SPEAKING MATERIALS USING COOPERATIVE LEARNING APPROACH FOR THE TWELFTH GRADE OF CHEMICAL STUDENTS IN SMK N 2 DEPOK

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain Sarjana Pendidikan Degree in English Language Education

By
Cornelius Yoga Arindya Putra
Student Number: 101214041

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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Ag. Hardi Prasetyo, S.Pd., M.A. 8 January 2015
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Defended before the Board of Examiners on 05 February 2015 and Declared Acceptable

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Yogyakarta, 05 February 2015
Faculty of Teachers Training and Education
Sanata Dharma University
Dean,
Strength is not just about winning. Even if my attempts are pathetic and comical, then I am covered by the mud of my defeat. I will keep fighting and look up at the sky as I lie on the ground, that is a proof of true strength!

-Haruyuki Arita (Accel World)-
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain of work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 05 February 2015

The Researcher

Cornelius Yoga Arindya Putra
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PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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Pada tanggal: 05 January 2015

Yang menyatakan

Cornelius Yoga Arindya Putra

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
ABSTRACT


The suitability of learning materials greatly influences the language learning process, especially for learning English. Meanwhile, the curriculum system used in Indonesia at this time is SBC (School Based Curriculum) which requires schools to develop a curriculum which is appropriate to the environment or region of origin and in accordance with the needs or interests of learners and relevant to the needs of life such as in the areas of society, the business community or the world of work. In fact, there are some materials that are less suitable for the students, especially for vocational high school students. Therefore, through this study, the researcher is trying to develop the English Speaking materials for the students of SMK N 2 Depok, Sleman, Yogyakarta by applying the methods of cooperative learning.

This study was aimed at solving these two research problems: (a) how are the speaking materials using cooperative learning for the twelfth grade students of SMK N 2 DEPOK designed, and (b) what does English-speaking material using cooperative learning for the twelfth grade students of SMK N 2 DEPOK look like. In order to answer the first question, the researcher applied Research and Development as the research method. In the research method, the researcher implement five of Borg and Gall’s (1983) Research and Development stages. Then, those stages were combined with Kemp’s (2011) Instructional Design Theory to develop and design the speaking materials. In answering the second question, the researcher presented the final form or final version of the designed materials.

To obtain the necessary data, the research and information collecting was done by distributing the pre-design questionnaire to 53 (fifty three) vocational school students in the twelfth grade, conducting informal interview with the English teachers, and observing the school’s support services. In developing this speaking materials, the researcher used the principles of cooperative learning approach (Johnson, 1994). In order to evaluate the designed material, the researcher distributed the post-design questionnaire to one teacher and one lecturer. The result showed that the designed material was good design but still needs some improvement.

*Keywords: speaking, Cooperative Learning Approach, design*
ABSTRAK


Kesesuaian materi pembelajaran sangat mempengaruhi proses pembelajaran Bahasa, terutama untuk pembelajaran Bahasa Inggris. Sementara itu, system krikulum yang digunakan di Indonesia pada saat ini yaitu KTSP menuntut sekolah untuk mengembangkan kurikulum yang sesuai dengan lingkungan atau daerah asalnya dan sesuai dengan kebutuhan atau kepentingan peserta didiknya serta relevan dengan kebutuhan kehidupan seperti di bidang kemasyarakatan, dunia usaha maupun dunia kerja. Faktanya, terdapat beberapa materi yang kurang cocok untuk siswa – siswa sekolah tertentu terutama siswa SMK. Oleh karena itu, melalui penelitian ini, peneliti mencoba mengembangkan materi berbicara Bahasa Inggris untuk siswa SMK N 2 Depok, Sleman, Yogyakarta dengan menerapkan pembelajaran dengan metode kooperatif.

Penelitian ini bertujuan untuk memecahkan dua masalah yaitu: (a) bagaimana materi berbicara dalam Bahasa Inggris menggunakan pembelajaran kooperatif bagi siswa kelas 12 SMK N 2 DEPOK dirancang, dan (b) bagaimana bentuk materi speaking berbahasa Inggris menggunakan pembelajaran kooperatif untuk siswa kelas 12 SMK N 2 DEPOK.


Untuk mendapatkan data yang diperlukan, penelitian dan informasi pengumpulan dilakukan dengan menyebarkan kuesioner pra-desain untuk 53 (lima puluh tiga) siswa SMK di kelas dua belas, melakukan wawancara informal dengan guru bahasa Inggris, dan mengamati layanan dukungan sekolah. Dalam mengembangkan model ini, peneliti menggunakan prinsip-prinsip pendekatan pembelajaran kooperatif (Johnson, 1994). Dalam rangka untuk mengevaluasi materi yang dirancang, peneliti mendistribusikan kuesioner pasca-desain untuk satu guru dan satu dosen. Hasil penelitian menunjukkan bahwa bahan yang dirancang adalah desain yang baik namun masih perlu beberapa perbaikan.

Kata kunci: speaking, Cooperative Learning Approach, design
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Cornelius Yoga Arindya Putra
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL PAGES</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION PAGE</td>
<td>iv</td>
</tr>
<tr>
<td>STATEMENT OF WORK’S ORIGINALITY</td>
<td>v</td>
</tr>
<tr>
<td>PERNYATAAN PERSETUJUAN PUBLIKASI</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>viii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiv</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xv</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xvi</td>
</tr>
</tbody>
</table>

## CHAPTER I. INTRODUCTION

- A. Research Background ...................................................... 1
- B. Research Problems .......................................................... 3
- C. Problem Limitation ............................................................ 3
- D. Research Objectives .......................................................... 3
- E. Research Benefits ............................................................ 4
- F. Definition of Terms ........................................................... 4

## CHAPTER II. REVIEW OF RELATED LITERATURE

- A. Theoretical Description ..................................................... 6
  - 1. Speaking ............................................................................ 6
  - 2. Curriculum .......................................................................... 7
  - 3. Syllabus ............................................................................... 9
  - 4. Instructional Design ......................................................... 9
  - 5. Material Development ....................................................... 14
  - 6. Cooperative Learning ...................................................... 14
7. Students’ Characteristics ................................................................. 18
B. Theoretical Framework ................................................................. 18

CHAPTER III. RESEARCH METHODOLOGY ........................................ 21
A. Research Method ......................................................................... 21
   1. Research and Information Collecting ....................................... 22
   2. Planning ................................................................................ 23
   3. Developing Preliminary Form of Product .................................. 23
   4. Preliminary Field Testing .......................................................... 23
   5. Main Product Revision ............................................................... 23
B. Research Settings ........................................................................ 23
C. Research Participants ................................................................. 24
D. Research Instruments ................................................................. 24
E. Data Gathering Technique ............................................................ 25
F. Analysis Technique ...................................................................... 26
G. Research procedure ..................................................................... 27
   1. Observing the School ................................................................. 27
   2. Asking Permission .................................................................. 28
   3. Planning the Research ............................................................... 28
   4. Doing Learner Need Analysis .................................................. 28
   5. Designing the Speaking Materials .......................................... 28
   6. Evaluating the Designed Materials ....................................... 28
   7. Revised the Designed Materials ............................................. 29

CHAPTER IV. RESEARCH RESULTS AND DISCUSSION ..................... 30
A. The Process of Designing the Speaking Materials ....................... 30
   1. Research and Information Collecting .................................... 30
   2. Planning ................................................................................ 34
   3. Developing Preliminary Form of Product ................................. 37
   4. Preliminary Field Testing .......................................................... 39
   5. Main Product Revision ............................................................... 40
B. The Description of the Speaking Materials Design .......... 40

CHAPTER V. CONCLUSIONS AND RECOMMENDATION ............. 47

A. Conclusions .................................................................. 47

B. Recommendation ......................................................... 48

1. For Teachers ................................................................. 48

2. For Other Researchers ................................................... 49

REFERENCES ....................................................................... 50

APPENDICES ....................................................................... 52
LIST OF TABLES

Table

4.1 The Student Interest on English Speaking Subject ........................................... 32
4.2 Student Favorite Activities in the Class .............................................................. 33
4.3 The Most Interest and Needed Topics ............................................................... 34
4.4 The General Purposes of the Materials ............................................................ 35
4.5 The Learning Indicators of the Materials .......................................................... 36
4.6 The Organization of the Designed Material ...................................................... 37
4.7 The Description of Preliminary Field Testing Respondents ............................ 39
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Kemp’s Instructional Design Model</td>
<td>13</td>
</tr>
</tbody>
</table>
LIST OF APPENDICES

Appendix

A. Surat Ijin Penelitian ................................................................. 53

B. Observation Checklist and Results........................................... 59

C. Pre-Design Questionnaire .......................................................... 62

D. The Results of Pre-Design Questionnaire ................................ 69

E. List of Questions for Pre-Design and Post-Design Interview .......... 73

F. The Book .............................................................................. 76

G. The Sample of Syllabus and Lesson Plan .................................. 123
CHAPTER I
INTRODUCTION

This chapter presents general background of the issue exposed, the reason why the researcher conducted research on the issue, the focus of the research, and the objectives and benefits of doing the research.

A. Research Background

Nowadays, learning English has become a necessity for Indonesian people because of its importance as an international language. According to Brown (2007), English is used as an international language for communication which covers many fields all around the world. Having a good skill of English has become a need for Indonesian people. Moreover, vocational school students need this ability when they graduate from the school. According to the researcher’s past experience who had studied in vocational high school and took engineering department, when the vocational students graduate from the vocational high schools, a lot of foreign companies need fresh graduates to work with them and these foreign companies use English language to conduct an interview. According to the researcher’s past experience, most vocational school students tend to read a manual book in English rather than speaking English. However, their speaking skill is necessary when they want to apply a job in foreign companies in which they have to communicate using English. Moreover based from the researcher’s past experience as a vocational school student, it is true that
vocational school students are so afraid to speak in foreign language (English), and the material of study is not suitable for their need as a vocational school student especially engineering study program. When the researcher did Program Pengalaman Lapangan (PPL) in SMK N 2 Depok, Sleman, Yogyakarta, the researcher felt that this school had a similar problem. Therefore, the students of SMK N 2 Depok need a set of speaking materials to solve that problem. Moreover, the students are very afraid of learning English, especially when they asked to speak in front of the class individually.

After knowing the main problem in this research, the researcher thought about the approach that used in this research. The approach that the writer used in this design material is cooperative learning. It is because the problem that the students face is fear to speak up in front of people. The researcher thinks that the right approach is the Cooperative Learning because the Cooperative Learning approach allows students to participate more actively and work together in-group to achieve the learning goal that could not be reach if they learn by themselves. Indeed, the government and the school already provides the English material. However, the lack of material in this school is about relation between the materials and the students’ concentration/department, so the learning material here could not be functioned properly. For example, the students majoring in chemistry and then they study or practice conversation about handling hotel visitors. It can be seen that the material and the students’ concentration has no relation. Therefore, the researcher designed a speaking material that is suitable for the vocational school students and useful in the future.
B. Research Problems

Based on the background of the research, the researcher formulates the following research questions:

1. How are the speaking materials using cooperative learning for the twelfth grade students of SMK N 2 DEPOK designed?
2. What does English-speaking material using cooperative learning for the twelfth grade students of SMK N 2 DEPOK look like?

C. Problem Limitation

The researcher focuses on the design of English speaking materials using cooperative learning approach for twelfth grade students of SMK N 2 Depok, Yogyakarta, Indonesia. The researcher assumes that the students did not want to speak English because they were afraid if they made some mistakes. If the teacher provides a material with the cooperative learning approach, the researcher hope that, the student will be brave to speak English in front of people because in this approach they will learn English in pair or group activity. The materials designed based on Kurikulum Tingkat Satuan Pendidikan (KTSP) and it focuses on the materials for twelfth grade students of vocational high school. The topics for the materials chosen from students’ interest.

D. Research Objectives

After doing this research, the researcher assume that the materials which the researcher designed will improve students English speaking skill of twelfth
grade vocational school students, especially this material will make them brave to speak up in public to show their point of view. In addition, the vocational school students get some materials, which related to their study program/department.

E. Research Benefits

This research intended to give benefits as follows.

1. For English Teachers

Teachers know about their student needs deeper. Therefore, the material also helps of both students and teacher alike. In other words, teachers’ knowledge will increase.

2. For Vocational High School Students

The students could implement the materials that already taught by the teacher for real. For example when they are working in foreign industry, they will always speak in English. Thus, the material taught in the school is very useful.

3. For Other Researcher

This research also provides some information, which helps them to do further research, related to the study. In other words, the other researchers will be able to design another speaking material using cooperative learning approach, which is suitable for the learners’ level and need.

F. Definition of Terms

1. Speaking

In this study, speaking is an interactive process of constructing meaning
form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), could identified and charted (Burns & Joyce, 1997).

2. Cooperative Learning

In this study, cooperative learning is an approach to organize classroom activities into academic and social learning experiences. According to Johnson, Johnson and Holubec, (1994): "Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other’s learning. ". Cooperative Learning theory incorporates the idea that the best learning occurs when students are actively engaged in the learning process and working in collaboration with other students to accomplish a shared goal. Cooperative Learning utilizes not only the student’s own experience to solidify knowledge, but also uses the experiences of others. In cooperative learning, the focus moves from teacher-centered to student-centered education. In contrast to traditional teaching methods where students perceived to be empty vessels awaiting the teachers’ knowledge, Cooperative Learning theory recognizes the importance of the student’s existing knowledge and puts that knowledge to work.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses theories that are relevant in designing the English speaking materials using Cooperative learning approach for the twelfth grade students of SMK N 2 Depok. This chapter divided into two parts. In the first part, the researcher deals with the theoretical description while in the second part deals with the theoretical framework.

