


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**AN ANALYSIS OF ENGLISH TEACHING MATERIALS USED IN A
VOCATIONAL SCHOOL
(A Case Study of Automotive Department of SMK N2 Batusangkar)**

THESIS

**Submitted to Tarbiyah Department
Teaching English Study Program to fulfill one of the
requirements to obtain Bachelor Degree
in Teaching English**

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BATUANGKAR
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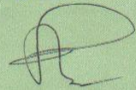
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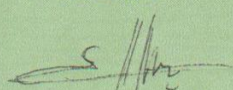
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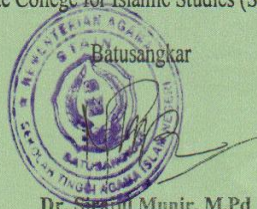
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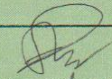
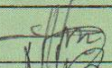
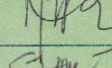

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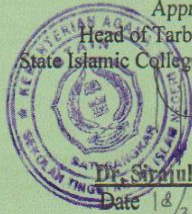
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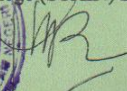
THESIS EXAMINERS' APPROVAL

Thesis written by ARISA MELINA, 11 104 035, entitled "AN ANALYSIS OF ENGLISH TEACHING MATERIALS USED IN A VOCATIONAL SCHOOL (A CASE STUDY OF AUTOMOTIVE DEPARTMENT OF SMK N2 BATUSANGKAR)" has been examined by board of examiners of Teaching English Study Program of Tarbiyah Department of State Islamic College (STAIN) Batusangkar on March, 10th 2016 and approved to be accepted as the requirement for obtaining Bachelor Degree in Teaching English.

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The Researcher,

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In teaching English teachers need some preparations to teach their students in classroom. The teachers will get difficulties in teaching without preparation. In English teaching there are several components which support the successful of the teaching activities. According to Riyana in Awlya (2014: 14), there are five components of English teaching. They are learning purposes, teaching materials, learning strategy, instructional media, and learning evaluation. English teaching is an activity in delivering English teaching materials that consists of components of English itself (speaking, listening, writing, reading, vocabulary, and grammar) to the students in the classroom. One of the important components in English teaching is material. If teaching without material, teaching process cannot be continued. Material is the major of teaching, because with material students can imagine what will they learn. So that English teaching materials are very important to help students and teachers in reaches teaching English purpose. Because of that teacher should choose the materials carefully based on the curriculum and the purpose of teaching English.

The purpose of teaching English is to develop the ability of appreciation of ideas and criticizing the thinking. It can be used in the world of work that requires speak English. That is way the learning English very important to teach students , especially for vocational school. Teaching at a

vocational school is a process in education world that prepares trainees for jobs that are based on manual or practical activities, traditionally non-academic, and totally related to a specific trade, occupation, or vocation. It is sometimes referred to as technical education as the trainee directly develops expertise in a particular group of techniques.

Teaching English in Vocational High School is different from Teaching English in General High School on the purpose for the learners. Martin (2009: 22-24) states Education in Vocational High School has a role to prepare the learners to be ready to face the work world, so that the development of education in Vocational High School should be oriented to fulfill the work world demand. One of the purposes of the Vocational school is to prepare the students to be a productive person, who can work autonomously, add the vacancy to the industrial and business as the intermediate employee.

The main purpose of teaching English at the Vocational school is to prepare students to master the English language skills and knowledge base that will support the achievement of competencies and skills to implement the program expertise and skills mastery of English language skills in oral and written communication at advanced (PerMenDiknas No. 22. 2006).

Based on the explanation above, it can be concluded that English is important for vocational school, because in the world of work need mastering the knowledge and based English skills to support the students' specialization

program competency. And vocational school classified in English for specific purpose (ESP).

Basturkmen (2007:17) states that ESP concern in teaching language and communicative skill that specific group of language learners needs or will need to function effectively in their discipline of study, professions or workplaces. In line with Richards and Schmidt (2002: 181) English for specific purpose is the role of English in a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners.

According to Dudley-Evans in Valeria (2010: 50), there are many characteristics of English for Specific Purposes (ESP), (1) ESP is defined to meet specific needs of the learners (2) ESP makes use of underlying methodology and activities of the discipline it serves (3) ESP is centered not only on the language (grammar, lexis, register), but also the skills, discourses and genres appropriate to those activities. Based on the characteristics above, it can be conclude that ESP is a term to fulfill learners' need related to their disciplines.

SMK N2 Batusangkar is one of a vocational school in Batusangkar. It is located in Bukit Gombak, Tanah Datar Regency. It is only the one vocational school of agriculture at Tanah Datar regency. In SMK N2 Batusangkar, there are several departments that is offered such as TO (Teknik Otomotif), APT (Agribisnis Produksi Ternak), APTN (Agribisnis Produksi Tanaman), MP (Mekanisasi Pertanian), AHP (Agribisnis Hasil Pertanian) and

TL (Teknik Las). All of the departments are taught English subject generally, whereas Automotive Department learns lot about machines or repairing. Then, in mechanical uses a lot of English terms. Those are the reasons why the researcher chose Automotive Department since there are many terms such as how to switch off or on a machine, operating machine, manual instruction and the name of things in mechanical. Furthermore, English is international language that should be mastered by people in this era. Since there are many products that spread out whole the world, including mechanical items, especially should be mastered by the students. The materials that are taught by English teachers who are teaching in Vocational School especially in SMK N2 Batusangkar must be appropriated with the student's department, in this case is automotive department.

Based on English teaching materials that is used by teachers in SMK N 2 Batusangkar, the researcher found that English teaching materials used in this school designed by the teachers themselves. Then, they compiled the teaching materials from the original sources; internet and some books and they make the materials as their teaching materials. Furthermore, the teacher used the same teaching materials for all classes that they taught regardless students' need and background, then whether the materials aim to Automotive Department. For instance, when the teacher gave example of reading, the teacher only used general topic that inappropriate with the students department. Based on the example above, the characteristic of ESP on designing to meet the specific need of the learner is not fulfilled. The

researcher also found that there are inappropriate materials with the syllabus. It means that the materials that is given by the teachers are not based on the characteristic of ESP.

Based on the elaboration above, it can be understood that teaching English for students of vocational school especially Automotive Department has to meet their needs in learning English as the general characteristics of English for Specific Purpose (ESP) itself. The learning materials ideally constructed based on the students background field and needs.

Based on the problem above, the researcher interested in conducting the research entitle English Teaching Materials used in a Vocational School a case study at Automotive Department of SMK N2 Batusangkar.

B. Research Focus

The teachers should be able to provide their students with suitable materials and use appropriate teaching technique so that the aim of teaching can be obtained. This research is focused on analysis teaching materials used in a vocational school a case study at automotive department of SMK N 2 Batusangkar.

C. Research Question

Based on the research focus above, the researcher constructed the research question as follows “Do English teaching materials designed by the teachers of Automotive department of SMK N2 Batusangkar meet the principles of teaching English for specific purposes?”. To be specific, the research questions were elaborated as follows:

- a. Are the teaching materials provided model of correct and appropriate language use?
- b. Are the teaching materials designed based on various interesting texts and activities providing a wide range skill?
- c. Are the teaching materials designed based on the students' background?
- d. Are the teaching materials authentic?

D. Definition of the Key Terms

To avoid the ambiguity, the researcher defines the key terms of this research as follows :

1. English teaching material is teaching materials designed by the teachers meet the needs of students of automotive department of SMK N2 Batusangkar.
2. Vocational school is the school has several departments which is one of them is Automotive department of SMK N2 Batusangkar.

E. Purpose of the Research

Based on the research question above, the purpose of this research “is to find out whether the teaching materials designed by the teachers of Automotive department of SMK N2 Batusangkar meet the principles of teaching English for specific purposes”. To be more specific:

- a. Whether the teaching materials provide model of correct and appropriate language use.
- b. Whether teaching materials designed based on various interesting texts and activities providing a wide range skill

- c. Whether the teaching materials designed based on the students background.
- d. Whether the teaching materials authentic.

F. Significance of the Research

After constructing the research, the researcher expects that it may give some beneficial information to the student, the teacher and the researcher.

1. The students

The researcher hopes to be beneficial for the students more realize about the importance of learning English that related to their department to facilitate them in understanding the material provided by the teacher.

2. The teacher

The researcher hopes the teacher should be a creative in vocational school, and the teacher should be create compilation of materials, so that the material can fulfill students' need appropriate with their vocational.

3. The researcher

For the researcher herself, this research result can give valuable comprehension on the problem, solution to the problem and the reasons behind the problem. Then, it can also enrich the researcher's knowledge related to English teaching material used in a vocational high school by students of Automotive Department of SMK N2 Batusangkar. Then it intends to get the degree of S1 at STAIN Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. English for Specific Purposes (ESP)

a. Definition of English for Specific Purposes

English for Specific Purposes (ESP) is discipline of knowledge which focused on learning English for Specific discipline such as tourism, law and machine. According to Winipeg (2012) ESP is an approach to teaching English as an additional language which focuses on developing English communication skills in a specific discipline, such as accounting, law, education, engineering, IT technology, tourism, and academic learning.

Striven in Ardi (2009 :2) state ESP may be worded differently in terms of its definitions. But, what is important is that anyone is concerned with ESP should know that ESP is designed to specific need of the learners; related to the content, too particular discipline, occupations and activities; and centered on the language appropriate to those activities, in syntax, lexis, discourse, semantic.

Dudley- Evan in Zahrina (2011) explain the definition of English for Specific Purposes, as follow: 1) ESP make use of the underlying methodology and activities of the discipline it serves. 2) ESP is centered on the language such as grammar, lexis, register skill, discourse and genre appropriate to these activities. 3) ESP is nt

necessarily related to a specific discipline. 4) ESP is likely to be designed for adult learners. 5) ESP is generally designed for intermediate of advanced students.

From explanation above, it can be concluded that English for Specific Purposes (ESP) is such as kind of discipline of knowledge that focus on learning English for specific discipline, such as tourism, law, machine, accounting and academic learning.

b. Characteristics of ESP

Stevens in Valeria (2010: 49) defines English for Specific Purposes (ESP) by making a distinction between its absolute and its variable characteristics. He considers three absolute characteristics of ESP. First, ESP- the English language teaching is designed to meet specific needs of the learner. Its mean that ESP is conducted to fulfill the learner's needs in learning English itself. It can be done through the materials that are given to the learners. Second, ESP related in content (i.e. themes and topics) to particular discipline, occupation, and activities. It means that the materials in ESP match with the learners' discipline or background field. Last, ESP is centered on the language appropriate for those activities in syntax, lexis, discourse, and semantics.

Then, there are two variable characteristics of ESP. First, restriction to the language skills to be learned (reading only). It can be defined that ESP give limitation in the language skill that will be

useful for the learners. Second, using of no teaching methodology. It means that teacher does not use particular methodology in teaching ESP itself to the learners.

Robinson in Valeria (2010: 50) defines ESP on the basis of two criteria. The *first* is ESP is normally “goal directed”. In other words, ESP is taught to learners based on the aim of teaching ESP itself. So, the teacher gives the materials through particular way in order to reach the learning purposes. *Second*, ESP courses are develop from a needs analysis which aims to specify what exactly it is that students have to do through the medium English, and *third*, from a number of characteristics which explain that ESP courses are generally constrained by a limited period of time in which their objectives have to be achieved and taught to adults in homogeneous classes in term of the work or specialist studies.

Additionally, Dudley-Evans and St.John in Valeria (2010: 50) offer modified definition and express their revised view on the essence of ESP from two perspectives: absolute characteristics and variable characteristics. According to them, the absolute characteristics are ESP meets the learners’ specific needs, ESP make use of the underlying methodology and activities of the discipline it serves, and ESP is centered on the language (grammar, lexis, and register), skill, discourse, and genres appropriate for these activities. It means that ESP is conducting in order to fulfill the learners’ needs in learning

English and activities in ESP is matched with the learners' background field. Because of that, the language points in ESP itself are given in order to make the learners get more comprehension about their background field through English.

Then, they consider the variables characteristics that consist of several points. First, ESP may be related or designed for specific discipline. Second, ESP may use in specific teaching situations, a different methodology. Next, ESP is likely to be designed for adult learners. Last, ESP is generally designed for intermediate and advanced learner. In short, ESP is designed for particular background field by using specific teaching situation and mostly is taught to the advance learners.

Based on the explain above, it can be concluded that the characteristics of English for Specific Purposes (ESP) includes; *first*, designed to meet the specific of the learner matched with the learners' background field. *Second*, related to the content(i.e. themes and topics) to particular discipline, occupation, and activities. *Third*, centered on language appropriate for those activities , skill and discourse.

c. Type ESP

According to Hutchinson and Waters (1987 : 16), there are two types of English for Specific Purposes (ESP). They are English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). English for Academic Purposes (EAP) requires English for

academic study, while English for Occupational Purposes (EOP) requires English for work or trainee. Furthermore, Dudley – Evans in Hyland (2006 :1) state that EAP often tends to be a practical affair and these areas are typically understood in terms of local contexts and need of particular students.

