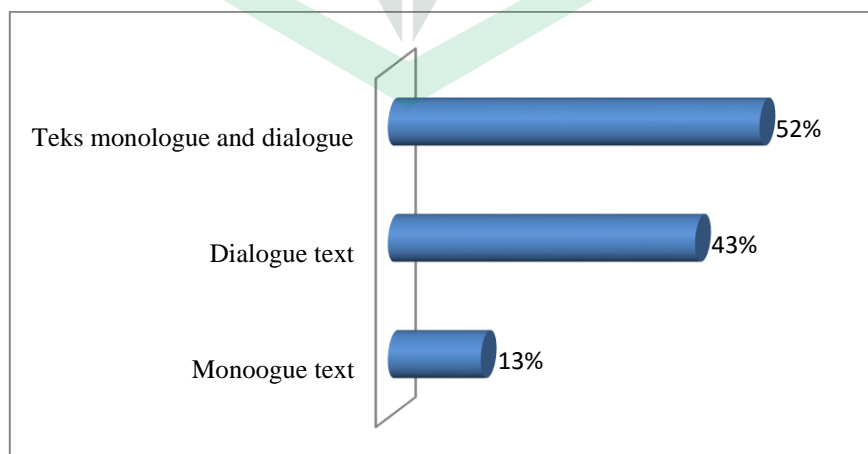


Chart 4.11. The result of input on listening

In terms of listening skills, the students wanted to have listening input in monologue and dialogue form (52%), text dialogues (43%), and text monologue (13%).

The length of the listening text can be seen as follow:

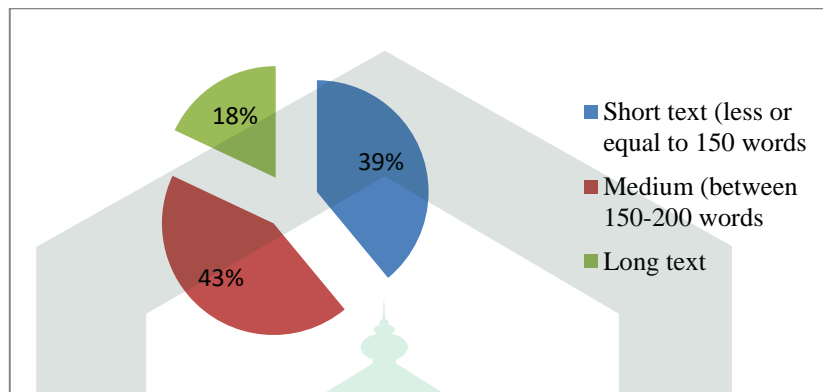


Chart 4.12. The result of input on the length of listening text

Most of students (43%) wanted the listening text should be medium (between 150-200 words), 39% of students wanted short text (less or equal to 150 words), and 18% of students wanted long text in listening input.

The next aspect is the input for speaking skills. The result can be seen as follow:

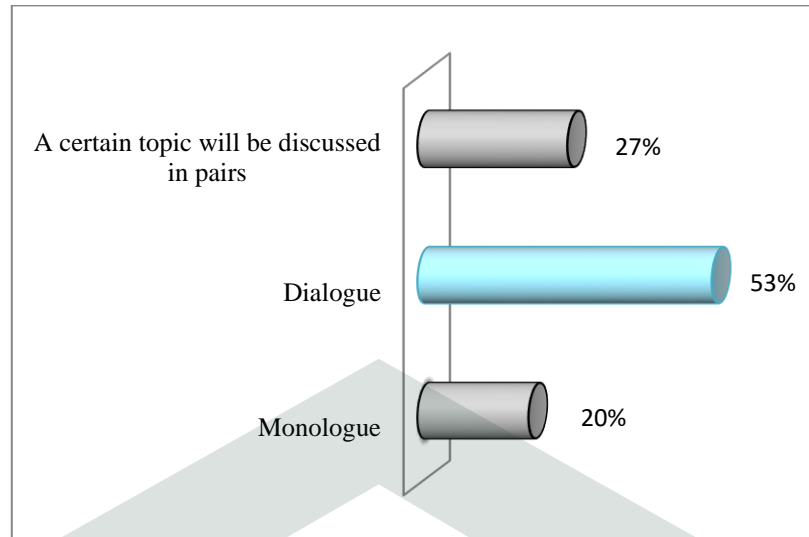


Chart 4.13. The result of input on speaking

In terms of speaking input, most of the students (53%) wanted speaking input in dialogue form, a certain topic will be discussed in pairs (27%), and (20%) of students wanted speaking input in monologue form.

The last aspect is vocabulary input. The input of vocabulary that the students wanted is showed on chart below.

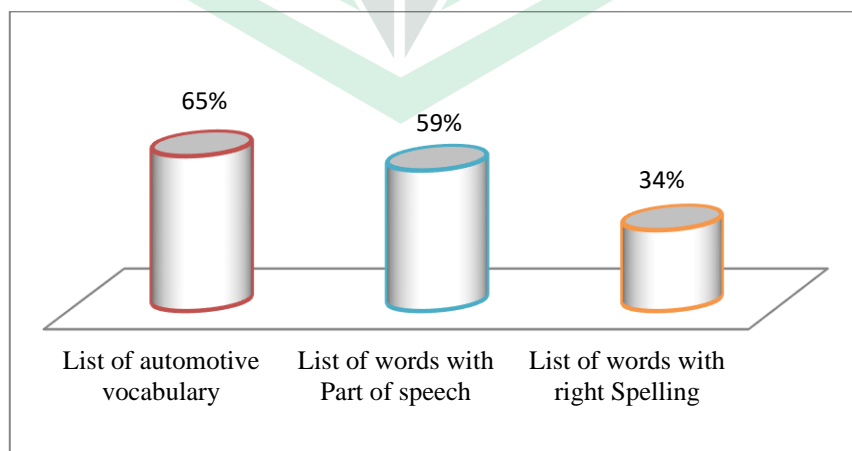


Chart 4.14. The result of input on vocabulary

The input of vocabulary that most of students (65%) wanted was listing of vocabulary appropriate automotive field, wanted the part of speech as vocabulary input (59%) and the last 34% wanted the list of words with the right spelling.

2) Procedure

After analyzing the input, the next component of the learning needs which to be analyzed is procedure. Based on the questionnaire, the students wanted the activities in applying the English skills.

In reading activities, the students' wanted can be seen as follow:

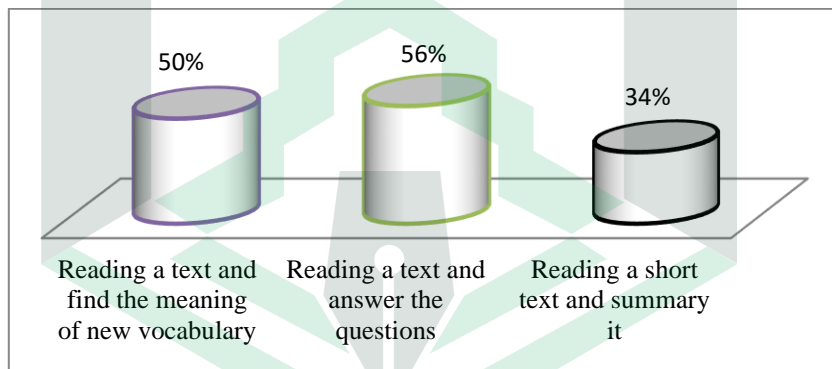


Chart 4.15. The result of procedure on reading activity

In terms of the reading activities, 56% of students are wanted to read a text and answer the question, 50% of students wanted to have a text and find the meaning of new vocabularies in the text. The last 34% of students also wanted to read a short text related to automotive and summary it. The next activity is writing, the result can be seen below:

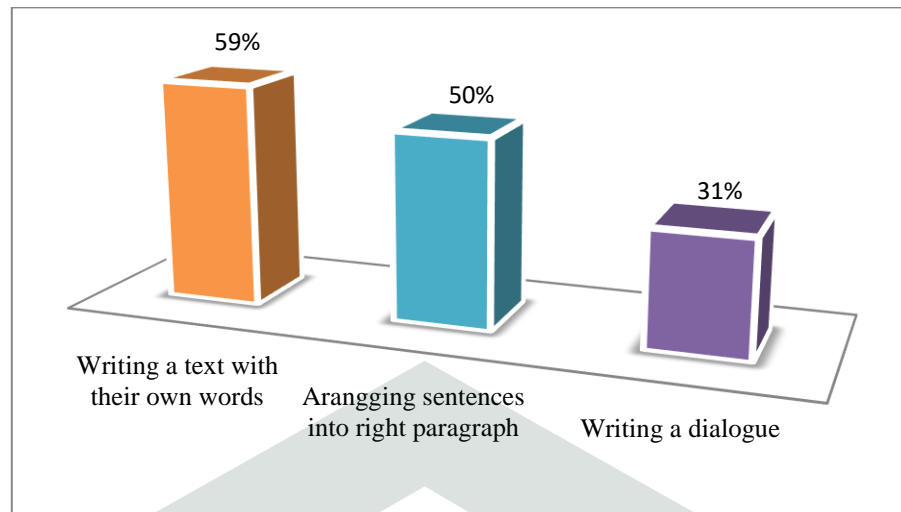


Chart 4.16. The result of procedure on writing activity

In terms of writing activity, 59% of students wanted to be given an example of certain texts, and then write a similar text with their own words, 50% of students wanted to arrange some sentences into the right paragraph. And the last 31% of students wanted just write dialogue.

Whereas, in listening activity the students' wanted can be seen as follow:

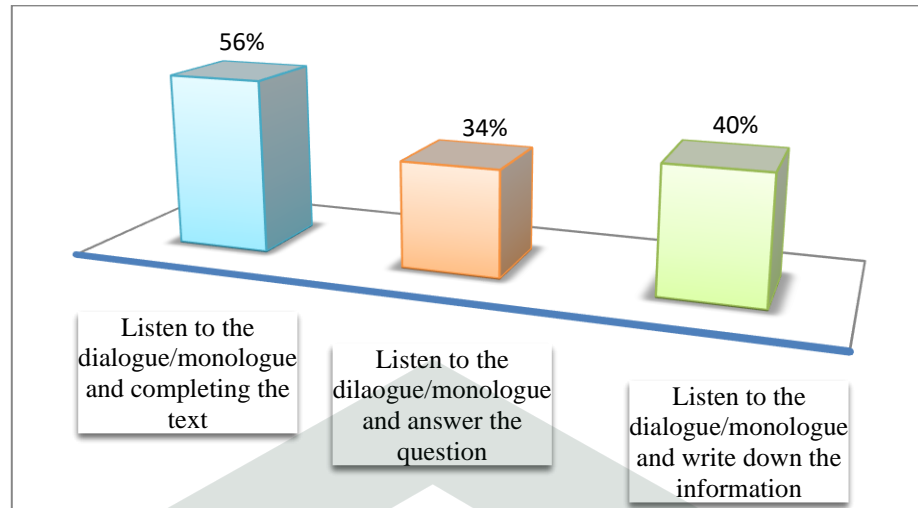


Chart 4.17. The result of procedure on listening activity

In terms of listening activities, 56% of students wanted to have tasks of listening to the dialogue or monologue and completing the text. The second type of tasks, the students wanted to listen to the dialogue or monologue then write down the information (40%). And the last the students wanted to listen to the dialogue or monologue and answer the question provided the recording (34%).

The chart below shows the students' wanted in speaking activities.

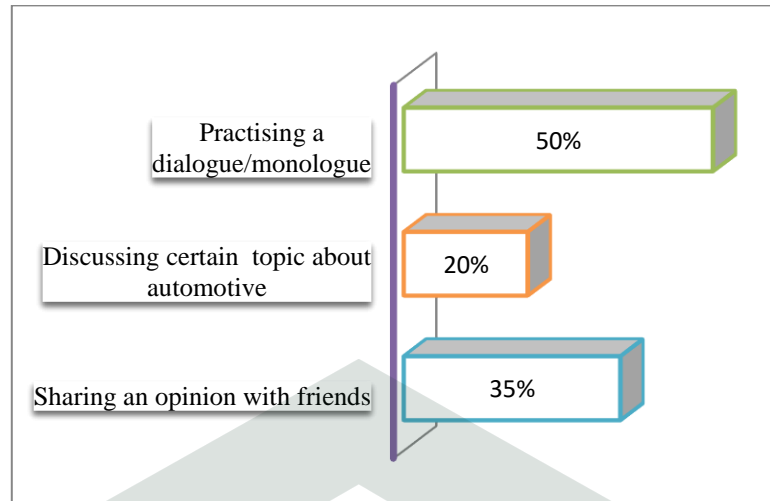


Chart 4.18. The result of procedure on speaking activity

For speaking activity, most of the students (50%) wanted to practice a dialogue/monologue, discussing certain topic about automotive 20% and sharing an opinion with friends (35%).

Besides the four English skills, the aspects of vocabulary and grammar also need to be considered. In terms of vocabulary and grammar, the students were asked to choose what kinds of activities they wanted to improve their vocabulary and grammar.

The students' wanted activity to improve their grammar can be seen as follow:

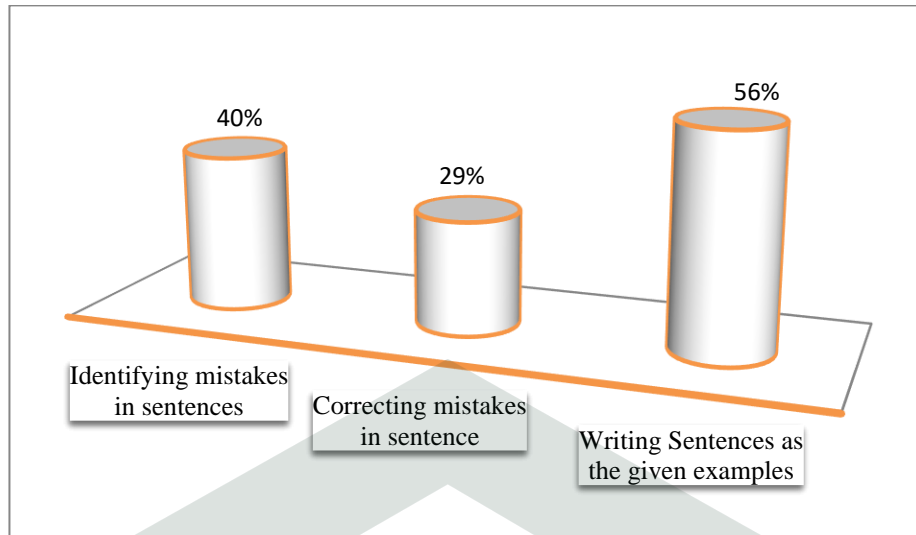


Chart 4.19. The result of procedure on grammar activity

Whereas in grammar activity, 40% of students wanted to identify the mistakes in a sentence, 29% of students wanted to correct the mistakes in sentence and 56% of students wanted writing sentences as the given examples.

The next aspect is pronunciation activity. The result is shown by the chart below.

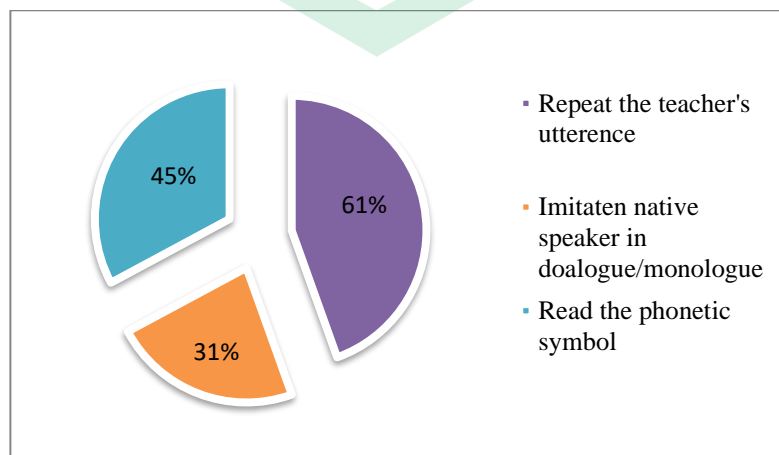


Chart 4.20. The result of procedure on pronunciation activity

The chart 4.20 shows 61% of students wanted to repeat the teacher's utterance as the learning activity for mastering pronunciation and 45% students wanted to read the pronunciation lists or phonetic transcriptions for mastering pronunciation and 31% of students wanted to imitate native speaker in dialogue or monologue.

The students' wanted activity for improving their vocabulary. It can be seen as follow:

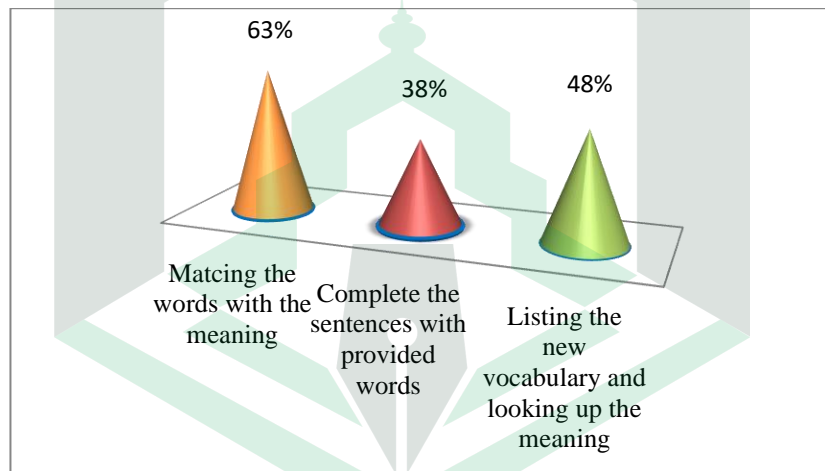


Chart 4.21. The result of procedure on vocabulary activity

To enrich their vocabulary, most of the students (63%) wanted to match English words with the meanings. 48% of students wanted listing new words from a text and then looking up the meanings in the dictionary and the last 38% of students wanted to complete sentences or paragraphs with provided words.