A. Theoretical Description

The researcher elaborate 7 (seven) main point of the theories which are used in this study.

1. Speaking

a. Problems of Speaking

Brown (1994) said there are some characteristics, which can make students, feel that speaking is difficult. First is reduced forms, reduced vowels, contraction, etc. second is clustering, which means fluent speech is phrasal, not word-by-word. Redundancy, clearer meaning through redundancy of language. Third is rate of delivery, it means an acceptable speed along with other attributed of fluency. Fourth is performance variables, then number five is colloquial language. Make sure the students well acquainted with the words. Idioms and phrases of colloquial language and those they get practice in producing these forms. Then the sixth are stress, rhythm, and intonation. The last is Interaction; it
means that the students learn to produce moves to interact to the audience.

2. Curriculum

As the researcher said before, the students may face several problems. Those problems make the students feel that speaking English is difficult. In this part, the researcher will discussing about curriculum. The curriculum is a guidance that contains the learning goals, learning materials, and learning contents. Curriculum developed time by time by the government in order to improve the quality of the education system itself. The explanation below is about curriculum, which used nowadays in Indonesia.

a. Kurikulum Tingkat Satuan Pendidikan (KTSP) / School-Based Curriculum

This curriculum already used in Indonesia since 2006 as the improvement of Competence Based Curriculum in 2004. According to the researcher, the principles of teaching speaking in English Lesson according to School-Based Curriculum is important because the researcher designs speaking materials for the twelfth grade students of SMK N 2 Depok, Sleman, Yogyakarta which still used this curriculum for its eleventh and twelfth grade. Moreover, the school-based curriculum gives every school an authority to arrange their own curriculum, which is suitable their learners need.

b. Curriculum 2013

In addition, SMK N 2 Depok also implement other curriculum, that is Curriculum 2013. The curriculum was developed in 2013 with the refinement thought pattern as follows:
1) Patterns of teacher-centered learning into the learner-centered learning. Learners should have the choices of materials studied to have the same competence.

2) Pattern of one-way learning (teacher-student interaction) into an interactive learning (interactive teacher-learners-society-environment nature, source/other media).

3) Isolated learning patterns into learning networks (learners can gain knowledge from anyone and from anywhere that can be reached and obtained via Internet).

4) Pattern of passive learning into active learning-seeking (learning students actively seeking further strengthened by learning models science approach).

5) Patterns of learning itself becomes a learning group (team-based).

6) Learning patterns based learning tools into a single multimedia tools.

7) Pattern of mass-based learning into the needs of customers (users) to promote the development of specific potential of every learner.

8) Single science learning patterns (monodiscipline) into science teaching plural (multidisciplines), and

9) Pattern of passive learning becomes critical learning.

The objective of this curriculum 2013 include: curriculum aims to prepare the 2013 Indonesian people that have the ability to live as a private citizen and a believer, productive, creative, innovative, and affective and able contribute in society, nation, state, and world civilization.
3. Syllabus

Syllabus is a document which says what will be learned (Hutchinson and Walters, 1987). Inside the syllabus, there are criteria for speaking materials selection. It intended to lead the learners to such a goal of study. According to Krahnke (1987), there are six types of syllabus. Those are:

1) Structural syllabus
2) Functional – national syllabus
3) Situational syllabus
4) Skill – based syllabus
5) Task – based syllabus
6) Content – based syllabus

4. Instructional Design

Instruction is a systematic process in which every component (i.e. teachers, students, materials, and learning environment) is crucial to successful learning (Dick & Carey, 1996). Instruction deals with teaching and learning activities. These activities should assist students to learn knowledge and move this knowledge from short-term memory to long-term memory. To do that, students need to learn how to rehearse, encode, process and feedback new knowledge to be able to remember when they need.

There are three well-known models of instructional design: the Dick and Carey system approach; Marrisson, Ross and Kemp model (also known as the Kemp’s model); and the three-Phase design (3PD) model. In this research, the
researcher prefers to use Kemp’s model because the researcher thought that Kemp’s model is the appropriate one. Different from the other model, Kemp’s model allows the researcher to choose the step by his own. According to Kemp, there are 4 (four) fundamental components in this instructional design. Those are:

a. For whom is the program developed?
b. What do you want the learners or trainees to learn or demonstrate?
c. How is the subject content or skill best learned?
d. How do you determine the extent to which learning is achieved?

Kemp’s instructional design model also contains of nine steps.

a. Instructional Problems

This step involves defining the instructional problem. The designer identifies the needs of the clients or the students. Needs assessment, goal analysis, and performance assessment functioned as the tool to identify the needs or problems.

b. Learner and Context

To make students learn effectively, the researcher needs to consider their skills, abilities, and readiness. Information of the students’ characteristics can be obtained by conducting observation, interviews, and questionnaires. Those steps above such as conducting observation, interviews, and questionnaires can help the designer to collect other information of students’ speaking skill, general background knowledge, assumptions, and their experience.
c. Task Analysis

A topic or concept analysis is used "to define the facts, concepts, principles, and rules that make up the final instruction" (Morrison, Ross & Kemp, 2004, p. 80). Such an analysis reveals:

1) The content for the instruction.
2) The structure of the content (facts, concepts, principles/rules, procedures, interpersonal skills, attitudes).

d. Instructional Objectives

This stage is concerned with what learners must master. The designer creates appropriate instruction. It related to the objective of the learning which is covered the map in planning instruction. The objective has function as development to solve the instructional problems.

e. Content Sequencing

In this phase, the researcher has to consider the nature of the content in order to determine the order of instruction. Three different schemes for sequencing the content are provided.

1) Learning-Related Sequencing

This method looks at what the learner needs to know, what they already know, and what will benefit them in regards to comfort and motivation. For the example is starting from the familiar word first.

2) World related sequencing
This method presents course content in categories found in the "real world" and describes 3 ordering strategies. Spatial (e.g. left to right, top to bottom), temporal (related to time, steps in a procedure, speed) and, physical characteristics (shape, size, color).

3) Concept Related Sequencing

This method organizes content sequence based on concepts such as Class relations - teach general concepts before component or complex parts.

f. Instructional Strategies

Instructional strategies define how the content is developed and taught so that the objectives are met. Learning takes place when learners connect new information with information that they already know. The designed materials must be well organized in order to support the learning process. It starts from determining the content and performance type of each objective. It separated into six categories of content: facts, concepts, principles and rules, procedures, interpersonal skills, and attitudes.

g. Designing the Message

In this step, the designer has to think about designing message to present information. By using signal words, such as “Fill in the blanks....” and bold or italic words or called as typographical, it can bridge communication between the designer and the learners. It also can bring effects on the readability and the students’ understanding of the instruction.
h. Development of the Instruction

This is the process of combining all parts together into a product of designed materials. It can be a form of video recordings, web pages, and print out of the materials or audiotapes.

i. Evaluation Instruments

This step is taken to evaluate the designed materials whether it can fulfill the learners’ need or not. It also used to check how achievement of the learning goal is. It should be assessed by giving them multiple-choice test item, true/false items, matching items, short-answer items, essay questions, problem-solving questions, etc.

Figure 1. Kemp’s Instructional Design Model
5. Material Development

Hutchinson and Waters (1987) state that there are three possible ways of turning a course design into actual teaching materials. Those are:

1) Select from existing materials: materials evaluation

2) Write your own materials: materials development

3) Modify existing materials: material adaptation

According to Ellis (1990), ideally teaching materials should provide opportunities for such interaction in a variety of discourse modes ranging from planned to unplanned. The interaction itself can be reached or achieved through the learning activity.

6. Cooperative Learning

The cooperative learning approach is an approach to organize classroom activities into academic and social learning experiences. The approach is also used to help students to improve their confidence when speaking in front of the class, especially in front of people. Cooperative learning utilizes the basic elements of positive interdependence, individual accountability, collaborative/social skills, and group processing. The teacher's role in cooperative learning changes from being in front of the learners doing most of the talking (and most of the work) to becoming a facilitator who guides learner in learning both academic as well as the social realm. Cooperative learning may best be defined as small heterogeneously mixed working groups of learners learning collaborative/social skills while working toward a common academic goal or task. According to Johnson, Johnson and
Holubec, (1994): "Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other’s learning." Cooperative Learning theory incorporates the idea that the best learning occurs when students are actively engaged in the learning process and working in collaboration with other students to accomplish a shared goal. Cooperative Learning utilizes not only the student’s own experience to solidify knowledge, but also uses the experiences of others. In cooperative learning, the focus moves from teacher-centered to student-centered education. In contrast to traditional teaching methods where the students are perceived to be empty vessels awaiting the teachers’ knowledge, Cooperative Learning theory recognizes the importance of the student’s existing knowledge and puts that knowledge to work. According to the Johnson & Johnson model, cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following five (5) elements:

**a. Positive Interdependence**

Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.

**b. Individual Accountability**

All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

**c. Face-to-Face Interaction**

Although some of the group work may be parceled out and done individually, some must be done interactively, with group members providing one
another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.

**d. Appropriate Use of Collaborative Skills**

Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

**e. Group Processing**

Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

1) **Research Support for Cooperative Learning**

Hundreds of researches studies of team-based learning in higher education have been conducted several years ago, with most of them get positive results for a variety of cognitive and affective outcomes. Analyses of the research support the following conclusions:

a) Individual student performance was superior when cooperative methods were used as compared with competitive or individualistic methods. The performance outcomes measured include knowledge acquisition, retention, accuracy, creativity in problem solving, and higher-level reasoning. Other studies show that cooperative learning is superior for promoting metacognitive thought, persistence in working toward a goal, transfer of learning from one setting to another, time on task, and intrinsic motivation. For example, students
who score in the 50th percentile when learning competitively would score in the 69th percentile when taught cooperatively.

b) Similar positive effects of group interactions have been found specifically for chemistry courses. In a meta-analysis of research on cooperative learning in high school and college chemistry courses, Bowen found that students in the 50th percentile with traditional instruction would be in the 64th percentile in a cooperative learning environment.

c) Several studies of active/collaborative instruction report positive effects on a variety of cognitive and affective outcomes. In a compilation of pre-posttest gains in force concept inventory scores obtained by students in introductory physics courses, the use of instruction involving “interactive engagement” led to an average gain two standard deviations greater than was observed for traditionally-taught courses. Students in engineering capstone design courses taught with active and collaborative approaches outperformed traditionally-taught students in acquisition of design skills, communication skills, and teamwork skills. The use of collaborative methods had significant positive effects on understanding science and technology, analytical skills, and appreciation for diversity, among other outcomes.

d) Affective outcomes were also improved by the use of cooperative learning. Relative to students involved in individual or competitive learning environments, cooperatively taught students exhibited better social skills and higher self-esteem, as well as more positive attitudes about their educational experience, the subject area, and the college. Towns et al. used field notes and
survey data to analyze students’ attitudes toward group activities in a physical chemistry class. The students viewed the group work as a positive force in their learning, and they also valued the interactions for promoting a sense of community in the classroom.

7. Students’ Characteristics

In this study, students’ character include in the theoretical description because according to the researcher, researcher determines the character of the students here are very suitable material to be conducted in this study. Students’ character that the researcher sees is as follows. Students were researcher handle is vocational school students in which they are prepared to be ready to work when they are graduated. Of course the character of every student here is like slogan in advertising “Talk less do more”. Therefore, of course the students are not accustomed to express an opinion or at least talk about his opinions in front of the audience. From these ideas, the researcher decided to make interactive speaking material with an expectation that students in this school to be a little more daring to speak their opinions mainly use English, later when they register a job and had to face an interview with English language, they are not surprised and feel confident that they are capable of to pass through.

B. Theoretical Framework

This research focuses on designing a set of speaking materials for twelfth grade students of SMK N 2 Depok, Sleman, Yogyakarta. In order to design those
materials, the researcher applied a model from Marrisson, Ross and Kemp. Kemp’s model is used because this model is flexible so the researcher enables to design materials which are suit to their needs. In this research, the researcher only use instructional design Kemp’s model with some modification. The steps of developing materials are described as follow:

1. **Instructional Problems**

   The first step to take is to identify the students’ problems. The researcher enters the class when English lesson is taught. Guided by a list of observation sheet, the researcher observes what happened in the class. Meanwhile, teacher’s informal interview also conducted by the researcher.

2. **Learner and Context**

   In this step, the researcher distributes the questionnaires to 32 students. Interview with one of English teachers also conducted to gain specific information about students’ characteristics, learning styles, materials and etc.

3. **Task Analysis**

   Listed some topics based on the students’ needs as result of the questionnaire. After that, the researcher makes a lesson plan for those units in the designed materials.

4. **Instructional Objectives**

   The goals of each topic in the designed materials are formulated in this step.

5. **Content Sequencing**

   It used to decide the appropriate content and put the content in a good order so that it will be easy to be learned by the students.
6. **Instructional Strategies**

The researcher chooses the interesting materials with an expectation that the students will more enthusiasts and active during the lesson.

7. **Designing the Message**

The researcher involves some pictures in every unit. The appropriate colors also included in the designed materials to make it more interesting.

8. **Development of the Instruction**

The designed materials each unit combined into one-designed materials. The form of this material is printed materials or book.

9. **Evaluation Instruments**

Checking the result of the design whether the designed materials are suitable or not for the students, the researcher distributed validation questionnaires to one English teacher of *SMK Negeri 2 Depok, Sleman, Yogyakarta* and a lecturer of the English Language Education Study Program Sanata Dharma University to get comments and suggestions to improve the designed materials.

10. **Revising the Designed Materials**

The researcher got comments, opinions, and feedback from the experts by doing post-design interview. Those things as references for the researcher to evaluated and revised the designed materials to make an improvement of the materials.
CHAPTER III
METHODOLOGY

This chapter clarifies the methodology of the research. It discusses research method, research setting, research participants, research instrument, data gathering technique, data analysis technique, and research procedure.