Furthermore, Basturkmen (2010 : 6) divides ESP into three branches. The first is English for Academic Purposes (EAP). It means that the ESP is the related to their background field. For example, English for academic writing and English for law studies. The next, is English for professional purposes (EPP). It is about English in their professional job. For example, teaching English to nurse, teaching English to doctor. Last is English for occupational purposes (EOP). It is about the learners are the person who at the field that needs English as the supporting thing in doing that job. For example English for hotel receptionist, English for mechanic.

Furthermore, Carter (1983: 3) identifies there are three types of ESP, they are :

1. English as restricted language

It means that the usage of English is strictly limited and can be accurately determined situational. In other words, this language does not allow the speaker to communicate effectively in contexts outside the vocational environment.

2. English for Academic and Occupational Purposes

Carter implies that the end purpose of both EAP and EOP are one in the same that is employment. However, despite the end of purpose being identical, the means taken to achieve the end is very different indeed.

3. English with specific topic

This type is uniquely concerned with anticipated future English needs. The example is scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions.

From the classifications of ESP, it can be concluded that there several types of ESP depend on who the expert that propose the types is. Then, it can be know that English for Occupational Purposes (EOP) is one of ESP types that is the learners are the people who work at the field that needs English as the supporting thing in doing that job. In this school used type of ESP is English for academic purposes and English for occupational purposes.

2. Teaching Material

a. Definition of Teaching Materials

Allwright (1990) argues that materials should teach students to learn, that they should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for

what they do. From Allwright's point of view, textbooks are too inflexible to be used directly as instructional material. In contrast, O'Neill (1990) argues that materials may be suitable for students' needs, even if they are not designed specifically for them, that textbooks make it possible for students to review and prepare their lessons, that textbooks are efficient in terms of time and money, and that textbooks can and should allow for adaptation and improvisation.

In other words, learners should be the center of instruction and learning. The curriculum is a statement of the goals of learning, the methods of learning, etc. The role of teachers is to help learners to learn. Teachers have to follow the curriculum and provide, make, or choose materials. They may adapt, supplement, and elaborate on those materials and also monitor the progress and needs of the students and finally evaluate students. Materials include textbooks, video and audio tapes, computer software, and visual aids. They influence the content and the procedures of learning. The choice of deductive vs inductive learning, the role of memorization, the use of creativity and problem solving, production vs. reception, and the order in which materials are presented are all influenced by the materials.

According to Morrison (2007) materials are those resources which the teacher and the students will use for learning the objective. Material will use to guide the students in their learning, practice, and instruction the students.

The English teaching materials that teacher used should be considered whether the materials suitable with students' need, abilities and arousing students' interest. It is creativity of the teacher in choosing the materials (Graves in Veronica 2007). Good teachers recognize this, and work hard to make their material relevant. They show students how the material will apply to their lives and their careers. Bad teachers make material "relevant" by threatening students with failure on a test. Good teachers go far beyond this: they make students want to learn the material by making it interesting.

b. Component of English Teaching Material

Herdiansyah (2009:1) states some component in teaching-learning process. They are students, teachers, materials or curriculum, place, time, and facilities. Then, Cepi (2009) state that component of teaching in ESP included curriculum, teacher or lecturer, material, method, media and evaluation. (Djamarah and Aswan (2010: 41) state that there are six components in teaching-learning process. They are purposes, materials, method, media, source of learning, evaluation. From a lot of theories, the researcher only combine all components suggested many experts, moreover it can be seen at the point is below:

a. Purposes

Djamarah and Aswan (2010: 41) state that a purpose from the teaching-learning process is a dream for to reach from

implementation activity. The purpose of learning is useful as a guide and reference in the learning plan so that everything is in accordance with the plan.

b. Students

Herdiansyah (2009:1) states that students are the centers of the teaching and learning process, so they have to be involved in almost all the part of the classroom interaction from planning to evaluation. To encourage the involvement of students, Brown in Herdiansyah (2009:1) emphasized the importance of attention to students' learning motivation.

c. Teacher/lecturer

Herdiansyah (2009:1) states that the teacher plays a role is as facilitator in the communicative process, acting as a participant, and as an observer. Therefore the teacher should be as a guide, coach, officials learned, tutors and instructors in learning. In addition, the teacher should have good spirit to serve their students.

d. Method

According to Cepi (2009) methods of teaching is a way which is carried out to help process of learning in order to run well such as discussion methods, demonstration methods and experimental methods. Then, Djamarah and Aswan (2010:46) states that teacher is not only use one method for the teaching, but

sometime the teacher should use variation method, so the students not boring when they learning process.

e. Material

The characteristic of good material according to Hutchinson and Waters (1991:106) are: available an interesting text, available an activity or a fun activity as well as covering students' thinking ability, giving opportunity to students to use their knowledge and skills, and materials controlled by both students and teacher. Therefore the material should be better based on the learners' background, their need, their hope, interest in learning, and All texts within ESP subject need to be authentic.

f. Place

Herdiansyah (2009:1) states that the classroom is a place where teaching and learning processes take place. Class size and the number of students will have an impact on the application of technique and different teaching methods. So, teachers should create a comfortable atmosphere in the classroom.

g. Source of Learning

Djamarah and Aswan (2010:48) states that source of learning is to increase knowledge containing new things for students. For example: humans, books/library, media and environmental nature.

h. Evaluation

Tahir (1992:101) states evaluation is a very important tool so that learning strategies can be redefined and results improved. It means that evaluation should be done in instructional design, to improve the strategy on learning process. Therefore it should has evaluation, because with we know the result of evaluation so we to improve the strategy on learning process.

In conclusion, there are eight components in the learning process. They are purposes, students, teacher/lecturer, method, material, place, source of learning, and evaluation. So, in learning process the materials are very important to help students and teachers to reaches teaching purpose.

c. **Principles to Develop Teaching Materials**

According to Richards (2001:251) teaching materials are a key component in most language programs. Whether the teachers uses a textbook, institutionally prepared materials or his or her own materials, instructional materials generally serves as the basis for the language input learners receive and the language practice that occurs in the classroom.

Dealing with this, Graves in Zulhermindra (2005:15) points out that teaching materials are “tools that can be figuratively cut up into components pieces and then rearranged to suite the needs, abilities, and interests of the student in the course.”

It is understood that teaching materials play a very important role in teaching, especially in teaching a language. In line with this, Cunningsworth in Richards (2001:251) summarizes the rule of material (particularly course book) in language teaching as:

1. A resource for presentation material
2. A source of activities for learner practice and communicative interaction
3. A reference source for learner grammar, vocabulary, pronunciation, and so on.
4. A source of stimulation and ideas for classroom activities,
5. A syllabus (where they reflect learning objectives that have been determined)
6. A support for less experienced teachers who have yet to gain in confidence,

In addition, Algadrie in Zulhermindra (2005:16) points out that the development of teaching materials for ESP should consider the following things: 1) limiting the teaching materials oriented to grammar/structure in process of teaching and learning and 2) relating the teaching itself to the academic needs of the students.

In line with the above idea, Ibrahim and Syaodih (1996:100) write several aspects that should be the prior concern in selecting and choosing teaching material. Those aspects are: a) course objectives: teaching material should refer to the instructional objectives of the teaching, b) the importance of the materials: teaching material should be of importance both in terms of objective to be obtained and function for the next materials, c) practical value: teaching materials should be meaningful and practical for daily need, d) students level: teaching materials should be appropriate with students intellectual

development, and e) sequence: teaching materials should be ordered in such a way that the students can comprehend all the materials.

It can be understood that in preparing materials for teaching, the teachers should consider the students' need, abilities and interest, not just the easiness of conducting the class only. Furthermore, teaching materials should be well prepared in which materials should provide exposure to the specialized genres and registers, to support learning through providing achievable challenges and interesting content and to provide resource for self-study outside of the classroom. By doing this, it is expected that the goal of the teaching can effectively met.

As what Evans proposes in Richard (2001 : 262), many teachers underestimate how commercial; teaching materials are developed and developmental processes that are normally involved. Preparing effective teaching materials is similar to the processes involved in planning and teaching a lesson. The goal is to create the materials that can serve as resources for effective learning. The writer starts with a learning goal in mind and then seeks to create a set of activities that enable that goal to be reached.

In developing materials, there are some activities to be considered. Teachers may adopt some materials related from the textbook, adapt the materials in the course book into their own way, or

design their own materials. In conclusion, materials development is how teacher design materials to be used in the classroom by using some ways, therefore, the teacher can develop a good material that suitable for students' needs.

a. Adopting materials

Brown (1995 : 157) captures adopting materials as taking what materials will be needed in teaching process from the textbook. Teachers way take materials from some different textbooks which are related to students' need.

In adopting materials, Stevick in Brown (1995: 160) state some aspect should be followed. They are; (a) three qualities: strength, lightness, transparency (as opposed to weakness heaviness, opacity): (b) Three dimensions: linguistic, social, topical: and (c) Four components: occasions for use, sample of language use, lexical exploration, exploration of structural relationships.

b. Adapting materials

Prabhu in Nation and Macalister (2010: 159) state that teaching must be matched to the learners' current knowledge. Course books will not be effective because they are not in touch with the state of this knowledge. Therefore that is way teachers need to adapt the materials to the learner situation. Adapting can

be defined as teachers' way to match the materials in the course book into their way based on some considerations.

Based on the explanation above, adopting materials has some aspects. There are qualities, dimension and component. Therefore, in adopting textbook, one must require to the several previous points. And adapting is teachers' way to match the materials in the course book into their way based on some considerations.

3. English Teaching Materials in English for Specific Purposes (ESP)

a. Principles of English Teaching Materials in ESP

Teaching materials is one of the component in teaching and learning process. Related to the materials of ESP, there are several experts offering the principles of learning materials of ESP. They are Hutchinson and Water (1991 :107) define that the teaching materials should provide stimulus to learning. Good materials do not teach, but they encourage learner to learn. Therefore, it contains interesting texts, enjoyable activities which engage the learners' thinking capacities opportunities for learners to use existing knowledge and skills, and content which both learners and teacher can hope with. It means that the teaching materials of ESP have to encourage the students in order to be more motivated in learning through stimulus provided in the teaching materials.

The next principle is the teaching materials provide a clear and coherent unit structure which will guide teacher and learner through

various activities in such a way to maximize the chances of teaching. It means that the teaching materials of ESP can help to organize the teaching and learning process by providing a path through the complex mass of the language to be learned. In other words, the teaching materials should not be so tightly structured to produce a monotonous pattern of lessons. Therefore, the teaching materials should avoid the assembly line approach which make each unit looks similar with the same type of the text, the similar kind of illustration, the similar type and number of exercises.

Then, the teaching materials provide models of correct and appropriate language use. It means that the learning materials of ESP not only as the tools to learn the knowledge related to that field. Additionally, the teaching materials also can provide sample of accurate and acceptable language that is used related to particular field.

Furthermore, Hutchinson and Waters in Burdova (2007:10) postulate that teaching materials should also function as a link between already learnt (existing knowledge) and new information. It eans that the teaching materials of ESP can make the learners associates between the previous lesson. In other words, the teaching materials of ESP become the bridge between the existing knowledge of the students and new information given by the teacher. So, in the teaching materials of ESP there should be information that had been known by the

students in order to make them able to comprehend the new lesson or information well.

Based on the explanation above, it can be concluded that there are four principles offered by Hutchinson and Waters related to the teaching materials of ESP. they are the teaching materials provide stimulus to learning, the learning materials provide a clear and coherent unit structure, the teaching materials provide models of correct and appropriate language use, and the teaching materials should also function as a link between already learnt (existing knowledge) and new information.

Tarnopolsky in Baghban (2011: 2) state that ESP is designed to build up students skill in order to enable them to communicate in English language and the materials that are included basically chosen based on the learners' area professional expertise. It means that the learning materials of ESP should be chosen based on the students' background field. Then, those teaching materials also have to enable the students to communicate by using English especially that is related to their background field.

According to Burdova (2007: 10) good materials should be based on various interesting texts and activities providing wide range of skills. Teacher determines which aspects of ESP learning will be focused on but one piece of material can serve for developing more than one skill e.g. reading, listening, vocabulary, etc. it means that the

teaching materials of ESP have to provide the texts that lead the students to focus on particular skill as determined in the teaching purpose.

Harding in Basturkmen (2010:63) suggests using contexts, texts, and situations from the students' subject area for teaching materials of ESP. since they are real or simulated, they will naturally involve the language the students need. It means that the teaching materials of ESP have to be related in content with the students' background field, it will make the students be familiar with the language that is used in their background field.

According to Carter (1983) one of features common in ESP is using of authentic materials. It means that the authentic materials have to be provided in teaching English for Specific Purposes (ESP) to the learners. The purpose is in order to make those learning materials recognizable by the students. It bring the real language related to particular discipline.