3) Setting

The next component is the setting. The setting involves the kinds of class activities that students will do the tasks. The result can be seen as follow:

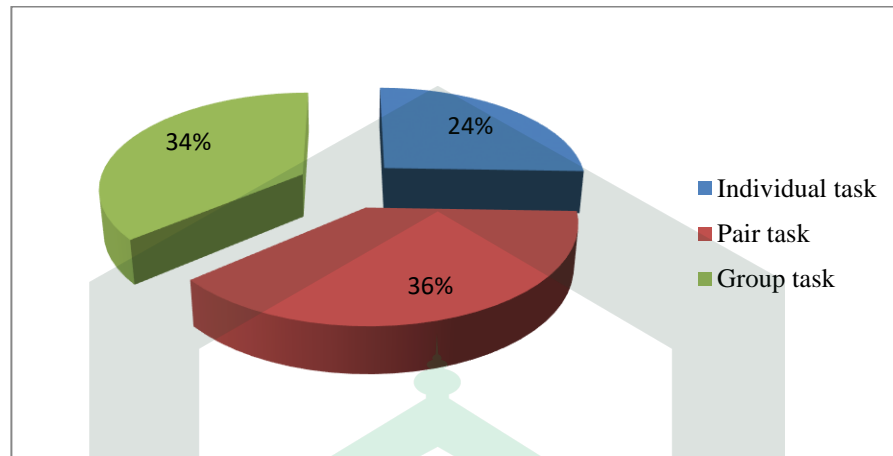


Chart 4.22. The result of setting

Based on the chart 4.22, can be concluded that most of the students (36%) wanted pair task, whereas the other students (34%) wanted group task, and wanted individual task (24%).

4) Teacher's role

Based on the questionnaire's result of need analysis, the students answered about what's the teacher role in learning process. It can be seen as follow:

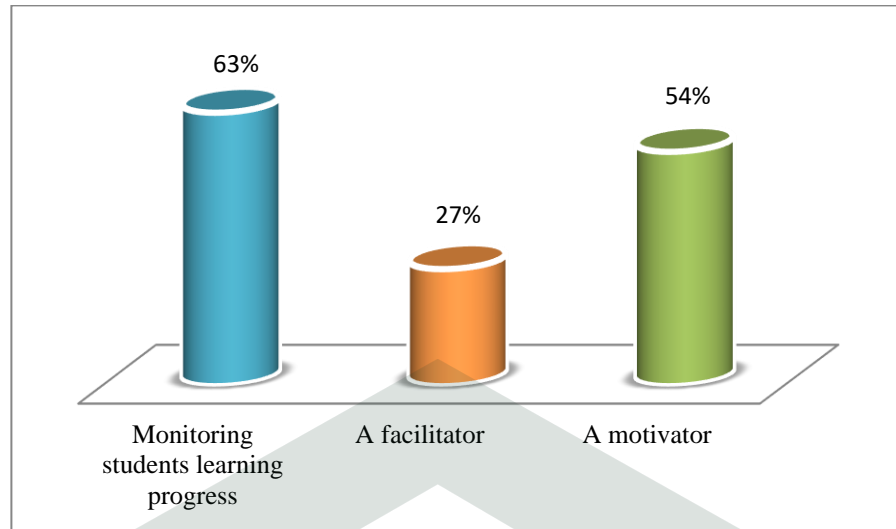


Chart 4.23. The result of teacher's role

From the chart 4.23, it can be concluded that students wanted the role of the teacher was monitoring students learning progress (63%), whereas the other students (54%) wanted the role of the teacher was as a motivator and 27% of students wanted a teacher role was facilitator.

5) Students' role

The last component is the learner's role. This component specifies the student's role when teaching and learning process is going on. It can be seen as follow:

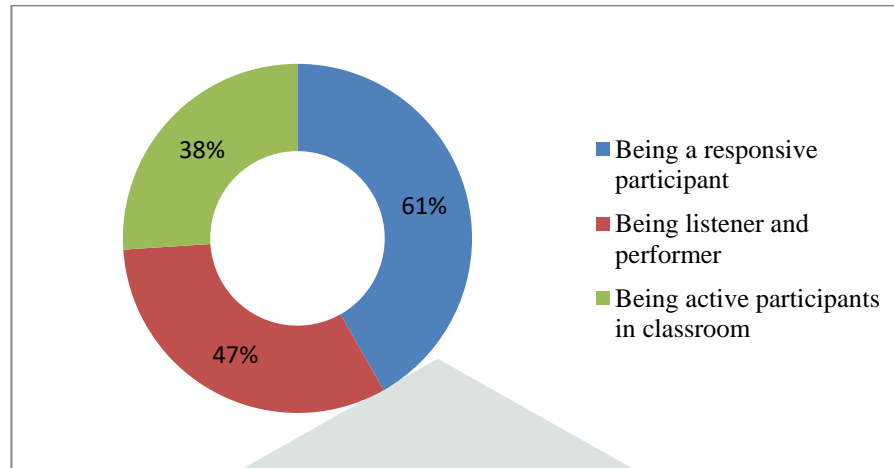


Chart 4.24. The result of students' role

From the table 4.24, can be concluded that most of the students (61%) wanted to be a responsive participant (they can negotiate with friends or teacher about the learning topic), whereas the other students (47%) wanted to be listener and performer in the classroom, and 38% of students wanted to be active participants who involve in the classroom's activities.

2. Design

In design section, the researcher designed the developed materials based on interview and need analysis. The developed materials consist of four skills, such as reading, writing, listening and speaking. The material of each unit appropriate with the students department is automotive.

In reading skill, the developed materials focus on procedure text and report text based on the basic competence, the text input are related to automotive. In writing, the developed materials focus on write down a text and sentences in simple present

tense, passive voice and if conditional. The grammar focus was chosen based on the basic competence also. The developed materials in listening skill focus on listening and completing the missing words. In speaking, the developed materials focus on practicing dialogue in pairs and monologue in individual or group. To increase the students' vocabulary the developed materials consist of automotive vocabulary related to the unit topic.

3) Develop

In this section the product developed by the evaluation of the expert judgment, practitioner and students perceptions. The result is explained below

1) Expert Judgment

After the first draft of the materials has composed, the next process is expert judgment. There were 4 expert judgments assessed each point in units. First, is the content appropriateness, the expert judgment was automotive teacher. Second, language appropriateness was language lecturer, for presentation and layout appropriateness the expert judgment was English lecturer.

a. The Result of Expert Judgment of unit 1

Here, the material developer asked the each expert judgment to evaluate of unit 1. The assessment items cover the content, language, materials presentation, and the layout of the materials itself. The results of unit 1 are presented below.

1. Content appropriateness

The first aspect of evaluating the materials in unit 1 was the content appropriateness. The result is showed on the table below.

Table 4.1. The result of expert judgment on the content appropriateness of the materials in unit 1

No.	Items	Score
1.	The developed materials are in accordance with the aims of learning.	5
2.	The developed materials are in accordance with the core competence and basic competence of English lesson in Vocational High School at eleventh grade second semester.	4
3.	The developed materials are in accordance with the students' goals study English can communicate orally and written in the future job	5
4.	The topic of the unit is relevant to their department and their work life is <i>service station</i> .	4

5. In general material, procedure text explained clearly. 4
6. Procedure text in the developed materials are relevant to their department and their work-life 5
7. Input listening and writing in the develop materials in accordance with the topic of unit. 4
8. The dialogue in input speaking is in accordance with the topic of unit. 4
9. The developed materials explain about simple present tense as the grammar focus in unit 1 to write procedure text. 4
10. The developed materials contain vocabulary that is in accordance with the topic of unit. 4
11. The developed materials can improve students' pronunciation skill. 4
12. The materials are taken from the relevant and latest sources in accordance with the topic discussed. 5

13.	The developed materials encourage students to develop personal, social, academic, and vocational skill.	5
<hr/>		
Total Score		57
Mean Value		4,3

The develop materials in terms of the content appropriateness in unit 1 gain the mean value was 4,3 which was categorized as *Very Good*.

2. Language Appropriateness

The next aspect to evaluate the materials was the appropriateness of the language. The result of the expert judgment analysis is shown in the following table.

Table 4.2. The result of expert judgment on the language appropriateness in unit 1

No.	Items	Score
1.	The language used in instruction is relevant to the level of students' cognitive development	5
2.	The language used in the developed materials is clear and understandable	5

3.	The language used in the developed materials consistently uses one style of English	5
4.	The developed materials use the appropriate English grammar	4
5.	The developed materials use the appropriate English spelling	5
6.	The developed materials are cohesion and coherence	4
Total Score		28
Mean Value		4,6

In terms of the language appropriateness in unit 1, the score was 28 and the mean value was 4,6 which was categorized as *Very Good*.

3. Presentation Appropriateness

The third aspect dealt with the appropriateness of the presentation. The table below showed the result of the expert judgment analysis.

**Table 4.3. The result of expert judgment on the appropriateness of presentation
in unit 1**

No.	Items	Score
1.	The developed materials are developed systematically in accordance with the steps of the characteristic of materials; preface, contents, and closing	4
2.	The developed materials are presented step by step from guided activities, group activities, and individual activities	4
3.	The developed materials encourage motivate students to interact with other students, the teacher, and other people	4
4.	The developed materials improve the students' ability to self-reflection and evaluation	4
Total score		16
Mean Value		4

The appropriateness of presentation in unit 1 achieved the mean value was 4 which was categorized as *Good*.

4. Layout Appropriateness

The last aspect to evaluate the materials in unit 1 was the appropriateness of the layout. It gained the mean value of 4,4 which is categorized as *Very Good*. The following table showed the result of expert judgment analysis related to layout appropriateness of unit 1.

Table 4.4. The result of expert judgment on the appropriateness of layout in unit 1

No.	Items	Score
1.	The developed materials are printed using the ISO standard paper size (A4, A5, B5)	5
2.	The settings (the unit title, sub-title, illustration, page number, and picture explanation) are proportional	4
3.	The illustrations and the graphics in developing materials are aesthetic and functional	5
4.	The developed materials do not use too many types of fonts	4
5.	The designs are totally interesting	4
Total score		22

Mean value

4,4

The tables 4.4 shows that the English learning materials in unit 1 that designed by the researcher is already to apply in the class. It is proven from the score of the content expert gave 57, language expert gave 28, presentation expert gave 16, and layout expert gave 22. Then the average of mean is 4,3. In the interval, this category gets *very good*.

b. The Result of Expert Judgment of unit 2

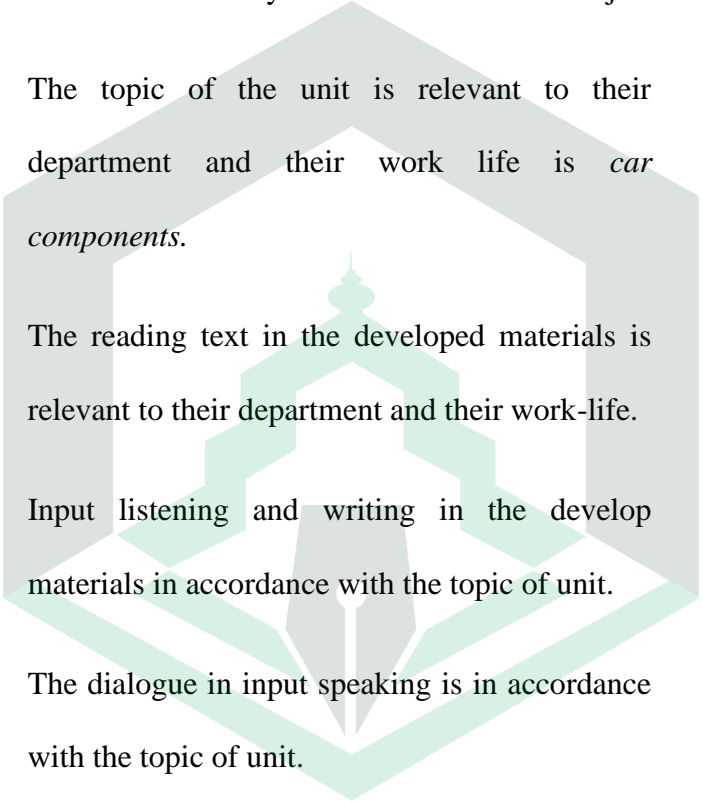
1. Content Appropriateness

Based on table 4.5 the develop materials in terms of the content appropriateness gain the mean value was 4,4 which was categorized as *Very Good*. The table below showed the result.

Table 4.5. The result of expert judgment on the content appropriateness of the materials in unit 2

No.	Items	Score
1.	The developed materials are in accordance with the aims of learning.	5
2.	The developed materials are in accordance with the core competence and basic competence of	4

English lesson in Vocational High School at eleventh grade second semester.

- 
3. The developed materials are in accordance with the students' goals study English can communicate orally and written in the future job 5
 4. The topic of the unit is relevant to their department and their work life is *car components*. 4
 5. The reading text in the developed materials is relevant to their department and their work-life. 5
 6. Input listening and writing in the develop materials in accordance with the topic of unit. 4
 7. The dialogue in input speaking is in accordance with the topic of unit. 4
 8. The developed materials clearly explain about declarative and interrogative passive voice as the grammar focus in unit 2. 4
 9. The developed materials contain vocabulary that 4

is in accordance with the topic of unit (car components).

10.	The developed materials can improve students' pronunciation skill.	4
11.	The materials are taken from the relevant and latest sources in accordance with the topic discussed.	5
12.	The developed materials encourage students to develop personal, social, academic, and vocational skill	5
Total score		53
Mean score		4,4

2. Language Appropriateness

The next aspect to evaluate the materials was the appropriateness of the language. In terms of the language appropriateness, the mean value was 4,6 which was categorized as *Very Good*. The result of the expert judgment analysis is shown in the following table.

Table 4.6. The result of expert judgment on the language appropriateness in unit 2

No.	Items	Score
1.	The language used in instruction is relevant to the level of students' cognitive development	5
2.	The language used in the developed materials is clear and understandable	5
3.	The language used in the developed materials consistently uses one style of English	5
4.	The developed materials use the appropriate English grammar	4
5.	The developed materials use the appropriate English spelling	5
6.	The developed materials are cohesion and coherence	4
Total Score		28
Mean Value		4,6

3. Presentation Appropriateness

The third aspect dealt with the appropriateness of the presentation. The appropriateness achieved the mean value was 4 which was categorized as *Good*. The table below showed the result of the expert judgment analysis.

Table 4.7. The result of expert judgment on the appropriateness of presentation in unit 2

No.	Items	Score
1.	The developed materials are developed systematically in accordance with the steps of the characteristic of materials; preface, contents, and closing	4
2.	The developed materials are presented step by step from guided activities, group activities, and individual activities	4
3.	The developed materials encourage motivate students to interact with other students, the teacher, and other people	4
4.	The developed materials improve the students' ability to self-reflection and evaluation	4

Total score	16
Mean Value	4

4. Layout Appropriateness

The last aspect to evaluate the materials was the appropriateness of the layout. It gained the mean value of 4,4 which is categorized as *Very Good*. The following table showed the result of expert judgment analysis related to layout appropriateness of unit 2.

Table 4.8. The result of expert judgment on the appropriateness of layout in unit 2

No.	Items	Score
1.	The developed materials are printed using the ISO standard paper size (A4, A5, B5)	5
2.	The settings (the unit title, sub-title, illustration, page number, and picture explanation) are proportional	4
3.	The illustrations and the graphics in developing materials are aesthetic and functional	5
4.	The developed materials do not use too many	4

types of fonts	
5. The designs are totally interesting	4
<hr/>	
Total score	22
Mean value	4,4

The tables above show that the English learning materials in unit 2 that designed by the researcher is already to apply in the class. It is proven from the score of the content expert gives 53, language expert gives 28, presentation expert gives 16, and layout expert gives 22. Then the average of mean is 4,4. In the interval, this category gets *very good*.

c. The Result of Expert Judgment of unit 3

1. Content Appropriateness

Based on table 4.9 the develop materials in terms of the content appropriateness gain the mean value was 4,4 which was categorized as *Very Good*. The table below showed the result.

Table 4.9. The result of expert judgment on the content appropriateness of the materials in unit 3

No.	Items	Score
-----	-------	-------

1. The developed materials are in accordance with the aims of learning. 5
2. The developed materials are in accordance with the core competence and basic competence of English lesson in Vocational High School at eleventh grade second semester. 4
3. The developed materials are in accordance with the students' goals study English can communicate orally and written in the future job 5
4. The topic of the unit is relevant to their department and their work life is *to be a mechanic*. 4
5. The report text in the developed materials is relevant to their department and their work-life. 5
6. Input listening and writing in the develop materials in accordance with the topic of unit. 4
7. The dialogue in input speaking is in accordance with the topic of unit. 4

8.	The developed materials clearly explain about if conditional as the grammar focus in unit 3.	4
9.	The developed materials contain vocabulary that is in accordance with the topic of unit.	4
10.	The developed materials can improve students' pronunciation skill.	4
11.	The materials are taken from the relevant and latest sources in accordance with the topic discussed.	5
12.	The developed materials encourage students to develop personal, social, academic, and vocational skill	5
Total score		53
Mean value		4,4

2. Language Appropriateness

The next aspect to evaluate the materials was the appropriateness of the language. In terms of the language appropriateness, the mean value was 4,6 which was

categorized as *Very Good*. The result of the expert judgment analysis is shown in the following table.

Table 4.10. The result of expert judgment on the language appropriateness in unit 3

No.	Items	Score
1.	The language used in instruction is relevant to the level of students' cognitive development	5
2.	The language used in the developed materials is clear and understandable	5
3.	The language used in the developed materials consistently uses one style of English	5
4.	The developed materials use the appropriate English grammar	4
5.	The developed materials use the appropriate English spelling	5
6.	The developed materials are cohesion and coherence	4
Total Score		28

Mean Value 4,6

3. Presentation Appropriateness

The third aspect dealt with the appropriateness of the presentation. The appropriateness achieved the mean value was 4 which was categorized as *Good*. The table below showed the result of the expert judgment analysis.

Table 4.11. The result of expert judgment on the appropriateness of presentation in unit 3

No.	Items	Score
1.	The developed materials are developed systematically in accordance with the steps of the characteristic of materials; preface, contents, and closing	4
2.	The developed materials are presented step by step from guided activities, group activities, and individual activities	4
3.	The developed materials encourage motivate students to interact with other students, the teacher, and other people	4
4.	The developed materials improve the students'	4

ability to self-reflection and evaluation

Total score	16
Mean Value	4

4. Layout Appropriateness

The last aspect to evaluate the materials was the appropriateness of the layout. It gained the mean value of 4,4 which is categorized as *Very Good*. The following table showed the result of expert judgment analysis related to layout appropriateness of unit 3.