A. Research Method

In this research, the researcher applied Research and Development in order to design English on speaking material using cooperative learning for vocational high school students. Borg and Gall’s (1983) stated that research and development method consists of ten steps. Those steps are research and information collecting, planning, developing preliminary form of product, preliminary field-testing, main product revision, main field-testing, operational product revision, operational field-testing, final product revision, and dissemination and implementation. In this research, the researcher does not use all of them. The researcher only did several steps, those are research and information collecting, planning, developing preliminary form of product, preliminary field testing and main product revision. The researcher decided to stop in the steps number five (5) because it is impossible to do all the steps until the implementation step because SMK N 2 Depok, Yogyakarta is a state vocational high school, which uses curriculum, syllabus, and materials from the government. So the researcher cannot implement
the design, but at least the researcher wants to try to design speaking materials which are appropriate to be implemented in that school. The steps that the researcher use are described as follow:

1. Research and Information Collecting

   The researcher decided to do this step in two ways. First, the researcher obtained some references like a handbook and information about the school background as the basis of the research. Second, the researcher did the needs analysis, which is students’ need. The researcher distributed a questionnaire to the twelfth grade students of SMK N 2 Depok, Sleman, Yogyakarta in the academic year 2013/2014. The questionnaires were distributed in the second week of February 2014, because the researcher could not distributed the questionnaire in December or January because the researcher needed to finish Kuliah Kerja Nyata (KKN) first. From the questionnaires, the researcher gathered the data about students’ difficulties, students’ opinion about speaking class activity, students’ opinion about speaking materials given in school and students’ opinion about the materials and topics that they needed or liked. In order to know the teachers’ needs, the researcher did an interview with one of the teachers of SMK N 2 Depok, Sleman, Yogyakarta who was teaching the twelfth grades. From the interview, the researcher gathered the data about teachers’ opinions and views about students’ characteristics, students’ problem in English learning, English speaking materials used in school, and the teachers’ expectation related to the design of speaking materials.
2. Planning

In this step, the researcher planned the aim and the goal of the research. The researcher designed the materials related to the needs analysis. Thus, the designed material would be useful for the vocational school students and having correlation between the students major and the materials given.

3. Developing Preliminary Form of Product

The researcher designed the speaking materials and learning activities based on the data gathered in the research and information collecting. The researcher gathered the speaking materials from many sources.

4. Preliminary Field Testing

In this step, the researcher asked the feedback from the experts related to the materials designed. The experts were the English teacher of SMK N 2 Depok, Sleman, Yogyakarta and lecturer from English Language Education Study Program of Sanata Dharma University.

5. Main Product Revision

After gathering the data through the field-testing step, the researcher revised the materials based on evaluation and feedback results from the experts. The revision was applied in order to produce a good design.

B. Research Setting

The research was conducted in SMK N 2 Depok, Sleman, Yogyakarta in the academic year 2013/2014. It was started in the PPL period (July-October), the researcher doing a research and information collecting. This research and
information collecting was implemented through interviewing English teacher of *SMK N 2 Depok Sleman Yogyakarta* and distributing a questionnaire to 68 students of *SMK N 2 Depok Sleman Yogyakarta*. The students were chemical analyst and engineering students. The interview was conducted in the staff room meanwhile the questionnaire was distributed in the end of the English class. Then, the researcher planned and developed the design materials from March to May 2014. After finishing the design, the researcher asked some language experts to evaluate the design.

**C. Research Participant**

In this part, there were two groups that will play a role as a participant. First is the students of twelfth grade of *SMK N 2 Depok, Sleman, Yogyakarta* and the second is English teachers of *SMK N 2 Depok, Sleman, Yogyakarta*.

**D. Research Instrument**

The instruments used to gather the data in this research were observation checklist, a list of pre interview questions, questionnaire and a list of post interview questions.

1. **Observation Checklist**

   The checklist contained several things to be observed. From this checklist, information about school facilities and equipment will be gained.

2. **A List of Pre-Interview Questions**

   The data gathered through the answer from the questions that are given
during the interview. The researcher interviewed one of English teacher in SMK N 2 Depok, Sleman, Yogyakarta with open question type. In this interview, the researcher gained the data about his/her opinion on students’ characteristics, students’ problem and English material that used in school.

3. Questionnaire

In this research, the researcher used a mixed questionnaire distributed to the students of chemical analyst and engineering in SMK N 2 Depok, Sleman, Yogyakarta. The mixed questionnaire here means that the questions in one questionnaire consist of open and close type.

4. A List of Post-Interview Questions

The data gathered through the answer from the questions that are given during the interview. The researcher interviewed one of English teacher in SMK N 2 Depok, Sleman, Yogyakarta and one of the lecturer from Sanata Dharma University with open question type. In this interview, the researcher gained the data about the experts’ feedback on the draft of the designed materials.

E. Data Gathering Technique

In this research, the data were gathered through three sources. Those were school facility checklist and pre-interview, student’s need analysis questionnaire and post-interview. First, the researcher conducted an informal interview to one of the English teachers. The interview was conducted in teacher’s room while the researcher did PPL in SMK N 2 Depok. The researcher only ask four (4) questions to the English teacher. The list of the questions can be seen in appendix E page.
69. The school facility checklist helps the researcher to identify the school facilities which are support teaching learning activity. Second, the researcher also used the questionnaires to identify students’ need. The questionnaires distributed to the two classes (chemical analyst and chemical engineering) of twelfth grade of SMK N 2 Depok, Sleman, Yogyakarta in the end of the teaching and learning activity. The last, the researcher conducted post interview with the experts to evaluate the book or the designed materials. The post interview and experts feedback was conducted at two (2) places. First, the post interview was conducted at school (teacher’s office) and the second at campus (ELESP common room). The researcher also ask for written feedback from the experts. In this phase, the researcher gave the draft to the experts and the experts give comments or marks to the draft.

F. Analysis Technique

The aim of data analysis technique is help out the researcher to understand the finding of the research. The data gathered through interview required qualitative data analysis so the researcher concluded the main information from the interview. Then next data is about data from the questionnaire. The researcher analyzed the result of the questionnaire through descriptive data analysis. The questionnaire result was calculated to see the percentage to be described. Then the data was calculated with the formula below.

\[
\frac{n}{\Sigma n} \times 100\%
\]
Notes:

\[ n \] : the number of student who chose certain topic \\
\[ \sum n \] : the total number of the students

The percentage of the result of the data helped the researcher to describe and read the data to be analyzed. The researcher described the data and summed up the information gathered from the students in order to design new product.

The post-design interview data gathering by doing post interview with experts and feedback. The researcher did not make any modification to the data of the interview. The researcher just took the idea and summed up the feedback or the information gathered from the experts. In this phase, the raw data from post interview and the feedback was being redacted and concluded. Data reduction is defined as the process of selecting, focusing on simplification, and raw data transformation that emerged from the notes which is written on the field. The result of the reduction and conclusion will be used as the final data in chapter 4.

G. Research Procedure

In conducting this research, the researcher did the steps below.

1. Observing the School

The researcher did the research by coming to the school to see the situation and condition of the school. Actually, the researcher did the observation during the time of PPL, so the data was gathered during the PPL.
2. Asking Permission

After knowing the problem, the researcher decided to conduct the research in *SMK N 2 Depok, Sleman, Yogyakarta*. The researcher asked permission to the school. Not only asking permission to the school but also asking permission to the government and it took a long time. In the government, the researcher had to bring the requirement that needed.

3. Planning the Research

The researcher determined the goals, wrote the topic, stated the general purpose of the topic, and stated the learning objectives.

4. Doing Learner’s Need Analysis

The researcher did the research by distributing the questionnaires to the students of *SMK N 2 Depok, Sleman, Yogyakarta* as the participants. The questionnaires distributed to the twelfth grade students and only for chemical engineering and chemical analysis class.

5. Designing the Speaking Materials

After analyzing students’ needs through the questionnaire, the researcher started to design a set of English speaking material for the vocational school students. The design consist of four (4) units which help the student to improve their speaking skills.

6. Evaluating the Designed Materials

The design was evaluated by the experts before it was applied or implemented in school. Actually, the researcher will not implement the design
because of situation that school does not allow the researcher to implement the material and also they already have a fix material from the government.

7. Revising the Designed Materials

At last, the researcher revised the product based on the feedback given by respondents and some experts. The researcher revised the product in order to make the final product.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

To answer the research questions, “How are the speaking material using cooperative learning for the twelfth grade students of SMK N 2 DEPOK designed?” and “What do English-speaking material using cooperative learning for the twelfth grade students of SMK N 2 DEPOK look like?” the stages of presenting the design are elaborated in this chapter. There are five stages: 1. Research and information collecting, 2. planning, 3. developing preliminary form of product, 4. Preliminary field-testing, and 5. main product revision.

A. The Process of Designing the Speaking Materials

This parts deal with the process and the step of designing the speaking materials.

1. Research and Information Collecting

There are two ways of data collecting that the researcher did. First, the researcher obtained some references like a handbook and information about school background as the basis of the research. Second, the researcher did the needs analysis, namely students’ needs. The researcher distributed a questionnaire to the twelfth grade students of SMK N 2 Depok, Sleman, Yogyakarta in the academic year 2013/2014. The questionnaire was distributed in the second week of February 2014, because the researcher could not distribute it on December or January because the researcher needed to finish Kuliah Kerja
Nyata (KKN) first. From the questionnaire, the researcher gathered the data about students’ difficulties, students’ opinion on speaking class activity, speaking materials given in school and also students’ opinion on the materials and topics that they needed or liked. In order to know the teachers’ needs, the researcher did the interview with one of teachers of SMK N 2 Depok, Sleman, Yogyakarta who is handling the twelfth grades.

From the interview, the researcher gathered the data on teachers’ opinions and views about students’ characteristics, students’ problems in English learning, English speaking materials used in school, and the teachers’ expectation related to the design of speaking materials. The teacher also explained that there are 11 (eleven) study programs in SMK N 2 Depok, Sleman, Yogyakarta such as: teknik gambar bangunan, teknik audio video, teknik computer dan jaringan teknik otomasi industry, teknik pemesinan, teknik perbaikan bodi otomotif, teknik kendaraan ringan, kimia industry, kimia analisis, geologi pertambangan, and teknik pengolahan migas dan petrokimia. Each study program has different number of class, it could be 1 (one) class in a 1 (one) study program or 2 (two) classes in a 1 (one) study program. Each class consisted of 32 (thirty-two) students. The class was wide enough and equipped with a whiteboard/blackboard, LCD projector, and Wi-Fi internet access. Besides, the school also had a multimedia room, a language laboratory, library, and workshop. Talking about time to learn English, all of them had equal time to learn English in school although their skill and competency might be different each class and study program, beside that the teacher sees’ the smartest student were in Chemical
Engineering study program. Moreover, the curriculum emphasized on the language performance, that is good for vocational students because the students needed real language performance rather than just theory.

The teacher explained that the students felt afraid to be active in the class. Actually, the students were enthusiastic in English class but they always feel afraid when speaking English. The students were afraid of making mistakes, because of that the researcher designed a speaking material that helped them to encourage themselves to learn speaking English. In designing English-speaking material, the researcher needed to know the learners’ characteristics. The data of learners’ characteristics were collected by analyzing the questionnaire distributed to 53 students in twelfth grade. The students were chemical engineering class who came to the class when the questionnaire was distributed.

The results of the questionnaire indicate that students’ motivation in learning English was high.

Table 4.1: The Student Interest on English Speaking Subject

<table>
<thead>
<tr>
<th>No</th>
<th>Questions/Statements</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Apakah kamu menyukai pelajaran Bahasa Inggris?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Ya</td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td>b. Tidak</td>
<td>7%</td>
</tr>
</tbody>
</table>

As we can see from table 4.1, the data showed that 49 out of 53 (93%) respondents stated students loved to learn English in SMK N 2 Depok, Sleman, Yogyakarta. Mostly, they have the motivation to learn English because they realized that they would need English for their future such as requirement to find a job or college. While the others loved to learn English because it was fun.
The results of the questionnaire indicated that the students were motivated to learn English. They said that they liked to learn English because it is international language which will help them in the future even though most students (38 out of 53 respondents) stated that they do not like to speak English, because they felt nervous, afraid of making mistakes, and lack of vocabulary. Because of those reasons, cooperative learning activities are needed to help the student to learn English better, such as role play (19 out of 53), group discussion (26 out of 53), group presentation (25 out of 53), giving speech (20 out of 5), games (51 out of 53).

Table 4.2: Student Favorite Activities in the Class

<table>
<thead>
<tr>
<th>No</th>
<th>Questions/Statements</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>Aktifitas apa yang paling favorit ketika pelajaran Bahasa Inggris di kelas?</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Role play</td>
<td>19</td>
</tr>
<tr>
<td>b.</td>
<td>Peer feedback</td>
<td>15</td>
</tr>
<tr>
<td>c.</td>
<td>Group discussion</td>
<td>26</td>
</tr>
<tr>
<td>d.</td>
<td>Group presentation</td>
<td>25</td>
</tr>
<tr>
<td>e.</td>
<td>Giving speech</td>
<td>20</td>
</tr>
<tr>
<td>f.</td>
<td>Games</td>
<td>51</td>
</tr>
<tr>
<td>g.</td>
<td>Kegiatan lain</td>
<td>7</td>
</tr>
</tbody>
</table>

The questionnaire showed that speaking topics also influenced the students’ motivation in learning English. The researcher provided a list of topics. The students chose the topics that the students like most. The top five topics were technology (19 out of 53 respondent), communication (18 out of 53 respondent), music (26 out of 53 respondent), lifestyle (22 out of 53 respondent) and, education (22 out of 53 respondent).
Table 4.3: The Most Interest and Needed Topics

<table>
<thead>
<tr>
<th>No</th>
<th>Questions/Statements</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Topic yang paling menarik dan paling dibutuhkan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Technology</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>b. Communication</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>c. Sports</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>d. Music</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>e. Lifestyle</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>f. Education</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>g. Economy</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>h. Mass media</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>i. Topic lain</td>
<td>3</td>
</tr>
</tbody>
</table>

However, not all of the topics will be used in this designed material. The most important thing in the result of the questionnaire, a student wrote, “Menurut saya, topic yang telah saya dapatkan cukup menarik akan tetapi ada materi yang kurang sesuai dengan jurusan teknik. Contohnya saja dialog reservation itu lebih menjurus untuk SMEA.” Briefly, he said that the materials was interesting but there were some materials which were inappropriate for SMK teknik. It proves that there are still inappropriate topics/themes in the school English materials.