Nuttal in Baghban (2011: 10) state that the texts in ESP must be chosen based on learners' interest and they should be relevant to their needs. It means that the teaching materials in ESP have to be suitable with the students' need in teaching English and also suitable with the students' background field.

Table 1. Principles of English Teaching Materials in ESP

| No | Experts | Principles | Conclusion |
|----|-------------------------------|---|---|
| 1 | Hutchinson & Waters (1991) | <p>a. The teaching materials provide stimulus to learning The indicators:</p> <ul style="list-style-type: none"> • Interesting texts • Enjoyable activities which engage the learners' thinking capacities <p>b. The teaching materials provide a clear and coherent unit structure</p> <p>c. The teaching materials provide models of correct and appropriate language use</p> <p>d. The teaching materials should also function as a link between already learnt (existing knowledge) and new information</p> | <p>1. The teaching materials provide stimulus to learning</p> <p>2. The teaching materials provide a clear and coherent unit structure.</p> <p>3. The teaching materials provide models of correct and appropriate language use.</p> <p>4. The teaching materials should function as a link between already learnt (existing knowledge) and new information</p> |
| 2 | Tarnopolsky in Baghban (2011) | The materials that are included are basically chosen based on the learners' area of professional expertise. | 5. The materials based on the students' need |
| 3 | Harding in Basturkmen (2010) | Using contexts, texts, and situations from the students' subject area for teaching materials of ESP | |
| 4 | Nuttal in Baghban | The texts used in ESP must be chosen based on learners' | |

| | | | |
|---|-------------------|---|---|
| | (2011) | interest and they should be relevant to their needs | |
| 5 | Burdova (2007) | Good materials should be based on various interesting texts and activities providing a wide range of skill | 6. Materials should be based on various interesting texts and activities providing a wide range of skills |
| 6 | Basturkmen (2010) | One of key characteristics of ESP is the teacher and course developers value the use authentic texts and tasks. | 7. The teaching materials should be authentic |
| 7 | Carter (1983) | One of features common in ESP is the using of authentic materials | |

Based on the previous explanation, the principle of teaching materials are included in providing stimulus to the learning, clear and coherence unit structure, correct and appropriate language use, the teaching materials should function as a link between already learnt (existing knowledge) and new information, the materials based on the students' background, materials should be based on various interesting texts and activities providing a wide range of skill and the teaching materials should be authentic. The researcher chose four the principle of teaching materials in this research. They are, correct and appropriate language use, based on students' background, should be based on various interesting texts and activities providing a wide range of skill and should be authentic.

b. Characteristics of English Teaching Materials in ESP

ESP Materials have sometimes been in advance of general course book, as they have been developed specially for students who perceived to have specific needs which could not be met fully by general material (Alan Cunningsworth, 1995 : 132). In evaluating ESP material we should look at both the 'core' specialist language and the skills and strategies taught.

At the level of much ESP work, the roles of teachers and learners will be different from those in general courses. They will be more equal in some cases, partly because ESP students tend to be older and already established in their profession, it is caused by the students have crucial subject knowledge that the teacher does not have. English language teachers cannot be expected to have specialist knowledge outside their own field. If they do, it is a happy coincidence. But the range of ESP subject area is so large that it is unrealistic to expect that there will always be a teacher available with the necessary specialist knowledge (Alan Cunningsworth 1995: 133). ESP materials can be encourage this kind of collaborative relationship.

In design, ESP materials may differ considerably from general coursebooks. For one thing, that will generally assume a foundation of proficiency in general English, and from the start will focus aspects of English specific to the subject area being covered. Similarly, the balance of language skills being taught may be different from that

found in general courses. In some cases, there may be a strong emphasis on the written language and oral skills may be totally ignored; in other cases the material may focus on very specific skills, such as note-taking from a talk, presentation or lecturer. Methodologically, the general principle which apply to general coursebook also apply to ESP materials (Alan Cunningsworth 1995 : 134).

c. Source of English Teaching Materials in ESP

The materials of ESP can be obtained from several ways. Chen in Lo (2011: 79) postulated, three possible ways of obtaining the materials for ESP. those ways are ; (1) Using Existing Materials, (2) Writing Materials and (3) Adapting Materials. They are has been as follows:

Using Existing Materials, it means that the materials given to the ESP learner are taken from the existing materials. Those existing materials are supplemented by in-house materials.

Writing materials mean that the materials used in teaching ESP are written or created by teacher in order to fulfill the learners' need in learning English. In short, the materials are constructs by matching the learners' need with the materials that will be created. So, the teacher constructs the materials by himself/herself.

Adapting materials can be done by taking the materials from the existing book but that book is not aim to use in teaching ESP.

In conclusion, the materials of ESP can be taken from three ways. First is using existing materials. It means that the teacher used existing book and giving several additional toward the book. Second is writing the materials. It can be done by creating own materials by matching with the learners' needs. Last is adapting the material. It can be defined that the materials are obtained from existing book that relates with the learners' need because there is no special ESP book that can be used.

4. Teaching Materials for Vocational High School

According to UU Sisdiknas No 22/2003 about national education system (Pasal 15) :

“Pendidikan kejuruan merupakan pendidikan menengah yang mempersiapkan peserta didik terutama untuk bekerja dalam bidang tertentu.”

Teaching English at Vocational high school aims to enable students to have the ability to master basic knowledge and skills to support the achievement of English language competency skills program. Teaching English is also the aim of taking control of the abilities and skills of English to communicate both verbally and in writing at the intermediate level. So in the end the fullest support competence in particular areas of expertise of the students. Students will be able to communicate in the form of expertise and product expertise to the parties concerned.

Teaching English in vocational high schools covers the four language skills, namely speaking, listening, reading and writing. There is

teaching grammar in vocational high schools, like simple present tense that is taught in the first grade of vocational high school, gerund which is explained in the second grade of vocational high school, conditional sentence that is given for the third students, etc. In teaching speaking, the English teachers teach various expressions in English language, like asking for and giving direction, thanking, apologizing, asking for and giving suggestion, greeting and so forth. What should be more focused is the expressions that are used based on students' major. As mentioned before, the English teachers explain steps of handling the equipment of machine to the Automotive students. In teaching vocabulary, the teachers give information about the special terms that are often both used based on students' major. For example, the teachers give the special terms of art for the art students in vocational high school. In teaching reading and writing, there is difference between vocational high schools and senior high schools. There is no teaching genre of text, like narrative, descriptive, report, news item, etc, in teaching reading and writing at vocational high schools.

In conclusion, teaching English at vocational high school has aims to teach English related the vocation. It provides the material pertinent to students need, suitable with the students context. Therefore, teaching material at Automotive must be related to the field. Furthermore, the goal of teaching English material at Automotive must be relevant the

characteristics of ESP. it caused teaching materials at Automotive is a kind of teaching English for Specific Purposes (ESP).

B. Review of Relevant Studies

In this study, the researcher reviews three studies made by other researcher as comparison. They talk about reading material in a vocational school and material in reading. Septiani (2014) entitled : “Developing Reading Text Materials For Vocational School “. She held the research of XII SMK Sandhy Putra 2 Medan. The result of this study showed that reading text material of procedure text which were developed for vocational school particularly in culinary art majority were authentic materials for students of culinary art; by having the topics, students do not only study English, but they also enrich and activate their prior knowledge about culinary art.

This research has similarity and differences with previous research. The similarity between these two researchers are an analysis on reading materials. Meanwhile, the different between them is the purpose of the research. The previous research wanted to describe developing reading materials for vocational school. Meanwhile, this research wants to know about teaching materials in reading used in vocational school in SMK N 2 Batusangkar.

Then, Budiantari (2013) conducted a research entitled “Developing Authentic Reading Material for the Tenth Year Students of State Vocational High School 1 Kubutambahan”. The result of the study showed

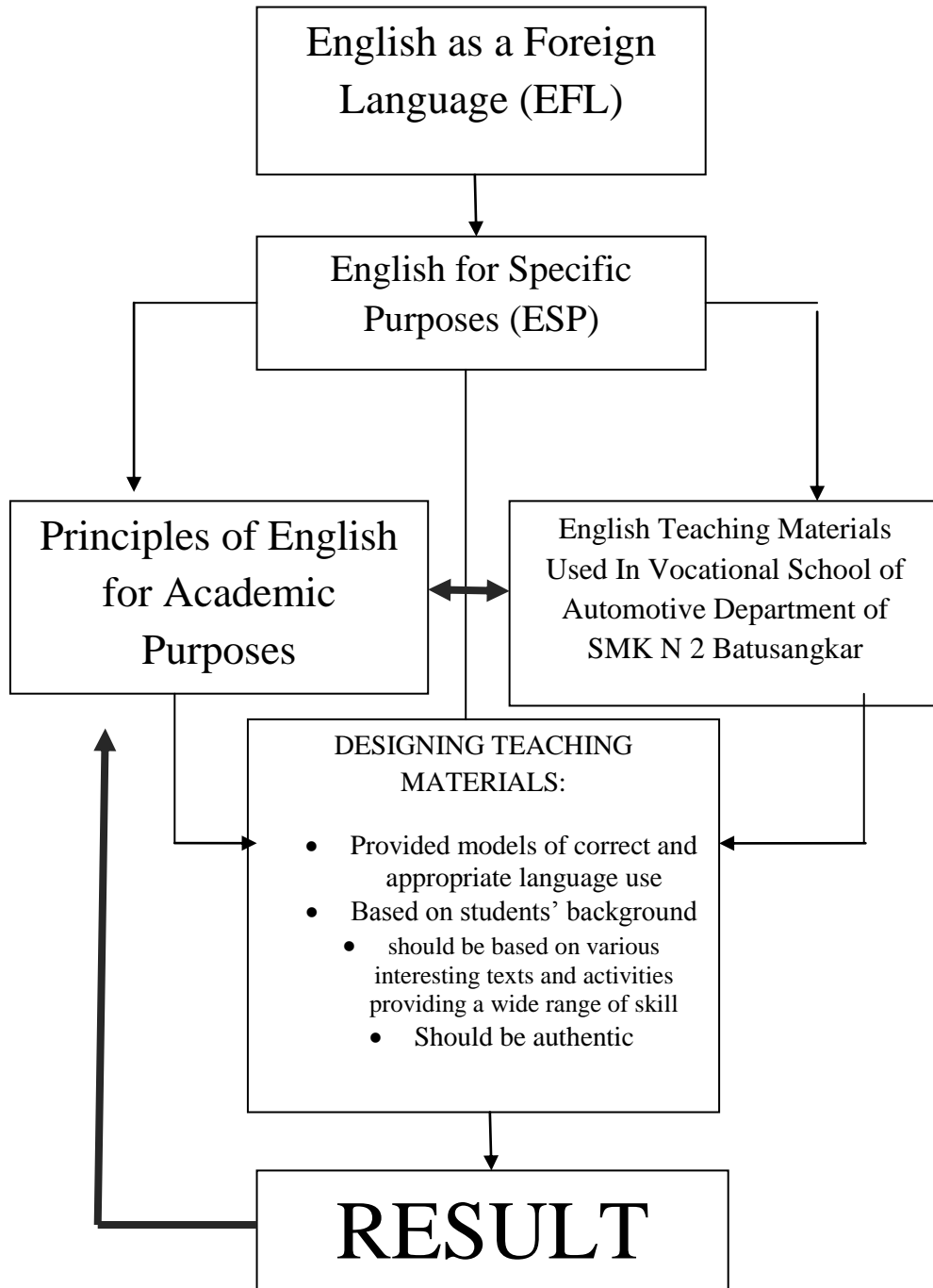
that reading topics, activities and materials are based on the standard competency and basic competency of School Based Curriculum

This research has similarity and differences with previous research. The similarity between these two researchers are reading material in vocational school. Meanwhile, the different between them is the purpose of the research and subject of the research. The previous research wanted to describe is developing authentic reading material of vocational school 1 Kubutambahan. Meanwhile, this research wants to know about teaching materials in reading used in vocational school in SMK N 2 Batusangkar.


Befi (2014) constructed the similar research entitled : “ An Analysis of the Learning Material used in English III for Physic Education Department at STAIN Batusangkar “.The result of this study showed that of the seven principles of ESP teaching materials only two principles are fulfilled by all teaching materials. While the other five principles which have not been fulfilled in the teaching materials.

This research has similarity and differences with previous research. The similarity between these two researchers is an analysis materials of ESP. Meanwhile, the different between them is the object or population of the research. The researcher took physic department at STAIN Batusangkar as the object of her research while this study took Automotive Department of SMK N2 Batusangkar as the object of the study.

C. Conceptual Framework



Note :

 : Constant Comparison
 : Consulted
 : Generate

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used the descriptive research by using content analysis design. According to Gay (1996: 275), a descriptive study determines and describes the things are. Then, Chelimsky (1989: 6) content analysis is a set of procedures for collecting and organizing information in a standardized format that allows analysis to make inferences about the characteristics and meaning of written and other recorded material. This research concerned to describe and analyze the document about English teaching materials used in a Vocational school of Automotive Department of SMK N 2 Batusangkar.

