

**THESIS**

**STUDENTS' NEEDS ANALYSIS IN LEARNING ENGLISH AT  
SMK TI ANNAJIYAH BAHRUL 'ULUM**



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**MALANG**  
**SEPTEMBER, 2022**

**STUDENTS' NEEDS ANALYSIS IN LEARNING ENGLISH AT  
SMK TI ANNAJIYAH BAHRUL 'ULUM**

**THESIS**

Submitted to the Faculty of Education and Teacher Training in Partial  
Fulfillment of the Requirement for the Degree of Education (S.Pd.) in  
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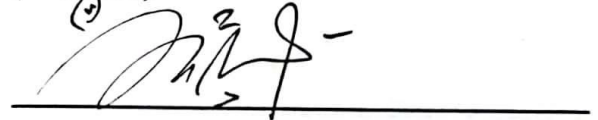
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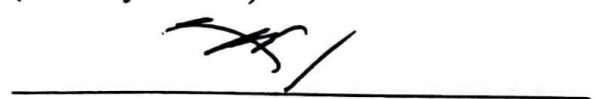
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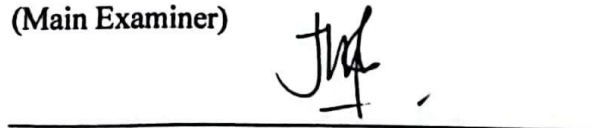
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**THE OFFICIAL ADVISOR'S NOTE**

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*Assalamu'alaikum Wr. Wb.*

After interpreting and correcting Ilvi Nur Diana's thesis paper entitled "Students' Needs Analysis In Learning English At SMK TI ANNAJIYAH Bahrul 'Ulum", I have decided and would like to propose that this graduating paper can be fulfilled by Teacher and Training Education Faculty. Hopefully, this thesis will be examined as soon as possible.

*Wassalamu'alaikum Wr. Wb.*

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## **APPROVAL**

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## DECLARATION OF AUTHORSHIP

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2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the result of any other person.
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## MOTTO

مَنْ جَدَّ وَجَدَّ

“Whoever is serious, then he will succeed”

“Sopo seng Tekun, bakal Tekan, senajan ngangge Teken”

- Ilvi -

## DEDICATION

First of all, I would like to express my endless gratitude to ALLAH SWT for His mercy and His kindness and not forgetting sholawat and salam for Prophet Muhammad SAW. They have given, such as knowledge, strenght, fortitude, and health, which helped me to continue to rise and struggle to complete this thesis.

*This thesis is dedicated to my beloved father and mother*

**Mr. M. Taufiqur Rohman, S.Pd and Mrs. Uswatun Khasanah, S.Pd**

*My beloved husband*

**Muchammad Akbar Chisnu Azizi, S.Q., S.Pd**

*And also my beloved brother*

**Muhammad Irsyadul Ibad**

*Whose always gives the best preyers, supporting me sincerely during my highs and lows along this time, provides encouragement and love in every step I take.*

*And all the big family who always love and pray for me. Mr / Mrs Teachers and Lecturers of TBI who have provided very useful knowledge. Those who have helped in the completion of my thesis all friends of TBI class 2018 (Morpheus), all colleagues at PAKPT Abdurrohman Wahid, PKPT IPNU-IPPNU UIN Malang, IKAPPMAM Malang Raya and seniors in TBI class 2017 who cannot be mentioned one by one. Alhamdulillah, thanks to his prayers and enthusiasm, I was able to finish this thesis. And I also would like to appreciate myself for has been surviving through a lot of things until today.*

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*Assalamu'alaikum Wr. Wb.*

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her undergraduate studies at the Maulana Malik Ibrahim State Islamic University Malang.

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Besides expressing gratitude, the writer would also like to apologize that this thesis might still far from perfect. Thus, any criticism and suggestion would be appreciated a lot for better paper in the future.

Malang, August 11<sup>th</sup> 2022

The Writer



Ilvi Nur Diana  
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## LATIN ARABIC TRANSLITERATION GUIDELINES

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can be described as follows:

### A. Alphabet

ا	=	a	ز	=	Z	ق	=	Q
ب	=	b	س	=	S	ك	=	K
ت	=	t	ش	=	Sy	ل	=	L
ث	=	ts	ص	=	Sh	م	=	m
ج	=	j	ض	=	Dl	ن	=	n
ح	=	h	ط	=	Th	و	=	w
خ	=	kh	ظ	=	Zh	ه	=	h
د	=	d	ع	=	'	ء	=	`
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	F			

### B. Long Vocal

Long Vocal (a)	=	â
Long Vocal (i)	=	î
Long Vocal (u)	=	û

### C. Diphtong Vocal

أو	=	Aw
أي	=	Ay
أو	=	Ū
إي	=	Î

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## ABSTRAK

Diana, Ilvi Nur. 2022. Analisis Kebutuhan Siswa Dalam Pembelajaran Bahasa Inggris di SMK TI ANNAJIYAH Bahrul 'Ulum. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Pembimbing: Dr. H. Langgeng Budianto, M.Pd.

Kata Kunci: Analisa Kebutuhan, Kursus Bahasa Inggris, Sekolah Menengah Kejuruan

Analisa kebutuhan memiliki peran yang penting dalam merancang perkuliahan Bahasa Inggris di jenjang pendidikan tersier. Penelitian ini secara garis besar bertujuan untuk menentukan kebutuhan siswa Sekolah Menengah Kejuruan di SMK TI ANNAJIYAH Bahrul 'Ulum dalam pembelajaran Bahasa Inggris, termasuk kebutuhan target, kebutuhan pembelajaran, dan kebutuhan yang paling dominan. Metode deskriptif kualitatif digunakan dalam penelitian ini dengan menyebarkan kuesioner kepada 36 siswa kelas XII dan mewawancarai guru Bahasa Inggris. Hasil penelitian menunjukkan bahwa 18 siswa (50%) belajar Bahasa Inggris untuk mendukung karir masa depan. Kemampuan berbicara dipandang sebagai kemampuan yang paling dibutuhkan untuk dikuasai oleh 22 siswa (61%). Hasil ini dikuatkan oleh pernyataan guru yang menekankan kemampuan berbicara sebagai kemampuan Bahasa Inggris yang paling penting untuk mahasiswa. 15 mahasiswa (41.7%) menyatakan bahwa kegiatan pembelajaran yang paling memotivasi ialah metode tanya jawab mengenai topik atau isu yang relevan. Dari hasil ini, maka bisa disimpulkan bahwa kemampuan berbicara perlu untuk lebih diutamakan melalui aktivitas pembelajaran berupa mendiskusikan topik atau isu yang berkaitan dengan keahlian siswa Sekolah Menengah Kejuruan yaitu Rekayasa Perangkat Lunak (RPL) dan Multimedia dalam pembelajaran Bahasa Inggris untuk siswa kelas XII di SMK TI ANNAJIYAH Bahrul 'Ulum.

## **ABSTRACT**

Diana, Ilvi Nur. 2022. Students' Needs Analysis in Learning English at SMK TI Annajiyah Bahrul 'Ulum. Undergraduate Thesis. English Education Department. Faculty of Education and Teaching Training. Advisor: Dr. H. Langgeng Budianto, M.Pd.

Keyword: Needs analysis, English Course, Vocational High School

Need analysis has an important role in designing English course at tertiary education level. This study aims to determine vocational high school students' needs at SMK TI ANNAJIYAH Bahrul 'Ulum in learning English, including target needs, learning needs, and the most dominant needs. Descriptive qualitative method used in this study by share the questionnaire to 36 twelve grade students and interviewing the English teacher. The finding of this study show that 18 students (50%) learn english to support their future career. Speaking skill is seen as the most needed skill to master by 22 students (61%). This result corroborated by teacher's statement which emphasize speaking skill as the most important English skill for students. 15 students (41,7%) stated that the most motivating learning activity is the question and answer method about relevant topics and issues. From this result, concluded that speaking skill need to be prioritized through learning activity in the form of discussing topics or issues related to the skills of Vocational High School students namely Software Engineering (RPL) and multimedia in English learning for twelve grade students at SMK TI ANNAJIYAH Bahrul 'Ulum.

## مستخلص

ديانا، الف نور. 2022. تحليل احتياجات الطلاب في تعلم اللغة الإنجليزية في المدرسة الثانوية المهنية لتكنولوجيا المعلومات الناجية بحر العلوم. البحث الجامعي. قسم تعليم اللغة الإنجليزية. كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور الحاج لانغغغ بودياتنو الماجستير.

الكلمات المفتاحية: تحليل الاحتياجات, دورات اللغة الإنجليزية, المدارس الثانوية المهنية.

تحليل الاحتياجات له دور مهم في تصميم محاضرات اللغة الإنجليزية على مستوى التعليم العالي. تهدف هذه الدراسة على نطاق واسع إلى تحديد احتياجات الطلاب المدارس الثانوية المهنية في المدرسة الثانوية المهنية لتكنولوجيا المعلومات الناجية بحر العلوم في تعلم اللغة الإنجليزية ، بما في ذلك الاحتياجات المستهدفة واحتياجات التعلم والاحتياجات الأكثر هيمنة. تم استخدام المنهج الوصفي النوعي في هذه الدراسة من خلال توزيع الاستبيانات على 36 طالبا من طلاب الصف الثاني عشر وإجراء مقابلات مع معلمي اللغة الإنجليزية. وأظهرت النتائج أن 18 طالبا (50٪) تعلموا اللغة الإنجليزية لدعم المهن المستقبلية. وينظر إلى القدرة على التحدث على أنها القدرة الأكثر حاجة لإتقانها من قبل 22 طالبا (61٪). ويدعم هذه النتيجة بيان المعلم الذي يؤكد على القدرة على التحدث كأهم مهارة في اللغة الإنجليزية للطلاب. وذكر 15 طالبا (41.7٪) أن النشاط التعليمي الأكثر تحفيزا هو طريقة الأسئلة والأجوبة حول الموضوعات أو القضايا ذات الصلة. من هذه النتائج، يمكن الاستنتاج أن القدرة على التحدث تحتاج إلى إعطاء الأولوية من خلال أنشطة التعلم في شكل مناقشة الموضوعات أو القضايا المتعلقة بخبرة طلاب المدارس الثانوية المهنية ، وهي هندسة البرمجيات والوسائط المتعددة في تعلم اللغة الإنجليزية لطلاب الصف الثاني عشر في المدرسة الثانوية المهنية لتكنولوجيا المعلومات الناجية بحر العلوم.

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the researcher explains things related to the introduction: the background of the study, research questions, objective of the study, significance of the study, the scope and limitations of the study, and the definition of the key term.

### **1.1 Background of the Study**

Becoming a true teacher is a good choice based on full awareness of making the profession a part of our lives. Kolo (200:1) states, "a natural teacher didn't choose the teaching carrier by accident, nor by, for example, coming across a walk-in-interview notice in front of a school or an educational intuition, going in and taking the interview and eventually getting the job straight away". As a person who gives instructions or education, a teacher will play an essential role in students' lives in the classroom. The role of the teacher is also to provide education and encourage students in learning; it is a never-ending topic in all educational settings. One of the primary roles of a teacher is to motivate students to develop their abilities and aspirations to learn.

Learning English as a foreign language is essential for students to face and adapt to global technology that uses English as a communication tool in International Languages. In addition, English has also become the language of instruction in the communication aspects of global life, including in the education aspect. According to Hargreaves and Fullan in Richards (2003:385), "The teacher is the ultimate key to educational change and school improvement". In other

words, a teacher designs learning and takes action at every level of material in the classroom, which in the end, the teacher will determine what students will learn during class learning. Therefore, The teacher contribution to education, like as teachers' teaching style and the use of learning strategy, is significant to support student's success in the learning process (Mantasiah et all, 2017; 2018; Yusri et all, 2018; Romadloni et all, 2017). Allah SWT. said in Surah Al-Ahzab verses 21

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

٢١

*“There has certainly been for you in the Messenger of Allāh an excellent pattern[1192] for anyone whose hope is in Allāh and the Last Day and [who] remembers Allāh often.” (Surah Al-Ahzab: 21).*

From the fragment of the verse, Allah says that the figure of the Prophet Muhammad SAW is a barometer of life and a role model for humans. As a messenger of Allah, Prophet Muhammad SAW succeeded in bringing this message to life in himself and the people around him. As the nature, attitude, and values he brought were representations of the teachings of the Qur'an. The word *uswatuni* or *iswah* means exemplary. In this case, the example of the Prophet Muhammad SAW in the sense of his personality as a total example. The expert on interpretation and law, Al-Qurtubi, stated that in religion, exemplary is an obligation, but in world affairs it is a suggestion. In matters of religion, Prophet Muhammad SAW must be followed as long as there is no evidence to show that he is only a suggestion.

English education in vocational schools (SMK) is different from English education in secondary schools. This vocational high school, known as the Berufsoberschule (SMK), aims to prepare students to enter the world of business and industry. This is regulated in Law No. 22 of 2003, which describes the national learning system. Previously, Article 29 (3) of the Decree of 1990 concerning Secondary Education stated that vocational learning encourages the development of student's abilities to acquire special skills. Therefore, because the purpose of English language education in vocational high schools is mainly related to majors, then English language education in vocational high schools is classified as English for Specific Purposes (ESP).

In addition, teaching English in Vocational High Schools is currently a crucial issue where students are expected to understand English subjects to support their future careers. Therefore, using English for Specific Purposes (ESP) teaching can help students master the language well. In other words, it makes them happier and more interested in the educational process because the teaching of English is designed according to the needs of students who focus on communication in their field research in general. The Prophet also said in a hadiths,

عَنْ عَلِيِّ رَضِيَ اللَّهُ عَنْهُ قَالَ : قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ : عَالِمٌ يُنْفَعُ بِعِلْمِهِ خَيْرٌ  
مِنْ أَلْفِ عَابِدٍ (رَوَاهُ الدَّيْلَمِيُّ )

*“From Ali R.A he said: Rasulullah SAW said: A knowledgeable person who uses his knowledge (for others) is better than a thousand worshipers.” (H.R Ad-Dailami)*

Teaching methods have a designation that refers to the universal principles of pedagogical management and strategies used to teach in the classroom. Teaching is typically broken down into two types or "approaches": teacher-centred and student-centred. There are several different ways of teaching language and history. With this, it will be beneficial for teachers to master the nature of contemporary culture and see how modern innovations are similar to traditional methods.

The essence of the philosophy of the learning process is the importance of fostering learning skills to allow students to become grower for themselves. Learning devices are instruments designed to be used by students to provide learning structures that develop skills and behavior or collect and think about important information. By using the right learning tool, students can improve learning skills, especially in affective, cognitive, social and psychomotor domains. Especially the learning devices used by students not by the facilitator. The facilitator may need to train students in the use of the device and monitor their use. In addition, learning devices must also be an integral part of the assessment and evaluation of learning in a course.

Therefore, there is a need for suitability of tools with student needs. Students are far more accepting efforts involved in learning and using tools if the tool has the potential to make their work more effective and efficient especially in vocational high schools. Sometimes the struggle period without tools will lead to appreciation for new tools that was then introduced. The value of the tool for

student needs is clearly faster for students to commit to learning and using new tools. The tool must promote the specified and desirable learning outcomes.

According to Tomlinson (2003), English for Specific Purposes is a universal tuning that reads English dialect proverbs before the center, imitating a limited event or argument involved in the analysis. In addition, the proverb of English for Special Needs is more emphasized before the center who seeks idiosyncratic intelligence, is part in the analysis of looking for ways and giving help, which means the part in the English dialect tutorial before the center is seeking idiosyncratic intelligence. So that poison is beneficial, less centered because English dialect proverbs are at the forefront of idiosyncratic analysis looking for a way and healthy looking for a way to work in front of that dialect. Teaching English to Special Needs also keeps the added center of the English dialect's intention to idiosyncratic events or analysis looking for ways.

Teachers are also accustomed to expanding their pedagogic, didactic skills, critical debate, study program design, and implementation. All investigations cover complex pedagogical disclaimers, potential issues, and opportunities for the era of ESP proverbs. A more relevant study (Budianto 2004) investigated that the ESP tutoring offered at universities was initiated by several assumptions rather than based on a centralized intention debate. In line with that, Hutchinson and Waters (1987), English for Specific Purposes (ESP), are less needed by families who live in limited areas such as Medicine, Military, Business, and other areas. However, excessive centering in Vocational High Schools (SMK) still does not pay attention to ESP in the technique of imitating mastery. This was born because

of the lack of opinion chapters outlining the centralized intentions in Vocational High Schools (SMK), which are recorded in the area of the highest authority of character and government (Mahbub, 2018). The need for centering in the ESP proverb is very mastered in imitating the less centric skills in vocational colleges (Long, 2005).

Needs analysis is used to identify central intentions. Known all over the world and thought to be applied in several universities, such as the United States (Long, 2005), Turkey (Akyel & Ozek, 2010), and other skies (Mahbub, 2018). Intention analysis also plays an essential role in a proverb technique because it explores the debate of intentions, lecturers/teachers, students, teaching looks, proverb provisions; All of these can be appropriately linked to strengthening the centric imitation technique (Wats and Wats, 2009, Robles, 2012, Shahroom and Hussin, 2018). Therefore, the nature of the centric English dialect must be improved and linked to a calendar and teaching style. Along with that, the high school's excessively centered intentions are fulfilled by inner wanderers in various passages such as syllabus, mastery imitating techniques, and others.