2. Planning

After collecting the data which was needed, the researcher developed the framework of the materials to be designed. The framework consisted of the basic competences and competency standard or learning goals, the learning topics, the learning indicators, and the organization of subject content.
a. Competency Standard, Basic Competences, and Topics

KTSP or School-Based Curriculum has been applied to every school in Indonesia since 2007, but now 2014 some schools apply new curriculum which called curriculum 2013. Since curriculum 2013 is still new in Indonesia, every school which is using curriculum 2013 only apply the curriculum to the first grade students. KTSP or School-Based Curriculum had some goals and purposes. The general purposes of the designed materials were adopted from school curriculum. The result will be presented below in the table 4.4.

Table 4.4: The General Purposes of the Materials

<table>
<thead>
<tr>
<th>Competency Standards</th>
<th>Basic Competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td></td>
</tr>
<tr>
<td>Communicating in English equals to an Intermediate level</td>
<td>3.1 Understanding limited monologues with native speakers in a specific working setting.</td>
</tr>
<tr>
<td></td>
<td>3.3 understanding conversation/monolog in certain work environments</td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
</tr>
<tr>
<td>Communicating in English equals to an Intermediate level</td>
<td>3.1 Understanding limited monologues with native speakers in a specific working setting.</td>
</tr>
<tr>
<td></td>
<td>3.8 understanding manuals or how to use instrument</td>
</tr>
</tbody>
</table>

b. Learning Indicators

Learning indicators were used to measure whether the students had mastered the materials or not. If they succeed to achieve the learning indicator, automatically they mastered the learning materials. The learning indicators for English Speaking competence were presented below in table 4.5.
Table 4.5: The Learning Indicators of the Materials

<table>
<thead>
<tr>
<th>Basic Competences</th>
<th>Learning Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Understanding limited monologues with native speakers in a specific working setting.</td>
<td>3.1.1 Explain some processes of making something</td>
</tr>
<tr>
<td></td>
<td>3.3.1 Accepting and refusing requests formal-informal</td>
</tr>
<tr>
<td>3.3 Understanding conversation/monolog in certain work environments</td>
<td></td>
</tr>
<tr>
<td>3.1 Understanding limited monologues with native speakers in a specific working setting.</td>
<td>3.1.2 Expressing likes and dislikes, agreement-disagreement</td>
</tr>
<tr>
<td>3.8 Understanding manuals or how to use instrument</td>
<td>3.8.1 Talking about learning methods</td>
</tr>
</tbody>
</table>

**c. Listing Subject Content**

In this designed materials, the researcher only focused on the speaking comprehension. In fact, the researcher only designed 4 (four) units of speaking materials which consisted of 4 (four) topics. Meanwhile, the topics were chosen based on the students’ need analysis result. The arrangement of the units could be seen in table 4.3. However, because of the time limitation in doing this research, this designed material could not be implemented. Table 4.6 showed about the organization of the designed material.
Table 4.6: The Organization of the Designed Material

<table>
<thead>
<tr>
<th>No</th>
<th>Unit Name</th>
<th>Topic/Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>We are surrounded by it</td>
<td>Technology/Chemical industry</td>
</tr>
<tr>
<td>2</td>
<td>It’s not the Technology; it’s how we use it</td>
<td>Lifestyle-modern technology/social media</td>
</tr>
<tr>
<td>3</td>
<td>I am the Boss</td>
<td>Education/entrepreneurship</td>
</tr>
<tr>
<td>4</td>
<td>Learn through Music</td>
<td>Music/learning methods</td>
</tr>
</tbody>
</table>

3. Developing Preliminary Form of Product

The researcher designed and developed the speaking materials and learning activities based on the data gathered in the research and information collection, the principles of material developments, the theory of speaking, and the cooperative learning approach. Teaching learning resources and tasks for each topic were chosen based on competency standard, basic competences, and learning indicators.

There are three phases teaching steps that the researcher used. They were (A) Pre activity, which consist of (1) Get the idea, (B) Main activity, which consist of (1) Speak up, (2) Find and share, (3) Memorize and pronounce it, (4) Guess it, (5) Quiz, (6) Let’s Play, (7) Present it, (8) Let’s do it, (9) Sing a long song, and (C) Post activity, which consist of (1) Review and Reflection.

The purpose of the pre-activity is to activate or to brainstorm the students before the lesson starts. There were some activities in this phase such as watching videos or analyzing the pictures. Then move to main activity, these phases are aimed to improve students’ skill in speaking English. There were some activities
such as Speak up, Find and share, Memorize and pronounce it, Guess it, Quiz, Let’s play, Present it, Let’s do it, and Sing a long song. Here, each activity has several purposes. The activities designed to accommodate the students in improving their speaking skill and also achieving learning indicators. The focus of the main activity was improving the students’ understanding about the lesson, improving vocabulary, improving the students’ fluency, improving the students’ word pronunciation, and building their teamwork.

The form of the activities was also designed based on the elements of cooperative learning approach according to Johnson (1994), those were positive interdependence, individual accountability, face-to-face interaction, appropriate use of collaborative skills, and group processing. From the elements above the activity is a kind of group or pair activity which each student must support each other in order to achieve their goals. For example in the activity called “let’s play”, the student must create a short role-play performance and then they have to perform it. Therefore, if the students want to get a good mark, they have to work together. Each student have to work as hard as they can to lift their group mark. This activity contains some of the elements of cooperative leaning such as group processing, individual accountability and face to face interaction. Then the post activity is to review the lesson and reflection session about the lesson that the students already learned. The teaching learning sources of the designed materials were taken from teaching reference books, web articles, YouTube, and English textbooks.
4. Preliminary Field Testing

In this step, the researcher asked the feedback from the experts related to the materials designed. The experts were the English teacher of *SMK N 2 Depok, Sleman, Yogyakarta* and lecturer from English Language Education Study Program of Sanata Dharma University. The preliminary field-testing was conducted by analyzing the preliminary form or the draft of the book results which are distributed to the experts in order to detect the weaknesses in the designed materials. The researcher also conducted a post-interview with both experts to make the feedback clearer. Table 4.7 showed the background of the respondents.

<table>
<thead>
<tr>
<th>Group of Respondents</th>
<th>Educational Background</th>
<th>Teaching experience</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D3</td>
<td>S1</td>
<td>S2</td>
</tr>
<tr>
<td>Teacher</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Lecturer</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>

The result of the interview was quite good. They said that the design was good, but it still needed a lot of improvements. The teacher said “It is ok if you make a lot of mistakes because you are still beginner in this field.” Then both of them criticize the same point. They said that they felt difficult to find correlation between the designed materials and the syllabus, so they wished that the researcher paid attention to it. The sample of the questions can be seen on appendix E (page 68). In addition, the researchers also obtained the data in a form
of written feedback on each page design. Those feedbacks was very useful to improve the final design of the English speaking materials.

5. Main Product Revision

After gathering the data through the field-testing step, the researcher revised the designed materials based on the evaluation and feedback results from the experts. The revision was applied in order to produce a good design.

B. The Description of the Speaking Materials Design

This parts deal with the description of the designed materials. Because of the limit of time, the designed material only consist of 4 units and could not be implemented.

Unit 1: We are surrounded by it
Unit 2: It’s not the technology, it’s how we use it
Unit 3: I am the Boss
Unit 4: Learn through Music

The book titled, “ENGLISH FOR BRIGHTER FUTURE” designed as English learning materials for SMK N 2 Depok, Sleman, Yogyakarta grade XII. The level of the difficulty that the researcher used is intermediate level.

Unit 1 (We are surrounded by it) was made because the researcher want to introduce their working place in the future. The word “it” in the subtitle “We are surrounded by it” refers to industries. Unit 2 (It’s not the technology, it’s how we use it) was made because the researcher want to persuade the students to use the
social media properly. The researcher point a view, so many teenager now a day whom very addict to the program called social media. Therefore, the researcher want to persuade the students or the teenager now a day to utilize their addiction of gadget and social media into something useful.

Unit 3 (I am the Boss) was made because the researcher want to invite the students to become a Boss for themselves. The researcher hopes that one day if the students graduate from vocational high school, they will not feel afraid because of did not get a job. In this unit, the student will open their mind that the best way of living is not applying a job but creating jobs. The last unit was unit 4 (Learn through Music), this unit has no relation about the students department or their future jobs. The last unit here was made to make the students enjoying the class. As far as the researcher analyze, it was very difficult to teach English to the vocational high school students. Therefore, the researcher made those units.

Every unit consist of three main phase. They are pre-activity, main-activity, and post-activity. Each phase contains several activities to achieve the learning indicators. The activities are designed based on the students’ need from the result of need analysis, curriculum, and the elements of cooperative learning approach. To make it clearer, here the explanations about the part of the designed materials.

First, unit 1 titled, “We are surrounded by it” has ten pages (1-10) and consist of three main phases which are pre-activity, main-activity, and post-activity. Here are the explanation:
1) Pre-Activity
a. Get the Idea – the students need find the idea about what they are going to learn. In this part, there are three pictures as a hint and the students have to pay attention to the short movies which are provided by the teacher.
b. Let’s do it – here the students answer the questions according to the pictures and the short movies.

2) Main-Activity
a. Speak UP!! – help the students to develop their courage in speaking English, especially in front of people. In this part, the students try to perform or read an example of daily conversation with their partner.
b. Find and share – ask the students to find any difficult words and then they will share each other difficulties with their friends in a group.
c. Memorize and pronounce it!! – help the students to add some new vocabularies and help them pronounce those words correctly.
d. Guess it!! – challenge the students to guess a word/job/thing/etc by listen to their friend saying the description or the hint.
e. QUIZ – to take the students individual score.
f. Let’s play – to take the students group score by doing a role play. This activity also help the students to improve their teamwork as a group.

3) Post-Activity
Reflection – help the students to think about the benefits of studying this material related to their future.
Unit 2 titled, “We are surrounded by it” has ten pages (11-21) and consists of three main phases which are pre-activity, main-activity, and post-activity. Here are the explanation:

1) Pre-Activity
a. Let’s see – help the students to think fast and critically by using a picture or a video as a media.

b. Get the Idea – the students need find the idea about what they are going to learn. In this part, there is one picture as a hint and the students have to pay attention to the short movie which is provided by the teacher.

2) Main-Activity
a. Find and share – ask the students to find any difficult words and then they will share each other difficulties with their friends in a group.

b. Memorize and pronounce it!! – help the students to add some new vocabularies and help them pronounce those words correctly.

c. Speak UP!! – help the students to develop their courage in speaking English, especially in front of people. In this part, the students try to perform or read an example of daily conversation with their partner about social media and the benefits of using technology.

d. QUIZ – to take the students individual score.

e. Guess it!! – challenge the students to guess a word/job/thing/etc by listen to their friend saying the description or the hint.

f. Present it!! – the students practice doing a presentation in a form of group.
3) Post-Activity

Reflection – help the students to think about the benefits of studying this material related to their future.

Unit 3 titled, “I am the Boss” has ten pages (12-31) and consist of three main phases which are pre-activity, main-activity, and post-activity. Here are the explanation:

1) Pre-Activity
   a. Get the Idea – the students need find the idea about what they are going to learn. In this part, there is one picture as a hint and the students have to pay attention to the short movie which is provided by the teacher.
   b. Let’s do it – here the students answer the questions according to the pictures and the short movies.

2) Main-Activity
   a. Speak UP!! – help the students to develop their courage in speaking English, especially in front of people. In this part, the students try to perform or read an example of daily conversation with their partner about dreams and future plans.
   b. Find and share – ask the students to find any difficult words and then they will share each other difficulties with their friends in a group.
   c. Memorize and pronounce it!! – help the students to add some new vocabularies and help them pronounce those words correctly.
   d. QUIZ – to take the students individual score.
e. Let’s play – to take the students group score by doing a role play

3) Post-Activity

Reflection – help the students to think about the benefits of studying this material related to their future.

The last is unit 4 titled, “Learn through Music” has eleven pages (32-42) and consist of three main phases which are pre-activity, main-activity, and post-activity. Here are the explanation:

1) Pre-Activity

a. Let’s see – help the students to think fast and critically by using a picture or a video as a media.

b. Get the Idea – the students need find the idea about what they are going to learn. In this part, there is one picture as a hint and the students have to pay attention to the short movie which is provided by the teacher.

c. Let’s do it – here the students answer the questions according to the pictures and the short movies.