B. Data Source

This research was conducted in SMK N 2 Batusangkar located in Bukit Gombang, Tanah Datar Regency. There are eighteen classes of this school that have six classes of level class. They are TO (Otomotif), APT (Agribisnis Produksi Ternak), APTN (Agribisnis Produksi Tanaman), MP (Mekanisasi Pertanian), AHP (Agribisnis Hasil Pertanian) and TL (Teknik Las). The researcher chose two of the English teachers of tenth and eleventh grade of this school. The researcher took their material that have been learned in the first semester of 2015/2016 academic year.

C. Technique of Data Collection

1. Research instrument

The main of this research was the researcher herself. As it is explained by Gay (2009: 19), the researcher relies herself as the main instrument of data collection. It means that to get the data, study the documents and then she interpreted the data by herself. The researcher conducted a documentary study because analyzed the documents study.

Sugiyono (2007: 329) states that document is the past experience in written form, pictures, and other creations of someone. In this research, the researcher used the materials of teaching English in Automotive Department of tenth and eleventh grades Vocational High School students of SMK N 2 Batusangkar. The researcher then analyzed those teaching materials by using the characteristics of English for specific purpose. It is aimed to be guidance for analyzed those teaching material.

2. Research Procedures

This research have conducted by applying several steps.

a. Pre-operation :

- (1) The researcher determined the problem of the research
- (2) The researcher do preliminary research
- (3) The researcher collected and the theories supporting the problem of the research

(4) The researcher wrote the research proposal

(5) The researcher consulted with advisor

(6) The researcher hold proposal seminar

(7) The researcher revised the proposal

b. Whilst activities:

(1) The researcher met informants, observe the identity of English teacher about their documents

(2) The researcher learned documents that are used by English teacher in teaching English

c. Post activities

(1) The researcher analyzed the data of document research

(2) The researcher discussed research finding

(3) The researcher made conclusion

D. Technique of Data Analysis

The data that have been collected was the teaching materials used at the tenth and eleventh grade of Automotive Department of vocational high school. The data analyzed by using content analysis. According to Krippendorff (2004:18) content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the content of their use. It means that content analysis is used to analyze the document such as texts, instructional materials, textbooks, and other written documents in order to get the inferences from them.

According to Chelimsky (1989:8) there are six steps in doing content analysis. Those steps are:

1. Deciding to use content analysis

In order to get the decision in using content analysis, the researcher formulated the research question first. The questions should be based on a clear understanding of project needs and available data. Chelimsky (1989: 8) states that content analysis can be used to answer the question “What”. In this research, the researcher formulated the questions by using “What” as stated in the research questions. It means that content analysis is appropriate to be used in this research

2. Determining what material should be included in content analysis

In doing this step, sample of material was needed to do the analysis. In this research, the researcher used samples all topics as the materials in the first semester. It because the learning materials used in tenth and eleventh grade of Automotive Department of Vocational High School.

3. Selecting units of analysis

Units of analysis were wholes that researcher distinguished and treated as an independent elements. In content analysis, there are two units of analysis: context unit and recording unit. Context unit set limitations at the parts of

textbook which were to be examined. Then, recording unit was the specific segment of the context unit in the textbook which was put in a category.

In this research, the context unit was each chapter which has been chosen by the researcher. Then, the recording unit was the parts which has been analyzed by using the book of teaching material. Recording units were gotten after deciding the categories of content analysis in analyzing teaching material which were used in this research.

4. Develop coding categories

Chelimsky (1989: 11) states that categories provide the structure for grouping recording units. It means that the researcher did the coding for each topic of the materials based on the categories of content analysis in analyzing teaching material.

5. Coding the material

In this step, the researcher coded topic per topic the learning used in tenth and eleventh grade of Automotive Department of Vocational High School. The researcher used categories that are taken from the book of teaching material as guidance for coding the materials.

6. Analyze and interpret the result

In the final step, the researcher interpreted the English teaching materials which was found in each topic of the material. Then, she draw the conclusion of the analysis English teaching materials found in teaching material.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. General Finding

This study was designed as descriptive research by using content analysis. The researcher analyzed the English teaching materials. This research was conducted at the first semester of tenth and eleventh grade of Automotive department of SMK N2 Batusangkar. These materials created based on the curriculum KTSP 2006.

The materials were designed by the teachers themselves that compiled from the original source, internet, other books or they wrote by themselves. The teacher also used book of English for vocational school, TOEIC, and other book which related to Automotive. The materials created used some picture. The pictures are colorful that support learning materials so that it made students interested. Layout from this materials is neat so that make easy to read and clear for students. The material did not use key answer. The teachers should prepare the answer key to make them easy in teaching. The materials also not using page of number in their materials. Then, explanation above is the general finding with was analyzed by the researcher. Most of those materials were not appropriate with principles of teaching materials of ESP. Analyzing the teacher's documents the researcher has objective in this research, it is: " Do English teaching materials designed by the teachers of Automotive

department of SMK N2 Batusangkar meet the principles of teaching English for specific purposes?.

The data was gotten by asking permission to English teachers to borrow teachers' materials. The total number of the documents in this research were 2 materials. They are tenth and eleventh grade of Automotive department. The data in this research was analyzed based on principles of English for Specific Purposes (ESP). Based on the analysis of the data, it was found that not all of those materials agree with the principles teaching material of ESP. The teaching material in this case is stated as TM and the class in this case is stated as X (tenth) and XI (eleventh). And some materials not appropriate with the syllabus. (*See appendix 3*)

Teaching materials in syllabus of tenth (X) grade, point 1 in KD.1, namely greeting and Leave Taking, Introducing, Thanking, Simple Present, Personal Pronouns. Whereas in teaching materials, the researcher found those materials are available or was taught by the teacher except simple present and personal pronoun. In KD.2, Ordinal and Cardinal Number, Adjective, Telling Time – only adjective that was not taught by the teacher. Then, in KD.3, Words and Expressions are available in syllabus but did not teach by the teacher.

Teaching materials in syllabus of eleventh (XI) grade, point 1 in KD.1, there Were Hobbies, Guest Handling, Yes-No Question, Informative Question, Question Tags, Gerund, Too and Enough,

Telephone Handling, People's Job Using Simple Present, Modals Auxiliaries and Curriculum Vitae . The researcher found those materials were available or was taught by the teacher. In KD.2, only Telephone Handling that taught by the teacher. And three of materials was not taught by the teacher. Then, in KD.3, the researcher found those materials are available or was taught by the teacher except Expressing Figure and Fact.

The topics of these materials consist of several topics. The topics were coded to become TM1, TM2, etc. The materials of tenth grade have five teaching materials. They are Greeting/introduction, Identifying occupation/nationality, Number and time, Telling time, Tenses. And then, for teaching materials of eleventh grade have 11 teaching materials. They are hobbies, guest handling, yes-no question, informative-question, question tags, gerund, too and enough, telephone handling, people's job using simple present, curriculum vitae and modals

The following table explained about the number of topics in the materials.

Table. 2
English Materials of the Tenth Grade (X)

| No | Topic | Materials |
|-----------|--------------|------------------------------------|
| 1 | TM1 | Greeting/Introduction |
| 2 | TM2 | Identifying Occupation/Nationality |
| 3 | TM3 | Number and Time |
| 4 | TM4 | Telling Time |
| 5 | TM5 | Tenses |

Table.3
English Materials of the Eleventh Grade (XI)

| No | Topic | Materials |
|----|-------|-----------------------------------|
| 1 | TM1 | Hobbies |
| 2 | TM2 | Guest Handling |
| 3 | TM3 | Yes-No Question |
| 4 | TM4 | Informative- Question |
| 5 | TM 5 | Question Tags |
| 6 | TM6 | Gerund |
| 7 | TM7 | Too And Enough |
| 8 | TM8 | Telephone Handling |
| 9 | TM9 | People's job using simple present |
| 10 | TM10 | Curriculum vitae |
| 11 | TM11 | Modals |

Dealing with the table of analysis, it can be concluded that teaching materials (TM) used in Automotive department did not fulfill all the characteristics of ESP. in other words, from the 16 teaching materials of tenth (X) and eleventh (XI) grade, there was no fulfill yet the characteristics of ESP.

2. Specific Finding

This chapter presents the result of analysis of English teaching materials used in a vocational school a case study of Automotive department of SMK N2 Batusangkar.

After the researcher got the teaching materials, the researcher analyzed it by using the principle teaching material of ESP guidance suggested by experts. There are seven principles; 1) The teaching materials provide stimulus to learning. 2) The teaching materials provide a clear and coherent unit structure. 3) The teaching materials provide

models of correct and appropriate language use. 4) The teaching should function as a link between already learnt (existing knowledge) and new information. 5) The materials should be based on various interesting texts and activities providing a wide range skill. 6) The materials based on the students' background. 7) The teaching materials should be authentic.

Therefore, there were some obstacle such as restrictiveness of times, media and informants faced by the researcher in doing this research. The researcher decided only Four principles of teaching materials of ESP as guide in analyzing the documents. They are; *first*, the learning materials provide models of correct and appropriate language use. *Second*, the materials based on the students' background, *third*, the materials should be based on various interesting texts and activities providing a wide range skill, *fourth*, the teaching materials should be authentic.

Based on the principles teaching materials of ESP above the researcher analyzed the materials that have been presented by teacher taught in tenth and eleventh at first semester. Based on analysis of data, it was found that not all of those materials agree with four principles teaching materials of ESP and there are some materials which inappropriate with the syllabus.

There are 5 materials of tenth grade and 11 materials of eleventh grade used in automotive department taught by the teachers. The sixteen

materials were then analyzed using four principles teaching materials of ESP developed from experts.

In order to analyzed the teaching materials used in Automotive department, the researcher used content analysis. She analyzed principles teaching materials of ESP found in each Topic of the materials after being coded based on the categories of content analysis. Then, she interpreted the principles teaching materials of ESP found in the materials. It can be elaborated as follow:

a. The Learning Materials Provide Models of Correct and Appropriate Language Use.

It means that the teaching materials used for ESP teachers have to provide the chance for the learners to learn the language itself. In other words, the teaching materials are not only used as the source of the knowledge related to particular field but also the tool to learn English used in their discipline. For instance, teaching materials in operating machine, repairing machine and all things related to automotive discipline.

Related to this principle, there was one teaching material used in automotive department that agreed with this principle. The example can be seen in the TM 10 of Eleventh Grade as follow:

I have experienced in working as automotive technician. I have experienced in recognizing part for vehicle repair and assessing cost for vehicle repair.

On the other hand, all of the materials except TM 10 did not provide the models of correct and appropriate language use in Automotive. In short, all of the teaching materials used in Automotive department did not agreed with this principle of teaching materials of ESP except TM 10 about curriculum vitae.

The examples below show the teaching materials are used by the teacher. TM 2 (X):

Introductions, Greeting and Leave-Taking

The customs of one country are often different from those of another. For example Americans don't usually shake hands as much as some other countries do. In introductions a woman sometimes extends her hand to a man or to another woman, but this is not necessary; two man, however always shake hands. Men also stand up, but woman rise only to show special respect to another person because of age or position.

Americans are very friendly, but their greetings and .leave takings are short and informal. When two friends meet or when they say goodbye, they sometimes shake hands, and sometimes not. They do not embrace. This is different from the customs in some countries, but it does not indicate that Americans are unfriendly.

Task 1

Now say if these statements are true (T) and false (F) correct the false statements.

1. T - F : People always embrace when introduce themselves to other
2. T - F : They say "How do you do?" when they meet someone for the first time
3. T - F : They say "thanks a lot of " when we want to introduce a friend to another person
4. T - F : Greeting and leave-taking of most American are long and formal
5. T - F : It is polite to shake hands and say "How do you do?" in the first introduction

Based on the text and activities above, it contains about American. The information in the text only tells about introduction, greeting, and leave taking done by American. Depend on the principle teaching materials of ESP, the materials should provide of correct and appropriate language use.

b. The materials should be based on various interesting texts and activities providing a wide range skill

This principle means the texts create interesting in good packaging, it should make the students not feel bored in following their class. For instance: picture, it is better for students that the chosen materials completed with pictures. It also for students to imagine the plot of the materials and multicolor, it does not only consist of black color but they use many colors to make the teaching materials more interesting. It will increase students' motivation in reading the text. Wide range skill means the teaching materials have to provide the texts that lead the students to focus on particular skills as determined in learning purpose. In other words, through the teaching materials there should be the purpose to focus in particular skills such as reading, writing, speaking and writing. The indicator in this principle are can serve for developing more than one skill, interest to students, vocabulary suitable to students ability and suitable of students need, good writing and good layout of materials.

Example of tenses of tenth grade TM5 (X):

(+) *joni waits the bus every morning*
(-) *joni doesn't wait the bus every morning*
(?) *doesjoni wait the bus every morning?*

(+) *they operate computer everyday*
(-) *they do not operate computer everyday*
(?) *do they operate computer everyday*

In this material the teacher did not give well attention to capitalization of the sentences. For example, the name of someone and in the beginning of the sentence. The teacher wrote “joni and they”, it should be” Joni and They”. And also the first example “doesjoni”. It has not used space, it should be “Does Joni”.