The definition of needs varies significantly in the purpose of the analysis, but all think that students focus on analysis. Lawson (1979) defines a need as "something that is recognized" but is not found in any sense, and its existence comes from any criteria deemed relevant in making an assessment. This means that to identify the needs of a person must carry out some evaluation or assessment of the existing situation, and the results of the evaluation will indicate the shortcomings. Hutchinson and Waters (1987) compared target needs and

learning needs. Goals need to refer to what the learner needs to try in the target setting, and learning needs refer to what the learner needs to learn. They then categorize the target needs into: (1) Needs: What a learner must know in order to function effectively in the target situation, (2) Disadvantages: mismatch between needs and what the learner has known, (3) want: what What actually wants him to learn or what he feels he needs. The desires of students may or may not be in harmony with those who are received by the teachers or designer courses. Learning requirements are equated with learning routes. This concerns things like how students learn languages, why they learn it, what sources are available to help them learn.

Altman (1980) describes the types of student needs based on comparisons of people in the educational framework of education-centred education. Altman (1980) states that students must be appropriately placed based on age, language skill level, maturity, and time available. This requires an institution to make flexible learning arrangements so that all students can access education suitable for the type of needs they have. Thus, the content and method of education will be influenced by the options available. This type of modification of learning resources is made suitable to meet people's comparison in terms of time, purpose, mode, or learning expectations.

Based on the pre-observation results in the field carried out by researcher interviewed with English teachers at the SMK TI ANNAJIYAH Bahrul 'Ulum. In this process, several things are found in the basis of the problem. Some problems that emerge in the process of teaching and learning activities are related to lack of

learning material, lack of student learning motivation, and several other external factors such as, the absence of additional hours for English subjects. SMK TI ANNAJIYAH is in the Islamic boarding school under the shade of the Bahrul ‘Ulum Tambakberas Jombang Foundation. With under the shade of this boarding school is one of the toughest factors to foster the spirit of santri in learning foreign languages, English. In addition, the impact of online learning due to the Covid-19 virus is a serious problem for student interest to learn English. So, students only know about the basics of learning English, even the level of English language skills of vocational high students are equivalent to the level of ability of junior high school students (Utari, 2022).

English learning material used in vocational high schools is more likely to be the same as those in High School (SMA). In particular, there is no difference in learning material between vocational and high school high schools. This is seen in the material presented in the syllabus for English learning. In addition to the syllabus, electronic student book (BSE) also does not comply with the world of vocational students, so that the teacher makes the lesson module independently distributed to students during learning. Learning English that is not specific to various problems such as, the difficulty of integrating material with the real conditions of each student competence, especially its competence. Learning material that is difficult to integrate with learning competence that confuses students makes reducing student motivation to learn and participate in English learning. Some material is also difficult to explain in programs related to existing majors such as software engineering majors (RPL) and multimedia skills. In

addition, students also have difficulty understanding the meaning of vocabulary, and grammar. The existing material tends to be general, such as material for high school students.

## **1.2 Research Questions**

This study focuses on looking at the Students' Needs in Learning English at SMK TI ANNAJIYAH Bahrul 'Ulum. Researcher arrange two problems in the study as follows:

1. What are the needs of Vocational students of TI ANNAJIYAH Bahrul 'Ulum toward learning English?
2. What is the most dominant needs of Vocational students of TI ANNAJIYAH Bahrul 'Ulum toward learning English?

## **1.3 Objective of the Study**

The objectives of this study are stated below. In line with the research problems stated above, this research has two objectives.

1. To find out the needs of Vocational Students at SMK TI ANNAJIYAH Bahrul 'Ulum
2. To investigate the most dominant needs in learning English of Vocational Students at SMK TI ANNAJIYAH Bahrul 'Ulum

## **1.4 Significance of the Study**

Practically, the results of this study are expected to provide a useful contribution to SMK TI ANNAJIYAH Bahrul 'Ulum regarding the needs of students in learning English, especially for students, teachers, schools, further researcher, and the State Islamic University of Maulana Malik Ibrahim Malang.

Based on these results students will automatically know well about their needs in learning English which can motivate them to study better. This research is expected to provide important information regarding the needs of students in learning English, especially for English teachers in schools. The findings of this study can be used as data to understand the needs of their students. Based on these results, teachers can determine the objectives of the teaching and learning process, choose materials, methods used and adjust learning modules. In other words, learning outcomes will be useful to help teachers develop the teaching and learning process, so that students will be more motivated in learning English.

From the results of this study, it is hoped that teachers and other elements of the education system will pay more attention to the needs of students. The results of this study are also expected to have a significant impact on several groups as follows:

1. Students

For students, especially students of class XII SMK, this research can be used as evaluation material and knowledge in learning to increase interactive and disciplined learning motivation so that all teacher explanations can be received in their entirety, especially in learning English.

2. Teacher

The results of this study can be used as a means of self-evaluation and information about the needs of SMK students in the classroom, especially about the methods, materials, and learning modules selected in learning English for class XII SMK students.

### 3. For the Principal of SMK TI ANNAJIYAH Bahrul 'Ulum

This study can contribute knowledge and useful information for schools in teaching by taking into account the level of student motivation to learn effectively and efficiently in the school environment.

### 4. Researcher

This research also produces useful information that can be used to conduct further research to develop existing knowledge. The researcher hopes that the results of this study can improve the experience and development of educational theories that are sourced from empirical data. Not only that, researchers will make it a valuable asset in the future in making materials, tools and strategies for learning English in the future, especially in increasing student motivation in teaching English to class XII SMK students properly and correctly.

### 5. Maulana Malik Ibrahim State Islamic University Malang

This study can be used as documentation and for various purposes as well as used as study material in the library, especially for the Department of English Education.

## **1.5 Scope and Limitation of the Study**

In this study, researcher can explain and describe the analysis related to the needs of vocational students in the English learning process at SMK TI ANNAJIYAH Bahrul 'Ulum by providing questionnaires and interviews to three students on the models and tools of English learning used today and the context of the object of research that leads to in XII class at SMK TI ANNAJIYAH Bahrul

'Ulum. This study used questionnaires, interviews, and saw firsthand the formal situation where the learning process activities took place in learning English. This study focuses on the English class in following the learning process.

### **1.6 Definition of Key Terms**

To avoid mistake or misunderstanding terms and content of the topic in this study, it is necessary to define the key terms in this study to support the explanation of the problems.

1. **ESP** is an approach in teaching and using English for special fields and studies that are in accordance with the needs of the fields of science and professions that use English. ESP is also an approach to learning English where the things that are taught and the teaching methods are based on the reasons why the learner wants to learn English. ESP is a general term conveys English teaching to students who study a language for a particular job or reason related to work Tomlinson (2003:306)
2. **Needs** is everything that humans need to fulfill a goal and to maintain natural survival through the achievement of welfare. Needs can also be interpreted as something that is needed by humans, which must be fulfilled, in order to achieve spiritual and physical satisfaction for their survival. Need is something that is necessary or useful for the fulfillment of a defensible purpose (Daniel, et al. 1995:12)
3. **Analysis** is a process of breaking down a complex topic or substance into smaller parts to get a better understanding. In addition, analysis is an attempt to observe something in detail by describing its constituent

components or compiling these components for further study. Analysis is setting of mind though upon subject to be learned, or investigated, application of the mind of book, art and any subject or the purpose of acquiring knowledge (Webster)

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher will explain the information and theory related to the variables and topics in this study. Information and theory are taken based on previous study. Some information and theory that will presented covering the basic concepts of teaching English, teaching strategies, kind of teaching strategies, English for vocational students, teaching methods, English for specific purposes (ESP), and Need analysis in vocational high school , as well as previous research on this topic being researched.

#### **2.1 The Basic Concept of English Teaching**

Professional teachers must have competence. According to Mulyasa (2007), a teacher's ability is, or part of, the knowledge, skills, or abilities that a person acquires, as long as he can adequately perform certain cognitive, emotional, and psychomotor behaviours. In addition, Slavík (2008) defines teachers' ability as a set of knowledge, skills, and personal qualities of teachers. Educational ability is associated with a complex combination of knowledge, skills and abilities to enable professional educator performance in the classroom. Related to the competence of a teacher, the role of English today is more useful and important because it has become a strong language throughout the world or as an international language (Yusica, 2015). English is used for all social, commercial, business and educational aspects. Therefore, English is currently needed by many students to survive and develop, especially in the international arena. Based on this explanation, the English teacher is the main key to the success of students in

learning English. English teachers must understand students' needs and students' conditions in learning English (Anggrayani, 2015).

### **2.1.1 Definition of Teaching Strategies**

Teaching strategy is a method and technique used to help teachers teach students, helping students achieve their goals in an effective learning process. Teaching strategies can be student-centered or teacher-centered. In teacher-centred teaching, the teacher provides information and guidance, whereas in student-centred teaching, the teacher provides opportunities and materials to students for self-study and the ideas and methods used in their independent study. When teaching, teachers also need to know the types of strategies used in the classroom. According to Heather (2009:38), by understanding and implementing specific strategies, teachers increase student achievement, offer various educational options, and encourage different learning styles for varying levels of student competence. Teaching strategies are teaching activities that teachers and students must carry out to achieve their teaching goals effectively and efficiently. Cohen and Macaro (2007) state that “strategy” means ordinary ship art or war. The strategy includes optimal management of troops, ships, or aircraft in a planned campaign.

Djamarah and Zain (1997) stated that there are four basic strategies in the education and learning process.

1. Identify specifications and qualifications for changes in student attitudes and personality, and make decisions as needed.

2. Educational and learning approach The selection of the system is based on the wishes and views of the community.
3. Choose and determine the procedures, methods, and learning methods you think are the most appropriate and effective so that teachers can use them as guidelines for implementing the teaching and learning process.
4. Set the threshold and minimum success criteria or criteria and criteria for success so that teachers can guide the implementation of their duties and evaluate the results of their teaching and learning activities. This can be used as feedback to improve learning.

According to Brown (2000), education means guiding and facilitating learning and enabling learners to cope with learning situations. Learning does not have to be with the teacher. They can use anything from books, social media, or other sources used as teachers.

## **2.2 English for Vocational Student**

In teaching English in vocational education, 1990 Government Regulation No. 29 of the Republic of Indonesia Chapter 1 General Provisions Article 1 (3) concerning Secondary Education explains that vocational education must focus on student development. Ability in a particular field. One of the main goals of SMK as a secondary and formal educational institution is to instil a professional attitude and prepare a middle-level workforce to meet the demands of the business and industrial world by students. DUDI) Now and in the future. (Dharma, 2013). The

VET system is an essential element of a country's economic development strategy (Mouzakitis, 2010).

Therefore, VET (Vocational English Teachers) need to prepare students with the skills and knowledge to enter the job market and develop professional behaviour. According to Esfandiari and Rahman (2015), teaching exceptional English should be distinguished from teaching general English (GE), which is very broad. Serves students by training all four language skills and emphasizing them equally. However, this goal cannot be achieved unless people have good communication skills. As technology advances, the economy grows, new curricula come and go, and the demand for English use increases rapidly. The worldwide requirements for forced participation so that the economic sector actively participates in regional and international goals so that English does not want to be the key to survival. English is the most commonly used language and knowledge in the business world, so English is one of the essential job skills (Clement & Murugryways 2018).

The language of instruction shows various educational methods and strategies that can motivate students, and you can increase their interest in learning English. Professional English teachers are expected to have appropriate practical experience, and you need to provide students with proper educational methods (Joseph & Godstime, 2016). Therefore, English is taught in all schools in Indonesia, including professional secondary schools. We hope that our talents will survive and adapt to the global market by learning English for

them. Indonesia hopes there are no limits to receiving new opportunities at home and abroad.

### **2.3 English for Specific Purposes (ESP)**

English for a specific purpose (ESP) is well known among teachers and students, especially in teaching and learning English in vocational schools. Teachers use ESP to help students achieve their goals in certain areas, such as required skills (Sarmiento, Viana, Bocorny, 2018). Teaching ESP does not mean teaching "a certain taste" in English. According to Munby (1978), an English for Specific Purposes (ESP) course is a course in which the syllabus and materials are placed on all crucial aspects and initial analysis of the communication needs of learners rather than non-students. The highest standards for teachers, sponsors, educational institutions, etc. As English becomes an accepted language in technology and international commerce, a new generation of learners will emerge who know why they are learning the language at home and abroad. Therefore, student courses, including textbooks and journals, are available in English, and students must master ESP.

Second, English for specific purposes also refers to teaching and learning English for work or work purposes. We want students to gain language experience in certain subjects. Byram and Hu (2013: 223) explain that "English for a specific purpose" refers to teaching and learning English for purposes related to work or study. In other words, English for Purpose is based on an analysis of student needs related to subjects, workplaces, and students' professions. Unfortunately, most students pay attention to specific courses and find them essential compared to ESP

courses they take for granted. There they study English courses to pass exams. In Indonesia, the situation is more or less similar. Therefore, the motivation to learn the target language is not high (Dharmapriya, 1988: 32).

## **2.4 Needs Analysis in Vocational High School**

Hutchinson and Waters (1987) divide needs assessment into two categories. They targeted learning needs and needs. The goal requirement is the student's need in the goal situation. Target needs can be divided into three components: needs, deficiencies, and wants. Needs are types of target needs based on the requirements of the target situation. Weaknesses in analyzing the needs of the student learning process. In this context, the role of needs and deficiencies is to analyze students' needs based on the majors and skills required in the field of work and on the skills they want to understand. According to Bloor, Hutchinson, Waters, and Richard (cited in Li, 2014), PSA is also said to determine student motivation in the learning process. Therefore, one of the basic assumptions of curriculum development is that everything related to learning English needs to be based on an analysis of student needs. Richards (2001) states that gathering student needs is called needs analysis. Teachers can use this information to develop curricula and methods that are more suited to the characteristics of their students.

### **2.4.1 Definition of Needs Analysis**

Needs analysis has been around in language education for two or three decades. The role of needs analysis in any ESP course is invaluable. In fact it is considered a prerequisite in any course design (Richterich and

Chancerel, 1987). “This is also considered one of the key stages in ESP, the others being syllabus design, selection and production of materials, materials, teaching and learning, and evaluation.” (Dudley-Evans and St John, 1998, p. 125). To give Johns (1991) a design activity, as a first step in the design and relevance of curriculum validity to all follow-ups of the curriculum, is considered to require analysis. To fulfil the needs analysis, it refers to those involved in the collection of the activities underlying the information for curriculum development to study the needs of a particular group of students. Identified, necessary, notify activities of the validity and accuracy of the evaluation and analysis of the initial requirements of the design and policy, the manufacture of materials, after the basis for evaluating the new test for the procedure. Newnan, to determine the parameters of the Research Program method (1994 54 hours), "set to require analysis" claims it. These parameters include the criteria and reasons for grouping students, selecting and sorting course content, methodology, duration, intensity, and duration.

#### **2.4.2 Type of Needs Analysis**

Hutchinson and Waters (1987) presented the learning-centered approach needs analysis model for the first time. The model divides requirements analysis into two categories: learning needs and needs related to the target environment. Needs such as "necessities," "lacks," and "wants" are included. The demand of the intended circumstance determines what constitutes a "necessity." They are the requirements that are required for the

learner to function well in the target setting. The difference between "necessities" and what the learner already knows, or their level of skill at the time, is what is known as a "lack." In contrast to the objective needs seen by teachers and course designers, learners' "wants" are their subjective needs. On the other hand, language acquisition is based on learners' requirements. The motivation of the learners to acquire the language, their preferred method of learning, the resources available, the time and location the course will take place, and the learners' personal information are all examples of learning needs. The Business English course is like a journey, according to Hutchinson and Waters. The "lacks" are the starting point of the voyage, and the "necessities" are the final destination. The learners' transportation needs are how they go from one place to another. Because the sponsors' perceptions of the "necessities" may differ from what the students want or believe they need, the "destination" may occasionally veer off course.

#### **2.4.2.1 Target Needs**

The definition of target needs is the things that the learners need to do in the target situation. Target needs are defined by Hutchinson and Waters (1987:7) as items that learners must have in order to use the target situation. They distinguish between wants, which are defined as what the learners believe they want or need to learn, and target needs, which they define as a necessity. There are three crucial elements that must be addressed in the target needs.

The first element is what the students need. Juliansyah (2020:21) defines needs as the information that students must know in order to perform well under the demands of the target setting. It is a necessity that the needs of the intended circumstances dictate. For instance, a tour guide must be able to lead a group of tourists through a city tour while employing ethics and entertainment in order to effectively direct the tourist group. It is crucial for a tour guide to develop strong written and verbal communication skills in order to lead a group of tourists who may speak different languages. The skills and competences that are most pertinent to the learners' field of study will be identified by examining their needs.

The learners' deficiencies make up the second factor. What lacks is the proficiency that the students have not yet attained. It would be helpful to choose the starting point of the learning activity after carefully analyzing the learners' weaknesses to find the gap between the target competence and the learners' current level of skill.

The wants of the students make up the third element. This phrase talks about how each learner has their own thoughts and feelings about the course. In a nutshell, it establishes, based on the learners' own perspectives, what they want or need to learn throughout the course. Since it comes from a personal point of view, it is possible that what the students want and what the course designers and teachers want are not the same.

#### 2.4.2.2 Learning Needs

It is necessary to gather accurate and pertinent data from the students in order to examine the target needs exactly. A questionnaire, an interview, an observation, data gathering from the existing text, and unofficial consultations with the people involved are just a few of the methods that can be used to get the necessary information. Learning needs are an important part of doing a needs analysis. According to West (1998), learning requirements analysis focuses on the ways that language learners would use to acquire a second language. Instead of focusing on what students need to learn, this form of study places more emphasis on how they want to learn. Additionally, Hutchinson and Waters (1987:60) made it clear that learning needs analysis provides information on the tasks that learners must complete in order to learn.