2) Main-Activity

a. Speak UP!! – help the students to develop their courage in speaking English, especially in front of people. In this part, the students try to perform or read an example of daily conversation with their partner about their interest and hobby.

b. Find and share – ask the students to find any difficult words and then they will share each other difficulties with their friends in a group.
c. Memorize and pronounce it!! – help the students to add some new vocabularies and help them pronounce those words correctly.

d. QUIZ – to take the students individual score.

e. Guess it!! – challenge the students to guess a word/job/thing/etc by listen to their friend saying the description or the hint.

f. Relaxation – ice breaking for the students

g. Sing a long song – the students practice pronunciation and speaking English by singing

3) Post-Activity

Reflection – help the students to think about the benefits of studying this material related to their future.

The description above only gives a little idea about the design of the book. For further details can be seen directly on the appendix F (page 76).
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter explains the conclusions and recommendations. The researcher concludes the summary of the research in the first part of this chapter. The second part elaborates the recommendations to follow up this research for the teachers and other researchers.

A. Conclusions

This research was conducted in order to answer the two research questions. First, how are the speaking materials using cooperative learning for the twelfth grade students of SMK N 2 DEPOK designed? Second, what do English-speaking materials using cooperative learning for the twelfth grade students of SMK N 2 DEPOK look like?

In order to answer the first question, the researcher applied Research and Development as the research method. In the research method, the researcher implemented five of Borg and Gall’s Research and Development stages. Then, those stages were combined with Kemp's Instructional Design Theory to develop and design the speaking materials.

In answering the second question, the researcher presented the final form or final version of the designed materials. This was the result of the research and could be seen in appendix D (page 69). There were four units in the designed
materials. Each unit focused on one topic. The arrangement of the materials could be seen in table 4.6 (Page 44).

The researcher divided each unit into three phases of teaching steps. They were pre-activity, main-activity, and post-activity. In the pre activity, there were Get the idea and Let’s see. It stimulates the students to become more active in the class and to brainstorm them. In the main activity, there were Speak up, Find and share, Memorize and pronounce it, Guess it, Quiz, Let’s Play, Present it, Let’s do it, and Sing a long song. This phase contains a lot of speaking comprehension that can help the students to improve their speaking skill beside that, the main activity designed based on the elements of cooperative learning approach. Post activity consists of Review and Reflection. In these phases, the students reflect on what they have learned and what the benefits are for their future.

B. Recommendations

In this part, the researcher would like to give the teachers and future researchers some recommendations related to the research in this field.

1. For Teachers

a. The lesson plan which is provided just a sample. The teacher can modify the lesson plan according on their teaching style and the needs.

b. It is not teacher centered, the teachers must give a guidance to the students and also encourage them to create their zone which is comfortable to learn in the class. Then they will not feel afraid again to learn and to speak English. The
media in the materials (videos or pictures) could be modified as long as it is related to the topic and support the materials.

2. For Other Researchers

The researcher recommended to other researchers who conducted the same research and development to be careful in selecting the materials because there was a lot of English materials but there is a limit material that was appropriate for the student according to their needs.
REFERENCES


APPENDICES
APPENDIX A

Surat Ijin Penelitian
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

Nomor : 055 /Pul/Kajur/ JPBS / W / 2014
Hal : Permohonan Ijin Penelitian

Kepada
Yth. Kepala Kantor Kesatuan Bangsa
Kab. Sleman

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : Cornelius Yoga Arinaya Putra
No. Mhs : 191214041
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Semester : 8 (Delapan)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi : SMK N.2 Depok, Sleman, Yogyakarta
Waktu : April - Agustus 2014
Topik / Judul : Designing a Set of Speaking Material Using Cooperative Learning for The Twelve Grade Students of SMK N.2 Depok, Sleman, Yogyakarta.

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 10 April 2014

u.b. Dekan,
Ketua Jurusan
Pendidikan Bahasa dan Seni

P. Kuswandono, Ph.D.
NBP: P. 1665

Tembusan Yth:
1. Dekan FKIP

Mrican, Tronco Pos 29 Yogyakarta 55002 Telp. (0274) 513301, 515352 - Ext. 1413, Fax. (0274) 562383
website: www.usd.ac.id email: fkip@usd.ac.id

54
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

Nomor : 040 /Pnl/Kajur /JPBS / IV / 2014
Hal : Permohonan Ijin Penelitian

Kepada
Yth. Kepala BAIPEDA Sleman

Dengan hormat,
Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : Cornelius Yoga Anindya Putra
No. Mhs : 101211041
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Semester : 3 (Delapan)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi : SMK N. 2 Depok, Sleman, Yogyakarta
Waktu : April - Agustus 2014
Topik / Judul : Designing a Set of Speaking Material Using Cooperative Learning for The Twelve Grade Students of SMK N 2 Depok, Sleman, Yogyakarta

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 3 April 2014
u.b. Dekan,
Ketua Jurusan
Pendidikan Bahasa dan Seni

P. Kuswandono, Ph.D.
NPP: P. 1665

Tembusan Yth:
1. Dekan FKIP
A. FORMULIR ISIAN PERMOHONAN UIN STUDI PENDAHULUAN / PRA SURVEY / PRA PENELITIAN *)

B. SURAT PERNYATAAN BERSEDIA MENYERAHKAN HASIL PENELITIAN / SURVEY / PKL *)

*) Lingkari yang dipilih

Nomor : 070 / U 2 3

Kami, yang bertanda tangan di bawah ini:

1. Nama
2. No. Mahasiswa/NIP/NIM
3. Tingkat (D1/D2/D3/D4/S1/S2/S3)
4. Universitas/Akademi
5. Dosen Pembimbing
6. Alamat Rumah Peneliti
7. Nomor Telepon/HP
8. Lokasi Penelitian/Survey
9. Judul Penelitian

Berdasarkan pilihan saya pada formulir isian diatas (poin B), saya bersedia untuk
menyeraahkan hasil Penelitian / Survey / PKL berupa 1 (satu) CD format PDF
selambatnya 1 (satu) bulan setelah selesai Penelitian / Survey / PKL dilaksanakan.

Sleman, 15, April... 20... YK

Yang menyatakan

[Signature]

Cornelius Yoga Arindya Putra

(Nama Peneliti)
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

KANTOR KESATUAN BANGSA

Beran, Tridadi, Sleman, Yogyakarta, 55511
Telepon (0274) 864650, Faksimile (0274) 864650
Website: www.sleman.kab.go.id, E-mail: kesbang.sleman@yahoo.com

Nomor : 070 / Kesbang / 22 / 2014
Kepada

Rekomendasi
Penelitian

Yth. Kepala Bappeda
Kabupaten Sleman
di Sleman

REKOMENDASI

Memperhatikan surat:

Dari: Ket. Jur. FKIP USD
Nomor: 055/Pnlr/Kajur/JPBS/IV/2014
Tanggal: 10 April 2014
Perihal: Permohonan Ijin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan rekomendasi dan tidak keberatan untuk melaksanakan penelitian dengan judul "DESIGNING A SET OF SPEAKING MATERIAL USING COOPERATIVE LEARNING FOR THE TWELVE GRADE STUDENTS OF SMK N 2 DEPOK SLEMAN YOGYAKARTA

kepada:
Nama: Cornelius Yoga Arindya Putra
Alamat Rumah: Kanjengan II Bareng Klaten
No. Telepon: 08562552730
Universitas / Fakultas: USD / FKIP
NIM: 101214041
Program Studi: S1
Alamat Universitas: Mrican Tromol Yogyakarta
Lokasi Penelitian: SMK N 2 Depok Sleman
Waktu: 15 April - 15 Juli 2014

Yang bersangkutan berkewajiban menghormati dan menaati peraturan serta tata tertib yang berlaku di wilayah penelitian. Demikian untuk dipergunakan sebagaimana mestinya.

Kepala Kantor Kesatuan Bangsa

an.

Ucapan terima kasih dan penghargaan untuk semua bantuan yang telah diberikan.

Widodo Wuryanto, S.IP, M.Si
Penata Tata Usaha
NIP 197012041990091001

57
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
Jalan Parasamy Nomor 1 Baran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimilie (0274) 868800
Website: slemankab.go.id, E-mail: bappeda@slemankab.go.id

SURAT IZIN
Nomor : 070 / Bappeda / 1423 / 2014

TENTANG PENELITIAN
KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Hal : Rekomendasi Penelitian

Tanggal : 15 April 2014

MENGIZINKAN :

Kepada :
Nama :
No.Mhs/NIM/NIP/NIK :
Program/Tingkat :
Instansi/Perguruan Tinggi :
Alamat Instansi/Perguruan Tinggi :
Alamat Rumah :
No. Telp / HP :

Untuk :

Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul DESIGNING A SET OF SPEAKING MATERIAL USING COOPERATIVE LEARNING FOR THE TWELVE GRADE STUDENTS OF SMK N 2 DEPOK SLEMAN YOGYAKARTA

Lokasi :
Waktu :

Selama 3 bulan mulai tanggal : 15 April 2014 s/d 15 Juli 2014

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk sepernyanya.
2. Wajib menjaga inai tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahkan untuk kepentingan-kepentingan di luar yang direkomendaskan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

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

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

Tembusan :
1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
4. Camat Depok
5. Ka. SMK Negeri 2 Depok Sleman
6. Dekan FKIP-USY Yogyakarta
7. Yang Bersangkutan

Dikeluarkan di Sleman
Pada Tanggal : 15 April 2014
a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris
u.b.

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, MM
Pembina, IV/a
APPENDIX B

Observation checklist and Result
Appendix B: Observation Checklist

**OBSERVATION CHECKLIST**

<table>
<thead>
<tr>
<th>No</th>
<th>Observed Points</th>
<th>v/x</th>
<th>Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Whiteboard</td>
<td>v</td>
<td>There is whiteboard in every class</td>
</tr>
<tr>
<td>2</td>
<td>Blackboard</td>
<td>v</td>
<td>There is blackboard in every class</td>
</tr>
<tr>
<td>3</td>
<td>Board marker</td>
<td>x</td>
<td>Teachers bring board marker by themselves</td>
</tr>
<tr>
<td>4</td>
<td>Eraser</td>
<td>x</td>
<td>Teachers bring eraser by themselves</td>
</tr>
<tr>
<td>5</td>
<td>Microphones</td>
<td>x</td>
<td>There is no microphone in the class</td>
</tr>
<tr>
<td>6</td>
<td>OHP</td>
<td>x</td>
<td>There is no OHP in the class / school</td>
</tr>
<tr>
<td>7</td>
<td>LCD Viewer</td>
<td>v</td>
<td>There is LCD viewer but not in every class</td>
</tr>
<tr>
<td>8</td>
<td>Tape recorder</td>
<td>v</td>
<td>There is tape recorder but not in every class</td>
</tr>
<tr>
<td>9</td>
<td>PC for class</td>
<td>x</td>
<td>There is no PC in the class</td>
</tr>
<tr>
<td>10</td>
<td>Speaker</td>
<td>x</td>
<td>There is no speaker in the class, teachers should bring it by themselves</td>
</tr>
<tr>
<td>11</td>
<td>TV</td>
<td>x</td>
<td>There is no TV in the class</td>
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<tr>
<td>12</td>
<td>Video player</td>
<td>x</td>
<td>There is no video player in the class</td>
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<tr>
<td>13</td>
<td>English books/Magazines</td>
<td>v</td>
<td>Every student have the handbook</td>
</tr>
<tr>
<td>14</td>
<td>Dictionary</td>
<td>x</td>
<td></td>
</tr>
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</table>

**School Facilities**

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<th>v/x</th>
<th>Info</th>
</tr>
</thead>
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<tr>
<td>16</td>
<td>Wi-Fi</td>
<td>v</td>
<td>There are two network here, school network itself and wifi id or speedy instant.</td>
</tr>
<tr>
<td>17</td>
<td>Language Laboratory</td>
<td>v</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Multimedia room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Workshop (for other study) program</td>
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<td></td>
</tr>
<tr>
<td>21</td>
<td>Chemical Laboratory</td>
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<td></td>
</tr>
</tbody>
</table>

**Teachers, Time and Schedule**

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>22</td>
<td>Number of English Class in a week</td>
</tr>
<tr>
<td>23</td>
<td>Number of English Teachers</td>
</tr>
<tr>
<td>24</td>
<td>Average number of students in each class</td>
</tr>
<tr>
<td>25</td>
<td>Time allocation for English class</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>v</td>
<td>2 classes per week</td>
</tr>
<tr>
<td>V</td>
<td>8 teachers</td>
</tr>
<tr>
<td>V</td>
<td>32 students</td>
</tr>
<tr>
<td>V</td>
<td>2 x 45 minutes</td>
</tr>
</tbody>
</table>
APPENDIX C

Pre-Design Questionnaire
Appendix C: Pre-Design Questionnaire

Kuisiner

Nama : 
Sekolah : 
Latar belakang pendidikan : 

Jawablah pertanyaan dibawah ini dengan tepat!
1. Apakah kamu menyukai pelajaran bahasa Inggris?
   a. Ya, karena __________________________________________
   b. No, karena __________________________________________
2. Apakah kamu suka berbicara dengan menggunakan bahasa Inggris?
   a. Ya
   b. Tidak
3. Jika jawabannya tidak, apa alasan yang mendukung? (diijinkan untuk lebih dari 1 alasan)
   a. Aktifitasnya monoton
   b. Keterbatasan kosa kata
   c. Aktifitasnya tidak menarik
   d. Membosankan
   e. Grogi
   f. Takut salah
   g. Alasan lainnya: __________________________________________
4. Apabila jawabannya iya, berikan alasanmu? (diijinkan untuk lebih dari 1 alasan)
   a. Berbicara menggunakan bahasa inggris itu menyenangkan
   b. Aktifitasnya menarik
   c. Hobi berbicara dideapan public/umum
   d. Alasan lainnya: __________________________________________
5. Apakah guru kelasmu mengajar dengan cara yang menarik?
   a. Ya
   b. Tidak
6. Apakah kegiatan “speaking” di kelas menyenangkan?
   a. Ya, karena __________________________________________
   b. Tidak, karena __________________________________________
7. Apakah tugas – tugas yang diberikan cukup variatif?
   a. Ya
   b. Tidak
8. Apakah kamu menemui hambatan ketika kamu mengikuti kelas “speaking”?  
   a. Ya  
   b. Tidak  

9. Jika jawapanmu iya, berikan alasanmu?  
   a. Topiknya membosankan  
   b. Struktur kata/grammarnya susah dimengerti  
   c. Selalu merasa grogi  
   d. Takut membuat kesalahan  
   e. Penjelasan kurang jelas  
   f. Alasan yang lain: ________________________________  

10. Aktifitas apa yang paling favorit ketika pelajaran bahasa Inggris di kelas?  
        (Diurutkan dari yang paling menarik)  
   a. Role play  
   b. Peer feedback  
   c. Group discussion  
   d. Group presentation  
   e. Giving speech  
   f. Games  
   g. Kegiatan lain: ________________________________  

11. Pilihlah topic yang menurutmu paling menarik dan paling kamu butuhkan.  
   a. Technology  
   b. Communication  
   c. Sport  
   d. Music  
   e. Lifestyle  
   f. Education  
   g. Economy  
   h. Mass Media  
   i. Topik lain: __________________________________________
Jawablah pertanyaan dibawah ini secara detail!