For teaching material of eleventh grade TM7 (*see appendix2*):

Task 2. Make one sentence from two. Complete the new sentence using too or enough.

- 1. We couldn't carry the boxes. They were too heavy*
- 2. I can't drink this tea. It's too hot.*
- 3. Nobody could move the **coupboard**. It was too heavy*
- 4. Don't eat these avocados. They are not ripe enough*
- 5. I can't explain the **situation**. It's too complicated.*
- 6. We couldn't climb over the wall .It was too high*
- 7. Three people can't sit on this sofa. It isn't big enough*
- 8. I can't take a bath. The water is too warm*
- 9. She can't buy the book. It's too expensive*
- 10. We can't sleep in that room. It's too small.*

The teacher did not give well attention to her writing. Based on the word that the researcher bold, the teacher did an error in

writing. The word “situation” that the teacher wrote is unmeaning. It should be “situation”. And for “cupboard” it should be “cupboard”.

for example TM 2 of Eleventh Grade, this material used nice picture.



Based on elaboration above, it can be conclude that the teaching materials above fulfilled two indicators. First, can serve for developing more than one skill, it is writing skill. Second, the materials used nice picture. Based on the examples above, indicator text and vocabulary provide suitable ability and students need , and god writing and good layout were not yet fulfilled by these examples.

c. The Materials Based on the Students’ Background.

In this principle, the teaching materials should be conducted to fulfill the learner’s needs in learning English itself. It can be done through the materials that are given to the learners. In other words, the teaching materials that are used have to suitable and related to the learner’s background field or student’s field. Related to the teaching materials used in automotive department of tenth (X) and eleventh (XI) grade, this principle requires those teaching material have to explain everything that is related to Automotive. Tarnopolsky in Baghban (2011: 2) states that ESP is designed to

build up students' skill in order to enable them to communicate in English language and the materials that are included are basically chosen based on the learner area of professional expertise. It means that in choosing the learning materials in teaching ESP should consider the learners' background field in order to make the materials become meaningful for the learners.

Related to this principle, it was found that the teaching materials of the tenth grade that did not fulfill this principle, except TM2 of tenth grade about "Dea" reading skill. For example:

*Dea is from west java. She is an English Teacher. She is sundanese. Dea has a brother, his name is faisal. There is a servant who helps them. Sometimes a gardener comes to trim the hedge in front of their house. Dea's uncle is **an engineer**. He works in a factory. Dea has a friend, her name is Susana. She is from timor timur. She is Timorese. She is good nurse. Her father is a doctor.*

Based on the example above, the material is related to background field of the students. It is about engineer and this topic relevant to automotive department.

The materials that not appropriate with background of students can be see TM 1 of tenth (X) grade:

At the Receptionist Desk

*Mr. surya is at Amico Hotel. He arrives from padang. Mr. surya meets an old friend, Mrs. Lusi. They are here for one day seminar on business. They are at the receptions desk of the **hotel** now.*

Mr. Surya : Good morning Lusi. How are you?

Mrs. Lusi : Good morning Surya. I am fine, thanks.

And How about you?

Mr. Surya : Very well, thanks. nice to meet you.
Mrs. Lusi : Nice to meet you too. I haven't see you for a long time. What have you been doing lately?
Mr. Surya : Oh, nothing much really and how is everything With you?
Mrs. Lusi : Fine thanks. I have been busy lately.
Mr. Surya : What have been going?
Mrs. Lusi : I have been working the home industries I'll export them next month.
Mr. Surya : Really? Good luck to you.
Mrs. Lusi : Thanks.

The topic of the conversation is about greeting in hotel. Based on the researcher analysis, she concluded that the conversation does not fulfill specific need of the learner with their background field, because the background conversation in the text is in hotel.

The teaching materials for the eleventh grade. For example

TM2(XI).: (see appendix 2)



Task 1. Read the conversations and answer the questions

Conversation 1

John : Hello is there anyone at home?

Jean : Hi John. Come in and have a seat, please

What would you like to drink, coffee or tea?

John : I'd rather have coffee, please.

Jean : Is there anything I can do for you, John?

John : Yes, Yesterday I didn't come to school because I got cold. I want to borrow your book. I am afraid I'll fall behind

Jean : Okay, I'll lend it to you

1. Who comes to see Jean?
2. What does John like to drink?
3. Why was John absent yesterday?
4. What does John want her to do?
5. Does Jean give what he wants?

The topic of the conversation is about handling guest in house. Based on the researcher analysis, she concluded that the conversation was not fulfill specific need of the learner with their background field, because the background conversation in the text is in the house. Whereas based on the picture, she found that the picture of this conversation is in hotel not the house. Other example

TM 11:

WEBMASTER: A CHALLENGING JOB



Figure 2.3
www.cfnique-orai.com

Do you have any idea about *webmaster*? In this era of modern communications technology, having a job as a webmaster can be a consideration. 'A webmaster' can literally be defined as an expert in the field of webbing. A webmaster is a person who not only creates, but also maintains a website. In maintaining a website, a webmaster needs to update all information as well as the profile of the company or the organisation which belongs to the site.

A webmaster has to master at least one of the four subdivisions, namely web designing, graphic designing, web development, and web content editing. The expert in the first division is called a web designer. He or she needs to design a website and be knowledgeable, at least, about Hyper Text Markup Language (HTML) coding. In the graphic designing part, a graphic designer designs the lay-out and creates an attractive image. However, a graphic designer may not always be a web designer. A web developer is an expert in the web development. He or she creates the website's programmes and deals with the input and the process. He or she needs to know a programming language like ASP. A web content editor is the one whose job is to provide information about the site. An editor does not need to be technologically literate, but to have knowledge about sentence structure. Although the job can be divided into several parts, a webmaster might work individually or in a team, depending on the website's scope.

Based on the text above, the researcher concluded that the text did not fulfill specific need of the learner with their background field. Because the text tells about *Webmaster*, then in descriptions do not use all things about automotive department background.

According to UU Sisdiknas No 22/2003 about national education system (Pasal 15) : “*Pendidikan kejuruan merupakan pendidikan menengah yang mempersiapkan pesertadidik terutama untuk bekerja dalam bidang tertentu*”. It means that vocational school especially for automotive department is prepare to master particular skill.

d. The teaching materials should be authentic

It means that, the teaching materials are taken from this sources that are not aimed to be used in language learning. For example, the teaching materials used by the mechanist can be written by mechanist and those in related to mechanical.

The teaching materials used in automotive department for tenth and eleventh grade students were taken from many sources. As found in the syllabus the sources of teaching materials are from global access to the world of work, English for SMK, basic English grammar, etc. the aim of teaching materials were used for language teaching purpose, not for comprehending the concepts or everything related to Automotive. In other words, the teaching materials used in

automotive department for tenth and eleventh grade are not authentic materials. Except about curriculum vitae.

For example TM10 (XI) : (see appendix 2)



Automotive Technician Resume Example

Mark Blade
87 Main Street
Raleigh, NC 79801
Telephone: (542) 766-8222
Email ID: mark.blade@mail.com

Objective:

Provide vehicle repairing and give best service for customers as Automotive Technician.

Summary of skills and qualifications:

I have experienced in working as automotive technician. I have experienced in recognizing parts for vehicle repair and assessing cost for vehicle repair. I have extensive knowledge in automotive tools mechanics; engine systems diagnostics; automotive electrical systems; computerized engine control systems and steering systems. I am able to repair automotive components and systems. I have incisive analysis. I am capable for operating power and hand tools, balancing equipments, emission analyzers, volt meters and dwell meters.

Working Experiences:

Automotive Service Technician, HYF Automotive Service, Boston, Texas, 2008 – present
Responsibilities:

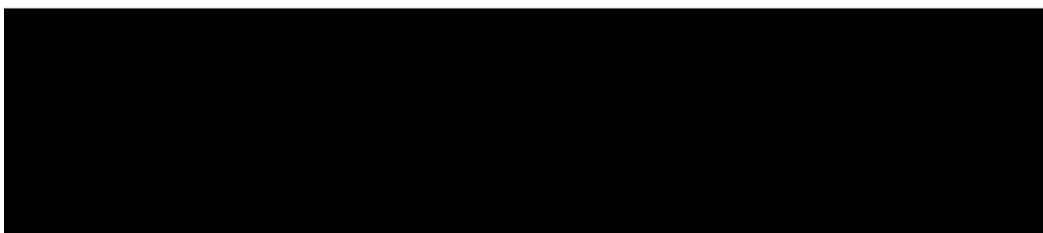
- Test automotive equipments and components
- Build and construct new equipments, engine components and mechanical tools
- Provide information and explanation for the customers about damage components of machine
- Manage multiple repairing tasks
- Asses and repair computerized engine systems
- Perform maintaining devices and machines
- Give best service for customers
- Provide training for new technician

Assistant Automotive Technician, CNTR Automotive Service, Miami, Florida, 2004 – 2008
Responsibilities:

- Helped senior automotive technician to manage all technical tasks
- Tested vehicle machine before perform repairing
- Cleaned automobile parts
- Performed engine system set up
- Ensured that finished-repairing vehicle is function well
- Cleaned vehicle after finished repair

Educational Background:

- Achieved Bachelor Degree of Mechanical Engineering, University of Texas, 2003
- Certified as Automotive Technician, THY Automotive Certification, 2004



The teaching material above is about curriculum vitae, the title is “automotive technician resume”. The example made by the writer do not just aimed to be used in language learning but to give information for the reader about automotive.

Based on elaboration above, only curriculum vitae belongs to authentic material due to that was aimed to make automotive technician resume and not aimed to language teaching purpose only.

B. Discussion

The discussion of the study is presented based on the analyzing of teaching material used in Automotive department of tenth and eleventh grade at SMK N2 Batusangkar. Those materials were analyzed based on the principles of the teaching materials of ESP.

Table. 4

Materials Provided Models of Correct and Appropriate Language Use.

| Principles | TM of Tenth Grade | | | | | TM of Eleventh Grade | | | | | | | | | | | Explan- Tion | |
|---|-------------------|---|---|---|---|----------------------|---|---|---|---|---|---|---|---|----|----|-----------------|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | |
| Materials provided models of correct and appropriate language use | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | Y | N | Only one that appropriate with this principles, is about curriculum vitae |

Note: Y = Yes, N= No

In the result of analysis, she found that this principle there was only one teaching material that provided models of correct and

appropriate language use. That is about curriculum vitae. It explain Automotive technician resume. Hutchinson and Waters (1991: 108) states that one of the components in design materials model is language focus whose aim to enable learners to use language. So, the learning materials have to make the students use English not only as a tool to comprehend the concept related to their field but also learn English as well based on their needs. However, the teaching materials used in automotive department students did not agree with this principles.

Table.5

Teaching Materials Designed Based on Various Interesting Texts Activities Providing A Wide Range Skill.

| Principles | TM of Tenth Grade | | | | | TM of Eleventh Grade | | | | | | | | | | | Explanation | |
|---|-------------------|---|---|---|---|----------------------|---|---|---|---|---|---|---|---|----|----|-------------|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | |
| Teaching materials should be based on various interesting texts activities providing a wide range skill | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | As a general this principle was fulfilled, but there were indicator that inappropriate. |

Note: **Y** = Yes, **N**= No

Based on the result of analysis, the result as general is appropriate with this principle. teacher compiled the materials from several sources and adapted the materials based on the level of students' ability and the level of interesting of the materials that will be learned to the students. It

also the way in choosing materials that have explained by Veronica (2007) states good materials should be based on various interesting texts and activities providing a wide range of skills.

Additionally, Those materials should be based on interesting texts and wide range skill. It is also explained by Burdova (2007:10) explains materials should be based on various interesting texts and activities providing a wide range of skills. It means that teaching materials of ESP have to provide the texts that lead the students to focus on particular skill as determined in the learning purpose. Therefore, the teacher should create the interest of the materials that will give to the students.

Harmer (2004) state that in choosing the materials for teaching English the teacher should follow some ways. One of them is choose interesting, multicolor and has picture. Making the students interested to learning process the one of teacher job. The teacher should consider what they should do order to make their students interesting topic in order the students do not bored in follow their class.

Table.6

Teaching Materials Design Based on the Students' Background

| Principles | TM of Tenth Grade | | | | | TM of Eleventh Grade | | | | | | | | | | | Explan- ation | |
|--|-------------------|---|---|---|---|----------------------|---|---|---|---|---|---|---|---|----|----|------------------|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | |
| Teaching materials based on the students' background | N | Y | N | N | N | N | N | N | N | N | N | N | N | N | N | Y | N | There was only two teaching materials that appropriate with background students. They are identifying occupation about "Dea" in reading skill and curriculum vitae. |

Note: Y = Yes, N= No

In the result of analysis, she found that this principle was not matching with the teaching materials of tenth grade in Topic 1 until Topic 5. Except TM2 about "Dea" in reading skill. In teaching materials of eleventh grade, she found that there was only one teaching material that appropriate with the department students from 11 topics. The topic is curriculum vitae. It is supported by UU Sisdiknas No 22/2003 about national education system (Pasal 15) : "*Pendidikan kejuruan merupakan pendidikan menengah yang mempersiapkan peserta didik terutama untuk bekerja dalam bidang tertentu*". It means that the teaching materials have

to make students use English not only as a tool to comprehend the concepts related to their field but also English as well based on their needs.