According to Sitti Nurfaahmi (2013: 84–85), the necessary checklists are divided into inputs, procedures, settings, lecturer roles, and student roles in order to produce an accurate learning needs analysis. The following general frameworks can be used to specifically characterize learning demands (Juliansyah, 2020:23):

- 1) Why are the students enrolling in the course? (1) Obligatory or optional; (2) Overt or covert necessity; (3) Is there a stake in terms of status, money, or advancement? (4) What do students believe they will accomplish? (5) How do they feel about taking an ESP or general English course?

- 2) How are students taught? (1) What educational background do they have? (2) How do they view education and learning? (3) Which approach will they prefer? (4) What methods are most likely to bore or alienate them?
- 3) What resources are available? (1) The number and quality of lecturers; (2) Their attitudes toward ESP; (3) Their knowledge and attitudes toward the subject matter; (4) The materials; (5) The aids; and (6) The opportunities for extracurricular activities.
- 4) Who are the students? (1) Gender, country, and age; (2) English proficiency? (3) What are their academic credentials? (4) What are their areas of interest? (5) What is their sociocultural background?
- 5) What teaching methods are best for their culture when it comes to learning English as an international language?
- 6) Where will the general or ESP course be held? (1) Is the environment comfortable, uninspiring, noisy, or chilly?
- 7) When will the general course or ESP be held? (1) The time of day; (2) daily/weekly; (3) full-time/part-time; and (4) Concurrent with or prior to need.

## **2.5 Previous Study**

First, a study by Fresa Permata Sari & Yanty Wirza (2020) examines Need Analysis of English for Specific Purposes in Vocational High School Level. The research participants were 32 students of 10th grade of one class and one English teacher in Office Authorization and Governance (OTKP). This study was conducted by three techniques: interview, questionnaire, and document analysis.

The result of the study that the problems that occur are the teacher's lack of knowledge about ESP, non-specific lesson plans, GE textbooks used in teaching and learning activities and OTKP students need more specific material than general material, causing students to be unable to meet their learning needs and targets in certain contexts.

Second, Sri Supiah Cahyati, Cynantia Rahmijati S, & Siska Rizkiani (2014) studied Students' Need Analysis In the Content of Vocational High School English Textbook. The research participants were 7 (seven) they are: SMKN 5 Bandung, Bandung SMK 11, SMK Informatika Bandung, Bandung Medikacom SMK, SMK 1 Cimahi, SMK IT Pembangunan, and SMK Darussurur Cimahi Vocational schools in Bandung and Cimahi in Network Computer Engineering Department. This study was conducted by two stages: study the literature and analyze the textbooks, the method used was descriptive. The results of this study are the need for learning English at SMK majoring in Computer Networking is related to the competency standards and curriculum set by the government for SMK students: Communication in English for beginners. The interview results also showed that SMK TKJ students' primary needs were a comprehensive introduction to the industry, general communication skills, the industrial environment, vocabulary, and the main requirements and procedures for the computer in SMK. And shows that it is to increase the ability. In addition, the relevance of the English textbooks' content in terms of their needs is not focused on the specific material they need.

Third, Hersulastuti, Dwi Bambang Putut Setiyadi & Iswan Riyadi (2018) studied *Creative Problem-Based Learning: A Need Analysis for Developing Learning Model and Tools for Enhancing Students' English Competence in Vocational High School*. The research participants were thirty participants and respondents consisted of ten participants from different provinces (East Java, Mid Java, West Java, DIY, DKI, Bali) and twenty respondents from two different provinces (West Java, and Mid Java). This study used questionnaire, observation, interview, and document study to collect the data. The result that Analysis of student needs shows that 90% of respondents believe that a good knowledge of English is an advantage in supporting their abilities. 10% believe that productive skills are more important to them. Regarding learning English through teachers, we found that only 70% of the respondents surveyed liked learning English using the scientific model. The remaining 30% feel confused because teachers often change jobs and quickly switch to another task, even if they haven't finished one particular task. They are not very enthusiastic in such situations because they hurry to complete the job. For the desired learning method, 100% of respondents stated that they actively want to learn English to participate in a more enjoyable learning situation. Further analysis of learning material needs: 100% of respondents agree that the books they use for learning include general material to complement specific English to improve their skills. Requires support resources. This is because they prepare themselves to enter the world of work. The needs analysis carried out at this early stage shows that the development of CPBL

models and tools that consider the context of vocational learning is very much needed to improve student competence.

## **CHAPTER III**

### **METHODOLOGY**

This chapter is divided into the following topics: research design, subject of the study, research instruments, data collection and data analysis.

#### **3.1 Research Design**

The design of this study is intended to describe the needs of students in learning English in Vocational High Schools. As Gay (1997: 142) states, "It does describe an existing condition: it determines and reports the way things are". This study uses a qualitative research. This is supported by Parse (2001:57), a qualitative descriptive research is an in-depth study of a phenomenon to find patterns and themes about life events, social sciences, and discipline-specific theoretical perspectives in education. In other words, the researcher will focus on the needs of students in learning English, it will be described based on the needs of students at SMK TI ANNAJIYAH Bahrul 'Ulum. Qualitative research is used to analyze and describe the needs of students in learning English from basic needs to the most dominant needs needed by vocational high school students in English class.

As a qualitative research, direct observation, questionnaires and interviews were collected. In addition, data analysis follows the four components of the Miles & Huberman Model (2014). Data collection, data reduction, data presentation, and finally concluding. In this study, particular interest is in learning to teach. Researcher will observe and explain phenomena without manipulating them as much as possible. Qualitative study is a survey process to understand

human behaviour with its complex, overall picture, social and cultural attitudes in their actions. She analyzed words as numbers and did so by reporting detailed views of the people she studied. Of course, questions are meant to be conducted in a specially designed way or a designed laboratory or clinical/experimental setting.

Qualitative research also seeks to understand the what, how, when, and where of an event or action to establish meanings, concepts, and definitions, characteristics, metaphors, symbols, and descriptions (Angrosino, M.V.2007). It can be seen that qualitative attempts to explain social phenomena in the construction of words. The primary purpose of explanatory research is to describe the current point of view. Simply put, the illuminating analysis in this descriptive study accepts the conclusion but does not establish a causal relationship.

### **3.2 Subject of the Study**

In this study, the subjects chosen were those related to English language education. Because the researcher will investigate the needs of students in learning English, the subjects are students of SMK TI ANNAJIYAH Bahrul 'Ulum. This study focused on 36 students of class XII SMK and conducted interview with one English teacher.

According to Hightower et al. (2011: 5), qualified teachers study life in subjects, teach diligently and review their educational practices. Knowledge of issues and learning processes through excellent communication, diagnostic skills, understanding of different learning styles and cultural impact, knowledge of child development, and ability to apply other skills abroad to meet student needs.

### 3.3 Research Instruments

Researcher determine the focus of their research, choose providers as data sources, collect data, evaluate data quality, analyze data, interpret data, and draw conclusions from the results. The primary tool used (Sugiyono, 2010). This tool is also a tool to collect data on the needs of students learning English in vocational high schools. Lincoln and Guba (1985) explain that humans as data collection instruments have the advantage of being more flexible, adaptable, and can use all their senses to deal with something.

In this study, the instruments used to collect data about students' needs in learning English in vocational high schools were questionnaire, interview, and documentation. In developing the questionnaire, the researcher refers to factual information gathered from the researcher observations. The questionnaire consisted of items about English instruction and how they needed about that instruction. The form of the questionnaire is a closed question with several statements in which the respondent must provide an assessment. The questionnaire proposed in this study has six topics. The topics used to capture the needs of the respondents are:

- a) The purpose of learning English
- b) Reasons to learn English
- c) How to learn English
- d) Skills needed in learning English, and
- e) Difficulties encountered in learning English.

### **3.4 Data Collection**

In this study, the data to be collected will be interviews with three students of class XII, the English teacher, and a list of questions will be distributed to students. Researchers spent two months collecting data from April 16 to June 16, 2022.

#### **1. Questionnaire**

To validate the data, the researcher distributed questionnaires to the class XII students of vocational high schools, totaling 36 students in the English class. The statement of the questionnaire of this research consisted sixteen of close-ended question forms. The use of questions here is intended to verify the validity of the data. Verification in qualitative research based on Creswell (2007) is an assessment of the accuracy of the results. In addition, the function of this questionnaire is to review the data to assess the accuracy of the results by examining students as members of the English class.

#### **2. Interview**

In this study, interview or question and answer discussion is one of the best ways to learn or dig up information in depth from the subject to be studied. Interview is a discourse that aims to collect information in a description of the relationship of the subject to be interviewed. According to Schostak (2006) states that the interview is a very long conversation to get depth of information about a particular topic or subject, and through phenomena that can occur and analyze the meaning conveyed by the

interview. In line with the interview used for the data collection, the researcher will inter in an English teacher of SMK TI ANNAJIYAH Bahrul 'Ulum.

In this study, researchers conducted structured interviews with English teacher at SMK TI ANNAJIYAH Bahrul 'Ulum. Interviews were conducted face-to-face in SMK. Interviews were conducted to obtain accurate responses and information about the needs of students in English subjects in vocational high schools, especially in terms of methods and tools. The function of the interview in this study is to verify the data and ensure that the data is very valid. Before conducting the interview, the researcher set several questions with a total of nine questions and all of them were open questions because the researcher wanted to get detailed data.

### 3. Documentation

Documents serve a variety of purposes as part of your research activity. The document search method refers to the analysis of documents that contain information about the scenario under consideration. Used in social and digital public places to monitor, classify, and analyze physical sources, especially written documents. In addition, the document format is based on existing resources such as modules, handbooks, and etc.

### **3.5 Data Analysis**

This data analysis begins by distributing questionnaires to vocational high school students, then the responses from the questionnaire are clarified and analyzed to find out the actual needs factually. The data analysis technique in this

study is descriptive analysis based on the results of the percentage of overall student responses to the researcher's questionnaire. By using this technique, the researcher collects, compiles and presents qualitative data. Method is a type of research without using calculation or statistical procedures. So with this, the overall data that has been analyzed will be used to determine the needs of vocational high school students in learning English. The results of clarification in percentage by using the following formula:

$$P = \frac{f \times 100\%}{N}$$

Where: P : percentage

F : frequency of the answer

N : Number of respondents

According to Meleong (2010), "Data analysis is the process of managing data and organizing it into appropriate patterns, categories, and basic units.

#### 1. Organizing and Familiarizing

Researchers need to become familiar with the data through data management, reading and rereading notes and transcripts, organizing data, embedding data, explaining and highlighting, and listening to tapes repeatedly. Data were collected by understanding the researcher's written notes, which contained the data into paper and audio formats used in the interviews. Respondents' responses were transcribed directly without changing words or phrases because the researcher could mistakenly change the meaning or meaning of what was written and avoid possible bias.

Researchers became familiar with brush strokes by reading and rereading brush strokes after respondents' answers were practised and ready for analysis.

## 2. Interpreting and Representing

Interpretation involves emphasizing meaning, telling a story, providing explanations, and creating meaningful descriptions. The presentation includes presenting data in a graph, picture, chart, picture, or frame. In the last step, the researcher creates a report, reports the data by topic or case, and displays it descriptively. In story studies, the researcher explains the general meaning of a story. Then show the results and conclusions.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

The presentation of data and research findings are presented in this chapter based on the data collected during the investigation. This involves students' needs analysis in learning English at SMK TI ANNAJIYAH Bahrul 'Ulum.

#### **4.1 Research Findings**

In this finding, the researcher collected data based on the results of questionnaires, interviews, and documentation to answer research questions. On April 16, 2022, researchers conducted direct interviews with class XII students of SMK TI ANNAJIYAH Bahrul 'Ulum. The researcher gave several questions with a total of 16 questions and all of them were open questions because the researcher wanted to get detailed data. It can be categorized into target needs (necessities, lacks, and wants) and learning needs.

##### **4.1.1 The Students' Target Needs in Learning English**

The questionnaire given to the XII grade vocational high school students consisted of 16 items of multiple choice covering the level of the vocational high school students', the most purpose of learning English, the students' motivation levels in learning English, the students English proficiency, the students' difficulty levels in learning English, the students' expectations in learning English, the students' expectation of the work field, the students' perceptions toward present ESP course, the most necessary English skill to be mastered, the students' reasons choose the skill to be mastered, the most difficult English skill to be mastered, and the students' difficulties in mastering the English skill.

Based on result of the data analysis, it was found that the purpose of learning English, out of 36 respondents, 18 respondents (50%) stated that they needed English for developing future career, 8 respondents (22,2%) stated that English was used for doing their test, 6 respondents (16,7%) admitted that English was useful for finishing their study, and 4 respondents (11,1%) stated that English was used for the combination of the three. (See table 4.1)

*Table 4.1 The Most Purpose of learning English*

<b>Purpose of learning English</b>	<b>Frequency of Students</b>	<b>Percentage</b>
Developing future career	18	50%
Doing the test	8	22.2%
Finishing the study	6	16.7%
Combination of the three	4	11.1%
<b>Total</b>	<b>36</b>	<b>100%</b>

It can be conclude that developing the future career is the most relevant purpose of the learner's need to learn English.

The second question category was aimed at defining the result of the students' needs in learning English. The distribution of the questions asked about target needs and learning needs will be further explained on the discussion section. Before getting into the questions asking about the students' needs, there were 4 questions in the beggining of questionnaire to determine the students' perception about themselves in learning English and present ESP. (See table 4.2)

*Table 4.2 The Students' Motivation Levels in Learning English*

<b>Motivation Levels</b>	<b>Frequency of Students</b>	<b>Percentage</b>
Highly motivated	3	8.3%
Quite motivated	9	25%
Less motivated	18	50%
Un motivated	6	16.7%
<b>Total</b>	<b>36</b>	<b>100%</b>

The table above shows that the students' motivation levels in learning English. There were 18 respondents (50%) who were less motivated, 9 respondents (25%) who were quite motivated, 6 respondents (16.7%) who were un motivated and 3 respondents (8.3%) stated that highly motivated in learning English. Apparently, most of the respondents were reported that they were less motivated to learn English.

Based on the result of the data analysis in daily needs, 20 respondents (55,6%) stated that their English proficiency was basic, 7 respondents (19,4%) stated that his English was poor, 6 respondents (16,7%) stated that their English proficiency was intermediate, and 3 respondents (8.3%) stated that their English proficiency was advance. The students English proficiency is presented on the table 4.3

*Table 4.3 The students English proficiency*

<b>English Proficiency</b>	<b>Frequency of Students</b>	<b>Percentage</b>
Basic	20	55.6%
Poor	7	19.4%
Intermediate	6	16.7%
Advance	3	8.3%
<b>Total</b>	<b>36</b>	<b>100%</b>

Table 4.3 provides personal information about the English proficiency of the students. It can conclude that English proficiency of XII class in SMK TI ANNAJIYAH is Basic (55.6%).

Regarding the students' difficulty levels in learning English. The difficulty levels were categorized into four levels; very easy, quite easy, difficult and very difficult. Based on the data, 16 respondents (44.4%) stated that English is difficult to be learned, 10 respondents (27.8%) stated that English is quite easy, 6 respondents (16.7%) stated that English is very difficult, and the rest of 4 other respondents (11.1%) thought that English is very easy. It can be implied that the majority of the students considered English is difficult to be learned. (See table 4.4)

*Table 4.4 The Students' Difficulty Levels in Learning English*

<b>Difficulty Levels</b>	<b>Frequency of Students</b>	<b>Percentage</b>
Very easy	4	11.1%
Quite easy	10	27.8%
Difficult	16	44.4%
Very difficult	6	16.7%
<b>Total</b>	<b>36</b>	<b>100%</b>

After questioning the students' perceptions about themselves in English learning, the students were also asked to give their perceptions toward present ESP course. Table 4.5 below draws the students' views toward present ESP learning, as follows:

*Table 4.5 The Students' Expectations in Learning English*

<b>Students' Expectations</b>	<b>Frequency of Students</b>	<b>Percentage</b>
Mastering basic rules of English	7	19.4%
Understanding text and speech in English	3	8.3%
Communicating actively and effectively using English	6	16.7%
Combination of the three opinions	20	55.6%
<b>Total</b>	<b>36</b>	<b>100%</b>

In addition, based on the result of the data analysis of the students' expectation in learning English, out of 36 respondents, 20 respondents (55.6%) stated that the

combination of all three options, 7 respondents (19.4%) stated that mastering basic rules of English, 6 respondents (16,7%) stated that communicating actively and effectively using English as their expectations in learning English, and the rest 3 respondents (8.3%) stated that understanding speech and text in English. It can be conclude that the students expected combination of all three mentioned skill in learn English.

*Table 4.6 The Students'Expectation of The Work Field*

<b>The Work Field</b>	<b>Frequency of Students</b>	<b>Percentage</b>
Business	24	66.7%
Governmental institutions	4	11.1%
Educational institutions	2	5.6%
Another profession	6	16.7%
<b>Total</b>	<b>36</b>	<b>100%</b>

According to the results of the data analysis on the students' expectation of their work field show that out of 36 respondents, 24 respondents (66.7%) choose business, 4 respondents (11.1%) choose governmental institutions, 2 respondents (5.6%) choose educational institutions, and 6 respondents (16.7%) choose another profession. It can be interpreted that bussines is the students' expectation in their future work.