1. Apakah guru selalu mengadakan kegiatan belajar mengajar/aktifitas mengajar dalam bentuk kegiatan berkelompok?

2. Apakah di dalam kegiatan kelompok tersebut, guru melakukan penilaian yang juga mengacu kepada performa individu?

3. Apakah guru kelas mengajarkan tentang peran serta individu sangat penting terhadap kemajuan kelompok seperti, setiap individu harus mempunyai pengetahuan agar masing – masing individu dapat memberi masukan satu sama lain? Berikan contohnya ketika anda memberikan masukan ke teman lain.

4. Menurut anda, ketika salah satu anggota performanya tidak maksimal, apakah hal tersebut dapat mempengaruhi hasil yang didapatkan oleh kelompok?

5. Menurut anda, apakah bekerja dalam kelompok dapat meningkatkan sikap saling percaya, sikap seorang pemimpin, sikap untuk mampu membuat keputusan, serta meningkatkan kemampuan berkomunikasi dan kemampuan mengolah permasalahan? Berikan alasanmu secara detail dan jelas.
6. Menurut pengamatan dan pengalaman anda sebagai siswa SMK teknik, apakah materi bahasa inggris yang anda dapatkan selama ini sudah pas atau cocok untuk anak SMK teknik?

7. Menurut anda sebagai siswa SMK, materi atau topic semacam apa yang kalian harapkan atau inginkan untuk menunjang kehidupan kalian di kemudian hari?

8. Lalu setelah selesai melakukan kegiatan kelompok/diskusi kelompok, apakah guru juga menanyakan tujuan kelompok sudah tercapai atau belum dan apa yang harus dilakukan agar kegiatan kelompok tersebut lebih membuahkan hasil di kegiatan selanjutnya?

9. Menurutmu apakah topic yang sudah ada selama ini cukup menarik dan membantu meningkatkan pengetahuanmu tentang jurusan yang sedang anda dalami sekarang? Berikan alasan yang jelas dan berikan pula topic semacam apa yang sesungguhnya sangat dibutuhkan oleh siswa SMK!

Thank You ^^
QUESTIONNAIRE

INFORMED CONSENT
Signed by: ___________________ Date: ______________________________

Name : 
Gender : 
Educational Background : 

Please answer the following question! 
1. Do you like English lesson? 
   a. Yes, because ______________________________________
   b. No, because ______________________________________
2. Do you like speaking in English lesson? 
   a. Yes 
   b. No
3. If your answer is NO, what is your reason? (more than 1 is allowed) 
   a. The activities are monotonous 
   b. The limited of vocabularies 
   c. Unattractive activities 
   d. Boring 
   e. Nervous 
   f. Feel afraid if making mistakes 
   g. Other: ____________________________________________
4. If your answer is YES, what is your reason? (more than 1 is allowed) 
   a. Speaking is fun 
   b. The activities are attractive 
   c. I’m talkative 
   d. Other: ______________________________________________
5. Do your teachers deliver the speaking materials with an attractive way? 
   a. Yes 
   b. No
6. Are the activities in speaking class fun? 
   a. Yes, because __________________________________________
   b. No, because __________________________________________
7. Is the task in speaking class various? 
   a. Yes 
   b. No
8. Do you have any difficulties in speaking class? 
   a. Yes
b. No
9. If YES, what is your reason?
   a. The topic is so boring
   b. The grammar is so confusing
   c. Always feel nervous
   d. Afraid of making mistakes
   e. The explanation is not clear enough
   f. Other: ________________________________________________

10. What is your favorite activity in Speaking class (please give the numbers from the most favorite activity that you like to the activity that less attractive)
   a. Role play
   b. Peer feedback
   c. Group discussion
   d. Group presentation
   e. Giving speech
   f. Games
   g. Other: _________________________________________________

11. Please choose topic that you like between the following options.
   a. Technology
   b. Communication
   c. Sport
   d. Music
   e. Lifestyle
   f. Education
   g. Economy
   h. Mass Media
   i. Other: _________________________________________________

Thank You ^^
APPENDIX D

The Result of Pre-Design Questionnaire
Appendix D: The result of pre-design questionnaire

THE RESULT OF PRE-DESIGN QUESTIONNAIRE

Respondent: XII grade students of Kimia Industri and Kimia analis class
Number of respondents: 57
The data taken on: 2nd week of February 2014

<table>
<thead>
<tr>
<th>No</th>
<th>Questions/Statements</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Apakah kamu menyukai pelajaran Bahasa Inggris?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Ya</td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td>d. Tidak</td>
<td>7%</td>
</tr>
<tr>
<td>2.</td>
<td>Apakah kamu suka berbicara dengan menggunakan Bahasa Inggris?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Ya</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>b. Tidak</td>
<td>67%</td>
</tr>
<tr>
<td>3.</td>
<td>Jika jawabannya tidak, apa alasan yang mendukung?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Aktifitasnya monoton</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>b. Keterbatasan kosa kata</td>
<td>54%</td>
</tr>
<tr>
<td></td>
<td>c. Aktifitasnya tidak menarik</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>d. Membosankan</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>e. Grogi</td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td>f. Takut salah</td>
<td>46%</td>
</tr>
<tr>
<td></td>
<td>g. Alasan lainnya</td>
<td>16%</td>
</tr>
<tr>
<td>4.</td>
<td>Apabila jawanmu iya, berikan alasanmu.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Berbicara menggunakan Bahasa Inggris itu menyenangkan</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>b. Aktifitas menarik</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>c. Hobi berbicara di depan public</td>
<td>4%</td>
</tr>
<tr>
<td>No</td>
<td>Questions/Statements</td>
<td>Number of students</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>5</td>
<td>Apakah guru kelasmu mengajar dengan cara yang menarik?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Ya</td>
<td>74%</td>
</tr>
<tr>
<td></td>
<td>b. Tidak</td>
<td>26%</td>
</tr>
<tr>
<td>6</td>
<td>Apakah kegiatan “speaking” di kelas menyenangkan?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Ya</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>b. Tidak</td>
<td>40%</td>
</tr>
<tr>
<td>7</td>
<td>Apakah tugas – tugas yang diberikan cukup variatif?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Ya</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>b. Tidak</td>
<td>33%</td>
</tr>
<tr>
<td>8</td>
<td>Apakah kamu menemui hambatan ketika mengikuti kelas “speaking”?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Ya</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td>b. Tidak</td>
<td>12%</td>
</tr>
<tr>
<td>9</td>
<td>Jika jawabanmu iya, berikan alasanmu</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Topiknya membosankan</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>b. Struktur kata/grammarnya susah dimengerti</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>c. Selalu merasa grogi</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>d. Takut membuat kesalahan</td>
<td>51%</td>
</tr>
<tr>
<td></td>
<td>e. Penjelasan kurang jelas</td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td>f. Alasan yang lain</td>
<td>9%</td>
</tr>
<tr>
<td>10</td>
<td>Aktifitas apa yang paling favorit ketika pelajaran Bahasa Inggris di kelas?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>h. Role play</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>i. Peer feedback</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>j. Group discussion</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>k. Group presentation</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>l. Giving speech</td>
<td>20</td>
</tr>
</tbody>
</table>
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>m.</strong> Games</td>
<td>51</td>
</tr>
<tr>
<td><strong>n.</strong> Kegiatan lain</td>
<td>7</td>
</tr>
<tr>
<td><strong>11.</strong> Topic yang paling menarik dan paling dibutuhkan</td>
<td></td>
</tr>
<tr>
<td><strong>j.</strong> Technology</td>
<td>19</td>
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<tr>
<td><strong>k.</strong> Communication</td>
<td>18</td>
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<td><strong>l.</strong> Sports</td>
<td>14</td>
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<td><strong>m.</strong> Music</td>
<td>2</td>
</tr>
<tr>
<td><strong>n.</strong> Lifestyle</td>
<td>6</td>
</tr>
<tr>
<td><strong>o.</strong> Education</td>
<td>22</td>
</tr>
<tr>
<td><strong>p.</strong> Economy</td>
<td>22</td>
</tr>
<tr>
<td><strong>q.</strong> Mass media</td>
<td>5</td>
</tr>
<tr>
<td><strong>r.</strong> Topic lain</td>
<td>3</td>
</tr>
</tbody>
</table>
APPENDIX E

List of Questions for Pre-Design and Post-Design Interview
Appendix E: Pre-Design Questions

1. How is the English materials used in SMK N 2 Depok?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

2. How is the students’ characteristic in SMK N 2 Depok?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

3. What kind of difficulties that the students face while learning English?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

4. What kind of activities that the students like when they are studying English?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Appendix E: Post-Design Questions

1. What is your comment on the designed materials?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

2. What is your suggestion to make the material better?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Thank You
APPENDIX F

The Book
ENGLISH FOR BRIGHTER FUTURE

English Learning materials
For intermediate level (grade XII)
State Vocational High School 2 Depok
Cornelius Yoga A. P.
Preface

Education has an important role in the development of a country. The quality of the human resources of a country can be improved by education. Thus national education has to be able to ensure the equality in opportunity to get an education, the improvement of education quality, the improvement of education relevance, and the improvement of efficiency of education management.

English for Brighter Future: English for Vocational School for Intermediate Level (Grade XII) aims to assist you in learning process by providing a number of learning materials and activities that will improve your English skill especially in speaking skill. The activities, exercise and context are deliberately customized to be suitable for vocational high school, especially for chemical engineering.

English for Brighter Future: English for Vocational School for Intermediate Level (Grade XII) is composed based on research about the students need now a days. The process is to bridge the student’s background knowledge and experiences with the materials to be given, expose you to authentic materials of language use, and have you work on activities both individually and in groups.

Last but not least, the writers are very grateful to all people who have helped and given their input, support and encouragement. Hopefully, this book will help you learn English in a communicative way.

Yogyakarta, November 2014

Writer
Book Components

1. Picture and title of unit – introduce the topic in the unit
2. Let’s see – help you to think fast and critically
3. Get the Idea – find the idea about what we are going to learn
4. Find and share – ask you to find any difficult word and then share each other difficulty with your friends in your group
5. Memorize it by pronounce it!! – help you to add new vocabulary and help you pronounce words correctly
6. Speak UP!! – help you to develop your courage in speaking English
7. QUIZ – to take your individual score
8. Guess it!! – challenge you to guess a word/job/thing/etc by listen to the description that given by your friend.
9. Present it!! – practice presentation in form of group
10. Sing a long song – practice pronunciation and speaking English by singing
11. Let’s play – to take your group score by doing a role play
12. Reflection – help you to think about the benefits of studying this material related to your future.
Contents

Preface ...............................................................................................................................................ii
Book components ............................................................................................................................iii

Unit 1
We are surrounded by it ......................................................................................................................1

Unit 2
It’s not the Technology. It’s How We Use It .....................................................................................11

Unit 3
I am the BOSS ................................................................................................................................22

Unit 4
Learn through Music .......................................................................................................................32
Unit 1
We are surrounded by it
The purpose of this unit is to introduce the vocational school students to a place where they will be in after they have graduated. Through this unit, students can imagine what kind of place they will work for later. Not only introducing and giving an image about it, but also giving an example of a conversation, vocabulary, how to pronounce word correctly, and etc.
Activity 1 – Get the Idea

* Form a group of 4 and watch the videos carefully
Activity 2 – let’s do it

After watching the video, discuss and share these questions orally in your group.

1. What do you think about the video?
2. What kind of industries are they?
3. What kind of machines/tools do they use?
4. What jobs are most common there?
5. What kind of services do they provide?

Activity 3 – Speak UP!!

Read and study the dialog. Practice it with your friends. Pay attention to your intonation and pronunciation.

~ Daily conversation in industry ~

Max : Good morning, Jess.
Jessy : Morning, Max.
Max : How are you today?
Jessy : I am fine, thank you. How about you?
Max : I am a little bit sleepy.
Jessy : Why?
Max : Just like usual. I am watching movie until midnight.
Jessy : Ah, I see. That’s your habit eh.
Max : Yea, that’s my bad habit.
By the way, how’s your work today? Still doing a research about new medicine?

Jessy: Yeah still doing the same job, researching the content of herbs so it can be produced into a medicine.

Let’s go to the lab, Max.

Max: Okay, by the way what herbs did you use? How is the process?