Table 4.12. The result of expert judgment on the appropriateness of layout in unit 3

No.	Items	Score
1.	The developed materials are printed using the ISO standard paper size (A4, A5, B5)	5
2.	The settings (the unit title, sub-title, illustration, page number, and picture explanation) are proportional	4
3.	The illustrations and the graphics in developing materials are aesthetic and functional	5

4.	The developed materials do not use too many types of fonts	4
5.	The designs are totally interesting	4
<hr/>		
	Total score	22
	Mean value	4,4

The tables 4.12 shows that the English learning materials in unit 3 that designed by the researcher is already to apply in the class. It is proven from the score of the content expert gives 53, language expert gives 28, presentation expert gives 16, and layout expert gives 22. Then the average of mean is 4,4. In the interval, this category gets *very good*.

Based on the expert judgments on each unit, it can be concluded that the English learning materials that researcher develop is *very good*. It is proved with the interval of unit 1 is 4,4 (very good), unit 2 is 4,4 (very good) and unit 3 is 4,4 (very good). Then the average of mean is 4,4 (very good). The result can be seen below:

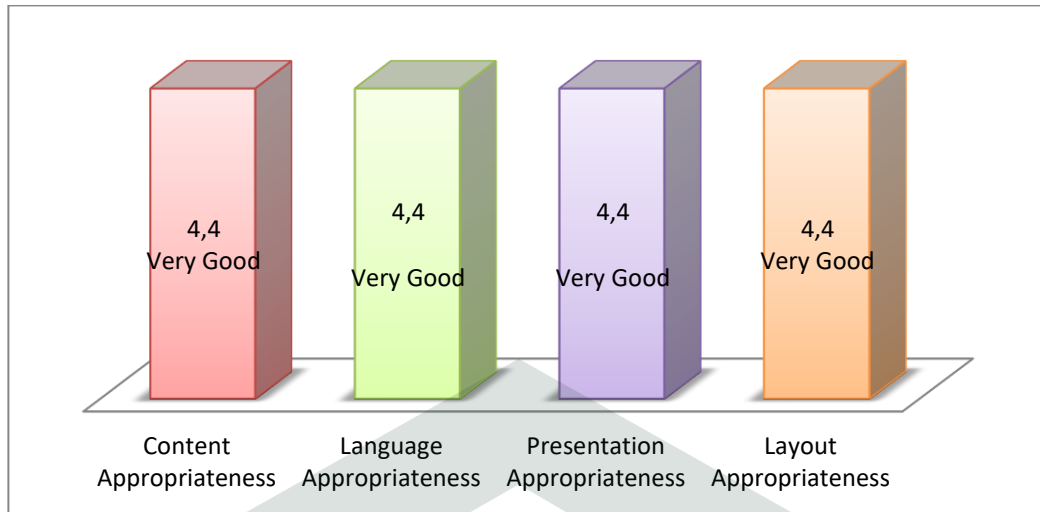


Chart 4.25. The result of expert judgment on the materials

2) Practitioner Judgment

The practitioner was English teacher for automotive department. The practitioner was given the questioner judgment to evaluate the developed materials and her opinion about this product. The suggestion also was given by her about this product for producing the final draft. As like the expert judgments, the practitioner also evaluate the product consist of content appropriateness, language appropriateness, presentation appropriateness and layout appropriateness.

1. Content Appropriateness

The practitioner gave evaluate the content appropriateness for 3 units. The result can be seen as follow:

Table 4.13. The result of practitioner judgment on the content appropriateness of materials

No.	Items	Score
1.	The developed materials are in accordance with the aims of learning.	5
2.	The developed materials are in accordance with the core competence and basic competence of English lesson in Vocational High School at eleventh grade second semester.	4
3.	The topic of the unit is relevant to their department and their work.	4
4.	The text in the developed materials is relevant to their department and their work-life.	4
5.	The developed materials relevant to syllabus	4
6.	The materials are taken from the relevant and latest sources in accordance with the topic discussed.	4
7.	The developed materials encourage students to develop personal, social, academic, and	5

vocational skill

Total score	30
Mean value	4,2

Based on the table 4.13, can be concluded that the practitioner gave score 30, it gained mean value was 4,2 it means the content appropriateness was *very good*.

2. Language Appropriateness

The practitioner also evaluated the language of the materials. The result can be seen as follow:

Table 4.14. The result of practitioner judgment on the language appropriateness of materials

No.	Items	Score
1.	The language used in instruction is relevant to the level of students' cognitive development	4
2.	The language used in the developed materials is clear and understandable	4
3.	The language used in the developed materials consistently uses one style of English	4
4.	The developed materials use the appropriate	4

	English grammar	
5.	The developed materials use the appropriate English spelling	4
6.	The developed materials are cohesion and coherence	4
<hr/>		
Total Score		24
Mean Value		4

In terms of language appropriateness, the practitioner gave score 24, the main value was 4. It mean the language of developed materials was categorized was *very good*.

3. Presentation Appropriateness

The third point that the practitioner evaluate was appropriateness. The result can be seen as follow:

Table 4.15. The result of practitioner judgment on the presentation appropriateness of materials

No.	Items	Score
1.	The developed materials are developed systematically in accordance with the steps of the characteristic of materials; preface, contents,	4

and closing

2.	The developed materials are presented step by step from guided activities, group activities, and individual activities	5
3.	The developed materials encourage motivate students to interact with other students, the teacher, and other people	4
4.	The developed materials improve the students' ability to self-reflection and evaluation	5
Total score		18
Mean Value		4,5

In terms of presentation, the practitioner gave score 18, it mean that the mean value was 4,5 in interval is *very good*.

4. Layout Appropriateness

The last to evaluate is layout appropriateness. The practitioner gave score 21, it's mean value was 4,2. In interval, the categorized gets *very good*. The analyzed can be seen as follow:

Table 4.16. The result of practitioner judgment on the

layout appropriateness of materials

No.	Items	Score
1.	The developed materials are printed using the ISO standard paper size (A4, A5, B5)	4
2.	The settings (the unit title, sub-title, illustration, page number, and picture explanation) are proportional	4
3.	The illustrations and the graphics in developing materials are aesthetic and functional	4
4.	The developed materials do not use too many types of fonts	4
5.	The designs are totally interesting	5
Total score		21
Mean value		4,2

The tables 4.16 shows that the English learning materials that designed by the researcher is already to apply in the class. Based on the practitioner judgment, it is proven from the score of the content appropriateness 30 score, language

appropriateness 24 score, presentation appropriateness 18 score, and layout appropriateness 21 score. Then the average of mean is 4,4. In the interval, this category gets *very good*. It can be seen as follow:

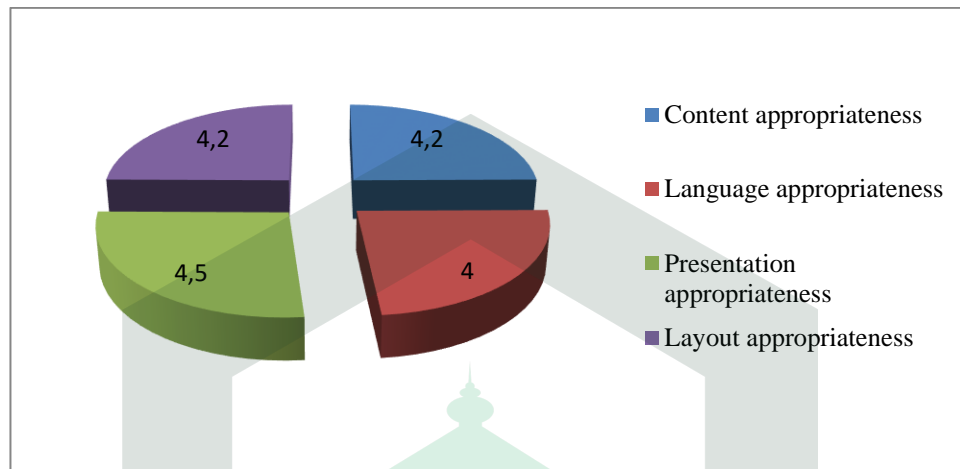


Chart 4.26. The result of practitioner judgment on the materials

3) Students perception

In developing English learning materials, the writer also needed students' perceptions about the developed materials to make sure that the materials is truly appropriate to apply at eleventh grade of automotive students. Some automotive students were given the product and fill the questioner evaluation consists of content appropriateness, language appropriateness, presentation appropriateness, and layout appropriateness. The result explained below.

Table 4.17. Students' perceptions on the content appropriateness of materials

	Item	Item	Item	Item	Item	Item	Item	Total
	1	2	3	4	5	6	7	
SS	35	30	32	20	40	34	29	220
S	9	14	12	22	2	10	15	84
R	0	0	0	0	0	0	0	0
TS	0	0	0	0	0	0	0	0
STS	0	0	0	0	0	0	0	0

Based on the table 4.17, the result of questionnaire to students' perception on the content appropriateness shows that as follow, 72% of students totally agree, 23 % of students agree, 0% of students doubt, and 0% of students totally disagree with the content of appropriateness. So, almost of students agree with the content of developed materials for automotive students, it proved the materials can be applied in class. Next, students' perception of language appropriateness show below.

Table 4.18. Students' perceptions on the language appropriateness of materials

	Item 1	Item 2	Total
SS	29	24	56
S	15	20	35
R	0	0	0
TS	0	0	0
STS	0	0	0

The students' perceptions on language appropriateness shows that 62% of students were totally agree and 38% agree with the language. So, the language of developed materials can understandable by students. Meanwhile, Students' perception on presentation appropriateness showed below.

Table 4.19. Students' perceptions on the presentation appropriateness of materials

	Item 1	Item 2	Total
SS	39	40	79
S	5	4	9

R	0	0	0
TS	0	0	0
STS	0	0	0

Almost of students (90%) totally agree with the presentation of developed materials and 10% of students agree with that. In addition, the presentation of developed materials is good based on the students' perceptions. The last is layout presentation is showed below.

Table 4.20. Students' perceptions on the layout appropriateness of materials

Students	Item 1	Item 2	Total
SS	30	37	67
S	14	7	21
R	0	0	0
TS	0	0	0
STS	0	0	0

Almost of students (76%) totally agree with the layout of developed materials and 24% of students agree

with that. Then, the layout of developed materials is good based on the students' perceptions.

It can be concluded that almost the students totally agree with this product. It is proved based on the students' perception about the content appropriateness 72% of the students totally agree, language appropriateness 62% of the students totally agree, presentation appropriateness 90% of the students totally agree, and layout appropriateness 76% of students totally agree. It can be seen as follow:

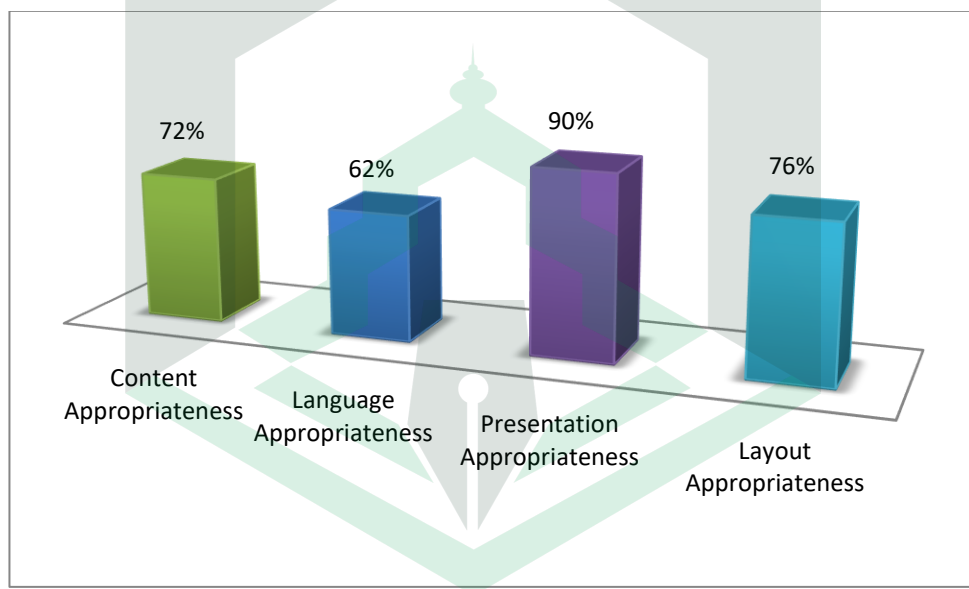


Chart 4.27. The result of students' perceptions on the materials

4) Revision

1. Content Expert Correction

Part of unit	Point to Revise	Revision
--------------	-----------------	----------

UNIT 1	Task 8	List of vocabulary	Add some vocabulary keys.
Unit 2	Task 9	Missing the role play	Missing the role play
Unit 3	Task 7	Add some vocabulary related the topic unit	Adding some vocabulary
<p>2. Language Expert Correction</p> <p>Part of unit Point to Revise Revision</p>			
UNIT 1	Task 4	Look the picture	Look the pictures
Unit 2	Task 1	Instruction; Identify the statement true or false	Identify the statement whatever true (T) or false (F)



	Task 7	Instruction; you can open your dictionary.	You may open your dictionary
Unit 3		No revision	No revision

Suggestion: Keep attention of each instruction. The instructions add exclamation mark.

3. Presentation Expert Correction			
	Part of the unit	Point to revise	Revision
UNIT 1,2 & 3	The type of task	Balancing between individual task, pair task and group task.	It should be balance the individual task, pair task, and group task.

4. Layout Expert Correction

	Part of the unit	Point to revise	Revision
UNIT 1,2 & 3	Pictures	The sources of picture	It should add the sources link of

each picture.

5) The final product

a. Unit 1

The topic for unit one is “works and equipment at the service station”. It was chosen based on the students’ interesting in the topic of automotive. The title for this unit is “Service station”. The title was chosen based on the students’ interest in the technical works and also based on the basis of competence letter 3.18 “procedure text”. The focus on unit 1 is to understand the procedure text and simple present tense.

This unit contains 9 tasks. That is, starting up unit 1, students study the explanation about procedure text. In task 1 reading section, the students asked the text and determine the structure of the procedure text. In writing section there are 3 tasks such as task 2,3 and 4. In task 2 the students ask to make a procedure text about automotive works, whereas in task 3 the students ask to arrange the sentences into a correct procedure and in task 4 the students ask to choose the statement that matches the picture. In listening section task 5, the students ask to listen to the dialogue at service station and fill the missing words. And in speaking section task 6, the students ask to practice the dialogue and answer the following questions. For grammar, the students study about simple present then write a sentence in present tense form then classify the words based on the part of speech

in task 7. In task 8 vocabulary section, the students ask to listen to the teacher and repeat after him/her with good pronunciation. In task 9 student ask to match the words with appropriate picture in the box.

b. Unit 2

The topic unit 2 is “Chassis”. This topic was chosen based on the result of interview which shows that the students wanted to know about chassis. The title for this unit is “car’s components”. This title was chosen because students wanted know more about cars components and the functions in English, and the title for this unit was chosen based on the basic of competence letter 3.19 “passive voice” This unit is develop in order to understand the students about passive voice, either about the functions of car components.

This unit consists of 8 tasks. That is, reading section is designed to build the students knowledge to the learning topic. Here, the students asked to read the text about the function of common car component and identify the statements whatever true (T) or false (F) based on the text (task 1). In task 2, the students ask to find the appropriate word with the picture. For listening section in task 3, the student ask to listen and watch the video about car components and write down the car components else based on what they listen. Whereas in soeaking section, the students ask to make mading about car components in group 3-4 students each group, and explain it in front of class. In task 5 the students ask to practice the dialogue with pairs. For grammar, the students study about passive voice and the students ask to fill in the correct

passive form of the verb in parentheses in task 6. For vocabulary, the students ask to write down the past participle form of the words in task 7. In task 8 the student asked to listen to teacher and repeat after him/her with a good pronunciation.

c. Unit 3

The topic for unit 3 is “career in automotive”. This topic was chosen based on the result of interview which shows that the students want to continue to work abroad after they have graduated from the school. The title for this unit is “to be a mechanic”. This title was chosen because in developing their career the students need some steps to be a professional mechanic, and the title was also chosen based on the basic of competence letter 3.20 “if conditional” and 3.21 “report text” .This unit is developed in order to make the students understand about how to write and present a report text, grammar focus if conditional and either how to develop their career in automotive or anything related to automotive.

This unit consists of 8 tasks. That is reading designed to build the students knowledge about report text. In task 1, the students ask to read the text “how to be a good an auto mechanic” and answer the following question. In writing section, the students ask to write a report text based on the picture. For listening section in task 3, the students ask to listen the recording and complete the text. For speaking in task 4 the students ask to practice the dialogue in front of class in pairs. In task 5 the students study about how to give an oral report and then find a report text about

automotive on internet, advertisement, magazine, book, TV or radio then practice in front of class. For grammar the students study about if conditional. In task 6 students ask to complete the sentences with the word in parentheses.

For vocabulary the students asked to match the correct meaning with the words, then listen to teacher and repeat after him/her with a good pronunciation. Next, in task 3 the students asked to practice the dialogue in front of the class with their pairs. In task 4 students asked to study about how to give an oral report and then the last section of listening, the students asked to listen the recording and complete the following sentence with the words in box based on the recording. In last task is role play, the students ask to report the situation based on the picture, the rule play is; students divided into small group, 3-4 students. Each group get 1 picture, they given 10 minutes to make text report based on the picture. For example car accident, they can report it how the cars got accident, who the driver, where the location, and so on. After times out, each group present their text there is no group that won and less.

4. Disseminate

In disseminate section, the writer introduced the final product to the automotive students at eleventh grade and the English teacher. The writer just did socialization at SMKN 2 Palopo to show them the product that related their department, and their responds about this product was good. The English teacher also responded that this product may apply in her class, so the English learning

materials for automotive students at eleventh grade second semester can more effectively if use this product.