*Table 4.7 The Students' perceptions toward present ESP Course*

<b>Students' Perceptions</b>	<b>Frequency of Students</b>	<b>Percentage</b>
Already effective, optimum, and relevant	3	8.3%
Quite effective, optimum, and relevant	15	41.7%
Less effective, optimum, and relevant	16	44.4%
Ineffective, optimum, and relevant	2	5.6%
<b>Total</b>	<b>36</b>	<b>100%</b>

The students' responses related to the attitude of their ESP course on table 4.7 indicated that present English for Vocational course has less effective, optimum, and relevant. When the perception toward the present English course was questioned to the students, there were 16 respondents (44.4%) who chose less effective, optimum, and relevant as their perception toward present English course, there were 15 respondents (41.7%) considered that present English course has quite effective, optimum, and relevant, there were 3 respondents (8.3%) considered that present English course has already effective, optimum, and relevant, while there were only 2 respondents (5.6%) considered that present English course has Ineffective, optimum, and relevant.

*Table 4.8 The Most Necessary English Skill to be Mastered*

<b>English Skills</b>	<b>Frequency of Students</b>	<b>Percentage</b>
Listening	6	16.7%
Reading	4	11.1%
Writing	4	11.1%
Speaking	22	61%
<b>Total</b>	<b>36</b>	<b>100%</b>

*Table 4.9 The Students' Reasons Choose the Skill to be Mastered*

<b>Students' Reasons</b>	<b>Frequency of Students</b>	<b>Percentage</b>
The skill is useful in multimedia and software engineering field	22	61%
Demand of the course	8	22.2%
I like the skill	4	11.1%
Following the most needed skill according to the latest trend	3	8.3%
<b>Total</b>	<b>36</b>	<b>100%</b>

In terms of the most necessary English to master and the reasons to choose the skill to be mastered, the students had various perceptions as illustrated on the tables above (See table 4.8 and 4.9). Based on results of the data analysis on table 4.8, the most necessary English skill to be mastered, it was found out that out of 36 respondents, 22 respondents (61%) stated that they chose speaking skill, 4 respondents (11.1%) stated that they chose reading skill, 4 respondents (11.1%)

stated that they chose writing skill, and 6 respondents (16.7%) stated that they chose listening skill. Thus, it can be interpreted that the most of the students considered speaking skill as the most necessary English Skill to be mastered.

When the students were asked regarding their reasons in choosing the most necessary English skill to be mastered on the previous question, 36 respondents, 22 respondents (61%) considered that the chosen English skill is useful in multimedia and software engineering field. The other 8 respondents (22.2%) chose skill is the demand of the course, 4 respondents (11.1%) that chosen the skill because they like it, and only 3 respondents (8.3%) followed the most needed skill according to the latest trend. It can be summarized from the displayed data on table 4.9 that the chosen English skill on the previous question is considered as the most necessary skill to be mastered because it is useful in multimedia and software engineering field.

The most difficult English skill to master is another theme in the questionnaire. The students were asked about their difficulties toward particular English skill. Their responses reflected their awareness of the English skill which is the most difficult to master for them and the difficulty in mastering that English skill. The results of the questionnaire can be seen as follows:

*Table 4.10 The Most Difficult English Skill to be Mastered*

<b>English Skills</b>	<b>Frequency of Students</b>	<b>Percentage</b>
Listening	9	25%
Reading	6	16.7%
Writing	4	11.1%
Speaking	17	47.2%
<b>Total</b>	<b>36</b>	<b>100%</b>

*Table 4.11 The Students' Difficulties in Mastering the English Skill*

<b>Students' Difficulties</b>	<b>Frequency of Students</b>	<b>Percentage</b>
The lesson material is less attractive	8	22.2%
Not confident because of the unfamiliarity with English	18	50%
The limitation of learning reference	6	16.7%
Less opportunity to practice directly	4	11.1%
<b>Total</b>	<b>36</b>	<b>100%</b>

According to table 4.10, majority of the students who were represented by 17 respondents (47.2%) considered speaking skill as the most difficult English skill to be mastered. The second most difficult English skill is listening skill which was chosen by 9 respondents (25%), followed by reading skill and writing skill which were chosen by 6 respondents (16,7%) and 4 respondents (11.1%). It can be interpreted that speaking skill is the most difficult skill to be mastered by the students.

The difficulty which the students faced in mastering the chosen English skill previously is defined on table 4.11. Most of the students who were represented by 18 respondents (50%) were not confident because their unfamiliarity with English. Followed by the second obstacle which 8 respondents (22.2%) faced in improving their English skills was the lesson material was less attractive. The limitation of learning reference were chosen by 6 respondents (16.7%) and The less opportunity to practice directly were chosen by 4 respondents (11.1%) for each option. In conclusion, the difficulty which was faced by most of the students is less confident feeling as the result of their unfamiliarity with English.

#### **4.1.2 The Students' Learning Needs in Learning English**

The learning needs of the students in learning English program covered the method of teaching, the appropriate the English material, the students' opinion about English programs, the activities that motivate students in English learning, and the most relevant topic for the students' ESP Course.

*Table 4.12 The Method of Teaching*

<b>Method of Teaching</b>	<b>Frequency of Students</b>	<b>Percentage</b>
Lecturing	4	11.1%
Presentation	8	22.2%
Game	9	25%
Question and Answer	15	41.7%
<b>Total</b>	<b>36</b>	<b>100%</b>

Dealing with the method of teaching, on table 4.12 indicated that present the method of teaching it was found out that out of 36 respondents, 4 respondents (11.1%) choose lecturing, 8 respondents (22.2%) choose presentation, 9 respondents (25%) choose game as the appropriate method of teaching, and 15 respondents (41.7%) choose question and answer.

*Table 4.13 The Appropriate the English Materials*

<b>The English Materials</b>	<b>Frequency of Students</b>	<b>Percentage</b>
Just got a part of the materials	19	52.8%
Quite get the appropriate materials	8	22.2%
Did not get the materials	2	5.6%
Already gotten the appropriate materials	7	19.4%
<b>Total</b>	<b>36</b>	<b>100%</b>

The results of data analysis on the table 4.13. The appropriateness of the English materials to the students' expectation show that out of 36 respondents, 19 respondents (52.8%) stated that they just got a part of the materials, 8 respondents (22.2%) stated that they quite get the appropriate materials, 7 respondents (19.4) stated that they had already gotten the appropriate materials and only 2 respondents (5.6%) they stated that did not get the materials they wanted.

*Table 4.14 The students' opinion about English programs*

<b>The Students' Opinion</b>	<b>Frequency of Students</b>	<b>Percentage</b>
Fully supported	23	63.9%
Not sufficiently support	9	25%
Did not support	4	11.1%
Not of the three	0	0%
<b>Total</b>	<b>36</b>	<b>100%</b>

The results of the data analysis on the students' opinion about English programs show that out 36 respondents, 23 respondents (63.9%) stated they fully supported the English Program, 9 respondents (25%) stated that they did not sufficiently support the English Program, 4 respondents (11.1%) stated that they did not support the English Program, and 0 respondents (0%) stated that not of the three. It can be conclude that the students' opinion about English program is fully supported the English Program.

The next aspect to be analyzed is the students' views toward the activities that motivate them to learn English and the most relevant topic for their ESP course. The students had varied perspectives toward these topics. The learning activity and the learning topic which motivate the students the most in ESP course are shown on the next table 4.15 and 4.16.

*Table 4.15 The Activities that motivate Students in English Learning*

<b>Learning Activities</b>	<b>Frequency of Students</b>	<b>Percentage</b>
Opened discussion regarding topic or issue which is relevant with multimedia and software engineering field	7	19.4%
Playing a game which involves all Students	20	55.6%
Group assignment with particular mission from the teacher	6	16.7%
Exploring material from varies references to be presented in front of the class	3	8.3%
<b>Total</b>	<b>36</b>	<b>100%</b>

*Table 4.16 The Most Relevant Topic for the Students' ESP Course*

<b>Material Topics</b>	<b>Frequency of Students</b>	<b>Percentage</b>
General English	5	13.9%
English for TOEFL/IELTS test preparation	3	8.3%
The application of English in multimedia and software engineering field	22	61%
English for multimedia and software engineering course	6	16.7%
<b>Total</b>	<b>36</b>	<b>100%</b>

When the students were asked regarding the learning activity which motivates them the most in learning English, there were 20 respondents (55.6%) who chose playing a game which involves all students, 7 respondents (19.4%) who chose opened discussion regarding topic or issue which is relevant with multimedia and software engineering field, 6 respondents (16.7%) who chose directly practicing the skill to be given feedback by the teacher, and 3 respondents (8.3%) who chose exploring material from varies references to be presented in front of the class. From the data above, it can be concluded that playing a game which involves all students is kind of learning activity which motivate majority of the students the most in English course.

In order to complement the data regarding the most motivating learning activity, the students were also questioned about the learning topic which is most relevant for their English course. Most of the students who were represented by 22 respondents (61%) chose the application of English in multimedia and software engineering field, which is slightly different from the English for multimedia and software engineering course that was chosen by 6 respondents (16.7%). 5 respondents (13.9%) chose General English (GE). The rest 3 respondents (8.3%) chose English for TOEFL/IELTS test preparation. From the explanation above, it can be interpreted that the combination of the application of English in multimedia and software engineering field and from the English for multimedia and software engineering course is the most relevant learning topic for the students' ESP course.

### **4.1.3 The Most Dominant Needs of the Students in Learning English**

Based on the results of data analysis of the most dominant needs of the students related to the target needs, the most relevant purpose of the learner's need to learn English, 18 respondents (50%) of the students stated that developing the future career is the most relevant purpose of the learner's need to learn English. Concerning the students' motivation levels in learning English, 18 respondents (50%) who were less motivated. Then the English proficiency, 20 respondents (55,6%) of the students stated that their English proficiency was basic. Regarding the students' difficulty levels in learning English, 16 respondents (44.4%) stated that English is difficult to be learned. Related to the students' expectation in learning English, 20 respondents (55.6%) stated that the combination of all three options is; mastering basic rules of English, communicating actively and effectively using English as their expectations in learning English, and understanding speech and text in English. According to the results of the data analysis on the students' expectation of their work field, 24 respondents (66.7%) choose business on their expectation of their work field. Related the perception toward the present English course, there were 16 respondents (44.4%) who chose less effective, optimum, and relevant as their perception toward present English course.

The most dominant skill that the most necessary English skill to be mastered was speaking 22 respondents (61%). When the students were asked regarding their reasons in choosing the most necessary English skill to be mastered on the previous question, 22 respondents (61%) considered that the chosen English skill

is useful in multimedia and software engineering field. They suggested that the most difficult English skill to be mastered is speaking skill, were represented by 17 respondents (47.2%). The difficulty which the students in mastering the chosen English skill previously is represented by 18 respondents (50%) were not confident because their unfamiliarity with English. They also suggested that the game and question and answer can be used as the appropriate method of teaching English. Concerning the appropriateness of the English materials to the students' expectation that 19 respondents (52.8%) stated that they just got a part of the materials. Related with the students' opinion about English programs, 23 respondents (63.9%) stated they fully supported the English Program. Concerning the learning activity which motivates them the most in learning English, there were 20 respondents (55.6%) who chose playing a game which involves all students can motivates them the most in learning English. Further, in terms of the learning topic which is most relevant for their English course. Most of the students who were represented by 22 respondents (61%) chose the application of English in multimedia and software engineering field.

#### **4.2 Result of The Interview With The English Teachers**

The first question was intended to find out the target needs of English learning students at SMK TI ANNAJIYAH Bahrul 'Ulum. The explanation of the English lecturer has been transcribed as follows :

- N.1 : "What learning tools are used in class XII English lessons?"
- ET.1 : "The learning tools used are lesson plans, worksheets, modules, syllabus."

Based on the explanation that has been transcribed above, the English teacher uses learning tools in the form of lesson plans, modules, syllabus, worksheets made by the teacher and its contents are about practice questions and materials that are in accordance with the lessons of Vocational High School students. In this way, it is expected that students can understand English material well. Expected learning outcomes are structured by teachers to form qualified Vocational High School students in terms of the skills most needed in their future professional fields.

The second question was asking about the methods used by the English teacher in the classroom :

- N.2 : “What learning methods are used in English lessons?”
- ET.2 : “Scientific approaches, discovery learning, cooperative learning.”
- N.3 : “What is the most difficult skill in learning English for class XII students?”
- ET.3 : “Listening, because the students do not know much English vocabulary.”

The English teacher answered that the methods used in English lessons were of three kinds, namely Scientific approaches, discovery learning, and cooperative learning. In addition, the teacher concluded that the difficult skill in class XII of SMK is Listening due to the lack of vocabulary mastered by the students and the students' lack of interest in learning English.

- N.4 : “In your opinion, what are the needs of Class XII Vocational High School Students?”
- ET.4 : “Because the focus is on two majors namely Software Engineering (RPL) and Multimedia, I compiled materials related to these majors and their future jobs really need English in terms of programming, operating the web, operating software, and engineering basic computer operation and maintenance. All four English skills are required for students. Speaking skills, writing skills, listening and reading skills to support their studies in English courses.”

The lecturer's answer implies that the students' needs include the four English skills; practice speaking, learn to write in a multimedia consultant, and develop listening and reading skills to receive and understand information in English from any source. It is very important for students to master certain English skills related to their current study needs and their future job requirements.

- N.5 : “What are the students' obstacles in learning English?”
- ET.5 : “Due to lack of student motivation in learning English, lack of student interest in learning English, because students are more interested in English subjects.”

From the lecturer's response, it can be found that the students' obstacles in learning English is due to lack of student motivation in learning English, lack of

student interest in learning English, because students are more interested in English subjects.

The next aspect that was asked to the teacher was the most essential English language skills that need to be mastered by grade 12 Vocational High School students. This question aims to find out the needs of students from the teacher's point of view.

N.6 : “Considering the future work needs of students, what are the most essential English skills that Vocational High School students need to master?”

ET.6 : “The first is speaking skill because every government office and agency has an interview stage as a recruitment assessment. In addition, it is very important for students to be familiar with English in 2022 as their added value in their future work, especially if they are going to work abroad. The second is writing skills because these skills are related to multimedia work that requires them to be experts in programming.”

In terms of the most important English skills to be mastered by Vocational High School students, the teacher mentioned two priority skills. The first is speaking skill which is very important for students in job recruitment and enhances each student's strengths as individuals in their future careers. Second, writing skills that are in line with the demands of the multimedia and RPL fields.

Following up on the previous answer, the lecturer was asked about the students' current speaking ability. Lecturers were also asked about their strategies to improve students' speaking skills.

N.7 : "What do you think about the current students' speaking ability?"

ET.7 : "I think their speaking ability, ranging from beginner to intermediate, is arguably not good because of the students' lack of interest in English lessons and students' lack of participation in English lessons."

N.8 : "What is your strategy to improve students' speaking skills?"

ET.8 : "During an online class, I ask them to watch a YouTube video containing a simple conversation spoken by a native speaker. After that, I gave them the opportunity to present and discuss what they got from the video. But while in offline classes before the pandemic era, I applied the methods of Scientific approaches, discovery learning, cooperative learning as I have mentioned before."

The teacher's answer shows that the speaking ability of today's students varies from beginner to intermediate. In addition, the teacher stated that most of the students needed more intensive training.

This statement implies that most students have at least basic speaking skills which can be further improved through course activities and assignments.

The last two questions were asked by the researcher to define student deficiencies and the teacher's strategy in overcoming these deficiencies.

N.9 : “Given the current abilities of students, what skills need to be most improved through English courses for High School students?”

ET.9 : “If we talk about speaking skill, at least about half of the students are good enough in speaking and other students still need to be trained again. But when it comes to listening skills, almost all of them have difficulty in listening skills. So, the answer is listening skills.”

Based on the teacher's response to student shortages, there are two skills that need to be further improved; listening and speaking skills. The lecturer illustrates that at least half of the students have average speaking skills, but unfortunately almost all students have difficulty in listening skills. Therefore, it can be concluded that the priority skill that most needs to be improved according to the current students' skills is listening skill.

As a treatment for students' listening problems, teachers have focused on students' vocabulary mastery. Vocabulary is considered the simplest component of listening skills by teachers. The specified vocabulary is selected based on the student's major. After that, students are assigned to memorize the given vocabulary. This focused material and technique is carried out by considering the current shortage of students to meet the competencies expected of ESP subjects.

### 4.3 Discussion

The researcher will discuss the findings from the questionnaires and interviews that have been described in previous chapters regarding students' needs analysis in learning English at SMK TI ANNAJIYAH Bahrul 'Ulum. Concerning the target need, it was found out that the students need English program due to the demand of the target situation, that is, the program of vocational school. The students realize that English program is very important to help them in supporting their study and also their future career because English is beneficial for every aspect of their career. Most of them who choose business as their future work stated that the materials are already appropriate with their study. They think that speaking are the most important medium that will be used in their future career because speaking is the main English skill that the students have to master first so that it will be easy for them to master the other English skills.

Related to the learning needs, the findings suggest that almost all of the respondents need the materials relevant to their main study. The study shows that the students still have difficulties in their study and they hope that the English program can help them in supporting their study. The students who choose speaking as the main English skill to master immediately need to master speaking as soon as possible and practiced in learning every day so that it will be easier for them to comprehend English without ignoring the other English skills.

The most dominant needs of the students related to the target needs show that they learn English develop career, The most dominant student needs related to target needs indicate that they are learning English to develop a career because

English subjects are mandatory for all vocational students. Their expected future field of work is in business. They also stated that speaking is the most dominant medium that will be used in their future career, namely the world of work.

The most dominant student needs related to learning needs indicate that they need an English language program to support their studies. They need relevant material in their studies. Question and answer is a suggested teaching method to make it easier for them to understand the material. They also stated that the text was in accordance with their interests. In terms of material, they stated that speaking and listening were a difficult material while reading was easy for them.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher will draw conclusions from the data and findings that have been discussed in the previous chapter. The researcher also gives some suggestions that can be taken as a consideration.