Jessy: The process of extracting mangosteen rind is like this, actually there are 3 ways:

Method I

1. Weighing the initial weight of 150 grams of mangosteen rind.
2. Slice the mangosteen rind into a small shape then dry it for 7 days.
3. Pound some mangosteen rind then put into the empty capsule.

Method II

1. Take a small slice of mangosteen rind then dry it in the sun until dried up.
2. Take a cup of hot water; dip 2-3 slices dried mangosteen rind earlier.
3. Drink the potion after the water feel warm and the color turn into purple.

Method III

1. Take 2 mangosteen fruit.
2. Wash and cut into pieces, boil in 4 cups of water until half of volume is gone.
3. When it’s already cold, strain it then give honey to make it tasty.
Max: I see. Not so difficult I think.

Jessy: Of course not, but that’s just the process of extracting mangosteen rind. For the mass product we use the machine using the same process like what I did last time to make it into a capsule or a tablet.

Max: Now I know that you just doing experiment and the rest will be done by machine

Jessy: That’s right.

Max: Okay then, I will see you later Jess. I will go back to my office.

Jessy: Okay Max. See you.

Max: See you

**Activity 4 – find and share**

Find any difficult words from the dialog and find the meaning in Bahasa Indonesia with your group.

<table>
<thead>
<tr>
<th>No</th>
<th>Difficult words</th>
<th>Meaning in Bahasa Indonesia</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 5 - memorize and pronounce it!!

Add new vocabulary and Pronunciation practice

Read the following words and find their meanings in your dictionary/internet. Pay attention to your pronunciation.

1. absolute zero
2. accuracy
3. acid
4. reaction
5. aeration
6. atom
7. allotropy
8. anion
9. anode
10. atomic number

11. barometer
12. biochemistry
13. boiling point
14. boiling-point elevation
15. catalyst
16. cation
17. centrifuge
18. chemical reaction
19. colloid
20. combustion
21. compound
22. condensation
23. conductor
24. crystal
25. cuvette

**Activity 6**

Read the dialog once again and answer these questions below.

1. What is Jessy?
2. Where does she work?
3. What are they doing?
4. What is the advantage of consuming mangosteen rind extraction?
5. After being proceed manually, what is the next step?

**Activity 7 – Guess it!!**

Pair up and guess the industry or the tool is based on the given descriptions. You can also use your own descriptions.

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>Name of tool/type of industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A thin glass tube used especially in biology and chemistry for measuring or moving a small amount of liquid.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Definition</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>2</td>
<td>A tube inside which liquid or gas flows from one place to another.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>A small cooker that burns paraffin.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>A clear liquid with a strong smell made from coal or petroleum and used as a fuel, especially in heaters and lights.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>An industry that uses large machines to produce either materials such as steel or large goods such as ships and trains.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>An industry that provides a service for people but does not result in the production of goods.</td>
<td></td>
</tr>
</tbody>
</table>

**Activity 8 – Quiz**

Use your memory from the first video and answer these questions below correctly:

1. Who is Ariana Zirbes?
2. Who is Tom Jones?
3. What is the ingredient manager’s job/task?
4. Why does Nestle take most of the worker from University of Wisconsin-Eau Claire chemistry grads?
5. How many grads from University of Wisconsin-Eau Claire Chemistry works in Nestle nutrition?
Activity 9 - Let’s play!!

Present a 3 (three) minute role-play with your group about working in the industry. It could be a chemical industry or another industry such as automotive industry. You can see dialogue page 4-6. After you finish making the dialog, come in front of the class and perform it.

Activity 10 - REFLECTION

1. What social skill have you learned today?
2. Is that social skill useful for your life?
3. Give an example!
4. What have you learned from this material?
5. Is this material useful for your future? Please give a reason.
IT’S NOT THE TECHNOLOGY

IT’S HOW WE USE IT
The purpose of this material is to help students to think widely about the function of social media. Generally, students will think that social media are just for fun or chit chat with their friends. Actually, social media have many advantages.

Through this material, the students will know that social media can be functioned as a “bridge” to their success.
Activity 1 – let’s see

* Watch the pictures carefully and give your opinion about it.
Activity 2 - Get the Idea

Form a group of 4 and watch the videos carefully

After watching the video, discuss and share these questions orally in your group.
Activity 3 - find and share

Find any difficult words from the short video and discuss it with your group.

<table>
<thead>
<tr>
<th>No</th>
<th>Difficult words</th>
<th>Meaning in Bahasa Indonesia</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Answer the following questions based on your understanding after watching the pictures and the video.

1. Have you ever used those applications/software/programs?
2. For what reasons do you use those applications/software/programs?
3. How often did you use those applications/software/programs?
4. What kind of device did you use to open those applications/software/programs?
Activity 4 — memorize and pronounce it!!

Add new vocabulary and Pronunciation practice

Read the following words and find their meanings in your dictionary/internet. Pay attention to your pronunciation.

- Social media vocabulary

1. Viral
2. Platform
3. Authenticity
4. Influence
7. Hashtag
8. Search Engine Optimization (SEO)
9. Transparency
10. Synergy
11. Trending
12. e-Book
13. Wiki
14. Blog
15. User-Generated-Content (UGC)
16. Tweeps
17. Microblogging
18. Widget
19. Link bait
20. Meme
21. Engage
22. Website traffic
23. Tag

- Chemical vocabulary

1. deionization
2. deliquescence
3. Deposition
4. dipole
5. dipole moment
6. dissolution or solvation
7. bond
8. electrolyte
9. electrochemical cell
10. electromagnetic radiation
11. electromagnetism
12. electromotive force
UNIT 2 – IT’S NOT THE TECHNOLOGY, IT’S HOW WE USE IT

13. electron
14. electron shell
15. electric charge
16. element
17. energy
18. enthalpy
19. entropy
20. enzyme
21. Empirical Formula
22. Eppendorf tube
23. freezing
24. Faraday constant
25. Frequency

Activity 5 - Speak UP!!

Read the dialog carefully and act it out with your friends in front of the class.

Sometime in the park

Nicko is watching Crist playing FB

- Crist, what are doing here?
- Hai Nick. Ah just relaxing for a while. By the way, why are you here?
- I want to go to library, but in the way I go there I see you here. So I come to say hi!
- I see then.

- What are you doing with your facebook Crist?
- Ah, just playing around with my friends and share something funny with them.
- Just playing around? What a wasting time dude.
- What do you mean?
For the example, you can use it as marketing media. If you have business, Social media present great marketing opportunities for businesses of all sizes. You can use social media to: promote the name of your brand and business, tell customers about your goods and services, find out what customers think of your business, attract new customers, and build stronger relationships with existing customers.

Advantages of using social media

- **broad reach** - social media can reach millions of people all around the world
- **ability to target** particular groups - many forms of social media (e.g. Facebook, Foursquare) allow businesses to target specific groups, often in particular locations
- **free or low-cost** - many forms of social media are free for business, and paid options are usually low-cost
- **personal** - social media allow you to communicate on a personal basis with individual customers and groups
- **fast** – you can quickly distribute information to many people
- **easy** - you don’t need high-level skills or computer equipment to participate in social media. The average person with a standard computer should have no
Marketing through social media also has its risks. These include:

- **wasted time and money** for little or no tangible return
- **the rapid spread of the wrong kind of information** about your business (e.g. incorrect information accidentally posted by you, negative reviews posted by others)
- **legal problems** if you don't follow privacy legislation and the laws regarding spam, copyright and other online issues.

I found it from this website (https://www.business.qld.gov.au/business/running/marketing/online-marketing/social-media-business)

That is so complicated though. By the way, where did you found those information?

No problem bro.

Ok then. Thanks for your useful information Nick.

I will try it later.

Okay, good luck and have fun. ^^ I have to go now.

Ok. See you later.

See ya.
Activity 6 - Quiz

Use your memory from the dialog and answer these questions below correctly.

1. What did Crist do before Nicko come?
2. What kind of relationship do they have?
3. What is the function of social media according to Crist?
4. What is the function of social media according to Nicko?
5. What are the advantages of social media as a marketing tool?

Activity 7 – Guess it!!

Pair up and guess the name of the social media applications based on the given descriptions.

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>Name of social media</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The number one place for creating video content, with can be an incredibly powerful social media marketing tool.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The social media marketing tool that lets you broadcast your updates across the web. You can follow or unfollow people/organization/something interesting around the world.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The social media marketing tool that lets you broadcast your updates across the web. You can add friends or subscribe them.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The social media that helps you find places.</td>
<td></td>
</tr>
</tbody>
</table>
The social media that helps you share your creativity through picture.

The social media that helps you share your creative writing or something else.

---

**Activity 8** - **Present it**

Work in groups of four and make a new page or account of social media (you can choose what social media that you like to make) to advertise your business. Decorate it and then present it in front of the class with your group.

---

**Activity 9** - **REFLECTION**

1. What social skill have you learned today?
2. Is that social skill useful for your life?
3. Give an example!
4. What have you learned from this material?
5. Is this material useful for your future? Please give a reason.
Unit 3
I am the BOSS
The purpose of this material is to help students to think widely about their study program. Generally, students will think that after graduating from vocational high school, they will just apply for a job in an industry.

There is nothing wrong with working in an industry, but through this material, students will learn about entrepreneurship.
Activity 1 – Get the Idea

* Form a group of 4 and watch the videos carefully

Right now I am planning to start my own airline company.
Activity 2 - let’s do it

After watching the video, discuss and share these questions orally in your group.

1. What do you think about the videos (1st and 2nd)?
2. What kind of dream is the main character having?
3. What did the main character do?
4. What kind of dream jobs are most common there?
5. In the end of story, what did the main character get?

Activity 3 - Speak UP!!

Read and study the dialog. Practice it with your friends. Pay attention to your intonation and pronunciation.

~ What is your dream? ~

During break time at class

Rina : Hi Elis. What book are you reading right now?
Elis : Oh... This is a book about law.
Rina : You seems really enjoy your reading. Do you like law or something like that?
Elis : Yes, I like everything that deals with law. I think when I go to college later I’m going to be law student. My dream is to become a well-known and professional lawyer.

Galih : A lawyer? What so good of being of a lawyer?
Elis : I think being a lawyer is really cool for me. I can help people to deal with their law problems. I can give advices to people regarding the way out of their law issues or defend them in their lawsuit cases. Lawyer is also a prestigious
profession. It’s not easy to be a lawyer. You need to take a long educational period to make you a true and dependable lawyer.

Galih : I heard that a lawyer makes a lot of money too. Ha ha ha.

Elis : Ha ha ha. I think that could be one reason too. So, what do you want to be in the future, Rina?

Rina : My true goal is becoming an entrepreneur.

Elis : Entrepreneur? Whoa, are you serious about that? What a goal to reach, Rina!

Rina : Yes, I am 100% serious about this. I will build a computer manufacture since I am good at IT and I want to open opportunity for those unemployment. What about you, Galih? What is your dream job?

Elis : Um... I don’t know. Since I like arts, I think I’m going to be an artist.

Rina : An artist? Um, that’s quite cool for me. What makes you decide to be an artist as your dream job?

Galih : Yeah, as you see, I’m crazy about arts. Actually I love all kinds of art, especially fine arts. I love to paint and make sculptures or statues from woods, or wax. I want to be a great fine artist that is known by everybody. I want world to get amazed of all my art creations. I want to bring peace and happiness through my art creations. That’s really a great dream for me.

Rina : Your speech is really cool, Galih.

Elis : You are terrific at fine arts, Galih. I’m sure you will reach your dream as world’s artist.

Galih : Thank you, Girls. I hope in the future you two can be the best Lawyer and entrepreneur for our country.

Elis : Yup good luck guys!

Rina : Good luck!
### Activity 4 - find and share

Find any difficult words from the dialog and find the meaning in Bahasa Indonesia with your group.

<table>
<thead>
<tr>
<th>No</th>
<th>Difficult words</th>
<th>Meaning in Bahasa Indonesia</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tbody>
</table>
Activity 5 – memorize and pronounce it!!

Add new vocabulary and Pronunciation practice

Read the following words and find their meanings in your dictionary/internet. Pay attention to your pronunciation.

3. Access  15. Assistance  27. Executive
5. Actual  17. Assumption  29. Expectations
8. Advantage  20. Effort  32. Identify
10. Affect  22. Enterprise  34. Independence
11. Agreement  23. Error  35. Investment
Activity 6 - Quiz

Use your memory from the dialog and answer these questions below correctly.

1. What will Rina do after graduation from high school?
2. What will Galih do after graduation from high school?
3. What kind of art that makes Galih interest?
4. According to Elis, what is the benefit of being a lawyer?
5. Why Rina wants to be an entrepreneur?

Activity 7 – Guess it!!

Pair up and guess the name of the job based on the given descriptions. You can also use your own descriptions. (You can open your dictionary)

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>Profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A person who analyses samples using a range of modern techniques including electro-chromatography, high performance liquid chromatography and spectroscopy.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>A person who applies scientific expertise and technological principles to the study of food products and processes within manufacturing and research settings.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>A person who works with cars, motorcycles, vans and other commercial vehicles. They are involved in the design, manufacture, distribution, marketing, sales and after-sales care of these vehicles.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>A person who is responsible for developing new industrial processes and designing new process</td>
<td></td>
</tr>
</tbody>
</table>
5. A person who is responsible for creating a site or pages, this includes the design, layout and coding, this can mean working on a brand new website or updating an already existing site.

6. Artists who use sequential images of drawings, puppets and models to produce films for commercials, computer games, pop music videos and websites.

Activity 8 – Let’s play!!