B. Discussion

The aim of this research is to develop the task based English materials for the eleventh grade automotive in SMKN 2 Palopo based on curriculum 13 and syllabus. However, these materials can be used by the students of other school with the same department.

The limitation of researcher in developing learning materials was the researcher lack of automotive references to develop the English materials. The researcher found some reference in automotive book and internet.

This research was started by conducting the need analysis on April 4th to April 6th 2019. There were 44 students of eleventh grade of automotive department and an English teacher and also automotive teacher involved in this step. To collect the data related to the needs, there were two instruments used namely questionnaire and interview guidelines. The questionnaire was distributed to the students and contained 24 questions related to the target needs and learning needs. The interview was conducted to support the result of the questionnaire. It involved some students of automotive department and English teacher.

The questions which covered the target needs in the questionnaire and interview have been developed in accordance with the principle of need analysis proposed by Hutchinson and Waters (1998). There are three kinds of target needs

namely necessities, lacks, and wants. Meanwhile, the questions which covered the learning needs in the questionnaire have been developed adapted from the components of task proposed by Nunan (2004). The learning needs include input, procedure, teacher's roles, student's roles, and setting.

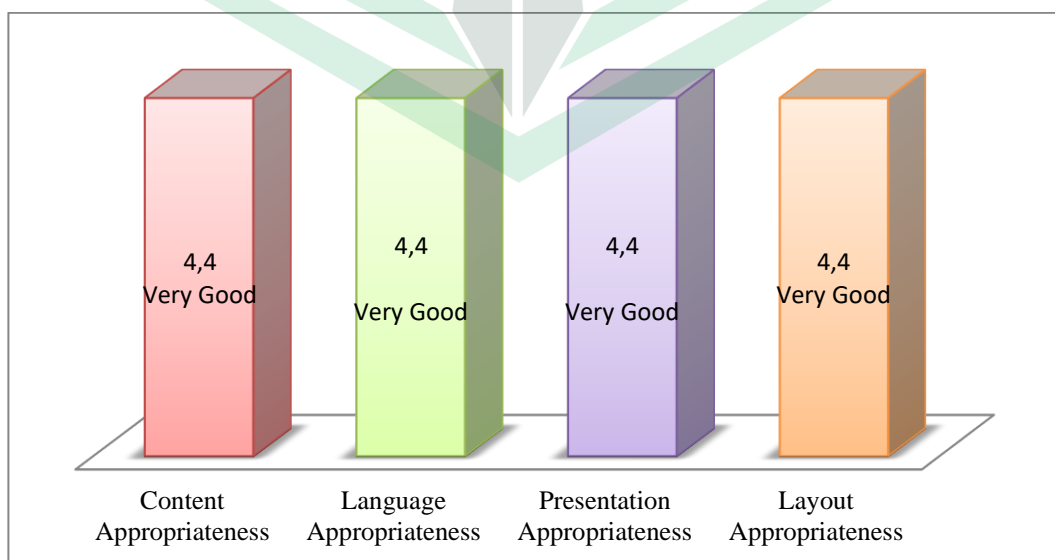
Nunan (2004) defines input as the spoken, written, and visual data that the learners work within course of completing task. In terms of the input for the English materials, students believed that dialogues, audios, pictures, and simple text that were appropriateness as the input of the task.

Nunan (2004) states that procedures mean what learners will actually do with the input that forms the point of departure for the learning task. Based on the results of the need analysis, the learning activities that the students wanted were listening text monolog and dialogue arrange 50-200 words, and complete the text.

Related to the setting, the classroom management specified or implied in the task (Nunan 2004), the students wanted to do tasks in pairs. In terms of the teacher's role in the classroom, the students agreed the teacher monitoring students learning progress. Meanwhile the students' role in the classroom was the active participant and students find the new things independently. Nunan (2004) defines 'roles' as the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants.

There were three units that have been developed. The unit 1 contained 9 tasks, unit 2 contained 9 tasks, and unit 3 contained 8 tasks. All units covered the four skills of English namely listening, reading, speaking, and writing,

After developing the materials, then the materials were evaluated through conducting the expert judgment, practitioner and students' perceptions. The questionnaire were adapted from the BSNP (2011) and contained of four aspects: content appropriateness, language appropriateness, presentation appropriateness, and layout appropriateness. The experts and students also give some feedbacks and suggestions. The revisions were done by the researcher based on the feedback and suggestions from expert, practitioner and students. The result is the developed materials are suitable for the eleventh grade of the automotive department. It can be seen as follow;



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The English learning materials that appropriate for students of automotive department at eleventh grade is the materials that related to their department. The input of materials about automotive and based on basis competence that consists of all of the English skill namely, reading, speaking, writing and listening and grammar, vocabulary, pronunciation.

The product consists of 3 units. The unit 1 contains 9 tasks the title is service station. In this unit the students study reading about procedure text, writing procedure text, listening to the dialogue at service station and speaking practice the dialogue in pairs. The grammar input focus on simple present tense and vocabulary input is the kinds of key in service station then pronounce the words with good pronunciation.

The unit 2 contains 8 tasks the title is car's component. In reading section, the students read a text about the function of common car component, in writing section identify the statements whatever true or false. For listening section, listen and watch a video about car components, in speaking section practice the dialogue. The grammar input focus on passive voice based on the basis competence, and vocabulary input write down the past participle form of the words.

The last unit is unit 3 contains of 8 tasks the title is to be a mechanic. The reading input is report text, writing input is write a report text based on picture, listening input

is listen to the recording about skills for a mechanic, speaking input is practice the dialogue and oral report in front class. For grammar input focus on if conditional based on basis competence and vocabulary input is matching the correct meaning then pronounce the words with correct pronunciation.

Based on the expert judgments and practitioner the developed materials already to apply in class, it is proven which shows the interval of score is “very good”. Whereas, most of students totally agree with the developed materials, it is proven in students’ perception.

B. Suggestions

The result of the research hopefully giving a contribution to some parties, especially to the English teacher and to the other researchers, as in the following explanation:

3. To the English Teacher

The English teachers can use this product for teaching automotive students by using effective approach or media.

4. To the Other Researcher

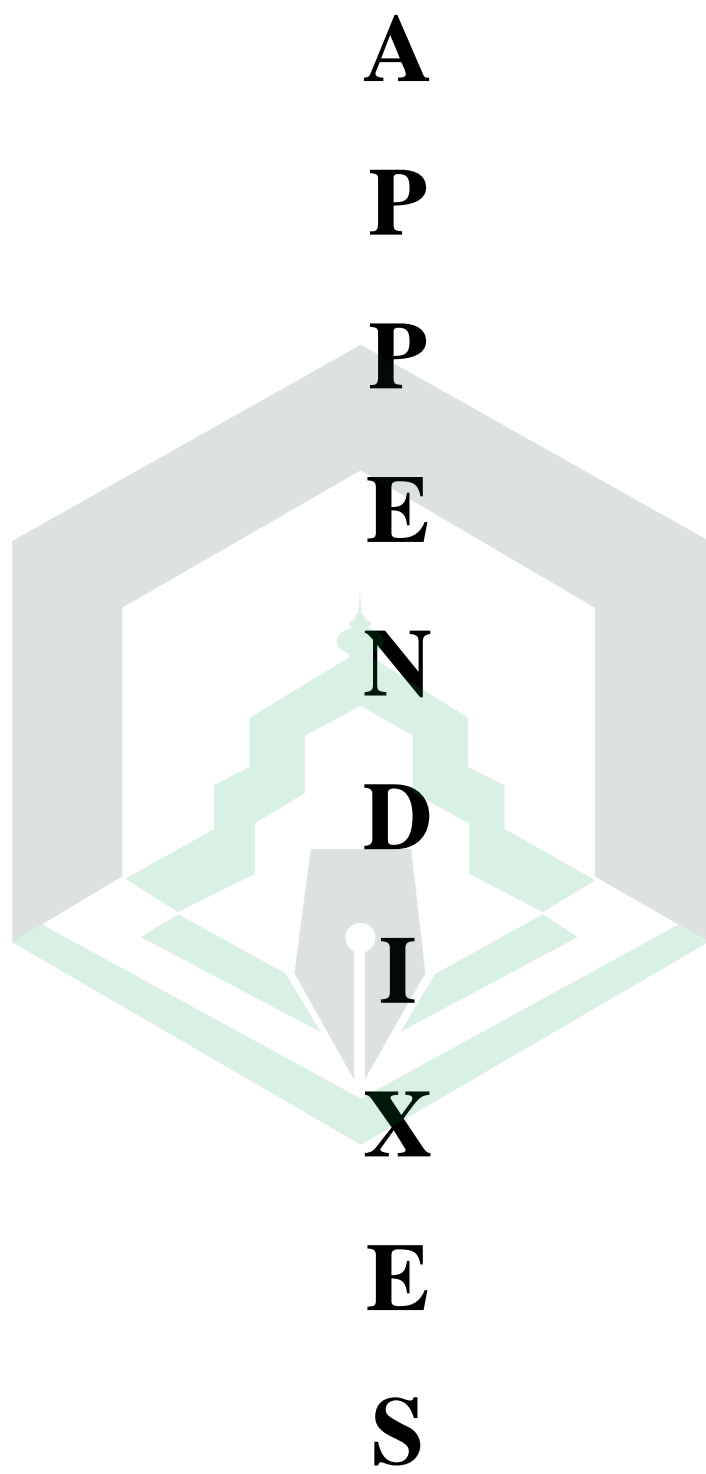
Other researchers are expected to be able to develop appropriate English learning material with current topic, innovative, and basis technology such as 3D and online basis system.

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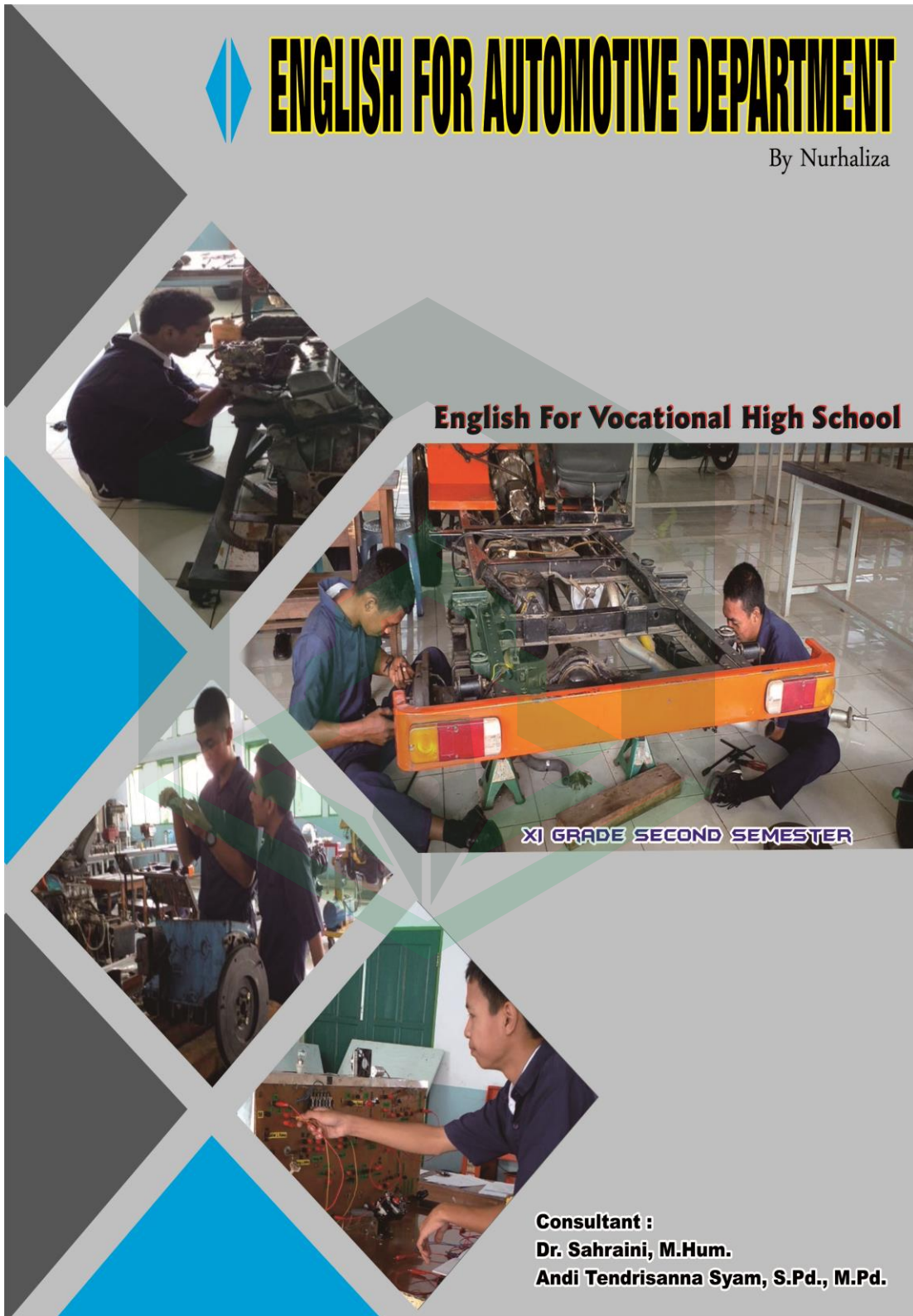
ENGLISH FOR AUTOMOTIVE DEPARTMENT

By Nurhaliza

English For Vocational High School

XI GRADE SECOND SEMESTER

Consultant :
Dr. Sahraini, M.Hum.
Andi Tendrisanna Syam, S.Pd., M.Pd.



Kata Pengantar

Assalamu'alaikum warahmatullahi wabarakatuh

Puji syukur kami panjatkan kepada Allah SWT. yang telah melimpahkan petunjuk, kesehatan, ketabahan, dan kesabaran kepada kami sehingga penyusunan materi ajar bahasa Inggris: *English for Automotive Students at Elevent Grade Second Semester* ini terselesaikan.

Materi ini disusun dengan tujuan menyediakan bahan ajar mata pelajaran bahasa Inggris khusus untuk jurusan otomotif kelas XI semester 2, dan untuk mengembangkan kompetensi siswa dalam keempat keterampilan berbahasa, yaitu *Reading, Writing, Speaking, dan Listening*. Selain itu, topik-topik yang diambil pada setiap aktifitas pembelajaran yang dikembangkan juga dekat dengan kehidupan siswa, khususnya berhubungan dengan dunia otomotif.

Kami menyadari bahwa masih banyak kekurangan pada bahan ajar yang kami kembangkan. Maka dari itu, masukan dan saran sangat kami harapkan untuk perbaikan dikemudian hari. Akhir kata, semoga buku ini bermanfaat bagi pembelajaran bahasa Inggris di Indonesia.

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KEY TO PRONUNCIATION

VOWELS

British	U.S.	As in...
i:	i	fleece
ɪ	ɪ	happy
ɪ	ɪ	kit
ɛ	ɛ	dress
ə	ɛ	carry
æ	æ	trap
ɑ:	ɑ	father
ɒ	ɑ	lot
ɔ:	ɔ, ɑ	hawk
ʌ	ə	cup
ʊ	ʊ	foot
u:	u	goose
ə	ə	alpha
ɔ:	ɔr	force
ɔ:	ər	nurse
ɪə	ɪ(ə)r	here
ɛ:	ɛ(ə)r	square
ʊə	ʊ(ə)r	cure
eɪ	eɪ	face
aɪ	aɪ	price
aʊ	aʊ	mouth
ɔʊ	oʊ	goat
ɔɪ	ɔɪ	choice
ɑ̃	æ̃	fin de siècle
ɒ̃	ɑ̃	bon mot

CONSONANTS

	As in...
b	<u>big</u> /bɪg/
d	<u>dig</u> /dɪg/
dʒ	<u>jet</u> /dʒet/
ð	<u>then</u> /ðen/
f	<u>fig</u> /fɪg/
g	<u>get</u> /get/
h	<u>how</u> /haʊ/
j	<u>yes</u> /jes/
k	<u>kit</u> /kɪt/
l	<u>leg</u> /leg/
m	<u>main</u> /meɪn/
n	<u>net</u> /net/
ŋ	<u>thing</u> /θɪŋ/
p	<u>pit</u> /pɪt/
r	<u>rain</u> /reɪn/
s	<u>sit</u> /sɪt/
ʃ	<u>ship</u> /ʃɪp/
t	<u>tame</u> /teɪm/
tʃ	<u>chip</u> /tʃɪp/
θ	<u>thin</u> /θɪn/
v	<u>vet</u> /vet/
w	<u>win</u> /wɪn/
z	<u>zip</u> /zɪp/
ʒ	<u>vision</u> /ˈvɪʒ(ə)n/
x	(Scottish) <u>loch</u> /lɒx/
ɨ	(Welsh) <u>penillion</u> /peˈnɪlɪən/

Source: <http://public.oed.com/how-to-esu-the-oed/key-to-pronunciation/>

UNIT 1

SERVICE STATION

- Learning Objective:
1. Understanding procedure text
 2. Students can write a procedure text
 2. Students study simple present tense
 3. Students will know about equipments and several works in service station





Study the explanation below!

READING

What is procedure text?

Procedure text tells the readers how to do or make something. The information is presented in logical sequence of events that are broken into steps. A procedure is a sequence of steps in a particular order. It is also known as instructions or directions. The most common example of procedure text is a recipe.

There are three types of procedure text:

1. Text that explain how something works or how to use instructions or operation manuals, for example, how to use a video game, a computer etc.
2. Text that instructs how to do a particular activity, for example, games, science experiments etc.
3. Text that explain how to make something, for example recipes.

The generic structures of procedure text are:

- Goal/aim (or title)
- Materials (not required for all procedural texts)
- Steps (the actions that must be taken)

Example: How to change engine oil (Goal/Aim)

Equipments and materials that needed to change engine oil are wrench, oil and other supplies.

Steps to change engine oil:

1. Check the type and amount of oil needed
2. Get together your filter, wrenches, and other supplies
3. Prepare your vehicle
4. Locate the oil filter and drain plug
5. Drain the oil
6. Tighten the drain plug
7. Change the oil filter
8. Add the new oil
9. Check the oil level



Task 1

Read the text below and determine the generic structure of the procedure text!