In designing materials the teacher should match with students' background field. Such as, setting place in mechanical or things related to Automotive as in example TM1 of tenth grade in conversation. It was about conversation in hotel. It is better to used Automotive background in workshop or garage.

Table.7

The Teaching Materials Authentic

| Principles | TM of Tenth Grade | | | | | TM of Eleventh Grade | | | | | | | | | | | Explanation |
|--|-------------------|---|---|---|---|----------------------|---|---|---|---|---|---|---|---|----|----|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| The teaching materials should be authentic | N | N | N | N | N | N | N | N | N | N | N | N | N | N | Y | N | There was only one that appropriate. It is about curriculum vitae |

Note: **Y** = Yes, **N**= No

In the result of analysis, she found that there was only one that appropriate with this principle. That is about curriculum vitae. Shrum and Glisan in Baghban (2011: 8) states that authentic materials provide and effective means for presenting real language, integrating culture, and heightening comprehension. They bring two reasons for believing that authentic materials are beneficial. Firstly, by exposure to such materials,

students will be provided with the opportunity to see language as is used in real world to serve a real purpose. Secondly, such materials can be considered as a rich source of cultural content. In short, the teaching materials that are in authentic form can give advantages for the students in order to get familiar with the texts that were written by native and related to their field.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the teaching materials of Automotive Department by using the characteristics of English for Specific Purposes (ESP) as guidance, the research comes to the conclusion. There are five teaching materials of the tenth grade and 11 teaching materials of eleventh grade. It has been analyzed based on four principles of ESP. In general, the result of analyzing the teaching materials used in Automotive Department was not fulfill yet, with details as the following.

There are many conclusions of this research. First, the teaching materials provided models of correct and appropriate language use. This principle that appropriate was only one. It is about curriculum vitae.

Second, the material should be based on various interesting texts activities providing a wide range skill. All of TM (Teaching Materials) are fulfilled.

Third, the materials based on the students background. The all of teaching materials are not fulfill based on the background field as specific need of the learned except, in TM2 of tenth grade and TM10 of eleventh grade. The example of materials appropriate with Automotive department.

Fourth, based on teaching materials should be authentic. The all teaching materials was not appropriate, except curriculum vitae.

B. Suggestions

Based on the result of the research, the researcher offers some suggestions to:

1. The Teacher

The teacher is hoped be able to choose the teaching materials for Automotive that fulfill all of the principles of teaching materials of ESP. especially that were not fulfilled yet from the fourth of principles.

2. The Students

The students are expected to understand the English material for Automotive in order to make them become familiar with English for Automotive. Then, trough that understanding the students can realize how important English is for their future, especially for work of world.

3. The other Researcher

In this research, the researcher did the research toward the learning material used in English for Automotive. The researcher suggests the other researcher to conduct research about strategies used by the teacher in design English for Automotive department at SMK N2 Batusangkar.

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SURAT KETERANGAN

Nomor : 422/ 222 /TU/SMKN.2-2016

Yang bertanda tangan dibawah ini Kepala SMKN 2 Batusangkar Kabupaten Tanah Datar,
dengan ini menerangkan bahwa :

Nama : ARISA MELINA
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Alamat : Komplek SMK Negeri 2 Batusangkar

Bahwa yang tersebut namanya diatas telah melakukan Penelitian tanggal 19 Februari 2016 di
SMK Negeri 2 Batusangkar dengan Judul :

*" An analisis Of English Teaching Materials Used In a Vokational School (A Case Study
Of Automotive Departmen Of SMKN 2 Batusangkar "*

Demikianlah Surat Keterangan ini diberikan untuk dapat digunakan sebagai mana mestinya,
terimakasih.

Batusangkar, 20 Februari 2016
Kepala Sekolah



SYAMSUDDIN, SST
NIP. 19650401 198901 1 001



**PEMERINTAH KABUPATEN TANAH DATAR
KANTOR KESATUAN BANGSA DAN POLITIK
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SURAT KETERANGAN/REKOMENDASI
Nomor : 070/207/KESBANGPOL/2016

Berdasarkan Peraturan Menteri Dalam Negeri RI Nomor 07 Tahun 2014 tanggal 21 Januari 2014 tentang perubahan atas Peraturan Menteri Dalam Negeri RI Nomor. 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian dan surat Kepala P 3 M STAIN Batusangkar Nomor : Sti.02/IX/TL.00/297.e/2016, tanggal 15 Februari 2016, perihal Surat Rekomendasi Penelitian, setelah dipelajari dengan ini kami atas nama Pemerintah Kabupaten Tanah Datar menyatakan tidak keberatan atas maksud Penelitian dengan lokasi di Kabupaten Tanah Datar yang akan dilakukan oleh :

Nama : ARISA MELINA
Tempat/Tgl. Lahir : Batusangkar, 30 Mei 1992
Pekerjaan : Mahasiswi
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Kartu Identitas : KTP. 1304047005920001
Maksud dan Obyek : Izin Penelitian
Judul : "AN ANALYSIS OF ENGLISH TEACHING MATERIAL USED IN A VOCATIONAL SCHOOL (A CASE STUDY OF AUTOMOTIVE DEPARTMENT OF SMKN 2 BATUSANGKAR)"
Lokasi Penelitian : SMK Negeri 2 Batusangkar
W a k t u : 19 Februari s.d 16 April 2016
Anggota : -

Dengan ketentuan sebagai berikut :

1. Kegiatan Penelitian tidak boleh menyimpang dari maksud dan obyek sebagaimana tersebut di atas.
2. Memberitahukan kedatangan serta maksud Penelitian yang akan dilaksanakan dengan menunjukkan surat-surat keterangan yang berhubungan dengan itu kepada Pemerintah setempat dan melaporkan kembali waktu akan berangkat.
3. Dalam melaksanakan Penelitian agar dapat berkoordinasi dengan instansi terkait.
4. Mematuhi semua peraturan yang berlaku dan menghormati adat - istiadat serta kebiasaan masyarakat setempat.
5. Bila terjadi penyimpangan/pelanggaran terhadap ketentuan-ketentuan tersebut diatas maka Surat Keterangan/Rekomendasi ini akan **DICABUT** kembali.
6. Surat Keterangan/Rekomendasi ini diberikan/berlaku mulai tanggal 19 Februari s.d 16 April 2016.
7. Melaporkan hasil Penelitian kepada Bupati Tanah Datar Cq. Kantor Kesatuan Bangsa dan Politik Kabupaten Tanah Datar.

Demikianlah surat keterangan/ rekomendasi ini dikeluarkan untuk dipergunakan seperlunya.

Batusangkar, 19 Februari 2016

An. KEPALA KANTOR KESBANGPOL
KABUPATEN TANAH DATAR
KANTOR KESATUAN BANGSA,



MULYADI, DJ, S. Sos
NIP. 19710328 200801 1 001

Tembusan

- Yth. :
1. Bupati Tanah Datar (sebagai laporan)
 2. Dandim 0307 Tanah Datar di Pagaruyung.
 3. Kapolres Tanah Datar di Pagaruyung.
 4. Kepala Dinas Pendidikan Kab. Tanah Datar di Batusangkar.
 5. Kepala P3M STAIN Batusangkar di Batusangkar.
 6. Kepala SMKN 2 Batusangkar di Batusangkar.
 7. Yang bersangkutan...



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
BATUSANGKAR**

Jl. Sudirman No.137 Kuburajo Lima Kaum Batusangkar 27213, Telp. (0752) 71150, Ext 135, Fax. (0752) 71879
Website :www.stainbatusangkar.ac.id e-mail : info@stainbatusangkar.ac.id

Batusangkar, 15 Februari 2016

Nomor : Sti.02/IX/TL.00/ 297-e/2016

Lamp : 1 (satu) eksemplar

Hal : **Mohon Penerbitan Surat Izin Penelitian**

Kepada Yth.
Bupati Tanah Datar
Cq. Kepala Kantor KESBANGPOI, Kabupaten Tanah Datar
di
Batusangkar

Assalamu 'alaikum Wr. Wb.
Dengan hormat,

Dengan ini disampaikan kepada Bapak/Ibu bahwa Mahasiswa yang namanya tersebut di bawah ini:

Nama / NIM : **Arisa Melina / 11104035**
Tempat/Tanggal Lahir : **Batusangkar, 30 Mei 1992**
Kartu Identitas : **NIK: 1304047005920001**
Jurusan : **Tarbiyah**
Program Studi : **Tadris Bahasa Inggris**
Alamat : **Komplek SMKN 2 Jorong Bukit Gombak Nagari Baringin Kecamatan
Lima Kaum Kabupaten Tanah Datar**

akan melakukan pengumpulan data untuk proses Penulisan Laporan Hasil Penelitiannya sebagai berikut:

Judul : **An Analysis of English Teaching Materials Used in A Vocational
School (A Case Study of Automotive Department of SMKN 2
Batusangkar)**
Lokasi : **SMKN 2 Batusangkar**
Waktu : **16 Februari s.d 16 April 2016**
Dosen Pembimbing 1 : **Zulhermindra, M.Pd.**
2 : **Elfi, S.Pd.I., M.Pd.**

untuk itu, diharapkan kiranya Bapak/Ibu berkenan memberi izin dalam rangka pelaksanaan penelitian mahasiswa yang bersangkutan.

Demikian disampaikan, atas bantuan dan kerjasamanya diucapkan terimakasih.

a.n. Ketua
Kepala Pusat Penelitian dan
Pengabdian pada Masyarakat

Elha A. Sami, SH., M.Hum.
NIP. 197503031999031004

Tembusan disampaikan kepada Yth.

1. Ketua STAIN Batusangkar (Sebagai Laporan)
2. Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (Sebagai Laporan)
3. Ketua Jurusan Tarbiyah STAIN Batusangkar.
4. Ketua Program Studi Tadris Bahasa Inggris STAIN Batusangkar.
5. Pertinggal.

Example of Greeting :

- Good morning
- Good afternoon
- Good evening
- Good night
- How are you?
- How do you do?



Another Example :

1. Leave- taking (Perpisahan)
 - Formal : Good bye, Good night
 - Informal : Bye-bye, See you later, See you tomorrow
2. Ucapan selamat untuk orang yang pergi berlibur
 - Have a good holiday
3. Ucapan untuk orang yang akan pergi ke pesta / nonton film
 - Have a good time
4. Ucapan untuk orang yang akan mengikuti ujian atau test
 - Good luck
 - Best of luck
5. Ucapan untuk orang yang akan bertunangan/ menikah/ lulus ujian
 - Congratulation
6. Ucapan untuk orang yang berhasil memperbaiki mesin/ menghias ruangan
 - Well done
7. Ucapan untuk orang yang mengalami kegagalan
 - Bad luck
8. Ucapan ketika melihat orang sakit
 - I hope you soon get better

9. Ucapan kiriman salam pada seseorang
 - Please remember me to your sister
10. Ucapan berduka cita
 - Please accept our sympathy

Example of Conversation:

At the Receptionist Desk

Mr. Surya is at Amico Hotel. He arrives from Padang. Mr. Surya meets an old friend, Mrs. Lusi. They are here for one day seminar on business. They are at the reception desk of the hotel now.

Mr. Surya : Good morning Lusi. How are you?

Mrs. Lusi : Good morning Surya. I am fine, thanks. and how about you?

Mr. Surya : Very well, thanks. nice to meet you.

Mrs. Lusi : Nice to meet you too. I haven't see you for a long time. What have you been doing lately?

Mr. Surya : Oh, nothing much really and how is everything with you?

Mrs. Lusi : Fine thanks. I have been busy lately.

Mr. Surya : What have been going?

Mrs. Lusi : I have been working the home industries I'll export them next month.

Mr. Surya : Really? Good luck to you.

Mrs. Lusi : Thanks.

Example:

- Nice to meet you

- Nice meeting you
- A pleasure seeing you
- I'm glad to know you
- How are you
- How are you doing
- How are things
- Fine, thank you
- Good
- All right
- Okay
- I am glad to see you

Introductions, Greeting and Leave-Taking

The customs of one country are often different from those of another. For example Americans don't usually shake hands as much as some other countries do. In introductions a woman sometimes extends her hand to a man or to another woman, but this is not necessary; two man, however always shake hands. Men also stand up, but woman rise only to show special respect to another person because of age or position.

Americans are very friendly, but their greetings and leave takings are short and informal. When two friends meet or when they say goodbye, they sometimes shake hands, and sometimes not. They do not embrace. This is different from the customs in some countries, but it does not indicate that Americans are unfriendly.