#### **5.1 Conclusion**

According to the finding, the results of this study will surely help to shape the development of materials, teaching strategies, and skill needed in the vocational school. Based on the result of data analysis of the most dominant needs of the students, it seems that the vocational students of SMK TI ANNAJIYAH Bahrul ‘Ulum needed the materials relevant to their study. Therefore, needs should be seen as an indispensable aspects of syllabus designed in order to link the present students’ academic needs with their needs in their prospective career. In addition, needs involve not only the students but also all parties in the educational system and relevant users institutions that ultimately employ students.

#### **5.2 Suggestion**

Based on the research results and conclusions, there are several suggestions presented to students, teachers, curriculum developers, and future researchers.

##### **5.2.1 Students**

Through the target needs that are already known, the teacher can teach the most dominant English material described above, so that students better understand the material and enjoy learning. In addition,

the students also need to have a positive attitude towards the English language program to improve their knowledge and proficiency.

### **5.2.2 Teachers**

This research can improve creativity and quality in teaching English according to the target needs of vocational secondary students. It is urgent for them to get to know the needs of students better, so that they can enjoy the material provided by the teacher. English material should be based on the needs of students where the material is relevant to the content of the vocational high school subjects. Teachers must develop their teaching materials in order to meet the interests of students. This research can be used as a benchmark to improve the quality and creativity of teachers in teaching English.

### **5.2.3 Curriculum Developers**

To curriculum developers, from the results of the study are very important to suit the materials with the students' needs and condition, since if they are suited with those aspects the English teaching will be achieved

### **5.2.4 Future Researchers**

The author hopes that future researchers who are interested do the same research, Researchers hope that future researchers can do this research maybe with a different subject or object. Furthermore, perhaps, this research will provide inspiration and guidance for future researchers to more careful in conducting research, so that the results are better than

this. So the results will be more profitable and can be applied in a wider area.

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## APPENDICES

### *Appendix I*

#### *The Blueprint of Questionnaire, Interview, and Documents Guidelines*

**The Blueprint of Questionnaire, Interview, and Documents Guide**

<b>NO</b>	<b>Type of Needs Analysis</b>	<b>Sub-Variable</b>	<b>Indicator</b>	<b>Instrument</b>
1.	Target Needs	Necessities	Students are able to know the target needs in learning English in class	a. Questionnaire number 1,2,3,8,9 b. Interview question number 4,6
		Lacks	Students are able to master the four skills in learning English in class	a. Questionnaire number 4,10,11 b. Interview question number 3,5
		Wants	Students are able to apply English in the world of work, especially multimedia and RPL	a. Questionnaire number 5,6,7 b. Interview question number 7
2.	Learning Needs	Teacher's Role	Teachers are able to make learning plans needed by students in learning English	a. Questionnaire number 12 b. Interview question number 1,9,8,2 c. Documentation
		Student's Role	Students are able to master English in accordance with multimedia and RPL majors	a. Questionnaire number 13,14,15 b. Interview question number 4

## ***Appendix II***

### *Questionnaire*

#### **The Student Vocational High School Needs Questionnaire English learning**

Nama Lengkap :  
Kelas :  
Smt/ Absen :  
Jenis Kelamin :

#### **Pilihan Ganda**

Jawablah pertanyaan di bawah ini dengan memilih pilihan jawaban yang paling sesuai dengan diri Anda!

1. Tujuan anda mempelajari bahasa Inggris?
  - a. Untuk mengembangkan karir masa depan.
  - b. Untuk kebutuhan belajar dalam perkuliahan.
  - c. Untuk menghadapi ujian.
  - d. Kombinasi antara ketiga diatas
2. Bagaimana motivasi Anda dalam belajar bahasa Inggris saat ini?
  - a. Sangat termotivasi
  - b. Cukup termotivasi
  - c. Kurang termotivasi
  - d. Tidak termotivasi
3. Tingkat kemampuan berbahasa Inggris Anda saat ini (English Ability)?
  - a. Poor (*Tidak dapat berbicara bahasa Inggris dan tidak memahami kosakata bahasa Inggris sama sekali*)
  - b. Basic (*Tahu sedikit kata dan ekspresi misal (introduction), salam (greeting), dapat menjawab pertanyaan pada beberapa topic yang umum, tahu sedikit grammar dan memiliki /melakukan kesalahan ucapan.*)
  - c. Intermediate (*Dapat berbicara dengan cukup lancar pada sejumlah topik yang dikenal masih terkendala oleh batasanya kosakata, grammar dan pengucapan.*)

- d. Advanced (*Mampu berbahasa Inggris dengan lancar dan alami pada sebagian besar topik, sedikit kesulitan pada pengucapan kata, grammar dan kosakata.*)
4. Bagaimana pandangan Anda mengenai tingkat kesulitan dalam belajar bahasa Inggris?
    - a. Bahasa Inggris sangat mudah dipelajari
    - b. Bahasa Inggris cukup mudah dipelajari
    - c. Bahasa Inggris sulit dipelajari
    - d. Bahasa Inggris sangat sulit dipelajari
  5. Apa yang paling Anda harapkan dari pembelajaran bahasa Inggris?
    - a. Mampu menguasai materi/kaidah dasar dari bahasa Inggris
    - b. Mampu memahami teks dan pembicaraan dalam bahasa Inggris
    - c. Mampu berkomunikasi secara aktif dan efektif menggunakan bahasa Inggris
    - d. Kombinasi antara ketiga pilihan di atas
  6. Harapan anda untuk pekerjaan di masa depan?
    - a. Sebagai Pembisnis
    - b. Sebagai Institusi Pendidikan
    - c. Sebagai Lembaga pemerintah
    - d. Pekerjaan lainnya
  7. Bagaimana pendapat Anda mengenai pembelajaran bahasa Inggris yang telah diberikan oleh guru?
    - a. Sangat efektif, optimal, dan relevan
    - b. Cukup efektif, optimal, dan relevan
    - c. Kurang efektif, optimal, dan relevan
    - d. Tidak efektif, optimal, dan relevan
  8. Dari keempat kemampuan bahasa Inggris di bawah ini, manakah kemampuan yang menurut Anda paling perlu dikuasai?
    - a. *Listening* (mendengarkan)
    - b. *Reading* (membaca)

- c. *Writing* (menulis)
  - d. *Speaking* (berbicara)
9. Apa alasan Anda memilih kemampuan bahasa Inggris tersebut sebagai kemampuan yang paling perlu dikuasai?
- a. Karena kemampuan tersebut sangat berguna dalam jurusan multimedia dan perangkat lunak
  - b. Karena tuntutan dalam perkuliahan
  - c. Karena saya menyukai kemampuan tersebut
  - d. Karena mengikuti kemampuan yang paling dibutuhkan sesuai tren
10. Dari keempat kemampuan bahasa Inggris di bawah ini, manakah kemampuan yang menurut Anda paling sulit untuk dikuasai?
- a. *Listening* (mendengarkan)
  - b. *Reading* (membaca)
  - c. *Writing* (menulis)
  - d. *Speaking* (berbicara)
11. Apa kesulitan atau hambatan yang paling berarti bagi Anda dalam menguasai kemampuan tersebut?
- a. Bahan materi ajar yang kurang menarik
  - b. Merasa tidak percaya diri karena tidak familiar dengan bahasa Inggris
  - c. Keterbatasan sumber belajar
  - d. Kurang adanya kesempatan untuk berlatih secara langsung
12. Apa metode pengajaran bahasa Inggris yang sesuai dengan jurusan anda saat ini ?
- a. Metode Ceramah
  - b. Metode Presentasi
  - c. Metode Permainan
  - d. Metode tanya-jawab

13. Bagaimana kesesuaian materi bahasa Inggris dengan jurusan anda saat ini?
- Baru mengetahui sebagian materi
  - Cukup ada kesesuaian materi dengan jurusan
  - Tidak ada kesesuaian materi dengan jurusan
  - Kesesuaian materi bahasa Inggris dengan jurusan
14. Apakah materi bahasa Inggris kebutuhan khusus (ESP) sangat membantu dalam memahami materi pada jurusan anda saat ini?
- Sangat membantu
  - Sedikit membantu
  - Tidak membantu sama sekali
  - Tidak dari ketiganya
15. Dari perspektif Anda, aktivitas pembelajaran seperti apa yang dapat membangkitkan motivasi Anda dalam belajar bahasa Inggris?
- Diskusi terbuka terkait topik atau isu yang relevan dengan jurusan Multimedia dan perangkat lunak
  - Memainkan sebuah *game* yang melibatkan seluruh mahasiswa secara aktif
  - Disediakan kesempatan praktek secara langsung, lalu diberi *feedback* oleh dosen
  - Kebebasan mengeksplorasi materi dari berbagai sumber untuk dipresentasikan di depan kelas
16. Dari beberapa pilihan di bawah ini, topik materi pembelajaran mana yang paling Anda butuhkan untuk dibahas oleh guru dalam kelas bahasa Inggris?
- Bahasa Inggris secara umum
  - Bahasa Inggris untuk persiapan tes TOEFL/IELTS
  - Pengaplikasian bahasa Inggris dalam ranah dunia kerja multimedia dan perangkat lunak
  - Bahasa Inggris untuk perkuliahan jurusan multimedia dan perangkat lunak

*Appendix III*

*Interview Guideline*

**Interview Teacher in English Learning**

NO	Aspect	Questions
1.	Target Needs	<p><b>a. Necessities</b></p> <p>R: Considering the future work needs of students, what are the most essential English skills that Vocational High School students need to master?</p>
		<p><b>b. Lacks</b></p> <p>R: What is the most difficult skill in learning English for class XII students?</p> <p>R: What are the students' obstacles in learning English?</p>
		<p><b>c. Wants</b></p> <p>R: In your opinion, What do you think about the current students' speaking ability?</p>
2.	Learning Needs	<p><b>d. Input</b></p> <p>R: In your opinion, what are the needs of Class XII Vocational High School Students?</p>
		<p><b>e. Procedure</b></p> <p>R: In your opinion, What learning methods are used in English lessons?</p>
		<p><b>f. Setting</b></p> <p>R: In your view, What learning tools are used in</p>

		class XII English lessons?
		<p><b>g. Teacher's Role</b></p> <p>R: Given the current abilities of students, what skills need to be most improved through English courses for High School students?</p>
		<p><b>h. Student's Role</b></p> <p>R: In your opinion, What is your strategy to improve students' speaking skills?</p>

*Appendix IV*

*Result of Questionnaire*

NO	Questions	Response			
		A	B	C	D
1.	Tujuan anda mempelajari bahasa Inggris?	18 (50%)	6 (16.7%) )	8 (22.2%) )	4 (11.1%) )
2.	Bagaimana motivasi Anda dalam belajar bahasa Inggris saat ini?	3 (8.3%) )	9 (25%)	13 (50%)	6 (16.7%) )
3.	Tingkat kemampuan berbahasa Inggris Anda saat ini (English Ability)?	7 (19.4%)	20 (55.6%) )	6 (16.7%) )	3 (8.3%)
4.	Bagaimana pandangan Anda mengenai tingkat kesulitan dalam belajar bahasa Inggris?	4 (11.1%)	10 (27.8%) )	16 (44.4%) )	6 (16.7%) )
5.	Apa yang paling Anda harapkan dari pembelajaran bahasa Inggris?	7 (19.4%)	3 (8.3%)	6 (16.7%) )	20 (55.6%) )
6.	Harapan anda untuk pekerjaan di masa depan?	24 (66.7%)	2 (5.6%)	4 (11.1%) )	6 (16.7%) )
7.	Bagaimana pendapat Anda	3	15	16	2

	mengenai pembelajaran bahasa Inggris yang telah diberikan oleh guru?	(8.3%) )	(41.7%) )	(44.4%) )	(5.6%)
8.	Dari keempat kemampuan bahasa Inggris di bawah ini, manakah kemampuan yang menurut Anda paling perlu dikuasai?	6 (16.7%)	4 (11.1%)	4 (11.1%)	22 (61%)
9.	Apa alasan Anda memilih kemampuan bahasa Inggris tersebut sebagai kemampuan yang paling perlu dikuasai?	22 (61%)	8 (22.2%)	4 (11.1%)	3 (8.3%)
10.	Dari keempat kemampuan bahasa Inggris di bawah ini, manakah kemampuan yang menurut Anda paling sulit untuk dikuasai?	9 (25%)	6 (16.7%)	4 (11.1%)	17 (47.2%)
11.	Apa kesulitan atau hambatan yang paling berarti bagi Anda dalam menguasai kemampuan tersebut?	8 (22.2%)	18 (50%)	6 (16.7%)	4 (11.1%)
12.	Apa metode pengajaran bahasa Inggris yang sesuai dengan jurusan anda saat ini ?	4 (11.1%)	8 (22.2%)	9 (25%)	15 (41.7%)
13.	Bagaimana kesesuaian materi bahasa Inggris dengan jurusan anda saat ini?	19 (52.8%)	8 (22.2%)	2 (5.6%)	7 (19.4%)
14.	Apakah materi bahasa Inggris kebutuhan khusus (ESP) sangat	23 (63.9%)	9 (25%)	4 (11.1%)	-

	membantu dalam memahami materi pada jurusan anda saat ini?	%)		)	
15.	Dari perspektif Anda, aktivitas pembelajaran seperti apa yang dapat membangkitkan motivasi Anda dalam belajar bahasa Inggris?	7 (19.4 %)	20 (55.6% )	6 (16.7% )	3 (8.3%)
16.	Dari beberapa pilihan di bawah ini, topik materi pembelajaran mana yang paling Anda butuhkan untuk dibahas oleh guru dalam kelas bahasa Inggris?	5 (13.9 %)	3 (8.3%)	22 (61%)	6 (16.7% )

*Appendix V*

*Interview Transcription*

**INTERVIEW TRANSCRIPTION**

NO	Aspect	Questions	Answer
1.	Target Needs	<p><b>a. Necessities</b></p> <p>R: Considering the future work needs of students, what are the most essential English skills that Vocational High School students need to master?</p>	<p>The first is speaking skill because every government office and agency has an interview stage as a recruitment assessment. In addition, it is very important for students to be familiar with English in 2022 as their added value in their future work, especially if they are going to work abroad. The second is writing skills because these skills are related to multimedia work that requires them to be experts in programming.”</p>
		<p><b>b. Lacks</b></p> <p>R1: What is the most difficult skill in learning English for class XII students?</p> <p>R2: What are the students' obstacles in learning English?</p>	<p>R1: Listening, because the students do not know much English vocabulary.</p> <p>R2: Due to lack of student motivation in learning English, lack of student interest in learning English, because students are more interested in English subjects</p>

		<p><b>c. Wants</b></p> <p>R: In your opinion, What do you think about the current students' speaking ability?</p>	<p>I think their speaking ability, ranging from beginner to intermediate, is arguably not good because of the students' lack of interest in English lessons and students' lack of participation in English lessons.</p>
2.	Learning Need	<p><b>d. Input</b></p> <p>R: In your opinion, what are the needs of Class XII Vocational High School Students?</p>	<p>Because the focus is on two majors namely Software Engineering (RPL) and Multimedia, I compiled materials related to these majors and their future jobs really need English in terms of programming, operating the web, operating software, and engineering basic computer operation and maintenance. All four English skills are required for students. Speaking skills, writing skills, listening and reading skills to support their studies in English courses.</p>
		<p><b>e. Procedure</b></p> <p>R: In your opinion, What learning methods are used in English lessons?</p>	<p>Scientific approaches, discovery learning, cooperative learning.</p>
		<p><b>f. Setting</b></p>	<p>The learning tools used are</p>

		<p>R: In your view, What learning tools are used in class XII English lessons?</p>	<p>lesson plans, worksheets, modules, syllabus.</p>
		<p><b>g. Teacher's Role</b></p> <p>R: Given the current abilities of students, what skills need to be most improved through English courses for High School students?</p>	<p>If we talk about speaking skill, at least about half of the students are good enough in speaking and other students still need to be trained again. But when it comes to listening skills, almost all of them have difficulty in listening skills. So, the answer is listening skills.</p>
		<p><b>h. Student's Role</b></p> <p>R: In your opinion, What is your strategy to improve students' speaking skills?</p>	<p>During an online class, I ask them to watch a YouTube video containing a simple conversation spoken by a native speaker. After that, I gave them the opportunity to present and discuss what they got from the video. But while in offline classes before the pandemic era, I applied the methods of Scientific approaches, discovery learning, cooperative learning as I have mentioned before.</p>

## Appendix VI

### Lesson plan

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Satuan Pendidikan** : SMK TI Annajiyah Bahrul Ulum  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/semester** : XII/ II  
**Materi Pokok** : Procedure Text  
**Alokasi Waktu** : 16 JP

#### A. Tujuan Pembelajaran

1. Murid mampu menemukan gambaran umum dalam teks tersebut dengan benar.
2. Murid mampu menemukan makna kata dalam teks tersebut dengan benar.
3. Murid mampu menyusun teks prosedur tulis dengan benar.

#### B. Bahan Pelajaran

Memberi informasi untuk mencapai hasil terbaik secara efisien, menghindari kecelakaan, kerusakan, pemborosan, dsb.