How Oil filter works?

The oil filter helps remove contaminants from your car engine's oil that can accumulate over time as the oil keeps your engine clean.



The importance of clean motor oil

Cleaner motor oil is important because if the oil were left unfiltered for a period of time, it could become saturated with tiny, hard particles that can wear surfaces in your engine. This dirty oil can wear the oil pump's machined components and damage the bearing surfaces in the engine.

How oil filters work

The outside of the filter is a metal can with a sealing gasket that allows it to be tightly held against the engine's mating surface. The base plate of the can holds the gasket and is perforated with holes around the area just inside the gasket. A central hole is threaded to mate with the oil filter assembly on the engine block. Inside the can is the filter material, most frequently made from synthetic fiber. The engine's oil pump moves the oil directly to the filter, where it enters from the holes in the perimeter of the base plate. The dirty oil is passed (pushed under pressure) through the filter media and back through the central hole, where it re-enters the engine.

Source: <http://mobiloil.com>

WRITING



Task 2

Make a procedure text about automotive works. For example how to change tire car.



Task 3

Arrange the following sentences into a correct procedure!

How to Change Wheel Bearing

- 1 Today, I want to explain about how to change a wheel bearing in the car.
- ... After your park your car, you have to lift the car using a jack, and loose the tire.
- 2 To change a wheel bearing, we need some tools, such as a jack, socket, and breaking bar. Do not forget to prepare a new wheel bearing.
- ... Firstly, park your car in a flat surface. Then place a wheel chock behind the rear tire if you fix the front wheel bearing.
- ... The next step you lose the tire is extracting the car's rotor, continued by removing the caliper bolts.
- ... The final step is put a new bearing on the knuckle and replaces the car's rotor, caliper bolts, and the tire.



After the caliper bolts are removed, the next step is loose the wheel bearing bolts using a socket and a breaking bar. Then, sand off any corrosion that is around the knuckle.



Task 4

Look at the pictures! Choose the statement that matches the picture! Number 1 has done for you

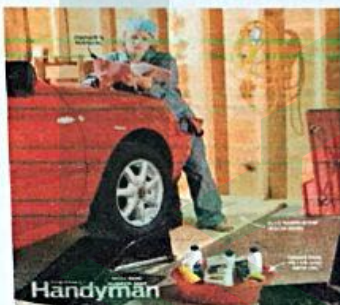
Drive onto ramps

Drain the old oil

Install the new filter

Unscrew the oil filter

Add the new oil



2. Drive into ramps



1.



4.



3.



5.

Source; <https://www.familyhandyman.com/automotive/diy-oil-change/how-to-change-car-oil/view-all>

LISTENING



Task 5

Listen the dialogue at service station and fill the missing words! (Source: <http://youtu.be/cW9IYL1FngY>)

- Costumer : Hello I have an oddcoming from my car.
- Mechanic : What kind of sound?.
- Costumer : When I..... the key, it hesitates to start.
- Mechanic : Does the engine turn over?.
- Costumer : Yes it does. It hi-cups a bit, then makes a funny rumble.

- Mechanic : Where do you think you hear the rumbling?
Directly from the?
- Customer : I hear the rumbling right after the hesitation
when I turn the.....
- Mechanic : I understand. I am just trying to locate where the
sound is coming from the engine or somewhere
else.
- Customer : I see. It sounds like it's rumbling through the key
when I try to the engine.
- Mechanic : Okay. Now we're getting somewhere. Let's try to
start the engine/ pull your car up to the first bay.
- Customer : Okay. Did you hear the noise when I pulled up?
- Mechanic : A little. Turn the car on and off for me.
- Customer : Okay. Can you hear the now?
- Mechanic : Yes. I do. I hear the hesitation and the rumbling.
- Customer : What do you think it is?
- Mechanic : I will have to turn a full..... to know for sure
but off the top of my head. It sounds like the
starter.
- Customer : Can you..... it today?
- Mechanic : I will not be able to fix it today but I can fix it
tomorrow. Bring it back first thing in the morning.
It's drivable until then.
- Customer : Great. See you first thing tomorrow.


SPEAKING
Task 6

Practice the dialogue and answer the following questions!

Rudi was asked by his father to change engine oil, but he could not. He asked to Andi to tell him how to change engine oil in a correct procedure.

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

Andi : Yes, why?

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

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

Rudi : Of course.

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

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

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

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

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

Andi : Of course, you're welcome!

Questions:

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

GRAMMAR



Study the explanation below!

What is simple present tense?

In task 6 you have found:

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

Andi : Yes, why?

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

The bold sentences are simple present tense.

Simple present tense is one of the forms of present tense in English. It is used to describe **habits, unchanging situations, general truths, and fixed arrangements**. Simple present tense is simple to form. Just use the base form of the verb: (I take, you take, we take, they take) The 3rd person singular takes an **-s** or **-es** at the end (He takes, she takes)

FORMULA:

- VERBAL

(+) S + V₁_{es} + O

(?) DO/DOES + S + O + ?

(-) S + DO/DOES + NOT + O

Example:

- I change the oil
- He changes the oil
("he" is the third person might add **-s** or **-es** at the end of word.

- NOMINAL

(+) S + am/is/are + adverb/noun/adjective

(+) S + am/is/are + not + adverb/noun/adjective

(+) Am/is/are + S + adverb/noun/adjective

Example:

- I am a mechanic (noun)
- He is at service station (adverb)
- They are kind (adjective)



Task 7



Let's write a sentence in present tense form, classify the words based on the part of speech! Number 1&2 have done for you.

1. Dian is beautiful
S to adjective
 be

2. Randy repairs the brake
S V1+s Noun

3.

4.

5.

6.

VOCABULARY



Task 8

Listen to your teacher and repeat after him/her with a good pronunciation!

The kinds of keys needed in service station


No	English	Pronunciation	Indonesia
1.	Open end spanner	['əʊpən end 'spænə(r)]	Kunci pas
2.	Machine screw	[mə 'ʃi:nskru:]	Sekrup mesin
3.	Phillips screwdriver	['fɪlɪps 'skru:drɑɪvə]	Obeng philips/obeng kembang
4.	Offset ring Spanner	['ɒf, set, rɪŋ 'spæn ə]	Kunci ring
5.	Screwdriver	['skru:drɑɪvə]	Obeng
6.	Toolbox	['tu:lboʊks]	Kotak perkakas
7.	Pliers	['plɑɪ ə]	Tang
8.	Wrench	[rɛn(t)ʃ]	Kunci inggris
9.	Wheel brace	[wɪl breɪs]	Kunci roda
10.	Allen key	[heks ki]	Kunci allen
11.	Rubber mallet	['rʌb ə]	Palu karet
12.	Jack	[dʒæk]	Dongkrak
13.	Spark plug socket	['spɑ:k plʌg 'sɔ:kɪt]	Kunci busi
14.	Gasket scraper	['gæskɪt / 'skreɪpə]	Skrap
15.	Brass hammer	[bræs 'hæmə]	Palu kuningan




Task 9

Match the following words with appropriate picture in the box! Number 1 has done for you


1 Wrench

a 


2 Toolbox

b 

3 Machine Screw

c 

4 Screwdriver

d 

The diagram shows four word boxes on the left and four picture boxes on the right. A line connects box 1 (Wrench) to box b (Wrench). A large green watermark of a fountain pen nib is visible in the background.

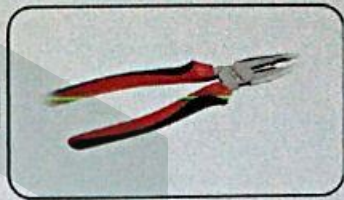
5 Wheel Brace

e



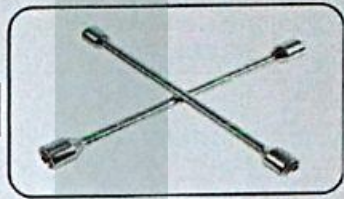
6 Jack

f



7 Pliers

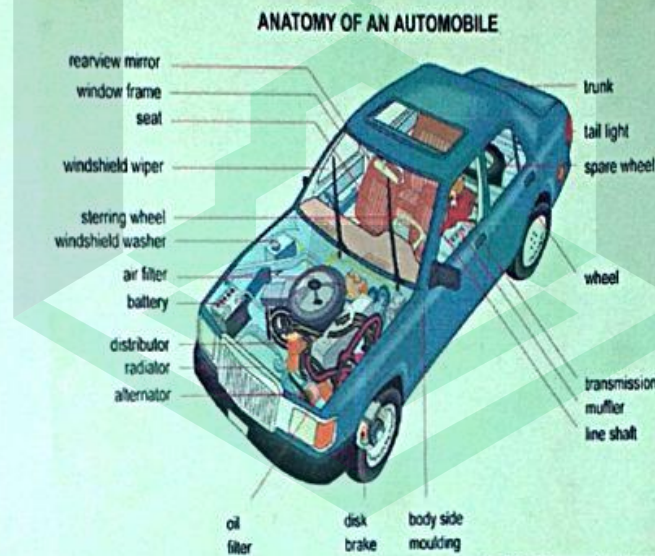
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UNIT 2

CAR COMPONENTS

- Learning objective: 1. The students understand the function of car component
2. The students study about grammar focus on passive voice



Learning English with easycollearning.com

Source: https://www.bhphotovideo.com/images/images2500x2500/platinum_tools_12206c_6_lineman_s_pliers_1238422.jpg

READING

Read the text below! And translate it to Indonesia

The Function of Common Component Car

At present time, everyone uses car for transportation in daily life. But no one tries to understand the basics of cars. What does car mean for common people? It is just made of four wheels holding a metal body. It does not sound so simple. It is made of several components that are essential for everyone to understand which can help them in unwanted situation.

1. Engine

Engine (a type of large metal box) is designated as heart of the car. Like human body cannot work without heart, a car can't run without engine. It is made of blocks, head, pistons and valves. Fuel entered into the engine where it is caused to burn in presence of air, results in inflation of gases that creates movement in car.

2. Radiator

Radiator works to keep engine and other cars components cool. It is located in front section of car from where it pumped the air into the car which absorbs excess heat from coolant. The other component that works with radiator to keep car cool are Thermostat, Water Pump, Heater & Hoses

3. Suspension

Suspension increases the friction between the tire and the road which provides stability to steering and allows the car to run in comfort condition.

4. Chassis

It is the part of car which provides the basic frame where all the car parts are screwed and protected.

5. Muffler

Mufflers are installed on cars and motorcycles to increase airflow out the engine by dissipating exhaust gases. They are also used to suppress exhaust noises by decreasing sound levels emitted by the engine.

6. Brakes

Main function is to slow down the speed of wheel in wanted situation.

7. Transmission

The function of any transmission is transferring engine power to the drive shaft and rear wheels

8. Steering wheel (driving wheel/hand wheel)

To turn the vehicle left and right and to control vehicle path.

Source: <http://auto360hub.com/basic-car-components-and-their-function/>

WRITING



Task 1

Identify the statements whatever true (T) or false (F) based on the text above!

Function of Component Basic Car	T/F
The function of a car engine is to convert fuel into mechanical motion, which makes it possible for the car to move.	T
Radiator works to keep engine and other cars components cool.	
Chassis is the part of car as a style not to protect.	
Suspension increases the friction between the tyre and the road which provides stability to steering and allows the car to run in comfort condition.	
Main function of brakes is to slow down the speed of wheel in wanted situation.	
Mufflers are installed on cars to reduce air flow out the engine by dissipating exhaust gases.	



Task 2

Find the appropriate word with the picture! Number 2 has done for you.

R	A	D	I	A	T	O	R	W	H	E	A	L	T	N	M
A	W	T	T	Z	S	W	H	E	E	L	N	B	R	L	E
D	U	P	W	C	A	R	M	E	C	H	A	N	A	C	C
I	D	T	R	Y	U	L	P	O	I	N	E	Q	N	D	N
S	T	E	E	R	I	N	G	Q	M	D	G	R	S	O	I
M	E	V	B	N	U	I	O	P	A	F	B	L	M	I	K
P	R	L	A	M	P	E	L	L	C	H	M	A	I	L	L
L	A	W	E	R	R	P	O	M	H	K	U	I	S	F	N
I	W	E	T	Q	P	B	H	L	I	L	F	Y	S	I	V
O	U	R	O	R	T	W	E	E	N	D	F	I	I	L	R
A	D	I	S	K	B	R	A	K	E	M	L	R	O	T	I
E	G	D	Z	Y	I	K	R	B	A	D	E	V	N	E	L
R	B	S	B	N	J	K	I	O	A	K	R	B	I	R	M



1.



2. Wheel



3.



4.



5.



6.



7.



8.



9.

LISTENING



Task 3

Listen and watch the video about car components and write down the car components else!

(Source: <http://youtu.br/azzWo7OeJJY>)

20

SPEAKING



Task 4

Make a making about car components and explain it in front of class! In group 3-4 students.



Task 5

Practice the dialogue below with your pairs!

Adi got an accident last night. His car wheel was aslant, he has to go to repair his car meet the mechanic and ask him to repair it.

Adi : Good morning, Sir. I want to have my car repaired.

Mechanic : Please register first, Sir

Adi : All right

Mechanic : What seems to be the problems with your car?

Adi : I got an accident last night. The front wheel was aslant.

Mechanic : All right. Do you want to have it serviced too, Sir?

Adi : Yes. How long will it take you to do it?

Mechanic : Around half and an hour. I have to realign the wheel first. Then I have to clean up the carburetor and the inside parts of machine.

Adi : All right

Mechanic : The brake lining is worn-out. So it must be changed, too. How?

Adi : How much?

Mechanic : One hundred twenty-five thousands rupiahs.

Adi : All right.

Mechanic : It's all done, Sir. Please ahead to administration desk.

Adi : Ok.

GRAMMAR



Study the following explanation about passive voice!

What is the Passive Voice?

Passive voice is used when we want to emphasize the action (the verb) and the object of a sentence rather than subject. This means that the subject is either less important than the action itself or that we don't know who or what the subject is.

Formula;

Declarative : S + be (is/am/are) + V3 + by + agent
Was/were

Interrogative : be (is/am/are) + S + V3 + by + agent + ?
Was/were

- ✓ If we want to show the person or thing doing the action, we use *by*:

(+) She was attacked by a dangerous dog (+) The money was stolen by her husband.

(?) was she attacked by a dangerous dog? (?) was the money stolen by her husband?

- ✓ We can use the **indirect object** as the **subject** of a passive verb:

active	passive
I gave him a book for his birthday.	He was given a book for his birthday.
He brought my letter	My letter was brought by him



Task 6

Fill in the correct passive form (declarative and interrogative) of the verb in parentheses!

Example;

Declarative : The car is **repaired** by Rendy (repair)

Interrogative : **Is** the car **repaired** by Rendy?

- | |
|--|
| 1. (+) A novel by me (write)
(?)..... |
| 2. (+) A letter by him (Send)
(?)..... |
| 3. (+) I .....much money by my father (give)
(?)..... |
| 4. (+) The iron..... by the mechanic (bend)
(?)..... |
| 5. (+) English..... by her every day (study)
(?)..... |

VOCABULARY



Task 7

Write down the past participle form of the words below! You may open your dictionary!

Verb 1	Verb 2	Verb 3	Meaning
Bear [ber]	Bore [bo:r]	..... [bo:rn]	Menahan
Bend [bend]	Bent [bent]	..... [bent]	Membengkokkan
Bind [band]	Bound [baund]	..... [baund]	Mengikatkan

Blow	[bləʊ]	Blew	[blu:]	.....	[blu:n]	Meniup
Break	[breɪk]	Broke	[brʊk]	.....	[ˈbrʊk.ən]	Merusak
Get	[ɡet]	Got	[ɡɑ:t]	.....	[ɡɑ:t]	Mendapatkan
Repair	[rɪˈpeɪ]	Repaired	[rɪˈpeɪd]	.....	[rɪˈpeɪd]	Memperbaiki
Stop	[stɒp]	Stopped	[stɒpɪd]	.....	[stɒpɪd]	Berhenti
Ride	[raɪd]	Rode	[rəʊd]	.....	[ˈrɪd.ən]	Mengendarai
Take	[teɪk]	Took	[tu:k]	.....	[ˈteɪ.kən]	Mengambil
Change	[tʃeɪndʒ]	Changed	[tʃeɪndʒd]	.....	[tʃeɪndʒd]	Mengubah
Write	[raɪt]	Wrote	[ru:t]	.....	[ˈrɪtən]	Menulis
Check	[tʃek]	Checked	[tʃekt]	.....	[tʃekt]	Memeriksa
Fill	[fɪl]	Filled	[fɪl]	.....	[fɪl]	Mengisi
Replace	[rɪˈpleɪs]	Replaced	[rɪˈpleɪs]	.....	[rɪˈpleɪs]	Mengganti
Need	[ni:d]	Needed	[ni:d]	.....	[ni:d]	Membutuhkan
Inflate	[ɪnˈfleɪt]	Inflated	[ɪnˈfleɪtɪd]	.....	[ɪnˈfleɪtɪd]	Memompa
Put	[pʊt]	Put	[pʊt]	.....	[pʊt]	Meletakkan
Open	[ˈoʊpən]	Opened	[ˈoʊpənd]	.....	[ˈoʊpənd]	Membuka
Pay	[peɪ]	Paid	[peɪd]	.....	[peɪd]	Membayar
Measure	[ˈmeʒər]	Measured	[ˈmeʒərd]	.....	[ˈmeʒərd]	Mengukur
Do	[du:]	Did	[dɪd]	.....	[dʌn]	Melakukan
Finish	[ˈfɪnɪʃ]	Finished	[ˈfɪnɪʃ]	.....	[ˈfɪnɪʃd]	Menyelesaikan



Task 8

Listen to your teacher and repeat after him/her with a good pronunciation!