Present a 3 (three) minute role-play with your group about job interview. Just pretend one of you to be the owner of the industry. You want to get the best worker from the interview. After you finish making the dialog, come in front to the class and perform it.
Activity 9 - REFLECTION

1. What social skill have you learned today?
2. Is that social skill useful for your life?
3. Give an example!
4. What have you learned from this material?
5. Is this material useful for your future? Please give a reason.
Unit 4

Learn through Music
Learning English is not always using a formal activity. English could be learned through fun activities such as playing games, watching movies, and listening to music.
Activity 1 – let’s see

* Watch the pictures carefully and give your opinion about it.
**Activity 2 – Get the Idea**

* Form a group of 4 and watch the videos carefully.
Activity 2 – let’s do it

After watching the video, discuss and share these questions orally in your group.

1. What do you get from the video?
2. What did Naomi Nito write in VOA special English FB page?
3. What song did Asi Tambunan suggest?
4. What did Paul Cifuentes say about Bob Marley’s songs?
5. And the last, what did Katie Kivenko write in VOA special English FB page?

Activity 3 – Speak UP!!

Read and study the dialog. Practice it with your friends. Pay attention to your intonation and pronunciation.

~ What is your interest? ~

During class time at school

Teacher : Class, do you know what hobby is?

Students : Yes sir, hobby is some kind of activity that we like to do in particular time or circumstance, for example in our leisure times.

Teacher: Correct, each of you must have different hobbies. You can do your hobbies all the time as long as it doesn’t bother your studying times or harm others. Would you tell me what your hobbies are, Class? How about you first, Ricky?

Ricky : Um... yes Ma’am, my hobby is playing football. I always feel happy when I start playing football with my friends.
Teacher: Playing football is a good hobby. Playing football can make your body healthy. Good hobby, Ricky, just don’t forget your time to study! Okay…. Now... What about you, Tania? What’s your hobby?

Tania : Yes, Ma’am. My hobby is playing violin.

Teacher: Wow, how good are you at playing violin, Tania?

Rahmat: [Suddenly interrupts] She plays violin terrifically, Ma’am. I heard and watched her playing with her violin once, and it was awesome, the sound was really melodious.

Tania : No, Ma’am, Rahmat is exaggerating. [Blushing]

Teacher: Hahaha. It looks like we have a violinist in our class. It’s okay, Tania. You don’t have to be shy, you should be proud of it. So, what about your hobby, Rahmat?

Rahmat: Um... me, Ma’am? Um... my hobby is collecting currencies.

Teacher: Collecting currencies?

Rahmat: Yes, Ma’am. I like to collect currencies of every nation. I like to collect coins, tokens, and paper moneys. There have been some collections of coins, tokens, and paper moneys from several nations I keep in my bedroom. I’m still trying to collect them.

Teacher: Wow that is a quite unique hobby, Rahmat. How and where did you get the money?

Rahmat: Some of them I got from people freely and for some others I needed to pay for them. I usually have to buy them from internet. I used my savings to buy them since most currencies were sold quite expensive.

Teacher: That’s a great hobby, Rahmat. But just remember; do not spend all of your money in order to add your currency collections. Use your own money wisely.

Rahmat: Yes, Ma’am.
Teacher: And…. How about you, Paula?

Paula : Yes, Ma’am. Um…. My hobby is cooking.

Teacher: Wow, cooking. What kind of food you can cook, Paula?

Paula : I can make some Indonesian foods and western foods like pastas and pizzas.

Teacher: Wow, that’s good. Who taught you to cook, Paula?

Paula : It’s my mother, Ma’am. She is a chef.

Teacher: Oh, wow. Now we have a young chef in our class. But don’t forget to keep studying for your education, Paula.

Paula : Yes, of course, Ma’am.

Teacher: Alright, I’d love to know all of your hobbies, Class. So prepare a sheet of paper and start writing down and tell me about your hobbies.

Activity 4 – find and share

Find any difficult words from the dialog and find the meaning in Bahasa Indonesia with your group.

<table>
<thead>
<tr>
<th>No</th>
<th>Difficult words</th>
<th>Meaning in Bahasa Indonesia</th>
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</thead>
<tbody>
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<td>1</td>
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<td></td>
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<td>2</td>
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</tbody>
</table>
### Activity 5 – memorize and pronounce it!!

Add new vocabulary and Pronunciation practice

Read the following words and find their meanings in your dictionary/internet. Pay attention to your pronunciation.

1. title
2. artist
3. open / intro
4. "cold ending"
5. run time
6. composer
7. lyricist
8. musician
9. poems
10. arranger
11. producer
12. engineer (also called recording engineer or studio engineer or session engineer)
13. components of a song
14. melody
15. harmony
16. rhythm
17. vocal type
18. lyrics
19. verses
20. refrain / chorus
21. pre-chorus
22. bridge
23. breakdown
24. riff instrumentation (or orchestration)
25. beat
26. note
27. love song
28. easy listening
29. solo

30. vocal group

**Activity 6 - QUIZ**

Use your memory from the dialog and answer these questions below correctly.

1. What is the definition of hobby according to that dialog page 36 - 38?
2. What is Tania’s hobby?
3. Rahmat has a unique hobby. What is it?
4. How did Rahmat get his collections from several nations?
5. Who is like cooking Indonesian foods and western foods?

**Activity 7 - Guess it!!**

Pair up and guess the name of the job based on the given descriptions.

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>Profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A person who plays the guitar.</td>
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<tr>
<td>2</td>
<td>Someone who plays the supporting music while someone else sings or plays the main tune.</td>
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</tr>
<tr>
<td>3</td>
<td>Someone who plays the drums in a band.</td>
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<tr>
<td>4</td>
<td>A musician who plays an instrument with a keyboard, especially an electric piano.</td>
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</tr>
<tr>
<td>5</td>
<td>Someone who performs a musical solo.</td>
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</tr>
</tbody>
</table>
6. Someone who writes music, especially classical music.

7. Someone who plays the cello.

8. Someone who performs music in the streets and other public places for money.

Use your own description

Activity 8 – Relaxation

Listen to the music/song that the teacher already prepared. Student allowed to sing.

Activity 9 – Sing a long song

Prepare 2 (two) English songs with your group. Performance will be held in the next meeting. You can use any kind of instrument as long as you have it.

Activity 10 – REFLECTION

1. What social skill have you learned today?

2. Is that social skill useful for your life?

3. Give an example!

4. What have you learned from this material?

5. Is this material useful for your future? Please give a reason.
APPENDIX G

The Sample of Syllabus and Lesson Plan
<table>
<thead>
<tr>
<th>COMPETENCY STANDARD</th>
<th>BASIC COMPETENCY</th>
<th>INDICATORS</th>
<th>LEARNING OBJECTIVES</th>
<th>Unit/Activity(s)</th>
<th>LEARNING STEPS</th>
<th>CHARACTER BUILDING</th>
</tr>
</thead>
</table>
| Communicating in English equals to the Intermediate level | 3.1 Understanding limited monologues with native speakers in a specific working setting. | Explain some processes of making something | 1. Express steps of making something correctly and clearly.  
2. Speak English clearly  
3. Pronounce word correctly  
4. Give a vision about what will they do after graduation | Unit 1 act 3.  
All of the activities in the book.  
Unit 1 act 5.  
Unit 1 Act 1 and 2. | 1. Exploration  
2. Elaboration  
3. Confirmation | 1. Cooperative  
2. Curiosity  
3. Honesty |
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
LESSON PLAN

NAME OF SCHOOL : SMKN 2 DEPOK
SUBJECT : English
GRADE /SEMESTER : XII/5
TOPIC : We are surrounded by it
DURATION : 2x45 Minutes
MINIMUM STANDARD CRITERIA : 80

A. COMPETENCY STANDARD
Communicating in English equals to an Intermediate level

B. BASIC COMPETENCY
3.1 Understanding limited monologues with native speakers in a specific working setting.

C. INDICATORS
- Explain some processes of making something

D. LEARNING OBJECTIVES
At the end of learning activities, students are able to:

1. Expressing steps of making something correctly and clearly.
2. Speak English clearly
3. Pronounce word correctly
4. Give a vision about what will they do after graduation

E. LEARNING STEPS
1. Exploration
2. Elaboration
3. Confirmation

F. CHARACTER BUILDING
1. Cooperative
2. Curiosity
3. Honesty
G. LEARNING METHOD
Lecture, discussion, giving assignments and action

H. LEARNING RESOURCES
1. English for Brighter Future, Cornelius Yoga
2. Dictionary
3. Text, short paragraph, article, short dialogue, video, etc.

I. LEARNING ACTIVITY
Meeting 1 (2 x 45 minutes),

<table>
<thead>
<tr>
<th>Section</th>
<th>Learning Material</th>
<th>Teacher’s Activity</th>
<th>Student’s Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Activity</td>
<td></td>
<td>T greets Ss</td>
<td>Ss pay attention to T</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T asks Ss to pray together</td>
<td>Ss pray together</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>T checks Ss’ attendance list</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whilst-Activity</td>
<td></td>
<td>T gives a clue about the topic that is going to be explained with pictures</td>
<td>Ss watch the pictures and then try to guess</td>
<td>10</td>
</tr>
<tr>
<td>Exploration</td>
<td>Listening – Get the idea – English for brighter future unit 1</td>
<td>T presents the instructions</td>
<td>Ss pay attention to T</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>T ask the Ss to make a group</td>
<td>Ss make a group</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>T plays the recording/videos for Ss to listen and asks Ss to take notes of important details :</td>
<td>Ss listen to T / the recording and take notes of important details :</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The video tells about food industry</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Food and milk industry</td>
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<td></td>
<td></td>
<td>- Etc.</td>
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<tr>
<td>Elaboration</td>
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<tr>
<td><strong>Speaking – Speak up!! – English for brighter future unit 1</strong></td>
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</tr>
<tr>
<td><strong>Give a vision about what will they do after graduation</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Express steps of making something</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| T invites Ss to share their understanding orally in their group |
| T introduces the focus of the activity |
| T explains new vocabulary that Ss may ask about |
| T asks the student to make three question that related to the videos: ex |
| T asks the Ss to read the dialogue in the book pg.4 about daily conversation in industry |
| T explain that in the dialogue above, there are some expressions of instruction of |

| Ss share their answers about the recording such as the idea of the videos orally in the group |
| Ss pay attention to T and ask if there is difficult word |
| Ss make the questions |
| - What will you do after graduated? |
| - Do you want to become a chemical engineering? |
| Ss read the dialogue in pair. Ss read the dialogue carefully and always pay attention to the pronunciation. |
| Ss pay attention to T |
| Ss take a note |
| Pronounce word correctly | making something, ex:  
- Slice the mangosteen rind into a small shape then dry it for 7 days  
- Pound some mangosteen rind and then put it into an empty capsule.  
- etc.  
Move to next activity  
Find and share difficult word from the dialogue  
In this activity T ask the Ss to find difficult words as much as possible, find the meaning in Bahasa Indonesia and then share it to their group so it can fill each other knowledge about new vocabulary.  
Then the next activity is adding new vocabulary via speaking  
Because this is chemical engineering classes so the vocab which the T want to add is vocabulary about chemical words  
T ask the Ss if they still remember the videos about chemical industry or not  
| Each Student find any difficult word and then share it to their group  
| Ss repeat after the T  
| Ss practice with their friends  
| Ss give feedback each other about their pronunciation. Correct or wrong  
| Ss answer that they forget the idea of the videos  
| Ss watch the video carefully  
| Ss do the exercises from English for brighter future pg. 8 activity 6  
<p>|</p>
<table>
<thead>
<tr>
<th>T plays the recording/the videos from the last meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>T ask Ss to do exercise pg. 8 activity 6</td>
</tr>
<tr>
<td>T skip activity 7 for ice breaking after quiz</td>
</tr>
<tr>
<td>T ask the Ss to close the book and then write the instruction and the quiz questions in the white board. The questions is from activity 8 pg. 9.</td>
</tr>
<tr>
<td>1. Who is Arriana Zirbes?</td>
</tr>
<tr>
<td>2. Who is Tom Jones?</td>
</tr>
<tr>
<td>3. What an ingredient manager do?</td>
</tr>
<tr>
<td>4. etc</td>
</tr>
<tr>
<td>Ice breaking time Activity 7 – guess it</td>
</tr>
<tr>
<td>T ask the student to pair up with their friend and then one student will become asker and other student become the guesser</td>
</tr>
<tr>
<td>T give the Ss time to prepare the role play about working in the industry (the last activity of this material)</td>
</tr>
<tr>
<td>T ask the student about their preparation of the role play</td>
</tr>
<tr>
<td>Ss do what the teacher ask to them</td>
</tr>
<tr>
<td>Ss prepare the story and the dialogue</td>
</tr>
<tr>
<td>Ss answer that they are ready for playing role play</td>
</tr>
<tr>
<td>Post-Activity</td>
</tr>
<tr>
<td>---------------</td>
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</tbody>
</table>

| Confirmation |  | T asks the reflection question to the Ss  
- What social skill that you have learn today?  
- Is that useful for your life?  
- etc | Ss ask the T if there are unclear material  
Ss answer the reflection questions  
- the social skill help us to interact with other employer in working place  
- yes, it is very helpful and useful  
- etc |
|--------------|  | T closes the meeting |  |
J. ASSESSMENT

- I. Performance Test: Assessment Speaking and listening

Guidelines for Assessing

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Excellent</td>
</tr>
<tr>
<td>1.</td>
<td>Content</td>
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<td>2.</td>
<td>Fluency</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Intonation</td>
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<tr>
<td>4.</td>
<td>Pronunciation</td>
<td></td>
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<tr>
<td>5.</td>
<td>Coordination/Team work</td>
<td></td>
</tr>
</tbody>
</table>

- II. task score: From book and student creativity assessed as personal score

Depok, 20 November 2014
Teacher

Cornelius Yoga Arindya Putra
NIM. 10 1214 041