- Tujuan
- Bahan / material
- Langkah-langkah (steps)

Tindakan dan kegiatan yang lazim atau terkait dengan hidup peserta

#### C. Sumber Belajar

Internet

#### D. Media Pembelajaran

Pictures, LCD, Papan tulis

#### E. Langkah-langkah Kegiatan Pembelajaran

##### Pertemuan 1

Langkah Pembelajaran	Deskripsi
Kegiatan Pendahuluan	<ol style="list-style-type: none"><li>1) Guru memberi salam (<i>greeting</i>);</li><li>2) Guru memeriksa kehadiran peserta didik;</li><li>3) Guru menjelaskan tujuan pembelajaran yang akan dicapai pada hari itu.</li></ol>
Kegiatan Inti **)	<p><b>Mengobservasi</b></p> <ol style="list-style-type: none"><li>1) Peserta didik mendengarkan contoh teks prosedur <b>lisan</b> “<b>How to Make a Light Box to Photograph Food</b>” yang berupa video.</li><li>2) Peserta didik mengisi transkrip rumpang mengenai teks prosedur <b>lisan</b> “<b>How to Make a Light Box to Photograph Food</b>” yang mengarah kepada unsur kebahasaan dari teks prosedur seperti yang terdapat pada Activity 1.</li><li>3) Peserta didik bersama- sama dengan guru mendiskusikan hasil pekerjaan peserta didik pada Activity 1.</li></ol> <p><b>Menanya</b></p> <ol style="list-style-type: none"><li>4) Peserta didik bertanya mengenai struktur teks, dan unsur kebahasaan dari transkrip teks prosedur video dengan bantuan slide yang berisi <i>highlight</i> dan <i>underline</i> yang mengarah kepada struktur teks dan unsur kebahasaan dari teks prosedur.</li><li>5) Peserta didik menanyakan “<i>unfamiliar words</i>”</li><li>6) Bagi kelompok yang mampu membandingkan dua teks prosedur tulis lebih cepat dan benar, maka kelompok tersebut menjadi pemenangnya</li></ol>
Kegiatan Penutup	<ol style="list-style-type: none"><li>1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</li><li>2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.</li></ol>

	3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 4) Peserta didik dan guru mengucapkan salam penutup.
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### Pertemuan 2

Langkah Pembelajaran	Deskripsi
Kegiatan Pendahuluan	1) Guru memberi salam ( <i>greeting</i> ); 2) Guru memeriksa kehadiran peserta didik; 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; 4) Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, 5) Guru mengingatkan kembali materi yang telah dipelajari sebelumnya yaitu tentang teks prosedur, struktur teks dan unsur kebahasaan. 6) Guru menjelaskan tujuan pembelajaran yang akan dicapai pada hari itu.
Kegiatan Inti **)	<b>Mengeksplorasi</b> 1) Peserta didik dibagi membaca teks prosedur berjudul "How to use google drive in your mobile phone" 2) Peserta didik menentukan gambaran umum pada teks "How to use google drive in your mobile phone". <b>Mengasosiasi</b> 3) Peserta didik dibagi menjadi beberapa kelompok. Masing- masing kelompok terdiri dari maksimal 5 orang. 4) Guru memberi tahu peserta didik untuk bahwa mereka akan bermain <i>Numbered Head Together Games</i> 5) Peserta didik dari masing- masing kelompok saling berlomba untuk menangkap makna dari teks dengan strategi <i>Numbered Head Together games</i> 6) Kelompok yang memiliki paling banyak memiliki jawaban benar maka akan menjadi pemenang.
Kegiatan Penutup	7) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 8) Peserta didik dan guru mengucapkan salam penutup.

### Pertemuan 3

Langkah Pembelajaran	Deskripsi
Kegiatan Pendahuluan	1) Guru memberi salam ( <i>greeting</i> ); 2) Guru memeriksa kehadiran peserta didik; 3) Guru menjelaskan tujuan pembelajaran yang akan dicapai pada hari itu.
Kegiatan Inti **)	<b>Mengasosiasi</b> 4) Peserta didik menyusun sebuah teks prosedur tulis dengan memilih salah satu topik yang diberikan oleh guru <b>Mengkomunikasi</b> 5) Peserta didik mempresentasikan hasil tulisannya ke depan kelas 6) Guru bersama- sama peserta didik yang lain memberikan feedback terhadap hasil kerja peserta didik yang dipresentasikan

Kegiatan Penutup	7) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. 8) Peserta didik dan guru mengucapkan salam penutup.
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## F. Asesmen dan Penilaian

### 1. PENGETAHUAN

- a. Teknik Penilaian : Tes Tertulis
- b. Bentuk Instrumen : Short Answered Test
- c. Kisi-kisi :

Indikator	Butir Instrumen
3.4.1 Menentukan fungsi sosial teks prosedur terkait kiat-kiat (tips), pendek dan sederhana, sesuai dengan konteks penggunaannya	Activity 1
3.4.2 Mengidentifikasi struktur teks dan unsur kebahasaan teks prosedur terkait kiat-kiat (tips), pendek dan sederhana, sesuai dengan konteks penggunaannya	Task 1
3.4.4 Membedakan struktur teks pada beberapa teks prosedur terkait kiat-kiat (tips), pendek dan sederhana, sesuai dengan konteks penggunaannya	Activity 4

Instrumen: lihat *Lampiran 2*

Pedoman penskoran: Setiap jawaban benar diberi skor 1 (satu)

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 4$$

### 2. KETERAMPILAN

- a. Teknik Penilaian : Portofolio
- b. Bentuk Instrumen : Rubrik
- c. Kisi-kisi :

Indikator	Butir Instrumen
4.4.1.1 Menemukan gambaran umum yang terdapat pada teks prosedur	Task 2 (soal no.1)
4.4.1.2 Menemukan informasi tertentu yang terdapat pada teks prosedur	Task 2 (soal no.2, 3, 5, 6)
4.4.1.3 Menemukan informasi rinci yang terdapat pada teks prosedur	Task 2 (soal no. 4)
4.4.1.4 Menemukan makna kata yang terdapat pada teks prosedur	Task 2 (soal no. 7 dan 8)
4.4.1.5 Menemukan rujukan kata yang terdapat pada teks prosedur	Task 2 (soal no. 9 dan 10)
4.6.2.1 Menyusun teks prosedur	Task 4

Mengetahui,

Kepala Sekolah

Guru Mata Pelajaran

Nadhroh Jauharoh, S.Pd

Utari Nurhayati, S.S., Gr

## Appendix VII

### Syllabus

#### SILABUS

**MATA PELAJARAN** : BAHASA INGGRIS – WAJIB  
**Sekolah** : SMK TI ANNAJIYAH BAHRUL ULUM JOMBANG  
**Kelas** : XII

#### Kompetensi Inti:

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya  
 KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia  
 KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.  
 KI 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar  2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.  2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab	<b>Teks lisan dan tulis untuk menawarkan jasa dan responnya.</b> <i>Fungsi sosial</i> Menawarkan jasa dengan baik, untuk menjaga hubungan interpersonal dengan guru, teman dan orang lain  <i>Struktur teks</i> <i>May I help you? What can I do for you? What if ...? Yes, please. No, thanks, I'm ok. Thanks a lot.</i>	<b>MENGAMATI</b> <ul style="list-style-type: none"> <li>Siswa mendengarkan/menonton interaksi menawarkan jasa.</li> <li>Siswa mengikuti interaksi menawarkan jasa.</li> <li>Siswa menirukan model interaksi menawarkan jasa</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menawarkan jasa (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <b>MEMPERTANYAKAN</b> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan menawarkan jasa dalam	<b>KRITERIA PENILAIAN:</b> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menawarkan jasa</li> <li>Tingkat kelengkapan dan keruntutan struktur teks menawarkan jasa</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> <li>Kesesuaian format penulisan/penyampaian</li> </ul> <b>CARA PENILAIAN:</b>	1 x 2 JP	Suara guru  Audio CD/ kaset  <a href="http://www.dailyenglish.co.id">www.dailyenglish.co</a> <a href="http://americaneenglish.state.gov/files/ae/resouce_files">http://americaneenglish.state.gov/files/ae/resouce_files</a>  <a href="http://learnenglish.briti">http://learnenglish.briti</a>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menawarkan jasa dan responnya, sesuai dengan konteks penggunaannya.</p> <p>4.1 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menawarkan jasa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>Unsur kebahasaan</i> Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi.</p> <p><i>Topik</i> Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar</p>	<p>bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>EKSPERIMEN (Explore)</b> Siswa menawarkan jasa dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>MENGASOSIASI</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menawarkan jasa yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>KOMUNIKASI</b></p> <ul style="list-style-type: none"> <li>Siswa menawarkan jasa dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menawarkan jasa dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	<p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi menawarkan jasa dan responnya</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menawarkan jasa serta responnya</li> </ul> <p><b>Pengamatan (observations):</b> Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menawarkan jasa ketika muncul kesempatan.</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Perilaku santun dan peduli dalam melaksanakan komunikasi</li> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> </ul>		<p>shcouncil.org/en/</p>
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai</p>	<p><b>Teks lisan dan tulis untuk mengawali penyampaian berita atau informasi yang</b></p>	<ul style="list-style-type: none"> <li>Siswa mendengarkan/menonton interaksi mengawali penyampaian berita atau informasi yang menggejutkan</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi</li> </ul>	<p>1 x 2 JP</p>	<p>Suara guru</p> <p>Audio CD/ kaset</p>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan yang mengawali penyampaian berita atau informasi yang mengemukakan dan responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan yang mengawali penyampaian berita atau</p>	<p><b>mengemukakan</b> <i>Fungsi sosial</i></p> <p>Menyampaikan berita atau informasi yang mengemukakan dengan baik, untuk menjaga hubungan interpersonal dengan guru, teman dan orang lain</p> <p><i>Struktur teks</i> <i>Guess what! Surprise! You know what?</i> <i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi.</p> <p><i>Topik</i> Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar</p>	<ul style="list-style-type: none"> <li>Siswa mengikuti interaksi mengawali penyampaian berita atau informasi yang mengemukakan</li> <li>Siswa menirukan model interaksi mengawali penyampaian berita atau informasi yang mengemukakan</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi yang mengawali penyampaian berita atau informasi yang mengemukakan (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>MEMPERTANYAKAN</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan yang mengawali penyampaian berita atau informasi yang mengemukakan dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>MENGEKSPLORASI</b></p> <p>Siswa mengawali penyampaian berita atau informasi yang mengemukakan dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>MENGASOSIASI</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan yang mengawali penyampaian berita atau informasi yang mengemukakan yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>Siswa membandingkan antara ungkapan</li> </ul>	<p>sosial mengawali penyampaian berita atau informasi yang mengemukakan</p> <ul style="list-style-type: none"> <li>Tingkat kelengkapan dan keruntutan struktur teks mengawali penyampaian berita atau informasi yang mengemukakan</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> </ul> <p><b>CARA PENILAIAN:</b> <b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi penyampaian berita atau informasi yang mengemukakan</li> </ul> <p><b>Pengamatan (observations):</b></p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk mengawali penyampaian berita atau informasi yang mengemukakan ketika muncul kesempatan.</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> </ul>		<p><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></p> <p><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></p> <p><a href="http://learnenglish.britishecouncil.org/en/">http://learnenglish.britishecouncil.org/en/</a></p>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
informasi yang melanjutkan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		<p>dalam bahasa Inggris dan dalam bahasa siswa.</p> <p><b>MENGGOMUNIKASIKAN</b></p> <ul style="list-style-type: none"> <li>Siswa mengawali penyampaian berita atau informasi yang mengemukakan dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk mengawali penyampaian berita atau informasi yang mengemukakan dalam jurnal belajar (<i>learning journal</i>).</li> </ul>			
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional</p>	<p><b>Teks lisan dan tulis untuk meminta perhatian bersyap (extended) dan responnya.</b></p> <p><i>Fungsi sosial</i></p> <p>Meminta perhatian dengan baik, untuk menjaga hubungan interpersonal dengan guru, teman dan orang lain</p> <p><b>Struktur teks</b></p> <p><i>May I have your attention, please. Everybody, excuse me!</i></p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi.</p> <p><i>Topik</i></p>	<p><b>MENGAMATI</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/menonton interaksi meminta perhatian.</li> <li>Siswa mengikuti interaksi meminta perhatian dan responnya.</li> <li>Siswa menirukan model interaksi meminta perhatian</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi meminta perhatian (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>MEMPERTANYAKAN</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan meminta perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial meminta perhatian</li> <li>Tingkat kelengkapan dan keruntutan struktur teks meminta perhatian</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi</li> </ul>	1 x 2 JP	<p>Suara guru</p> <p>Audio CD/ kaset</p> <p><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></p> <p><a href="http://americanenglish.state.gov/files/ae/resouce_files">http://americanenglish.state.gov/files/ae/resouce_files</a></p> <p><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></p>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>dengan guru dan teman</p> <p>3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan meminta perhatian bersayap (extended), sesuai dengan konteks penggunaannya.</p> <p>4.3. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan untuk meminta perhatian bersayap (extended), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar</p>	<p><b>Eksperimen (Explore)</b></p> <p>Siswa meminta perhatian dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>MENGASOSIASI</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan meminta perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>KOMUNIKASI</b></p> <ul style="list-style-type: none"> <li>Siswa meminta perhatian dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk meminta perhatian dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	<p>pernyataan meminta perhatian</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam ungkapan bersayap pernyataan meminta perhatian serta responnya</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk meminta perhatian ketika muncul kesempatan</li> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis ungkapan meminta perhatian</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul>	2 x 2 JP	Suara guru <a href="http://www.dailyenglish.co">www.dailyenglish.co</a>
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International</p>	<p><b>Teks khusus, lisan dan tulis, berbentuk surat lamaran kerja</b> <i>Fungsi sosial</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa membaca beberapa surat lamaran kerja dari berbagai sumber</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks lamaran</li> </ul>	2 x 2 JP	Suara guru <a href="http://www.dailyenglish.co">www.dailyenglish.co</a>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>yang diwujudkan dalam semangat belajar</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks khusus, lisan dan tulis, berbentuk surat lamaran kerja</p> <p>4.4. Menangkap makna dalam teks berbentuk surat lamaran kerja.</p> <p>4.5. Menyunting surat lamaran kerja, dengan memperhatikan fungsi sosial, struktur teks, dan benar dan sesuai konteks.</p> <p>4.6. Menyusun surat lamaran kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang</p>	<p>Membuat surat lamaran kerja dengan baik, untuk membuat pembaca terkesan sehingga mencapai tujuannya.</p> <p><b>Struktur teks</b></p> <p>Ungkapan yang lazim digunakan oleh sumber-sumber otentik: surat lamaran kerja</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata dan tata bahasa yang lazim</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(4) rujukan kata</p> <p><i>Topik</i></p> <p>Kegiatan atau acara penting dalam kehidupan pribadi siswa, dengan memberikan keteladanan tentang tanggungjawab dan pro-aktif</p>	<ul style="list-style-type: none"> <li>Siswa mengamati fungsi sosial, struktur, dan unsur kebahasaan surat lamaran kerja dari berbagai sumber.</li> <li>Siswa belajar membaca cepat untuk menemukan gagasan utama teks (<i>skimming</i>), dan membaca memindai untuk menemukan informasi tertentu (<i>scanning</i>), serta menentukan jeda pada tempatnya untuk membaca dengan bermakna</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai surat lamaran yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</li> <li>Siswa mempertanyakan cara menemukan gagasan utama, informasi tertentu, informasi rinci dan kesimpulan dalam surat lamaran kerja.</li> </ul> <p><b>Experimen/explore</b></p> <ul style="list-style-type: none"> <li>Siswa membacakan surat lamaran kerja kepada teman dan guru dengan tekanan, intonasi, dan pengucapan yang tepat.</li> <li>Siswa berlatih menemukan gagasan utama dan informasi tertentu dalam surat lamaran kerja</li> <li>Siswa menulis surat lamaran kerja dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang surat lamaran kerja yang ditulis.</li> </ul>	<p>kerja</p> <ul style="list-style-type: none"> <li>Tingkat kelengkapan dan keruntutan struktur teks surat lamaran kerja</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Pengamatan (observations):</b></p> <p>Untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>Ketepatan dan kesesuaian dalam menulis surat lamaran kerja</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p>		<p>m</p> <p><a href="http://americanenglish.state.gov/files/ae/resouce_files">http://americanenglish.state.gov/files/ae/resouce_files</a></p> <p><a href="http://learnenglish.britisshcouncil.org/en/">http://learnenglish.britisshcouncil.org/en/</a></p>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>benar dan sesuai konteks.</p>		<ul style="list-style-type: none"> <li>Siswa melakukan perbaikan terhadap surat lamaran kerja yang ditulis berdasarkan masukan dari teman dan guru</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis berbagai surat lamaran kerja dan membandingkannya dengan contoh yang diberikan</li> <li>Siswa menganalisis bentuk kalimat yang digunakan dalam surat lamaran kerja.</li> <li>Siswa menyunting sebuah surat lamaran kerja yang diambil sumber lain</li> <li>Secara individu, siswa menulis surat lamaran kerja dan</li> <li>Dalam kerja kelompok terbimbing siswa membahas kesulitan yang dihadapi pada saat membaca dan menulis surat lamaran kerja dalam bahasa Inggris dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</li> <li>Siswa memperoleh bimbingan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Komunikasi</b></p> <ul style="list-style-type: none"> <li>Siswa menyampaikan hasil suntingan terhadap sebuah surat lamaran kerja.</li> <li>Siswa menggunakan kalimat simple present dan present perfect dalam menulis lamaran kerja.</li> <li>Siswa mempresentasikan surat lamaran kerja yang sudah diperbaiki berdasarkan masukan</li> </ul>	<ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar</li> <li>Kumpulan karya siswa yang mendukung proses penulisan surat lamaran kerja berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar  2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional  4.7. Menangkap makna teks penyerta gambar ( <i>caption</i> ).  4.8. Menyusun teks penyerta gambar ( <i>caption</i> ), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<b>Teks penyerta gambar (<i>caption</i>).</b> <i>Fungsi sosial</i> Membuat teks penyerta gambar ( <i>caption</i> ) dengan baik, untuk mendapatkan perhatian dari pembaca sehingga mencapai tujuannya. <i>Struktur teks</i> Ungkapan yang lazim digunakan oleh sumber-sumber otentik: teks penyerta gambar ( <i>caption</i> ). <i>Unsur kebahasaan</i> (1) Kata dan tata bahasa yang lazim (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan <i>Topik</i> Kegiatan atau acara penting	<p>dari guru dan teman</p> <ul style="list-style-type: none"> <li>Siswa menyampaikan kesimpulan hasil belajar secara lisan</li> </ul> <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa membaca beberapa teks penyerta gambar dari berbagai sumber</li> <li>Siswa mengamati fungsi sosial, struktur, dan unsur kebahasaan teks penyerta gambar dari berbagai sumber.</li> <li>Siswa belajar membaca memindai untuk mendapatkan informasi tertentu dari teks (<i>scanning</i>) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks penyerta gambar (<i>caption</i>) yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</li> <li>Siswa mempertanyakan cara menemukan informasi tertentu dalam teks penyerta gambar</li> </ul> <p><b>Experimen/explore</b></p> <ul style="list-style-type: none"> <li>Siswa membacakan teks penyerta gambar kepada teman dan guru dengan tekanan, intonasi, dan pengucapan yang tepat.</li> <li>Siswa berlatih menemukan informasi tertentu</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks penyerta gambar</li> <li>Tingkat kelengkapan dan keruntutan struktur teks penyerta gambar</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b> <b>Pengamatan (observations):</b> Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai,</li> <li>Ketepatan dan kesesuaian dalam menulis teks penyerta gambar</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam</li> </ul>	2 x 2 JP	Suara guru  Audio CD/ kaset <a href="http://www.thejakartapost.com">www.thejakartapost.com</a> <a href="http://www.dailyenglish.com">www.dailyenglish.com</a>  <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a>  <a href="http://learnenglish.britisshcouncil.org/en/">http://learnenglish.britisshcouncil.org/en/</a>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
	<p>dalam kehidupan pribadi siswa, dengan memberikan keteladanan tentang perilaku peduli dan cinta damai.</p>	<p>dan rinci dalam teks penyerta gambar</p> <ul style="list-style-type: none"> <li>Siswa menulis teks penyerta gambar dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang teks penyerta gambar yang ditulis.</li> <li>Siswa melakukan perbaikan terhadap surat lamaran kerja yang ditulis berdasarkan masukan dari teman dan guru</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis berbagai teks penyerta gambar dan membandingkannya dengan contoh yang diberikan</li> <li>Siswa menganalisis bentuk kalimat yang digunakan dalam teks penyerta gambar</li> <li>Dalam kerja kelompok terbimbing siswa membahas kesulitan yang dihadapi pada saat membaca dan menulis teks penyerta gambar dalam bahasa Inggris dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menggunakan kalimat simple present dalam menulis teks penyerta gambar.</li> <li>Siswa mempresentasikan teks penyerta gambar</li> </ul>	<p>setiap tahapan</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan pekerjaan siswa yang mendukung proses penulisan teks penyerta berupa: draft, revisi, editing dan hasil terbaik untuk dipublikasi</li> <li>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar teks penyerta gambar</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar		yang sudah diperbaiki berdasarkan masukan dari guru dan teman			
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional		• Siswa menyampaikan kesimpulan hasil belajar secara lisan			
1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar	<b>Teks ilmiah faktual (factual report) lisan dan tulis tentang benda, binatang dan gejala/ peristiwa alam, terkait dengan mata pelajaran lain di Kelas XII.</b>	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa membaca/mendengarkan/ menonton berbagai macam teks ilmiah faktual tentang benda, binatang dan gejala/peristiwa alam, terkait dengan mata pelajaran lain di Kelas XII.</li> <li>Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/ penulisan teks ilmiah faktual</li> <li>Siswa belajar membaca cepat untuk mendapatkan gambaran umum dari teks (<i>skimming</i>) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna</li> </ul> <b>Mempertanyakan</b> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks ilmiah faktual (<i>factual report</i>) yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</li> <li>Siswa mempertanyakan cara menemukan gagasan pokok, informasi tertentu, informasi rinci dan kesimpulan dalam teks ilmiah faktual.</li> </ul> <b>Experiment/explore</b> <ul style="list-style-type: none"> <li>Siswa membaca/mendengarkan beberapa teks</li> </ul>	<b>KRITERIA PENILAIAN:</b> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks ilmiah faktual</li> <li>Tingkat kelengkapan dan keruntutan struktur teks ilmiah faktual</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <b>CARA PENILAIAN:</b> <b>Unjuk kerja</b> <ul style="list-style-type: none"> <li>Melakukan monolog berupa teks <i>factual report</i> tentang benda, binatang dan gejala/ peristiwa alam, terkait dengan mata pelajaran lain di Kelas XII di depan kelas / berpasangan</li> <li>Ketepatan menggunakan struktur dan unsur kebahasaan dalam membuat teks <i>factual</i></li> </ul>	10 x 2 JP	Suara guru Audio CD/ kaset Jakarta Post Reader Digest <a href="http://www.thejakartapost.com">www.thejakartapost.com</a> <a href="http://www.dailyenglish.com">www.dailyenglish.com</a> <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a> <a href="http://learnenglish.britisshcouncil.org/en/">http://learnenglish.britisshcouncil.org/en/</a>
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	<b>Fungsi sosial</b> Menguraikan gambaran umum tentang gejala alam, sosial, dan benda-benda buatan manusia, secara objektif dan ilmiah. <b>Struktur text</b> (1) Menyebutkan jenis atau golongan dari obyek yang dipaparkan (2) Deskripsi obyek termasuk nama, sifat dan perilaku yang umum ditemukan/ dilihat. <b>Unsur kebahasaan</b> (1) Menyebutkan kata benda umum, singular dan plural (2) Kalimat dengan kata				
3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks ilmiah berbentuk <i>factual report</i> , sesuai dengan konteks pembelajaran di mata pelajaran lain di Kelas XII.					
4.9. Menangkap makna dalam					