English		Indonesia
Radiator	[ˈreɪdiətər]	Radiator
Battery	[ˈbætəri]	Baterai
Wheel	[wi:l]	Roda
Oil Filter	[ɔɪ / ˈfɪltər]	Penyaring oli
Machine	[məˈʃi:n]	Mesin
Transmission	[trænsˈmɪʃn]	Transmisi
Light	[laɪt]	Lampu
Disk Brake	[dɪsk breɪk]	Rem cakram
Air Filter	[eə(r) / ˈfɪltər]	Penyaring udara
Muffler	[ˈmʌflər]	Saringan
Steering	[ˈstiəriŋ]	Setir kemudi
Trunk	[trʌŋk]	Bagasi
Muffler	[ˈmʌf(ə)lər]	Knalopot
Fluid	[ˈfluːɪd]	Cairan
Air filter	[ˈfluːɪd]	Penyaring air
Horn	[hɔːrn]	Klakson
Spare tire	[spɛr]	Ban cadangan
Seat	[si:t]	Jok

UNIT 3

TO BE A MECHANIC

Learning objective: 1. Understanding report text

2. Students can write report text and presents it orally.

3. Students get some steps how to be a mechanical.

4. The students study about grammar "if conditional"



Source: www.hiclipart.com

READING



Study the explanation below!

Report Text

➤ **Definition of report text**

A report text is a type of document written by someone or group of people to announce the result of an investigation or announce something to the proper authorities. The information is usually written but also be presented orally.

➤ **Social function of a report text**

The purpose of a report text is to present information about something generally. It generally describes the way things are with reference to arrange of natural, manmade, and social phenomena in our environment, such as: mammals, the planets, rocks, plants, countries, cultures , transportations, and so on.

➤ **The general characteristics of a report text**

The characteristics of a report text can be seen from its generic structures and linguistics features. Those characteristics will be explained below:

General structure

- Title; indicates the topic of the text and it is a very general thing
- General classification; is a part that state classification of general aspect of things, such as: animals, place, etc. it will be discussed in general
- Description; describing of the things which will be discussed in detail, in terms of: parts (and their function), qualities, habits, and behavior.



Task 1

Read the text and answer the following questions below!

How to become an auto mechanic

If you have a knack for working on cars, you might be thinking about starting a career as an auto mechanic. Just like with any other job, you can prepare yourself for this line of work by gaining relevant knowledge and experience. Get an education, develop skill set, and licensed and certified in order to become an auto mechanic. Soon, you will be on your way to starting a career you are passionate about it.

1. Get a high school diploma.



While there are successful auto mechanics who did not acquire education after high school, most at least have a high school diploma. Graduating high school will make it a lot easier to climb the ladder once you start your career.

2. Work as assistant, helper, or trainee



As soon as you are done with your post secondary education, you will likely start off at an entry level position. Apply to work in any position at car shops or dealerships where you will get the chance to develop some skills and become experienced. This will help qualify you for better positions.

3. Acquire mechanics skill



If you want to be good auto mechanic, it is vital that you are able to take apart and put back together the working part of a machine. Use your knowledge of different parts and how they interact to work on developing your mechanical abilities.

- Pay close attention to the lead mechanics that you work with when they work on repairs. Politely ask any questions you have about the answer the uses of different car parts or tools.
- Look up instructional on YouTube of how to make certain repairs in different types of vehicles to widen your knowledge base.

4. Work on your troubleshooting abilities



Auto mechanics identify and fix problems. Even if your current position does not put this responsibility on you, pay attention to each case and try to guess what could be wrong with each vehicle. Becoming comfortable and confident with diagnosis issues is essential.

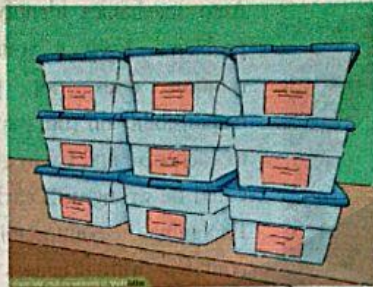
Typically when a vehicle has a problem, something in the way it feels, sounds, smells, or looks is most likely wrong or off. Become more familiar with these different sounds, smells, etc. and then use them to practice diagnosing

5. Practice good customer service



As an auto mechanic, you will have to communicate well with customers to explain problems, solutions, prices, and more. Practice good listening and politeness so that the customers will want to come back.

6. Prioritize staying organized



It can be frustrating, inefficient, and expensive to misplace tools and parts in your work space. Avoid these issues by keeping all tools and parts organized

7. Increase your value by getting Manufacturer-specific certification



If you want to work on vehicles made by a specific manufacturer, it is in your best interest to get certification specific to that manufacturer. This will increase your likelihood of employment if you apply to work at a dealership that sells and services vehicles made by that manufacturer

Source: <https://www.wikihow.com/Become-an-Auto-Mechanic>

Questions:

1. Why should you get high school diploma to become a mechanic?
2. What will you do when a vehicle has a problem?
3. Why should tools and parts organize well?
4. What is the benefit of work as assistant, helper, or trainee?
5. How to good communicate with customer service?
6. What do you do to acquire your mechanic skill?
7. What is the most important to be mechanic?

WRITING**Task 2**

Match the following picture with the words provided in the box, then write a report text based on the picture!

Changing wheel

Practice lighting at school

Practice repairing engine at school

Measuring scale

PICTURE

ACTIVITY



1. Why should a mechanic?

2. What will you do?

3. Why should you do it?

4. What is the importance of it?

5. How to good communicate with customer services?

6. What do you do to receive your message?

7. What is the importance of it?

Task 2

Match the following picture with the words provided in the box, then write a report based on the picture.

Changing wheel

Practice lighting at

Practice repairing an

Measuring scale



LISTENING



Task 3

Listen the recording and complete the text! (Source: <https://youtu.be/gHSZ1S9996U>)

Mechanical Engineering Skills

Hello and welcome. Today we are going to talk about five skills every (1) engineer should have in order to succeed. Mechanical engineering is the branch of engineering that (2) the design production and operation of machinery it is one of the oldest and broadest of the engineering disciplines. This field requires an (3) of core areas including mechanic dynamics, thermodynamics material science electricity and much more it is very important for mechanical engineers to possess certain qualities and skills.

Here we are providing the five most important skills that mechanical engineers should have in order to (4)..... . Problem solving a big part of mechanical engineers job is solving problems using mechanical or thermal devices mechanical engineers need to be (5), analytical thinkers who are capable of solving problems brought to them by clients or employers.

Creativity mechanical engineering involves (6) and designing products which range from batteries to electric generators to medical devices inventing products involves a lot of creativity. The creative mind is essential for this kind of work communication skills often mechanical engineers develop a product for a client, they may have to (7)..... complex machines or devices to people who are not familiar with mechanical engineering, they have to be able to explain their ideas clearly and effectively, and this takes strong communication skill.

Teamwork mechanical engineering involves lots of teamwork engineers often working groups to invent technologies and solve problems they might work with (8)..... We are not mechanical engineers such as computer scientists or architect they therefore (9)..... to be able to explain with a diverse team of people to solve problems.

And lastly math skills, mechanical engineers need to be comfortable using math to (10)..... problems. The math skills required in mechanical engineering include calculus and statistics I need to be able to apply these skills to analyze problems and design solutions. That's all for today. Thank you.

SPEAKING



Task 4

Practice the dialogue in front of the class with your pair!

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

Indra : What's advice can I give to you?

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

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

Joko : Does it include learning about the use of computer to diagnose any engine failure? How can I learn it?

Indra : Yes, you can learn it by reading any automotive magazines or tabloids, internet articles, and also learn from the manual book of the car itself. You can also joining the training for new employees that held by the company this year.

Joko : Of course yes, I have learnt about how to fix any failures from the sources that you have mentioned, and practice it here. Are there any other suggestion?

Indra : Good. Last, you have to maintain your good relationship with your friends in this company and don't make the customer disappointed. Don't be a trouble maker inside and outside this company, or you will be fired by the chairperson.



Task 5

Study about how to give an oral text! Find a report text about automotive! You may find the topic on internet, advertisement, magazine, book, TV, and radio. Then, practice it in front class!

How to give an oral report

In many ways, planning an oral report is similar to planning a written report

- Choose a subject that is interesting to you. What do you care about? What would you like to learn more about? Follow your interests, and you will find your topic.
- Be clear about your purpose. Do you want to persuade your audience? Inform them about a topic? Or just tell an entertaining story?

An oral report also has the same three basic parts as a written report

- The introduction should “hook” your audience. Catch their interest with a question, a dramatic tale or a personal experience that relates to your topic.
- The body is the main part of your report, and will use most of your time. Make an outline of the body so that you can share information in an organized way.
- The conclusion is the time to summarize and get across your most important point. What do you want the audience to remember?

GRAMMAR



Study the following explanation below!

“Conditional Sentence”

✓ Conditionals are used to talk about possible or imaginary situations. Conditionals are sentences with two (2) clauses: an “if” clause and a main clause that are closely related.

Complex Sentence	
Subordinate Clause	Main Clause
If + Condition	Result/consequence

✓ Kinds of if conditional

- Zero conditional, is used for real action that are always true.
if + simple present, simple present
 For example : if we change the oil car, it takes time about 30
- First conditional, is used for possible situations.
if + simple present, simple future “will”
 For example; if you study harder, you will be a professional mechanic
- Second conditional or impossible things.
if + simple past, would/could/might + V1
 For example; if I won the lottery, I would buy a car
- Third conditional is use for unreal past action
if + past perfect, would/should/could/might + have + V3
 For example; if I had studied harder, I would have gotten a better job.



Task 6

Complete the sentences with the word in parentheses.

Number one has done for you!

1. If Ali (*be*) is in class tomorrow, I (*ask*) will ask him to join us practical work after class (first conditional)
2. If he (*use*).....open end spanner to tighten bolt, it (*broke*) the bolt (first conditional)
3. If he (*be*).....mechanic, he (*work*).....abroad. (second conditional)
4. If I (*brake*).....more firmly, the car (*stop*).....(first condition)
5. If you study about automotive, it (*easy*)..... to repair your own car. (first conditional)
6. If you (*want*)..... to turn the vehicle left and right, it (*use*).....steering. (zero conditional)
7. If I (*finish*)my school, I(*have*)..... gotten job. (third conditional)
8. If I (*graduate*).....from vocational high school, I (*built*) my own workshop. (first conditional)
9. If I most (*spent*)..... my time to read book, I (*be*) a smart students. (third conditional)
10. If I (*be*)..... a teacher, I have much money. (second conditional)

VOCABULARY



Task 7

Match the correct meaning. Then, listen to your teacher and repeat after him/her with a good pronunciation!

Words	Meaning
Advice	Kerusakan
Give	Memberi
Employee	Perusahaan
Company	Karyawan
Failure	Saran
Fix	Kecewa
Sources	Diagnose
Hold	Memperbaiki
Magazine	Memecat
Vehicle	Menjaga/memelihara
Maintain	Sumber
Diagnose	Kendaraan
Disappointed	Majalah
Fire	Mengadakan
Comfortable	Nyaman
Devise	Menjelaskan
Teamwork	Membutuhkan
Need	Disiplin
People	Kuat
Discipline	Merencanakan
Strong	Orang
Heavy	Kerjasama
Explain	Berat

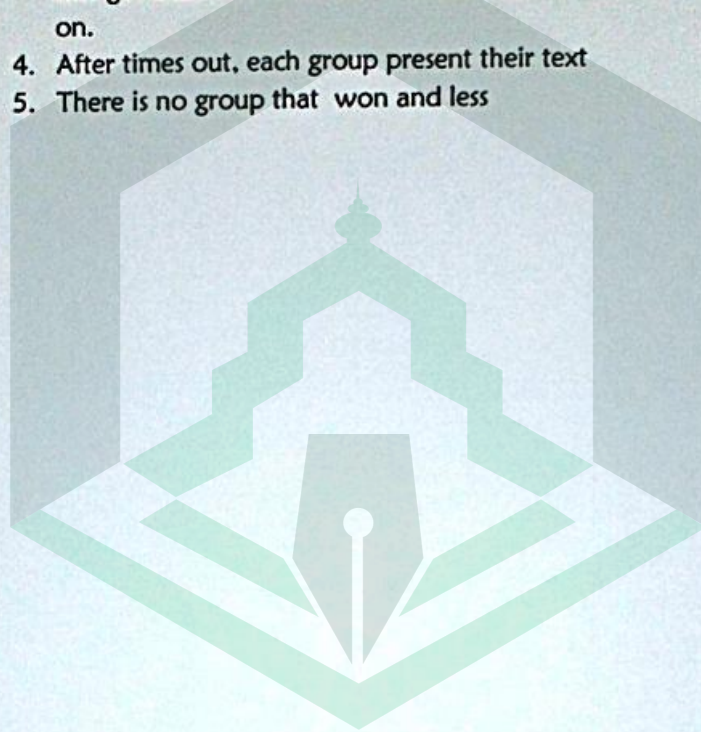
 **Task 8****Role play****Report the situation based on the picture****Materials: Pictures****For example:****Car accident****Jam****Car technology**

Purpose:

- ✓ Improve students speaking skill

Rule play

1. Students divided into small group, 3-4 students
2. Each group get 1 picture
3. They given 10 minutes to make text report based on the picture. For example car accident, they can report it how the cars got accident, who the driver, where the location, and so on.
4. After times out, each group present their text
5. There is no group that won and less



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**NEED
ANALYSIS**

QUESTIONNAIRE

I. PROFIL SISWA

Isilah data pribadi anda di bawah ini.

Nama :

Kelas :

Jenis kelamin :

II. Petunjuk Pengisian

Berilah tanda silang (X) jawaban yang sesuai dengan keadaan yang paling menggambarkan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan pembelajaran bahasa Inggris. Pilihlah satu atau lebih jawaban yang sesuai dengan pendapat dan keadaan Anda. Jika Anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan singkat dan jelas.

A. TARGET NEEDS

1) Necessities

1. Apakah tujuan Anda belajar bahasa Inggris di sekolah?
 - a. Agar mendapatkan berbagai macam kosakata sesuai jurusan saya yang dapat menunjang pekerjaan saya kelak.
 - b. Agar mampu berbahasa inggris baik lisan maupun tertulis demi kepentingan pekerjaan saya kelak.
 - c. Agar dapat lulus ujian nasional.
 - d. Lainnya (tuliskan).....

2. Berkaitan dengan masa depan, apakah motivasi utama Anda untuk belajar bahasa Inggris?
 - a. Untuk melanjutkan pendidikan

- b. Agar lebih mudah mencari pekerjaan sesuai dengan bidang kejuruan yang saya tekuni.
 - c. Meningkatkan Karier
 - d. Lainnya (tuliskan).....
3. Jenis materi bahasa Inggris apakah yang Anda butuhkan dan mendukung pekerjaan Anda?
- a. Istilah-istilah yang biasa digunakan dalam dunia otomotif
 - b. Ungkapan-ungkapan yang digunakan untuk berkomunikasi dengan orang lain
 - c. Jenis materi yang berkaitan dengan kehidupan sehari-hari
 - d. Lainnya (tuliskan).....

2) Lack

4. Kemampuan bahasa Inggris Anda sekarang berada di tingkat?
- a. Tingkat persiapan (tidak tahu apa-apa)
 - b. Tingkat dasar (menguasai sedikit kosakata dasar)
 - c. Tingkat menengah (mampu mengikuti percakapan bahasa Inggris dan meresponnya)
 - d. Lainnya (tuliskan).....
5. Dalam mempelajari bahasa Inggris, kesulitan yang Anda hadapi adalah?
- a. Menggunakan struktur kalimat bahasa Inggris dengan benar
 - b. Tidak tahu kosakata / ungkapan yang tepat digunakan dalam konteks tertentu
 - c. Tidak tahu pelafalan suatu kosakata atau ungkapan tertentu
 - d. Lainnya (tuliskan).....

3) WANT

6. Anda menginginkan materi bahasa Inggris yang menjadikan Anda?
- Mampu menguasai kosakata bahasa Inggris dengan baik, terutama yang berkaitan dengan bidang otomotif
 - Mampu menguasai struktur kalimat yang baik
 - Mampu memahami makna dan penggunaan kata, kalimat, dan ungkapan dalam
 - bahasa Inggris
 - Lainnya (tuliskan).....

B. LEARNING NEEDS**1) Input**

7. Topik bahasa Inggris apa yang ingin Anda pelajari?
- Topik yang berkaitan dengan dunia pekerjaan otomotif
 - Topik yang berkaitan dengan teknologi
 - Topik yang berkaitan dengan kehidupan sehari-hari
 - Lainnya (tuliskan).....
8. Jenis input materi untuk kegiatan *reading* (membaca) yang Anda inginkan adalah?
- Teks yang berisi kosakata bidang otomotif
 - Teks disertai dengan gambar
 - Teks dengan genre tertentu, seperti deskriptif, naratif, recount, dll
 - Lainnya (tuliskan).....
9. Panjang teks untuk kegiatan *reading* (membaca) yang efektif menurut Anda adalah?
- 150-200 kata
 - 200- 250 kata

- c. Lebih dari 250 kata
- d. Lainnya (tuliskan).....
10. Jenis input materi untuk kegiatan *writing* (menulis) yang Anda inginkan adalah?
- Model atau contoh teks yang akan ditulis
 - Daftar kosakata yang dapat membantu dalam menulis paragraf
 - Gambar, table, diagram, dan grafik
 - Lainnya (tuliskan).....
11. Jenis input untuk materi *listening* (mendengarkan) yang Anda inginkan adalah?
- Teks monolog (satu orang)
 - Teks dialog (dua orang)
 - Teks monolog dan dialog
 - Lainnya (tuliskan).....
12. Panjang input teks untuk materi *listening* (mendengarkan) yang efektif menurut Anda adalah?
- ≤ 150 kata (pendek)
 - 150-200 kata (sedang)
 - ≥ 200 kata (panjang)
 - Lainnya (tuliskan).....
13. Jenis input materi *speaking* (berbicara) yang anda inginkan?
- Contoh monolog
 - Contoh dialog
 - Sebuah topik tertentu untuk didiskusikan dengan teman sebangku
 - Lainnya (tuliskan)

14. Aspek *vocabulary* (kosa kata) yang ingin Anda kuasai adalah?

- a. Daftar kosa kata yang sesuai dengan bidang TKR otomotif
- b. Jenis-jenis kata (kata benda, kata kerja, kata sifat)
- c. *spelling* (pengejaan) kata-kata yang tepat
- d. Lainnya (tuliskan).....