Task 1

Now say if these statement are true (T) and false (F) correct the false statements.

6. T - F : People always embrace when introduce them selves to other

7. T - F : They say “How do you do?” when they meet someone for the first time
8. T - F : They say “thanks a lot of “ when we want to introduce a friend to another person
9. T - F : Greeting and leave-taking of most americans are long and formal
10. T - F : It is polite to shake hands and say “How do you do?” in the first introduction

Vocabulary

- Sometime : kadang-kadang
- Shake hands : berjabat tangan
- Usually : bias nya
- However : bagaimanapun
- Introduction : perkenalan
- Greeting : ucapan salam
- Extend : mengulurkan tangan
- Embrace : berangkul
- Respect : rasa hormat
- Necessary : kebutuhan

IDENTIFYING OCCUPATION/NATIONALITY

OCCUPATION ICONS



The Example:

- What is your job?
 - What is his job?
 - What is she?
 - Is he a doctor?
 - What are you?
 - What is your mother?
 - What is her job?
 - What is he?
 - What is joni's job?
 - What is her mother job?
 - What is his father?
- His job is a farmer
 - She is a nurse
 - No, he is not. He is a driver
 - My mother is a house wife
 - Her job is...
 - He is a farmer
 - Joni's job is a lawyer
 - Her mother job is...
 - His father is...

Vocabulary :

- Farmer : petani
- Vegetable : petani sayur
- Fisherman : nelayan
- Plumber : tukang pipa
- Tiller : orang yang membajak
- Mechanic : montir
- Engines : masinis/ insinyur
- Nurse : suster
- Doctor : dokter
- Carpenter : tukang kayu
- Driver : sopir / pengemudi
- Teacher : guru
- Policeman : polisi
- House wife : ibu rumah tangga
- Typist : pengetik
- Servant : pembantu
- Labourer : buruh
- Clerk : pramuniaga/ juru tulis
- Official : pegawai negeri/ pejabat
- Social worker : petugas sosial
- Agricultural assistant : petugas pertanian
- Businessman : pengusaha
- Supervisor : pengawas
- Artist : seniman
- Singer : penyanyi
- Swimmer : perenang
- Dentist : dokter gigi

Reading

Dea is from west java. She is an English Teacher. She is sundanese. Dea has a brother, his name is faisal. There is a servant who helps them. Sometimes a gardener comes to trim the hedge in front of their house. Dea's uncle is an engineer. He works in a factory. Dea has a friend, her name is Susana. She is from timor timur. She is Timorese. She is good nurse. Her father is a doctor.

Vocabularies

- ✓ Hedge = pagar hidup
- ✓ West java = jawa barat
- ✓ House wife = ibu rumah tangga
- ✓ Servant = pelayan
- ✓ Help =pertolongan, menolong
- ✓ Sometimes = terkadang
- ✓ Gardener = tukang kebun
- ✓ Come = dating, sampai
- ✓ Trim = merapikan
- ✓ Engineer = ahli mesin
- ✓ Factory = pabrik
- ✓ Good nurse = perawat yang baik

Explanation :

Nama Negara => Orang / bangsa

1. Dengan penambahan akhiran 'an'

| | |
|-----------|------------|
| Indonesia | Indonesian |
| Canada | Canadian |

| | |
|-----------|------------|
| Australia | Australian |
| India | Indian |
| Iran | Iranian |
| Italy | Italian |
| Malaysia | Malaysian |

2. Dengan akhiran 'ese'

| | |
|---------|------------|
| Japan | Japanese |
| China | Chinese |
| Lebanon | Lebanese |
| Vietnam | Vietnamese |

3. Dengan akhiran 'i'

| | |
|----------|-----------|
| Irag | Iragi |
| Israel | Israeli |
| Pakistan | Pakistani |

4. Dengan akhiran 'ish'

| | |
|---------|------------------------|
| Poland | Polish (Polandia) |
| England | English |
| Spain | Spanish |
| Greek | Greece (tdk beraturan) |

| | |
|--------|------------------------|
| France | French (tdk beraturan) |
|--------|------------------------|

Nama Daerah => Orang/Suku

| | |
|--------------------|------------|
| East /Central java | Javanese |
| West Java | Sundanese |
| Padang | Padangese |
| Bali | Balinese |
| Irian Jaya | Irianese |
| Batak | Batakese |
| Madura | Madurese |
| Manado | Manadonese |
| Timor | Timorese |
| Bugis | Buginese |

NUMBER AND TIME

Number is consist of:

1. Cardinal number (bilangan biasa)
2. Ordinal number (bilangan bertingkat)
3. Fraction (bilangan pecahan)

1. Cardinal number

| | | |
|-----------------------|------------------------|--------------|
| 0=zero | 6=six | 12=twelve |
| 18=eighteen | | |
| 1=one | 7=seven | 13=thirteen |
| 19=nineteen | | |
| 2=two | 8=eight | 14=fourteen |
| 20=twenty | | |
| 3=three | 9=nine | 15=fifteen |
| 21=twenty one | | |
| 4=four | 10=ten | 16=sixteen |
| 22=twenty two | | |
| 5=five | 11=eleven | 17=seventeen |
| 23=twenty three | | |
| 30=thirty | 100=one hundred | |
| 40=fourty | 120=one hundred twenty | |
| 50=fifty | 240=two hundred fourty | |
| 1000=one thousand | | |
| 1.000.000=one million | | |

2. Ordinal number

| | | | |
|-----------------|-------------------|------------------|-------------|
| 1 st | = first (pertama) | 20 th | = twentieth |
|-----------------|-------------------|------------------|-------------|

2nd = second (kedua)
3rd = third (ketiga)
4th = fourth (keempat)
5th = fifth (kelima)
10th = tenth (kesepuluh)
11th =eleventh (kesebelas)

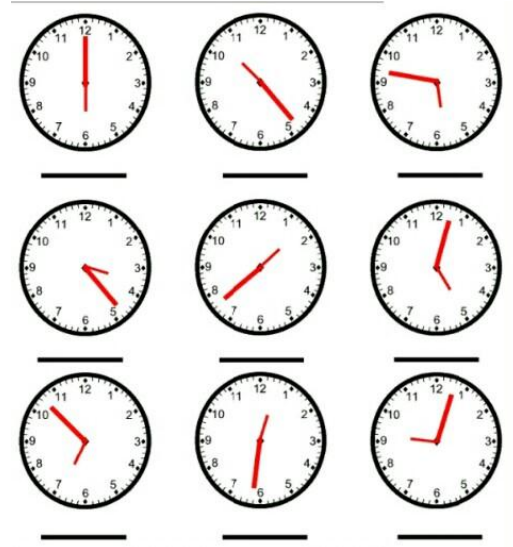
21st = twenty first
22nd = twenty second
23rd = twenty third

3. Fraction

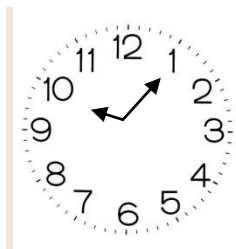
$\frac{1}{2}$ = a half
 $\frac{1}{3}$ = one third
 $\frac{1}{4}$ = a quarter / one fourth
 $\frac{1}{8}$ = one eight
 $\frac{2}{4}$ = two forth

TELLING TIME

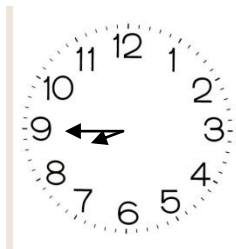
- To : kurang
- Past : lewat
- $\frac{1}{2}$: a half
- $\frac{1}{4}$: a quarter



Example :



10^5 = it's five past ten



8^{45} = it's a quarter to nine

11^{50} = it's ten to twelve

3²⁰ = it's twenty past three

The Time

The clock show us the time. I clock at the clock and tell you the time. The clock has number from one to twelve. These numbers show us twelve hours from midnight to noon. They also show us the twelve hours from noon to midnight.

This clock was two hands. They are a long hand and a short hand. The long hand shows us the minute. It is called the minute hand. The short hand shows us the hours. It is called the hour hand. There are sixty minutes in an hour. There are sixty second in a minute. Fifteen minutes make a quarter of an hour. Thirty minutes make half an hour.

Look at the clock above. They long hand is pinting to six. The short hand is pointing between two and three... what time is it now? It is half past two. Several clocks show us the day, date, month and year. But, this clock doesn't.

Noon or mild day is the day. Midnight is the middle of the night, we say, that it is twelve, midnight or 12 A.M. when it is the middle of the day, we say that it is twelve noon or 12 P.M. and P.M are for the latin words. A.M stand for ante meridiem it means before noon. P.M stand for post meridiem. It means after noon. So we say for 7 A.M - seven o'clock in the morning. 3 P,M - three o'clock in the afternoon. 9 P.M – nine o'clock in the evening and soon.

Vocabulary :

| | |
|----------|-------------------|
| Show | : menunjukan |
| Midnight | : tengah malam |
| Noon | : tengah hari |
| Make | : membuat/menjadi |
| Called | : disebut |
| Above | : di atas |
| Pointing | : menunjukan |

Several : beberapa
Date : tanggal
Even : bahkan
Stand for : singkatan dari
Mean : berarti
Middle : tengah

TENSES

1. Simple present

⇒ Suatu kegiatan yang dikerjakan secara terus menerus atau continue.

Pola :

Subject + Verb 1 + Object + Time Signal (every week , every day, a month, eery year)

Example :

(+) joni waits the bus every morning

(-) joni doesn't wait the bus every morning

(?) does joni wait the bus every morning?

(+) they operate computer everyday

(-) they do not operate computer everyday

(?) do they operate computer everyday ?

Explanation:

Subjek tunggal seperti:

- Joni
- He
- She
- It
- My father

Verb-nya harus ditambahkan (s) dalam bentuk positif saja (+), sedangkan dalam bentuk (-,?) memakai kata bantu (does)

Subjek jamak atau yang lebih dari satu, seperti:

- They
- We
- You
- I

Verb-nya tidak memakai akhiran (s) dalam bentuk positif, sedangkan dalam bentuk (-,?) memakai kata bantu (do)

2. Present continuous

Adalah suatu kegiatan yang sedang dikerjakan pada saat ini atau sekarang

Pola present continuous

S + To be (am, is, are) + verb+ing + object + time signal (now, today)

Example:

(+) joni is waiting the bus today

(-) joni is not waiting the bus today

(?) is joni waiting the bus today?

(+) they are operating computer now

(-) they are not operating computer now

(?) are they operating compute now?

(+) I am explaining English lesson now

(-) I am not explaining English lesson now

(?) am I explaining English lesson now?

Explanation:

Subjek tunggal, seperti:

- Joni

- He
- She
- It

Menggunakan to be (is)

Subjek jamak, seperti:

- They
- We
- You
- You and I

Menggunakan to be (are) sedangkan I to be nya (am)

3. Simple past

⇒ Suatu kegiatan yang dilakukan di masa lampau atau di masa lalu.

Pola Simple Past :

Subject + Verb2 + Object + Time Signal

Example :

(+) He went to school yesterday

(-) He did not go to school yesterday.

(?) Did he go to school yesterday?

(+) my sister gave me a present

(-) my sister did not give me a present

(?) did my sister give me a present?

Explanation :

(Were) => We, You, They

(Was) => I, He, She, It

4. Simple Future

⇒ Suatu kegiatan atau kejadian yang akan dilakukan pada waktu yang akan datang.

Pola simple future:

Subject + shall/will + infinitive (tanpa “to”)

Example :

(+) Pasya will post the letter

(-) Pasya will not post the letter

(?) will Pasya post the letter?

(+) The president will visit the Tsunami victims

(-) The president will not visit Tsunami victims

(?) will the president visit Tsunami victims?

Explanation :

a. **Shall** digunakan untuk orang pertama tunggal/jamak : **hanya I dan We**

b. **Will** di gunakan untuk orang kedua dan ketiga tunggal/jamak : **Selain I dan We**

MATERI PEMBELAJARAN BAHASA INGGRIS

KELAS XI

KD 2.1

MEMAHAMI PERCAKAPAN SEDERHANA SEHARI-HARI
BAIK DALAM KONTEKS PROFESIONAL MAUPUN PRIBADI
DENGAN ORANG BUKAN PENUTUR ASLI

KD 2.2

MENCATAT PESAN-PESAN SEDERHANA BAIK DALAM INTERAKSI LANGSUNG
MAUPUN MELALUI ALAT

KD 2.3

MERINCI TUGAS PEKERJAAN DAN LATAR BELAKANG PENDIDIKAN YANG
DIMILIKINYA SECARA LISAN DAN TULISAN

SMKN 2 BATUSANGKAR

KABUPATEN TANAH DATAR

1. “HOBBIES”

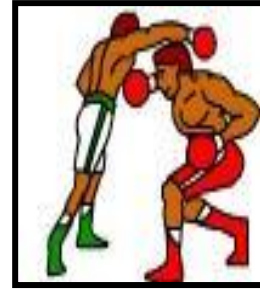
Task 1. Look at these pictures, write the word related to the pictures



1.....