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>teks ilmiah faktual (factual report) lisan dan tulis tentang benda, binatang dan gejala/peristiwa alam, terkait dengan mata pelajaran lain di Kelas XII.</p> <p>4.10. Menyusun teks ilmiah faktual (factual report) lisan dan tulis, tentang benda, binatang dan gejala/ peristiwa alam, terkait dengan mata pelajaran lain di Kelas XII, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>kerja <i>be</i>, <i>have</i>, <i>look</i>, <i>need</i>, <i>breed</i>, dll., dalam Simple Present tense, atau Simple Past tense jika sudah pernah atau tidak ada lagi.</p> <p>(3) Penamaan dengan istilah ilmiah.</p> <p>(4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(6) Rujukan kata</p> <p><i>Topik</i> Benda, binatang dan gejala/peristiwa alam terkait dengan mata pelajaran lain di Kelas XII</p>	<p><i>factual report</i> dari berbagai sumber.</p> <ul style="list-style-type: none"> <li>Siswa membacakan teks <i>factual report</i> kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> <li>Siswa berlatih menemukan gagasan utama, informasi tertentu dan makna kata dalam teks <i>factual report</i>.</li> <li>Siswa secara berkelompok menuliskan teks <i>factual report</i> tentang benda, binatang dan gejala/peristiwa alam, terkait dengan mata pelajaran lain di Kelas XII dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan</li> </ul> <p><b>Mengasosiasii</b></p> <ul style="list-style-type: none"> <li>Secara berpasangan siswa saling menganalisis teks report teks <i>factual report</i> yang tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membuat kiping teks report dengan menyalin dan beberapa sumber.</li> <li>Siswa membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<p><i>report</i></p> <p><b>Pengamatan (observations):</b> Untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks <i>factual report</i></li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar siswa dalam melakukan monolog dan penyusunan teks tulis ilmiah faktual tentang benda, binatang dan gejala/ peristiwa alam</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks tulis ilmiah faktual berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> </ul>		

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tentang keharusan dan responnya, sesuai dengan konteks penggunaannya.</p> <p>4.11. Menyusun teks lisan dan tulis untuk menyatakan</p>	<p><b>Teks lisan dan tulis untuk menyatakan dan menanyakan tentang keharusan</b></p> <p><i>Fungsi sosial</i></p> <p>Menyatakan dan menanyakan keharusan untuk menyarankan dan mengingatkan.</p> <p><i>Struktur teks</i></p> <p><i>You are supposed to hand in your assignment today.</i></p> <p><i>She is to meet the principal as soon as possible.</i></p> <p><i>Unsur kebahasaan</i></p> <p>Kata kerja modal <i>be supposed to, be to</i>; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses</p>	<p><b>MENGAMATI</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak kalimat dengan ungkapan keharusan, dalam berbagai konteks.</li> <li>Siswa mengikuti interaksi tentang keharusan selama proses pembelajaran, dengan bimbingan guru.</li> <li>Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan keharusan.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan keharusan (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan keharusan yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan</li> </ul>	<ul style="list-style-type: none"> <li>Kumpulan hasil tes dan latihan.</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p> <p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menyampaikan keharusan</li> <li>Tingkat kelengkapan dan keruntutan struktur teks menyampaikan keharusan</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> <li>Tingkat kesesuaian format penulisan/ penyampatan</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi keharusan</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam ungkapan berisi keharusan serta responnya</li> </ul>	<p>1 x 2 JP</p>	<p>Suara guru</p> <p>Audio CD/ kaset</p> <p>Jakarta Post</p> <p>Reader Digest</p> <p><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></p> <p><a href="http://americanenglish.state.gov/files/ae/resouce_files">http://americanenglish.state.gov/files/ae/resouce_files</a></p> <p><a href="http://learnenglish.britisshcouncil.org/en/">http://learnenglish.britisshcouncil.org/en/</a></p>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>dan menanyakan tentang keharusan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>pembelajaran, di dalam maupun di luar kelas.</p>	<p>keharusan dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <ul style="list-style-type: none"> <li>Siswa berusaha menyatakan dan menanyakan keharusan dalam bahasa Inggris dalam proses pembelajaran.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan keharusan yang telah dipelajari dengan ungkapan-ungkapan lainnya.</li> <li>Siswa membandingkan antara ungkapan keharusan dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan keharusan dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan keharusan dalam jurnal belajarnya.</li> </ul>	<p><b>Pengamatan (observations):</b> Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk keharusan ketika muncul kesempatan.</li> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis ungkapan keharusan</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul>		
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p>	<p><b>Teks lisan dan tulis untuk menyatakan dan menanyakan fakta dan pendapat serta responnya</b> <i>Fungsi sosial</i> Menyatakan dan menanyakan keharusan</p>	<p><b>MENGAMATI</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak kalimat pernyataan dan pertanyaan fakta dan pendapat, dalam berbagai konteks.</li> <li>Siswa mengikuti interaksi tentang fakta dan pendapat selama proses pembelajaran,</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menyampaikan fakta dan pendapat</li> <li>Tingkat kelengkapan dan keruntutan struktur teks menyampaikan dan</li> </ul>	<p>1 x 2 JP</p>	<p>Suara guru Audio CD/ kaset Jakarta Post Reader Digest <a href="http://www.dailyenglish.co.id">www.dailyenglish.co</a> m</p>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks yang menyatakan fakta dan pendapat, sesuai dengan konteks penggunaannya.</p> <p>4.12. Menyusun teks lisan dan tulis, untuk menyatakan fakta dan pendapat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>untuk menyarankan dan mengingatkan.</p> <p><i>Struktur teks</i></p> <p><i>The accident killed 2 women and one child. The building need renovation</i></p> <p><i>Unsur kebahasaan</i></p> <p>Kata kerja be; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>dengan bimbingan guru.</p> <ul style="list-style-type: none"> <li>Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan fakta dan pendapat.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan fakta dan pendapat (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Menpertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan fakta dan pendapat yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan fakta dan pendapat dalam bahasa Inggris dalam konteks <i>simulasi, role-play, dan kegiatan lain yang terstruktur.</i></li> <li>Siswa berusaha menyatakan dan menanyakan fakta dan pendapat dalam bahasa Inggris dalam proses pembelajaran.</li> </ul> <p><b>MENGASOSIASI</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan fakta dan pendapat yang telah dipelajari dengan ungkapan-ungkapan lainnya.</li> <li>Siswa membandingkan antara ungkapan fakta</li> </ul>	<p>menanyakan fakta dan pendapat</p> <ul style="list-style-type: none"> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi penyampaian dan menanyakan fakta dan pendapat</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam ungkapan berisi penyampaian dan menanyakan fakta dan pendapat serta responnya</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan fakta dan pendapat ketika muncul</li> </ul>		<p><a href="http://americanenglish.state.gov/files/aer/resource_files">http://americanenglish.state.gov/files/aer/resource_files</a></p> <p><a href="http://learnenglish.britishecouncil.org/en/">http://learnenglish.britishecouncil.org/en/</a></p>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar  2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.  4.13. Menangkap makna dalam teks berita sederhana dari	<b>Teks berita sederhana dari koran, radio, dan TV</b> <i>Fungsi sosial</i>  Menyampaikan informasi kepada pembaca, pemirsa, pendengar, berita yang menarik dan layak menjadi berita dan dengan cara pemberitaan yang mengundang perhatian.  <i>Struktur text</i> (1) Kejadian yang menarik menjadi berita: ringkasan kejadian/peristiwa/kegiatan (2) Uraian kejadian/peristiwa/	dan pendapat dalam bahasa Inggris dengan ungkapan fakta dan pendapat dalam bahasa ibu atau bahasa Indonesia.  <b>Mengkomunikasikan</b> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan fakta dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan fakta dan pendapat dalam jurnal belajarnya.</li> </ul>	kesempatan. <ul style="list-style-type: none"> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis ungkapan menyatakan dan menanyakan fakta dan pendapat</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul>	6 x 2 JP	Suara guru  Audio CD/ kaset Koran Jakarta Post <a href="http://www.thejakartapost.com">www.thejakartapost.com</a>  <a href="http://www.dailyenglish.com">www.dailyenglish.com</a>  <a href="http://americanenglish.state.gov/files/ae/resouce_files">http://americanenglish.state.gov/files/ae/resouce_files</a>  <a href="http://learnenglish.briti">http://learnenglish.briti</a>
<b>KOMPETENSI DASAR</b>	<b>MATERI POKOK</b>	<b>PEMBELAJARAN</b>	<b>PENILAIAN</b>	<b>ALOKASI WAKTU</b>	<b>SUMBER BELAJAR</b>
			<b>KRITERIA PENILAIAN:</b> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks</li> <li>Tingkat kelengkapan dan keruntutan struktur teks</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <b>CARA PENILAIAN:</b> <b>Unjuk kerja</b>		