2) **Procedure**

15. Dalam *reading* (membaca) Anda suka kegiatan?

- a. Membaca sebuah teks dan mencari arti kosakata baru yang ada di dalam teks
- b. Membaca teks dan menjawab pertanyaan
- c. Membaca sebuah teks pendek berkaitan dengan otomotif dan meringkasnya
- d. Lainnya (tuliskan).....

16. Dalam *writing* (menulis) Anda suka kegiatan?

- a. Menulis teks serupa dengan contoh yang diberikan menggunakan kalimat sendiri
- b. Menyusun beberapa kalimat menjadi paragraf yang utuh dan benar
- c. Menulis dialog
- d. Lainnya (tuliskan).....

17. Dalam *listening* (mendengarkan) Anda suka kegiatan?

- a. Mendengarkan dialog/monolog dan melengkapi teks berdasarkan dialog/monolog tersebut
- b. Mendengarkan dialog/monolog dan menjawab pertanyaan
- c. Mendengarkan dialog/monolog dan mencatat informasi secara rinci

- d. Lainnya (tuliskan).....
18. Dalam *speaking* (berbicara) Anda suka kegiatan?
- Bertukar pendapat dengan teman
 - Berdiskusi tentang topik tertentu yang berkaitan dengan otomotif
 - Mempraktikkan dialog dan monolog
 - Lainnya (tuliskan).....
19. Untuk meningkatkan kemampuan penguasaan *grammar* (tata bahasa) , Anda suka kegiatan?
- Mengidentifikasi kesalahan struktur kalimat
 - Memperbaiki kesalahan struktur kalimat
 - Menulis kalimat sesuai pola yang diajarkan
 - Lainnya (tuliskan).....
20. Dalam penguasaan cara pengucapan (*pronunciation*) Anda suka kegiatan?
- Menirukan ucapan guru
 - Menirukan ucapan *native speaker* dalam model monolog atau dialog
 - Membaca bantuan cara membaca (*pronunciation list* atau *phonetic transcription*) pada kata-kata yang sulit.
 - Lainnya (tuliskan).....
21. Untuk memperkaya kosakata bahasa Inggris, Anda suka kegiatan?
- Memasangkan kata dengan artinya
 - Melengkapi kalimat atau paragraf dengan kata-kata yang tersedia
 - Mencari kata-kata baru dalam teks dan mencari artinya di dalam kamus
 - Lainnya (tuliskan).....

3) Setting

22. Untuk mengerjakan tugas Anda suka tugas dengan jenis?
- Tugas individu
 - Tugas teman sebangku
 - Tugas kelompok
 - Lainnya (tuliskan).....

4) Teacher's Role

23. Ketika mengerjakan tugas di kelas anda suka jika guru?
- Memantau kemajuan siswa
 - Berperan sebagai fasilitator
 - Berperan sebagai motifator
 - Lainnya (tuliskan).....

5) Students' Role

24. Dalam mempelajari bahasa Inggris di kelas, anda suka berperan sebagai?
- Partisipan responsif (mampu bernegosiasi dengan teman/ guru mengenai topik yang dipelajari)
 - Pendengar dan performer di dalam kelas
 - Partisipan aktif yang terlibat langsung dalam kegiatan di dalam kelas
 - Lainnya (tuliskan).....

QUESTIONNAIRE

A. PROFIL SISWA

Isilah data pribadi anda di bawah ini.

Nama : Reza adiputra P.
 Kelas : XI TKR C
 Jenis kelamin : Laki-laki

B. Petunjuk Pengisian

Berilah tanda silang (X) jawaban yang sesuai dengan keadaan yang paling menggambarkan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan pembelajaran bahasa Inggris. Pilihlah satu atau lebih jawaban yang sesuai dengan pendapat dan keadaan Anda. Jika Anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan singkat dan jelas.

1. Apakah tujuan Anda belajar bahasa Inggris di sekolah?
 - a. Agar mendapatkan berbagai macam kosakata sesuai jurusan saya yang dapat menunjang pekerjaan saya kelak.
 - b. Agar mampu berbahasa Inggris baik lisan maupun tertulis demi kepentingan pekerjaan saya kelak.
 - c. Agar dapat lulus ujian nasional.
 - d. Lainnya (tuliskan).....

2. Berkaitan dengan masa depan, apakah motivasi utama Anda untuk belajar bahasa Inggris?
 - a. Untuk melanjutkan pendidikan
 - b. Agar lebih mudah mencari pekerjaan sesuai dengan bidang kejuruan yang saya tekuni.
 - c. Meningkatkan Karier
 - d. Lainnya (tuliskan).....

3. Jenis materi bahasa Inggris apakah yang Anda butuhkan dan mendukung pekerjaan Anda?

- a. Istilah-istilah yang biasa digunakan dalam dunia otomotif
- b. Ungkapan-ungkapan yang digunakan untuk berkomunikasi dengan orang lain
- c. Jenis materi yang berkaitan dengan kehidupan sehari-hari
- d. Lainnya (tuliskan).....

4. Kemampuan bahasa Inggris Anda sekarang berada di tingkat?

- a. Tingkat persiapan (tidak tahu apa-apa)
- b. Tingkat dasar (menguasai sedikit kosakata dasar)
- c. Tingkat menengah (mampu mengikuti percakapan bahasa Inggris dan meresponnya)
- d. Lainnya (tuliskan).....

5. Dalam mempelajari bahasa Inggris, kesulitan yang Anda hadapi adalah?

- a. Menggunakan struktur kalimat bahasa Inggris dengan benar
- b. Tidak tahu kosakata / ungkapan yang tepat digunakan dalam konteks tertentu
- c. Tidak tahu pelafalan suatu kosakata atau ungkapan tertentu
- d. Lainnya (tuliskan).....

6. Anda menginginkan materi bahasa Inggris yang menjadikan Anda?

- a. Mampu menguasai kosakata bahasa Inggris dengan baik, terutama yang berkaitan dengan bidang otomotif
- b. Mampu menguasai struktur kalimat yang baik
- c. Mampu memahami makna dan penggunaan kata, kalimat, dan ungkapan dalam bahasa Inggris
- d. Lainnya (tuliskan).....

7. Topik bahasa Inggris apa yang ingin Anda pelajari?
- a. Topik yang berkaitan dengan dunia pekerjaan otomotif
 - b. Topik yang berkaitan dengan teknologi
 - c. Topik yang berkaitan dengan kehidupan sehari-hari
 - d. Lainnya (tuliskan).....
8. Jenis input materi untuk kegiatan *reading* (membaca) yang Anda inginkan adalah?
- a. Teks yang berisi kosakata bidang otomotif
 - b. Teks disertai dengan gambar
 - c. Teks dengan genre tertentu, seperti deskriptif, naratif, recount, dll
 - d. Lainnya (tuliskan).....
9. Panjang teks untuk kegiatan *reading* (membaca) yang efektif menurut Anda adalah?
- a. 150-200 kata
 - b. 200- 250 kata
 - c. Lebih dari 250 kata
 - d. Lainnya (tuliskan).....
10. Jenis input materi untuk kegiatan *writing* (menulis) yang Anda inginkan adalah?
- a. Model atau contoh teks yang akan ditulis
 - b. Daftar kosakata yang dapat membantu dalam menulis paragraf
 - c. Gambar, table, diagram, dan grafik
 - d. Lainnya (tuliskan).....
11. Jenis input untuk materi *listening* (mendengarkan) yang Anda inginkan adalah?
- a. Teks monolog (satu orang)
 - b. Teks dialog (dua orang)
 - c. Teks monolog dan dialog
 - d. Lainnya (tuliskan).....

12. Panjang input teks untuk materi *listening* (mendengarkan) yang efektif menurut

Anda adalah?

- a. ≤ 150 kata (pendek)
- b. 150-200 kata (sedang)
- c. ≥ 200 kata (panjang)
- d. Lainnya (tuliskan).....

13. Jenis input materi *speaking* (berbicara) yang anda inginkan?

- a. Contoh monolog
- b. Contoh dialog
- c. Sebuah topik tertentu untuk didiskusikan dengan teman sebangku
- d. Lainnya (tuliskan)

14. Aspek *vocabulary* (kosa kata) yang ingin Anda kuasai adalah?

- a. Daftar kosa kata yang sesuai dengan bidang TKR otomotif
- b. Jenis-jenis kata (kata benda, kata kerja, kata sifat)
- c. *spelling* (pncjjaan) kata-kata yang tepat
- d. Lainnya (tuliskan).....

15. Dalam *reading* (membaca) Anda suka kegiatan?

- a. Membaca sebuah teks dan mencari arti kosakata baru yang ada di dalam teks
- b. Membaca teks dan menjawab pertanyaan
- c. Membaca sebuah teks pendek berkaitan dengan otomotif dan meringkasnya
- d. Lainnya (tuliskan).....

16. Dalam *writing* (menulis) Anda suka kegiatan?

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- b. Menyusun beberapa kalimat menjadi paragraf yang utuh dan benar

- c. Menulis dialog
d. Lainnya (tuliskan).....
17. Dalam *listening* (mendengarkan) Anda suka kegiatan?
a. Mendengarkan dialog/monolog dan melengkapi teks berdasarkan dialog/monolog tersebut
b. Mendengarkan dialog/monolog dan menjawab pertanyaan
 c. Mendengarkan dialog/monolog dan mencatat informasi secara rinci
d. Lainnya (tuliskan).....
18. Dalam *speaking* (berbicara) Anda suka kegiatan?
 a. Bertukar pendapat dengan teman
b. Berdiskusi tentang topik tertentu yang berkaitan dengan otomotif
c. Mempraktikkan dialog dan monolog
d. Lainnya (tuliskan).....
19. Untuk meningkatkan kemampuan penguasaan *grammar* (tata bahasa), Anda suka kegiatan?
 a. Mengidentifikasi kesalahan struktur kalimat
b. Memperbaiki kesalahan struktur kalimat
c. Menulis kalimat sesuai pola yang diajarkan
d. Lainnya (tuliskan).....
20. Dalam penguasaan cara pengucapan (*pronunciation*) Anda suka kegiatan?
 a. Menirukan ucapan guru
b. Menirukan ucapan *native speaker* dalam model monolog atau dialog
c. Membaca bantuan cara membaca (*pronunciation list* atau *phonetic transcription*) pada kata-kata yang sulit.
d. Lainnya (tuliskan).....

21. Untuk memperkaya kosakata bahasa Inggris, Anda suka kegiatan?
- a. Memasangkan kata dengan artinya
 - b. Melengkapi kalimat atau paragraf dengan kata-kata yang tersedia
 - c. Mencari kata-kata baru dalam teks dan mencari artinya di dalam kamus
 - d. Lainnya (tuliskan).....
22. Untuk mengerjakan tugas Anda suka tugas dengan jenis?
- a. Tugas individu
 - b. Tugas teman sebangku
 - c. Tugas kelompok
 - d. Lainnya (tuliskan).....
23. Ketika mengerjakan tugas di kelas anda suka jika guru?
- a. Memantau kemajuan siswa
 - b. Berperan sebagai fasilitator
 - c. Berperan sebagai motivator
 - d. Lainnya (tuliskan).....
24. Dalam mempelajari bahasa Inggris di kelas, anda suka berperan sebagai?
- a. Partisipan responsif (mampu bernegosiasi dengan teman/ guru mengenai topik yang dipelajari)
 - b. Pendengar dan performer di dalam kelas
 - c. Partisipan aktif yang terlibat langsung dalam kegiatan di dalam kelas
 - d. Lainnya (tuliskan).....

QUESTIONNAIRE

A. PROFIL SISWA

Isilah data pribadi anda di bawah ini.

Nama : APILA HIKMAWAN
Kelas : XI TKR B
Jenis kelamin : LAKI - LAKI

B. Petunjuk Pengisian

Berilah tanda silang (X) jawaban yang sesuai dengan keadaan yang paling menggambarkan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan pembelajaran bahasa Inggris. Pilihlah satu atau lebih jawaban yang sesuai dengan pendapat dan keadaan Anda. Jika Anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan singkat dan jelas.

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2. Berkaitan dengan masa depan, apakah motivasi utama Anda untuk belajar bahasa Inggris?
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6. Anda menginginkan materi bahasa Inggris yang menjadikan Anda?

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 - c. Topik yang berkaitan dengan kehidupan sehari-hari
 - d. Lainnya (tuliskan).....
8. Jenis input materi untuk kegiatan *reading* (membaca) yang Anda inginkan adalah?
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 - b. Jenis-jenis kata (kata benda, kata kerja, kata sifat)
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d. Lainnya (tuliskan).....

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c. Mendengarkan dialog/monolog dan mencatat informasi secara rinci

d. Lainnya (tuliskan).....

18. Dalam *speaking* (berbicara) Anda suka kegiatan?

a. Bertukar pendapat dengan teman

b. Berdiskusi tentang topik tertentu yang berkaitan dengan otomotif

c. Mempraktikkan dialog dan monolog

d. Lainnya (tuliskan).....

19. Untuk meningkatkan kemampuan penguasaan *grammar* (tata bahasa), Anda suka kegiatan?

a. Mengidentifikasi kesalahan struktur kalimat

b. Memperbaiki kesalahan struktur kalimat

c. Menulis kalimat sesuai pola yang diajarkan

d. Lainnya (tuliskan).....

20. Dalam penguasaan cara pengucapan (*pronunciation*) Anda suka kegiatan?

a. Menirukan ucapan guru

b. Menirukan ucapan *native speaker* dalam model monolog atau dialog

c. Membaca bantuan cara membaca (*pronunciation list* atau *phonetic transcription*) pada kata-kata yang sulit.

d. Lainnya (tuliskan).....

21. Untuk memperkaya kosakata bahasa Inggris, Anda suka kegiatan?
- a. Memasangkan kata dengan artinya
 - b. Melengkapi kalimat atau paragraf dengan kata-kata yang tersedia
 - c. Mencari kata-kata baru dalam teks dan mencari artinya di dalam kamus
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22. Untuk mengerjakan tugas Anda suka tugas dengan jenis?
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 - c. Tugas kelompok
 - d. Lainnya (tuliskan).....
23. Ketika mengerjakan tugas di kelas anda suka jika guru?
- a. Memantau kemajuan siswa
 - b. Berperan sebagai fasilitator
 - c. Berperan sebagai motivator
 - d. Lainnya (tuliskan).....
24. Dalam mempelajari bahasa Inggris di kelas, anda suka berperan sebagai?
- a. Partisipan responsif (mampu bernegosiasi dengan teman/ guru mengenai topik yang dipelajari)
 - b. Pendengar dan performer di dalam kelas
 - c. Partisipan aktif yang terlibat langsung dalam kegiatan di dalam kelas
 - d. Lainnya (tuliskan).....




EXPERTS
JUDGMENT

KELAYAKAN ISI						
No.	Pernyataan	1	2	3	4	5
1.	Materi yang dikembangkan sesuai dengan tujuan pembelajaran.					✓
2.	Materi yang dikembangkan sesuai dengan KD dan KI bahasa Inggris SMK kelas XI semester 2.				✓	
3.	Materi yang dikembangkan sesuai dengan goal siswa untuk belajar bahasa Inggris yaitu bisa berkomunikasi lisan maupun tulisan demi kepentingan pekerjaan siswa kelak.					✓
4.	Topic unit pembelajaran relevan dengan jurusan dan kehidupan siswa sehari-hari setelah mereka bekerja yaitu <i>service station</i> (Bengkel)				✓	
5.	Materi umum yang dikembangkan menjelaskan mengenai procedure text dengan jelas.				✓	
6.	Procedure text yang terdapat dalam materi pembelajaran relevan dengan jurusan dan kehidupan siswa sehari-hari setelah bekerja.					✓
7.	Input listening dan writing yang dikembangkan berkaitan dengan topic unit .				✓	✗
8.	Dialog untuk input speaking yang dikembangkan sesuai dengan topic unit.				✓	
9.	Materi yang dikembangkan menjelaskan mengenai <i>simple present tense</i> atau <i>sentence pattern</i> untuk menyusun prosedur text.				✓	

10.	Materi yang dikembangkan berisi kosa kata yang berkaitan dengan topik unit.				✓	
11.	Materi yang dikembangkan dapat meningkatkan kemampuan pronunciation siswa				✓	
12.	Materi yang dikembangkan diambil dari sumber-sumber yang relevan dan mutakhir terkait dengan topic yang dibahas				✗	✓
13.	Materi yang dikembangkan memotivasi siswa untuk mengembangkan kecakapan hidup secara personal, social, akademik, dan vaksional					✓
Saran Perbaikan:						

Palopo, 16. 08 - 2019
Ahli Materi


Drs. Sutalman, M. Pd.

KELAYAKAN ISI						
No.	Pernyataan	1	2	3	4	5
1.	Materi yang dikembangkan sesuai dengan tujuan pembelajaran.					✓
2.	Materi yang dikembangkan sesuai dengan KD dan KI bahasa Inggris SMK kelas XI semester 2.				✓	
3.	Materi yang dikembangkan sesuai dengan goal siswa untuk belajar bahasa Inggris yaitu bisa berkomunikasi lisan maupun tulisan demi kepentingan pekerjaan siswa kelak.					✓
4.	Topic unit pembelajaran relevan dengan jurusan dan kehidupan siswa sehari-hari setelah mereka bekerja yaitu <i>component car</i> .				✓	
5.	Text reading yang terdapat dalam materi pembelajaran relevan dengan jurusan dan kehidupan siswa sehari-hari setelah bekerja.					✓
	Panjang text reading dan listening sesuai dengan kemampuan siswa.				✓	
6.	Input listening dan writing yang dikembangkan berkaitan dengan topic unit.				✓	
7.	Dialog untuk input speaking yang dikembangkan sesuai dengan topic unit.				✓	
9.	Materi yang dikembangkan menjelaskan mengenai <i>declarative and interrogative passive voice tense</i> atau <i>sentence pattern</i> sesuai dengan KD.				✓	
10.	Materi yang dikembangkan berisi kosa kata yang berkaitan dengan topik unit.				✓	
11.	Materi yang dikembangkan diambil dari sumber-					✓

	sumber yang relevan dan mutakhir terkait dengan topic yang dibahas						
12.	Materi yang dikembangkan memotivasi siswa untuk mengembangkan kecakapan hidup secara personal, social, akademik, dan vaksional						✓
Saran Perbaikan:							

Palopo, 16 - 8 - 2019

Ahli Materi



Drs. Sutalman H. Pd.

KELAYAKAN ISI						
No.	Pernyataan	1	2	3	4	5
1.	Materi yang dikembangkan sesuai dengan tujuan pembelajaran.					✓
2.	Materi yang dikembangkan sesuai dengan KD dan KI bahasa Inggris SMK kelas XI semester 2.				✓	
3.	Materi yang dikembangkan sesuai dengan goal siswa untuk belajar bahasa Inggris yaitu bisa berkomunikasi lisan maupun tulisan demi kepentingan pekerjaan siswa kelak.					✓
4.	Topic unit pembelajaran relevan dengan jurusan dan kehidupan siswa sehari-hari setelah mereka bekerja yaitu <i>to be a mechanic</i> .				✓	
5.	Report text yang terdapat dalam materi pembelajaran relevan dengan jurusan dan kehidupan siswa sehari-hari setelah bekerja.					✓
6.	Input listening dan writing yang dikembangkan berkaitan dengan topic unit.				✓	
7.	Dialog untuk input speaking yang dikembangkan sesuai dengan topic unit.				✓	
8.	Materi yang dikembangkan menjelaskan mengenai <i>if conditional</i> atau <i>sentence pattern</i> diunit 3				✓	
9.	Materi yang dikembangkan berisi kosa kata yang berkaitan dengan topik unit.				✓	
10.	Materi yang dikembangkan dapat meningkatkan kemampuan pronunciation siswa				✓	
11.	Materi yang dikembangkan diambil dari sumber-sumber yang relevan dan mutakhir terkait dengan					✓

topic yang dibahas							
12. Materi yang dikembangkan memotivasi siswa untuk mengembangkan kecakapan hidup secara personal, social, akademik, dan vaksional							✓
Saran Perbaikan:							

Palopo, 16. 8 - 2019

Ahli Materi


Drs. Sutaliman, M. Pd.

KELAYAKAN BAHASA						
No.	Pernyataan	1	2	3	4	5
1.	Bahasa yang dipergunakan dalam intruksi sesuai dengan tingkat perkembangan kognitif siswa					✓
2.	Bahasa yang digunakan dalam teks materi yang dikembangkan jelas dan mudah dipahami oleh siswa					✓
3.	Bahasa yang digunakan dalam materi yang dikembangkan konsisten menggunakan satu variasi bahasa Inggris					✓
4.	Materi yang dikembangkan sesuai dengan penggunaan tata bahasa Inggris yang benar				✓	
5.	Materi yang dikembangkan menggunakan ejaan bahasa Inggris yang benar					✓
6.	Materi yang dikembangkan mencerminkan keruntutan penyampain makna dan ketertautan makna				✓	
Saran Perbaikan:						

Palopo,

2019

Ahli Materi



Angket Evaluasi Materi

Identitas Expert/ ahli materi

Nama : Hidayat Thagya
 NIP : 1957020190010001
 Institusi : AN 1400
 Pendidikan : (D3) (S1) (S2) (S3)
 Bidang Keahlian : Pengajaran Bahasa Inggris

Pengantar:

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

Petunjuk Pengisian:

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

Keterangan:

- | | |
|--------------------|-------------------------|
| 5 : Sangat Setuju. | 2 : Tidak setuju |
| 4 : Setuju. | 1 : Sangat tidak setuju |
| 3 : Ragu-ragu | |

No.	Pernyataan	1	2	3	4	5
KELAYAKAN PENYAJIAN						
1.	Materi dikembangkan secara sistematis menggunakan pola yang runtut sesuai dengan karakteristik materi terdiri dari pendahuluan, Isi, dan Penutup.					
2.	Materi pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan kelompok dan mandiri atau individu					
3.	Materi yang dikembangkan mendorong siswa untuk berinteraksi dalam bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas					
4.	Materi yang disajikan mengembangkan kemampuan siswa untuk evaluasi atau refleksi diri					
Saran Perbaikan:						

KELAYAKAN GRAFIS						
No.	Pernyataan	1	2	3	4	5
1.	Materi pembelajaran dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)					✓
2.	Penempatan unsur tata letak (judul, subjudul, ilustrasi, nomor halaman, dan keterangan gambar) pada bidang cetak proporsional				✓	
3.	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat artistik dan fungsional					✓
4.	Penyusunan materi tidak menggunakan terlalu banyak jenis huruf				✓	
5.	Keseluruhan visual desain materi menarik				✓	
Saran Perbaikan: <i>1. ... 2. ...</i>						

Palopo, 12 Mei 2019
Ahli Materi

[Signature]



**PRACTITIONER
JUDGMENT**

Angket Evaluasi Materi

Identitas Expert/ ahli materi

Nama : THUHRIA SYARIF, S.Pd.
 NIP : 19800120 200903 2 001
 Institusi : SMK NEGERI 2 PALOPO
 Pendidikan : (D3) (S1) (S2) (S3)
 Bidang Keahlian : BAHASA INGGRIS

Pengantar:

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

Petunjuk Pengisian:

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

Keterangan:

5 : Sangat Setuju. 2 : Tidak setuju
 4 : Setuju. 1 : Sangat tidak setuju
 3 : Ragu-ragu

KELAYAKAN ISI						
No.	Pernyataan	1	2	3	4	5
1.	Materi yang dikembangkan sesuai dengan tujuan pembelajaran.				✓	
2.	Materi yang dikembangkan sesuai dengan KD dan KI bahasa Inggris SMK kelas XI.				✓	
3.	Topic unit pembelajaran relevan dengan jurusan dan kehidupan siswa sehari-hari setelah mereka bekerja				✓	
4.	Teks yang terdapat dalam materi pembelajaran relevan dengan jurusan dan kehidupan siswa sehari-hari setelah bekerja.				✓	
5.	Materi yang dikembangkan sesuai dengan silabus.				✓	
6.	Materi yang dikembangkan diambil dari sumber-sumber yang relevan dan mutakhir terkait dengan topic yang dibahas				✓	
7.	Materi yang dikembangkan memotivasi siswa untuk mengembangkan kecakapan hidup secara personal, social, akademik, dan vokasional					✓
Saran Perbaikan: Sebaiknya KI dan KD dicantumkan di setiap unit.						

KELAYAKAN BAHASA						
No.	Pernyataan	1	2	3	4	5
1.	Bahasa yang dipergunakan dalam intruksi sesuai dengan tingkat perkembangan kognitif siswa				✓	
2.	Bahasa yang digunakan dalam materi yang					

	dikembangkan jelas dan mudah dipahami oleh siswa				✓	
3.	Bahasa yang digunakan dalam materi yang dikembangkan konsisten menggunakan satu variasi bahasa Inggris				✓	
4.	Materi yang dikembangkan sesuai dengan penggunaan tata bahasa Inggris yang benar				✓	
5.	Materi yang dikembangkan menggunakan ejaan bahasa Inggris yang benar				✓	
6.	Materi yang dikembangkan mencerminkan keruntutan penyampaian makna dan ketertautan makna				✓	
Saran Perbaikan:						

KELAYAKAN PENYAJIAN						
No.	Pernyataan	1	2	3	4	5
1.	Materi dikembangkan secara sistematis menggunakan pola yang runtut sesuai dengan karakteristik materi terdiri dari pendahuluan, Isi, dan Penutup.				✓	
2.	Materi pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan kelompok dan mandiri atau individu					✓
3.	Materi yang dikembangkan mendorong siswa untuk berinteraksi dalam bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas				✓	


4.	Materi yang disajikan mengembangkan kemampuan siswa untuk evaluasi atau refleksi diri						✓
Saran Perbaikan:							

KELAYAKAN GRAFIS							
No.	Pernyataan	1	2	3	4	5	
1.	Materi pembelajaran dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				✓		
2.	Penempatan unsur tata letak (judul, subjudul, ilustrasi, nomor halaman, dan keterangan gambar) pada bidang cetak proporsional				✓		
3.	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetis dan fungsional				✓		
4.	Penyusunan materi tidak menggunakan terlalu banyak jenis huruf				✓		
5.	Keseluruhan visual desain materi menarik						✓
Saran Perbaikan:							

Palopo, 2019

Ahli Materi

THUHRIA SYARIF.S.Pd.



**STUDENTS'
PERCEPTION**

QUESTIONNAIRE FOR STUDENTS' PERCEPTIONS

Identitas

Nama : A. Naswal.
 Class : Dnia

Pengantar:

Kuesioner ini merupakan instrument penilaian terhadap materi pembelajaran bahasa Inggris untuk kelas XI (sebelas) semester II (dua) SMK jurusan Otomotif Teknik Kendaraan Ringan. Saya sangat mengharapkan partisipasi siswa/siswi jurusan otomotif kelas XI untuk mengisi kuesioner ini sebagai masukan atas materi yang saya kembangkan. Atas kesediaan dan partisipasisiswa/siswi, saya ucapkan terimakasih.

Petunjuk Pengisian:

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

Keterangan:

- | | |
|--------------------|-------------------------|
| 5 : Sangat Setuju. | 2 : Tidak setuju |
| 4 : Setuju. | 1 : Sangat tidak setuju |
| 3 : Ragu-ragu | |

KELAYAKAN ISI						
No.	Pernyataan	1	2	3	4	5
1.	Materi yang terdapat dalam unit sesuai dengan tujuan anda belajar bahasa Inggris.					✓
2.	Topic unit pembelajaran relevan dengan jurusan dan kehidupan anda sehari-hari setelah bekerja.					✓
3.	Input Reading, writing, listening dan speaking dalam setiap unit berkaitan dengan kehidupan anda sehari-hari.					✓
4.	Materi grammar dalam setiap unit membantu anda dapat berkomunikasi lisan maupun tulisan dalam bahasa Inggris.					✓
5.	Input kosa kata dalam setiap unit berkaitan dengan jurusan anda.					✓
6.	Materi setiap unit dapat mengembangkan kemampuan pronunciation Anda.					✓
7.	Materi yang dikembangkan memotivasi anda untuk mengembangkan kecakapan hidup secara personal, social, akademik, dan vaksional.				✓	

KELAYAKAN BAHASA						
No.	Pernyataan	1	2	3	4	5
1.	Bahasa yang dipergunakan dalam intruksi setiap task dalam unit 1 sesuai dengan tingkat perkembangan kognitif anda.					✓
2.	Bahasa yang digunakan dalam materi yang dikembangkan jelas dan mudah dipahami.				✓	

Saran Perbaikan:

KELAYAKAN PENYAJIAN						
No.	Pernyataan	1	2	3	4	5
1.	Materi yang dikembangkan mendorong anda untuk berinteraksi dalam bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				✓	
2.	Materi yang disajikan dapat mengembangkan kemampuan anda untuk evaluasi mengenai kekurangan dan kelebihan anda dalam belajar bahasa Inggris.					✓
Saran Perbaikan:						

KELAYAKAN GRAFIS						
No.	Pernyataan	1	2	3	4	5
1.	Penyusunan materi tidak menggunakan terlalu banyak jenis huruf.				✓	
2.	Keseluruhan visual desain materi menarik.				✓	
Saran Perbaikan:						

QUESTIONNAIRE FOR STUDENTS' PERCEPTIONS

Identitas

Nama : Reza adiputra P.
Class : XI TRF C

Pengantar:

Kuesioner ini merupakan instrument penilaian terhadap materi pembelajaran bahasa Inggris untuk kelas XI (sebelas) semester II (dua) SMK jurusan Otomotif Teknik Kendaraan Ringan. Saya sangat mengharapkan partisipasi siswa/siswi jurusan otomotif kelas XI untuk mengisi kuesioner ini sebagai masukan atas materi yang saya kembangkan. Atas kesediaan dan partisipasisiswa/siswi, saya ucapkan terimakasih.

Petunjuk Pengisian:

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

Keterangan:

- | | |
|--------------------|-------------------------|
| 5 : Sangat Setuju. | 2 : Tidak setuju |
| 4 : Setuju. | 1 : Sangat tidak setuju |
| 3 : Ragu-ragu | |

KELAYAKAN ISI						
No.	Pernyataan	1	2	3	4	5
1.	Materi yang terdapat dalam unit sesuai dengan tujuan anda belajar bahasa Inggris.				✓	
2.	Topic unit pembelajaran relevan dengan jurusan dan kehidupan anda sehari-hari setelah bekerja.					✓
3.	Input Reading, writing, listening dan speaking dalam setiap unit berkaitan dengan kehidupan anda sehari-hari.				✓	
4.	Materi grammar dalam setiap unit membantu anda dapat berkomunikasi lisan maupun tulisan dalam bahasa Inggris.					✓
5.	Input kosa kata dalam setiap unit berkaitan dengan jurusan anda.					✓
6.	Materi setiap unit dapat mengembangkan kemampuan pronunciation Anda.				✓	
7.	Materi yang dikembangkan memotivasi anda untuk mengembangkan kecakapan hidup secara personal, social, akademik, dan vaksional.					✓

KELAYAKAN BAHASA						
No.	Pernyataan	1	2	3	4	5
1.	Bahasa yang dipergunakan dalam intruksi setiap task dalam unit 1 sesuai dengan tingkat perkembangan kognitif anda.				✓	
2.	Bahasa yang digunakan dalam materi yang dikembangkan jelas dan mudah dipahami.				✓	

Saran Perbaikan:

KELAYAKAN PENYAJIAN						
No.	Pernyataan	1	2	3	4	5
1.	Materi yang dikembangkan mendorong anda untuk berinteraksi dalam bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				✓	
2.	Materi yang disajikan dapat mengembangkan kemampuan anda untuk evaluasi mengenai kekurangan dan kelebihan anda dalam belajar bahasa Inggris.				✓	
Saran Perbaikan:						

KELAYAKAN GRAFIS						
No.	Pernyataan	1	2	3	4	5
1.	Penyusunan materi tidak menggunakan terlalu banyak jenis huruf. <i>cm.</i>					✓
2.	Keseluruhan visual desain materi menarik.					✓
Saran Perbaikan:						

Documentation Need Analysis



CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Nurhaliza
 NIM : 15 0202 0051
 Jurusan/Program Studi : Ilmu Keg / Pendidikan Bahasa Inggris
 Hari/Tanggal : Kamis / 19 September 2019
 Judul Skripsi : Developing English Learning Material For the Eleventh Grade
 SMKN 2 Palopo

~ Problem Statement
 ~ Conclusion

A large area of the page is filled with horizontal dotted lines, serving as a template for handwritten notes. A large, faint watermark logo is centered in this area. The logo consists of a green pentagon with a white outline, containing a stylized white figure of a person with arms raised.

Pembimbing/Penguji,

NIP. _____


CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Nurhaliza
 NIM : 16 0202 0061
 Jurusan/Program Studi : Ilmu Keg. / Pendidikan Bahasa Inggris
 Hari/Tanggal : Kamis / 19 September 2019
 Judul Skripsi : Developing English Learning Material For the Eleventh Grade of SMKN 2 Palopo

- Memulai paragraf dg spasi 76 tepat
- membuat paragraf dg baik
- Bagaimanapun material yg valid & appropriate & effective.
- kesimpulan
- Abstract
- Limitatic

Product di slide

Pembimbing/Penguji. 19/9/19.

 21/9/19.

Wahibah
NIP



1 2 0 1 9 1 9 0 0 0 9 3 8 4

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telp. (0471) 326048

ASLI

IZIN PENELITIAN
 NOMOR : 3041/P/DP/PTSP/IV/2019

DASAR HUKUM :

1. Undang-Undang Nomor 26 Tahun 2002 tentang Sistem Nasional Pendidikan, Pengembangan dan Penerapan IPTEK;
2. Peraturan Menteri Nomor: 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Menteri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2018 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : NURHALIZA
 Jenis Kelamin : Perempuan
 Alamat : Jl. Bito Kota Palopo
 Pekerjaan : Mahasiswa
 NIM : 15.0202.0081

Maksud dan Tujuan mengadakan penelitian dalam rangka pelaksanaan Skripsi dengan Judul :

**DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE XI STUDENTS OF AUTOMOTIVE TKR
 DEPARTEMEN AT SMKN 2 PALOPO**

Lokasi Penelitian : SMK NEGERI 2 PALOPO
 Tanggal Penelitian : 04 April 2019 s.d. 04 Mei 2019

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian, harus melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaat semua peraturan perundang-undangan yang berlaku serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) eksemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bila ternyata melanggar izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Dibuat di Kota Palopo
 Tanggal : 04 April 2019
 Kepala Dinas Penanaman Modal dan PTSP

[Signature]
KASIM JS, S.H.M.Si
 Pejabat : Pembina Tk I
 NIP. 19830309 200312 1 004

Tembusan :

1. Kepala Badan Kesbang Prov. Sulawesi Selatan
2. Walikota Palopo
3. Dandim 1403/SMK
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



**PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH XI
UPT SMK NEGERI 2 PALOPO**

Jl.Dr.Ratulung/Belandai No(0471)22748 Kota Palopo E.mail.smkn2palopo@yaho.com

SURAT KETERANGAN

Nomor : 421.5/ 415 - UPT SMKN.2/PLP/DISDIK

Yang bertanda tangan dibawah ini kepala UPT SMK Negeri 2 Palopo menerangkan bahwa :

Nama : **NOBERTINUS,SH.,MH**
 NIP : 19681119 199402 1 002
 Pangkat / Gol : Pembina Tk I IV/b
 Jabatan : Kepala UPT SMK Negeri 2 Palopo
 Unit kerja : UPT SMK Negeri 2 Palopo

Menyatakan bahwa Pengawas :

Nama : **NURHALIZA**
 Jenis Kelamin : Perempuan
 NIM : 15.0202.0061
 Alamat : Jl.Bitti Kota Palopo

Bahwa yang bersangkutan diatas benar telah melaksanakan Penelitian pada siswa SMK Negeri 2 Palopo , pada tanggal , 04 April s/d 04 Mei 2019 dengan judul : **DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE XI STUDENTS OF AUTOMOTIVE TKR DEPARTEMENT SMK NEGERI 2 PALOPO**

Demikian surat keterangan ini kami buat . Atas bantuannya kami ucapkan banyak terima kasih.

Palopo, 19 Agustus 2019



NOBERTINUS,SH.,MH
19681119 199402 1 002