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>koran/radio/TV.</p> <p>4.14. Menyusun teks lisan dan tulis untuk menyatakan dan menyampaikan tentang pengandaian diikuti perintah/saran, dengan memperhatikan fungsiosial, struktural, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>kegiatan secara rinci, pihak yang terlibat atau terkait, waktu, tempat, dsb.</p> <p>(3) Penyebutan sumber berita: komentar, pernyataan, pendapat dari pihak terlibat/terkait, saksi, pihak berwenang, ahli, dsb., tentang yang diberitakan</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata dan ungkapan yang menarik perhatian tentang isi berita pada judul (<i>headline</i>)</p> <p>(2) Penghilangan kata-kata fungsional atau gramatikal (<i>the, a, kata kerja bantu, dll.</i>)</p> <p>(3) Kalimat langsung dengan kutipan, dan kalimat tidak langsung.</p> <p>(4) Kalimat pasif</p> <p>(5) Adverbial dan frasa preposisional tentang waktu, tempat, cara, dll.</p> <p>(6) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(7) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p><i>Topik</i></p>	<p>Indonesia</p> <ul style="list-style-type: none"> <li>Siswa mempertanyakan cara mememukakan gagasan utama, informasi tertentu dan informasi rinci dalam teks berita.</li> </ul> <p><b>Meneksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan berbagai berita TV/radio atau membaca berbagai berita koran</li> <li>Siswa menggunakan strategi membaca cepat dalam membaca berita</li> <li>Siswa membacakan teks berita kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> <li>Siswa secara berkelompok membahas teks berita untuk menemukan berbagai informasi</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang dibaca/didengarkan/ditonton..</li> <li>Siswa membahas pemilihan kata dan tata bahasa yang digunakan dalam teks berita</li> <li>Siswa mengelola balikan (feedback) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok untuk memperbaiki tindakan</li> <li>Siswa membuat klipping dengan menyalin</li> </ul>	<ul style="list-style-type: none"> <li>Melakukan monolog berupa teks berita di depan kelas / berpasangan</li> <li>Membacakan berita</li> <li>Ketepatan menggunakan struktur dan unsur kebahasaan dalam membuat teks berita</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan, membacakan, dan menulis teks berita</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portfolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar siswa dalam melakukan monolog dan penyusunan teks tulis berita</li> </ul>		<p><a href="http://shcouncil.org/en/">shcouncil.org/en/</a></p>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan</p>	<p>Kejadian, peristiwa, kegiatan yang menarik dan layak menjadi berita</p>	<p>berita Koran</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa mempresentasikan hasil klipping kepada teman dan guru</li> <li>Siswa membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman monolog dan naskah berita</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks berita berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>	1 x 2 JP	Suara guru Audio CD/ kaset <a href="http://www.dailyenglish.com">www.dailyenglish.com</a> <a href="http://americanenglish.state.gov/files/ae/res">http://americanenglish.state.gov/files/ae/res</a>
<p>Teks lisan dan tulis untuk menyatakan dan menyampaikan tentang pengandaian diikuti perintah/saran</p> <p><i>Fungsi sosial</i></p> <p>Menyatakan dan menyampaikan pengandaian diikuti perintah/saran untuk menyarankan dan memerintah.</p>	<p><b>MENGAMATI</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak kalimat pengandaian diikuti perintah/saran, dalam berbagai konteks.</li> <li>Siswa mengikuti interaksi tentang pengandaian diikuti perintah/saran selama proses pembelajaran, dengan bimbingan guru.</li> <li>Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian diikuti perintah/saran</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial pengandaian diikuti perintah/saran</li> <li>Tingkat kelengkapan dan keruntutan struktur teks pengandaian diikuti perintah/saran</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata,</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial pengandaian diikuti perintah/saran</li> <li>Tingkat kelengkapan dan keruntutan struktur teks pengandaian diikuti perintah/saran</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata,</li> </ul>	1 x 2 JP	Suara guru Audio CD/ kaset <a href="http://www.dailyenglish.com">www.dailyenglish.com</a> <a href="http://americanenglish.state.gov/files/ae/res">http://americanenglish.state.gov/files/ae/res</a>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menyampaikan tentang pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya.</p> <p>4.14. Menyusun teks lisan dan tulis untuk menyatakan dan menyampaikan tentang pengandaian diikuti perintah/saran, dengan memperhatikan fungsiosial, struktur teks, dan unsur kebahasaan yang benar</p>	<p><i>Struktur teks</i></p> <p>If you want to pass the exam, why don't you study hard? If you want to be a chef, join cooking academy. If you want to make your cake look gorgeous, put some cherry on it.</p> <p><i>Unsur kebahasaan</i></p> <p>Kalimat <i>imperative</i> diawali If.. ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian diikuti perintah/saran (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>MEMPERTANYAKAN</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan pengandaian diikuti perintah/saran yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ol style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan pengandaian diikuti perintah/saran dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</li> <li>Siswa berusaha menyatakan dan menanyakan pengandaian diikuti perintah/saran dalam bahasa Inggris dalam proses pembelajaran.</li> </ol> <p><b>MENGASOSIASI</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan pengandaian diikuti perintah/saran yang telah dipelajari dengan ungkapan-ungkapan lainnya.</li> <li>Siswa membandingkan antara ungkapan pengandaian diikuti perintah/saran dalam bahasa Inggris dengan ungkapan pengandaian diikuti perintah/saran dalam bahasa Ibu atau bahasa Indonesia.</li> </ul>	<p>intonasi</p> <p>- Tingkat kesesuaian format penulisan/ penyampalan</p> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pengandaian diikuti perintah/saran</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam ungkapan berisi pengandaian diikuti perintah/saran</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menyampaikan perintah/saran</li> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab, dalam melaksanakan komunikasi</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam</li> </ul>		<p><a href="http://learnenglish.britisshcouncil.org/en/ource_files">http://learnenglish.britisshcouncil.org/en/ource_files</a></p>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
dan sesuai konteks.		<b>Mengkomunikasikan</b> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan pengandaian diikuti perintah/saran dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan pengandaian diikuti perintah/saran dalam jurnal belajarnya.</li> </ul>	setiap tahapan		
1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.1.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk resep, sesuai dengan konteks penggunaannya.	<b>Teks prosedur lisan dan tulis berbentuk resep</b> Fungsi sosial Menguraikan cara membuat makanan langkah demi langkah dalam resep untuk mencapai hasil terbaik secara efisien, menghindari kecelakaan, kerusakan, dan pemborosan. Struktur teks (1) Tujuan (2) Bahan (tidak selalu harus ada) (3) Langkah-langkah secara berurut) Unsur kebahasaan (1) Uraian tindakan dalam Simple Present tense, biasanya dalam bentuk kalimat imperatif	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa membaca/membacakan/ menontoni/ mendengarkan berbagai macam resep.</li> <li>Siswa mengamati fungsi sosial, struktur, dan unsur kebahasaan dari teks prosedur yang dibaca/dibacakan/ditonton/didengarkan</li> <li>Siswa belajar membaca intensif untuk menemukan informasi rinci dan menentukan judul yang tepat untuk membaca bermakna</li> </ul> <b>Memertanyakan</b> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks prosedur berbentuk resep yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</li> <li>Siswa memperoleh pengetahuan tambahan tentang fungsi sosial, struktur, dan unsur</li> </ul>	<b>KRITERIA PENILAIAN:</b> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks</li> <li>Tingkat kelengkapan dan keruntutan struktur teks</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <b>CARA PENILAIAN:</b> <b>Unjuk kerja</b> <ul style="list-style-type: none"> <li>Membacakan resep (monolog)</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam membacakan resep</li> </ul> <b>Pengamatan (observations):</b> Bukan penilaian formal seperti tes,	4 x 2 JP	Suara guru Audio CD/ kaset Buku resep <a href="http://www.dailyenglish.co.id">www.dailyenglish.co</a> <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a> <a href="http://learnenglish.britisshcouncil.org/en/">http://learnenglish.britisshcouncil.org/en/</a>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>4.15. Menangkap makna dalam teks prosedur lisan dan tulis berbentuk resep</p>	<p>(2) Ukuran/takaran (3) Adverbia penghubung langka (4) Adverbia dan frasa preposisional untuk cara Ejaan dan tulisan tangan dan cetak yang jelas dan rapi (6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>Topik Cara membuat kue, lauk, panganan, dsb., dengan memberikan keteladanan tentang perilaku efisien, ramah lingkungan, dan tanggung jawab.</p> <p>Multimedia Foto, gambar, yang membuat tampilan teks lebih menarik</p>	<p>kebahasaan dari teks prosedur,</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membacakan resep kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> <li>Secara individu siswa menyalin resep favoritnya</li> <li>Siswa secara berpasangan memberikan penilaian terhadap resep yang ditulis pasangannya</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan beberapa resep makan dan mengelompokkan kata-kata yang digunakan</li> <li>Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menulis teks resep dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa mempublikasikan resep yang dibuat pada mading kelas.</li> <li>Siswa membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<p>tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai,</li> <li>Ketepatan dan kesesuaian dalam menyampaikan, membacakan, dan menyalin teks prosedur berbentuk resep</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar siswa dalam melakukan monolog atau membacakan resep</li> <li>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman monolog</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.12. Memahami fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.16. Menangkap pesan dalam lagu.</p>	<p><b>Lagu</b></p> <p>Fungsi sosial</p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p>Unsur kebahasaan</p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>Topik</p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan berbagai lagu berbahasa Inggris dan menyalinnya</li> <li>Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar</li> <li>Siswa belajar membaca intensif untuk menemukan informasi rinci dan menentukan jeda yang tepat untuk membaca bermakna</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pesan pada lagu yang didengar atau dibaca.</li> <li>Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dalam lagu</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membacakan teks lagu dengan pengucapan dan tekanan kata yang tepat</li> <li>Siswa belajar menemukan informasi rinci dan kesimpulan dari lagu</li> <li>Siswa berdiskusi dalam kelompok kecil tentang pesan yang terdapat dalam lagu yang dibaca</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa dalam kelompok menganalisis pesan dari lagu yang didengar/dibaca</li> <li>Siswa membuat beberapa catatan</li> </ul> <p><b>Mengkomunikasikan</b></p>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks</li> <li>Tingkat kelengkapan dan keruntutan struktur teks</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Tingkat kesesuaian format penulisan/ penyampatan</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Pengamatan (observations):</b> Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi</li> <li>Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul>	2 x 2 JP	<p>Suara guru</p> <p>Audio CD/ kaset</p> <p><a href="http://www.dailyenglish.co.uk">www.dailyenglish.co.uk</a></p> <p><a href="http://americanenglish.state.gov/files/ae/resources_files">http://americanenglish.state.gov/files/ae/resources_files</a></p> <p><a href="http://learnenglish.britischoolcouncil.org/en/">http://learnenglish.britischoolcouncil.org/en/</a></p>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
		<ul style="list-style-type: none"> <li>Siswa menyalin lagu dengan tulisan yang rapi dan menuliskan pesan yang disampaikan dalamnya.</li> <li>Siswa melaporkan hal-hal yang dipelajari dari lagu dan kesulitan dalam menentukan pesan lagu tersebut.</li> </ul>	<p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b>            Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

*Appendix VIII*

*Documentations*



**Distributing the questionnaires**



**The students were filling out the questionnaires**

## Appendix IX

### Instrument Validation Sheet

#### INSTRUMENT VALIDATION SHEET

**“Students’ Needs Analysis In Learning English at SMK TI ANNAJIYAH Bahrul ‘Ulum”**

<b>Validator</b>	<b>:</b>	<b>Dr. H. Langgeng Budianto, M.Pd.</b>
<b>NIP</b>	<b>:</b>	<b>19711014 200312 1 001</b>
<b>Expertise</b>	<b>:</b>	<b>Needs Analysis</b>
<b>Instance</b>	<b>:</b>	<b>UIN Maulana Malik Ibrahim Malang</b>
<b>Validation Date</b>	<b>:</b>	<b>April, 22 2022</b>

#### A. INTRODUCTION

This validation sheet aims to determine the validity of the research instruments that have been prepared in this study. Any feedback from the validator (Mr./Ms.) is essential to improve the quality of the instruments in this study. The researcher would like to thank the validator (Mr./Ms.) very much for the willingness of the validator to fill out this validation sheet.

#### B. GUIDANCE

1. The assessment on this validation sheet is carried out by placing a check mark (√) in the available assessment column.
2. Please, Mr/Ms provide an objective assessment of this research instrument with the following assessment information:
  - 5: Very good
  - 4: Good
  - 3: Average
  - 2: Poor
  - 1: Very poor
3. Suggestions and comments from the validator (Mr/Ms) can be given in the suggestions and comments column provided.

**C. VALIDATION SHEET**

No.	Aspect	Score				
		1	2	3	4	5
1.	The research instrument can help researchers to find out the target needs of class XII students of Vocational High School				✓	
2.	The research instrument can help researchers to find out the learning needs of class XII students of Vocational High School				✓	
3.	The research instruments use good and correct language and punctuation.				✓	
4.	The research instrument is communicative and easy to understand.					✓
5.	The questions that are made do not cause double interpretation or misunderstanding.				✓	
6.	The questionnaire research instrument is in accordance with the research variable: students' perceptions of peer relations in collaborative writing activities.					
7.	The interview research instrument is in accordance with the research variables: the problems related to peer interaction and students' efforts in solving the problems in collaborative writing activities.					

**D. SUGGESTION AND COMMENT**

**E. CONCLUSION**

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

*Please cross out (abed) the answer that doesn't match the conclusion you gave.*

- ~~1. The instrument can be used without revision.~~
2. The instrument can be used with slight revision.
- ~~3. The instrument can be used with many revisions.~~
- ~~4. The instrument cannot be used.~~

Malang, 22 April 2022

Expert Validator,




**Dr. H. Langgeng Budianto, M.Pd.**

NIP. 19711014 200312 1 001

## Appendix X

### Research Permission Letter

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG**  
**FAKULTAS ILMU TARBİYAH DAN KEGURUAN**  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://fitk.uin-malang.ac.id> email : [fitk@uin\\_malang.ac.id](mailto:fitk@uin_malang.ac.id)

Nomor : 915/Un.03.1/TL.00.1/04/2022 07 April 2022  
Sifat : Penting  
Lampiran : -  
Hal : **Izin Penelitian**

Kepada  
Yth. Kepala SMK TI Annajiyah Bahrul 'Ulum  
di  
Jombang

**Assalamu'alaikum Wr. Wb.**

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Ilvi Nur Diana  
NIM : 18180003  
Jurusan : Tadris Bahasa Inggris (TBI)  
Semester - Tahun Akademik : Genap - 2021/2022  
Judul Skripsi : **Students Needs Analysis in Learning English At SMK TI Annajiyah Bahrul 'Ulum**  
Lama Penelitian : **April 2022** sampai dengan **Juni 2022** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

**Wassalamu'alaikum Wr. Wb.**

At Dekan,  
Wakil Dekan Bidang Akademik  
  
Dr. Muhammad Walid, MA  
NIP. 19730823 200003 1 002



Tembusan :  
1. Yth. Ketua Program Studi TBI  
2. Arsip

## Appendix XI

### Bukti Surat Selesai Penelitian



**SMK-TI ANNAJIYAH  
BAHRUL 'ULUM**  
Tambakberas Jombang

Jl. KH. Abd. Wahab Chasbullah Jombang, Telp : (0321)874042  
Email : smktil.Tambakberas@yahoo.co.id, Web : http://smkfilannajiyah.sch.id

PROGRAM KEAHLIAN :

1. Multimedia
2. Rekayasa Perangkat Lunak

#### SURAT KETERANGAN

Nomor : 0243/U/SMKTLAn/VII/2022

Yang bertanda tangan di bawah ini, Kepala SMK TI Annajiyah Bahrul Ulum Tambakberas Jombang menerangkan bahwa:

Nama : Ilvi Nur Diana  
Nim : 18180003  
Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan  
Program Studi : Tadris Bahasa Inggris  
Perguruan Tinggi : Universitas Islam Negeri Maulana Malik Ibrahim Malang

Adalah benar nama tersebut di atas telah melakukan Penelitian atau Observasi di SMK TI Annajiyah Bahrul Ulum Jombang terhitung pada tanggal 16 April 2022 Judul Skripsi: Students' Needs Analysis In Learning English At SMK TI Annajiyah Bahrul 'Ulum.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Jombang, 31 Juli 2022

Kepala SMK TI Annajiyah

  
  
Nadhroh Fauharoh, S.Pd.,MAP.

## Appendix XII

### Thesis Consultation Logbook



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
http://tarbiyah.uin-malang.ac.id. email :psg\_uinmalang@ymail.com

#### BUKTI KONSULTASI BIMBINGAN SKRIPSI JURUSAN TADRIS BAHASA INGGRI

Nama : Ilvi Nur Diana  
NIM : 18180003  
Judul : "Students' Need Analysis in Learning English in SMK TI ANNAJIYAH  
BAHRUL 'ULUM"  
Dosen Pembimbing : Dr. H. Langgeng Budianto, M.Pd

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Proposal Skripsi
1	05/12/2021	Technical of consultation and thesis proposal	
2	29/01/2022	Consultation chapter I, II, and III	
3	22/02/2022	Revise and consultation chapter I, II, and III	
4	28/02/2022	Final consultation chapter I, II, and III	
5			
6			
7			

Menyetujui,  
Dosen Pembimbing

**Dr. H. Langgeng Budianto, M.Pd**  
NIP. 19711014 200312 1 001

Malang, 28 Februari 2022  
Mengetahui,  
Ketua Jurusan TBI

**Dr. H. Langgeng Budianto, M.Pd**  
NIP. 19711014 200312 1 001



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
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Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
http://tarbiyah.uin-malang.ac.id. email : psg\_uinmalang@ymail.com

**BUKTI KONSULTASI BIMBINGAN SKRIPSI**  
**JURUSAN TADRIS BAHASA INGGRIS**

Nama : Ilvi Nur Diana  
NIM : 18180003  
Judul : "Students' Needs Analysis in Learning English at SMK TI ANNAJIYAH  
BAHRUL 'ULUM"  
Dosen Pembimbing : Dr. H. Langgeng Budianto, M.Pd

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Proposal Skripsi
5	20/04/2022	Consultation of Questionnaire Instrument and Interview	
6	22/04/2022	Revise and Consultation Questionnaire Instrument and Interview	
7	29/07/2022	Consultation Chapter IV and V	
8	02/08/2022	Revise and Consultation Chapter IV and V	
9	11/08/2022	ACC Thesis	

Menyetujui,  
Dosen Pembimbing

Dr. H. Langgeng Budianto, M.Pd  
NIP. 19711014 200312 1 001

Malang, 11 Agustus 2022  
Mengetahui,  
Ketua Jurusan TBI

Dr. H. Langgeng Budianto, M.Pd  
NIP. 19711014 200312 1 001

## *Appendix XIII*

### *Curriculum Vitae*

#### **CURRICULUM VITAE**

Nama Lengkap : Ilvi Nur Diana  
Tempat, tanggal lahir : Jombang, 25 April 2000  
Jenis Kelamin : Perempuan  
Agama : Islam  
Fakultas, Jurusan : FITK, Tadris Bahasa Inggris  
Perguruan Tinggi : UIN Maulana Malik Ibrahim  
Malang  
Alamat Rumah : Yayasan AL-FATTAH Rt.03  
Rw.05 Dsn. Jajar Ds.  
Kepuhkembeng Kec.  
Peterongan Kab. Jombang

No. HP/Telepon : 085733958003  
Alamat E-mail : [ilvirikudo@gmail.com](mailto:ilvirikudo@gmail.com)  
Nama Wali : M. Taufiqur Rohman, S.Pd



#### Riwayat Pendidikan

1. 2004 – 2006 RA AL-FATTAH
2. 2006 – 2012 SD Islam AL-FATTAH
3. 2012 – 2015 MTsN Denanyar Jombang
4. 2015 – 2018 MAN Denanyar Jombang
5. 2018 – Sekarang UIN Maulana Malik Ibrahim Malang

Malang, August 11, 2022  
Mahasiswa,

**Ilvi Nur Diana**  
**NIM. 18180003**