2.....



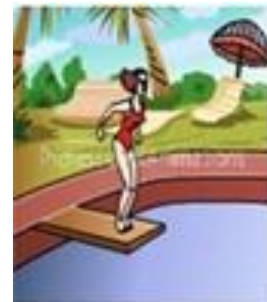
3.....



4.....



5.....



6

.....

Expressions dealing with hobbies and interests

| No | Asking about someone’s hobbies / interest | Responding about hobbies / interest |
|----|---|--|
| 1 | What’ your hobby? | My hobby is..... |
| 2 | Do you have any hobbies? | My hobbies.....and |
| 3 | Are you interested in playing football? | Yes, I have some hobbies. They are...and |
| 4 | What kind of subject you are interested in? |and..... |

| | | |
|---|--|---------------------------------------|
| 5 | | No I am not. I am interested in |
| 6 | | I am interested in..... |

Task 2. Read the conversations and answer the questions

Conversation 1

Edward : What's your hobby
Emily : My hobbies are swimming, dancing, and singing. How about you?
Edward : I love fishing and listening music.
Emily : What kind of music do you like?
Edward : I like pop music. By the way, what do you usually do on the weekend?
Emily : I usually do some exercises in the morning, have a nap and go shopping with my family in the afternoon. What about you?
Edward : I just at home, help my parents and have a family gathering.

1. What are Edward's hobbies?
2. What are Emily's hobbies?
3. What does Emily usually do on the weekend
4. What does Edward usually do on the weekend

Task 3. Write a short dialogue about your hobby

2. "HANDLING GUEST"



- 1.....
- 2.....
- 3.....
- 4.....

Task 1. Read the conversations and answer the questions

Conversation 1

John : Hello is there anyone at home?
 Jean : Hi John. Come in and have a seat, please
 What would you like to drink, coffee or tea?
 John : I'd rather have coffee, please.
 Jean : Is there anything I can do for you,John?
 John : Yes, Yesterday I didn't come to school because I got cold. I want to
 borrow your book. I am afraid I'll fall behind
 Jean : Okay, I'll lend it to you

1. Who comes to see Jean?
2. What does John like to drink?
3. Why was John absent yesterday?
4. What does Jean want her to do
5. Does Jean give what he wants

Expressions used in handling guest

| No | Expression to handle the guest | Responding to handle the guest |
|----|---|--------------------------------------|
| | Good.... | Good..... |
| | Welcome to our hotel | Thank you |
| | What can I do for you,....? | Orenge juice,please |
| | Is there anything I can do for you? | No thanks |
| | Can I help you? | Yes, I have an appoinment with |
| | May I help you? | I want to see the manager |
| | Come in and have a seat please | Tell him to call me please |
| | What would you like to drink.....or.....? | |
| | What would you like to eat? | |
| | I hope you enjoy the food | |
| | Would you leave a message? | |

| | | |
|--|---------------|--|
| | Wait a minute | |
| | | |

3. Yes – No question

Yes – No question is the simplest type of question. They can simply be answered by “yes” or “no”

The characteristics are:

The question begins with : auxiliary

| NO | AUXILIARY | PRESENT | PAST | KET |
|----|----------------|-------------|-----------|-----|
| 1 | To be | am, is, are | was, were | |
| 2 | To do | do, does | did | |
| 3 | To have | have, has | had | |
| 4 | Modals | shall | should | |
| | | will | would | |
| | | can | could | |
| | | may | might | |
| | | must | ought to | |
| | | | | |

Sentence pattern yes – no question ::

Auxiliary verb + Subject + **adjective / noun / adverb / verb**

- Example: 1. Are you soldier ? No, I am not
 2. Do you understand ? Yes I do
 3. Has she gone to mecca ? Yes, she has
 4. May I know your name ? Sure, you may

Task 1. Choose the correct auxiliary (, **am, is are, was, were, do, does, did**) and complete the answer !

1.mary a docter ? Yes,
2.you tired ? No,.....
3.they from Surabaya, Yes,.....
4.the students study in the morning? Yes,.....
5. John practice in the workshop? No,.....
6. he absent yesterday? No,.....
7.you happy in lebaran last month. Yes,.....
8.she dance at school yesterday, No,.....
9. John and mary clean the class this morning? Yes,.....
- 10.....your parents allow you to go camping? Yes,.....

Modal auxiliaries can be used for different functions, such as:

| MODALS | FUNCTIONS | EXAMPLES |
|--------|---|---|
| can | Asking for permission Giving permission Requesting something Expressing ability Offering something | Can I take this file? You can take this file. Can you help me lift this table, please? I can finish this report in two hours. How can I help you? |
| may | Asking for permission Giving permission Expressing possibility Offering something | May I sit here? You may sit here if you want to. They may be out of stock. May I help you? |
| will | Expressing possibility Requesting something | When do you think you will have more in stock? Will you give me a copy of this file? |
| could | Asking for permission Giving permission Expressing ability Requesting something Giving suggestion Offering something Expressing probability | Could I leave this meeting earlier? You could leave this meeting earlier. I could dance well when I was a child. Could you wrap it up for me, please? You could ask your boss to let you take a vacation. Could I take your message, please? I think we could go to the new restaurant tonight. |
| would | Requesting something Offering something | Would you lend me some money? Would you like a cup of tea? |
| should | Giving advice | You should take some medicine. |

Task 2. Match the sentences in column A to sentences in column B

| Column A | Column B |
|--|---|
| 1. Could you reply this complaint letter? | a. No, we are making our next plans. |
| 2. Will you invite us to the party? | b. Thanks. And easy on the sugar, please. |
| 3. Would you like some coffee? | c. Of course. I will invite all staff members. |
| 4. May I leave this meeting? | d. Yes, if you think what he said is right. |
| 5. Can you make five cups of coffee for the staff members? | e. Sorry, but I have to meet the manager now. |
| 6. Should I take his advice? | f. I'm afraid I can't. Mr Taka asks me to clean his office. |

Task 3. Make expressions based on the following situations by using modal auxiliaries

Example:



Situation: You buy a present for your best friend and want the shop assistant to help you wrap it.

You say: Could you wrap this present up for me, please?

1. You just attended a meeting and you ask your secretary to make the report.
2. You are looking for some files and you want your friend to help you find them.
3. You have an interview tomorrow and you ask your friend for some advice.
4. You get a headache and ask your boss for permission not to submit the report tomorrow.
5. Your friend forgot to copy the files he needs. You tell him to ask for the copies to other staff members.

4. Informative Questions

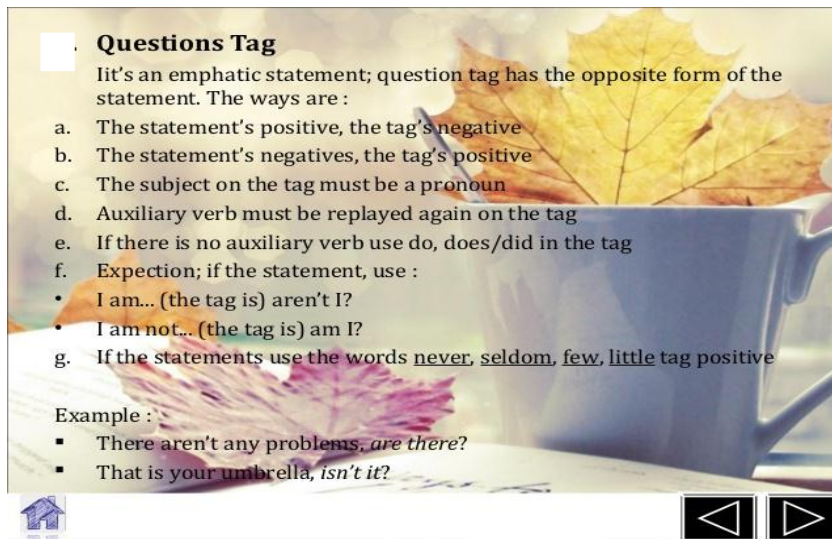
| Informative Questions | | |
|---|--|-----------------------------|
| Informative questions are used to ask about qualities, people, time, etc. They consist of who, what, where, when, why, which, and how, that are usually called WH-questions. Most WH-questions with a Question word + auxiliary + subject + verb. | | |
| WH-Questions | Explanation | Example |
| Who | Who is used in questions as the subject of the verb, usually the people | Who are you going to visit? |
| What | What is used in questions to ask about things or activities | What are you doing? |
| Where | Where is used to ask about places | Where do you live? |
| When | When is used to for asking about a general or specific | When did you come? |
| Why | Why is used for asking about reasons | Why are you late? |
| Which | Which is used to ask about things, especially choices with a small number of possible answer | Which book do you like? |
| How | How is used to ask in what way | How will she get there? |



Task 1. Write the correct question words!

1. A) " _____ do you go to school?"
?"
B) "I go to school in California
2. A) " _____ does Jack work
?"
B) " He works every evening."
3. A) " _____ cars does your family have ?"
?"
B) "We have two cars."
4. A) " _____ does the dog want
?"
B) "She wants a big bone."
5. A) " _____ do you eat for lunch every day?"
B) "I eat rice and vegetables for lunch."
6. A) _____ dog is hungry?
B) The black dog is hungry, but the white dog isn't hungry.
7. A) _____ did you call last night?
B) I called Maria last night.
8. A) " _____ swim in winter ?"
B) "Ahmad swims in winter.
9. A) " _____ your friends wait the teacher this morning?"
B) " ." they wait in the park
10. A) " _____ lia come late to school?"
B) " Because the bus is not running well."

5. Questions tag



Questions Tag

It's an emphatic statement; question tag has the opposite form of the statement. The ways are :

- The statement's positive, the tag's negative
- The statement's negatives, the tag's positive
- The subject on the tag must be a pronoun
- Auxiliary verb must be replayed again on the tag
- If there is no auxiliary verb use do, does/did in the tag
- Expectation; if the statement, use :
 - I am... (the tag is) aren't I?
 - I am not... (the tag is) am I?
- If the statements use the words never, seldom, few, little tag positive

Example :

- There aren't any problems, *are there?*
- That is your umbrella, *isn't it?*

Task 1. Write the tag questions of these sentences

- I am a boy, I ?
- I work at Buzz Design School, I ?
- They didn't came to my party,they ?
- We are clever student, we ?

5. You know who help me, you ?
6. We can't build a new house,we ?
7. Andy will run to the yard,..... we ?
8. It is cold, it ?
9. They have stayed here, they ?
10. Beckham has bought a new motorcycle,..... he ?

1. You wanted that, ? a) would you b) didn't you c) wouldn't you d) do you

2. He saw that ? a) is he b) won't he c) didn't he d) doesn't he

3. . You know that's right ? a) would you b) wouldn't you c) don't you d) didn't you

4. He wil be coming ? a) is he b) did he c) doesn't he d) won't he

5. After all this time you'd think he'd have forgotten ? a) didn't you b) wouldn't you c) don't you d) do you

6. The amount he is suffering from hay fever he needs to see a doctor ? a) doesn't he b) did he c) won't he d) is he

7. You may think you know the answer but you don't ? a) don't you b) would you c) wouldn't you d) do you

8. After working so hard he didn't deserve to fail the exam ? a) doesn't he b) did he c) won't he d) is he

9. You wouldn't report me, ? a) don't you b) would you c) wouldn't you d) do you

10. He isn't going to like this, ? a) didn't he b) did he c) won't he d) is he

6. Gerund

7. Gerund Function

Gerund is the verb + ing form which function as a noun
The function in a sentence, gerund as:

| | |
|-----------------------|--|
| a. Subject | : Ving in the beginning of the sentence |
| b. Object | : Ving after verb |
| c. After preposition | : on, by, with, without, for... |
| d. After certain verb | : enjoy, stop, finish, start, deny, delay admit, advice |
| e. After possessive | : my, his, our, your, her, his |

Example :

- Do you remember my **asking** for the ring before?
- **Exercising** is a good for our health
- By **reading** more books, we'll get more knowledge
- Stop illegal **logging**
- Carmen likes **sitting** under the shady tree

Task 1.

Fill in the blanks with gerunds derived from the words in brackets and state their functions

1. (Play)... tennis is his hobby
2. She is good at(cook)
3. Before (start).... the lesson we need to pray to GOD
4. Have you finished (answer)the questions?
5. Tell him to stop (hunt) the deer in the forest.
6. I don't mind your (sleep).... in this room
7. They like (read) a magazine every afternoon.
8. Try to avoid (make)....your parents angry
9. I hate (waste)my money. I want to spend it carefully
10. Next year my friend, Jim is going to take up (fence).....

Choose the uncorrect word !

1. I like swim, reading novel, watching new movies, and listening to pop music
A B C D

7 TOO AND ENOUGH

8. Too and Enough

- ❖ Too indicate an excessive quantity of degree, it's placed before adjective. Pattern :
S + to be + too + adjective + for 'object' + to infinitive

Example :

- This coffe is very hot, I can't drink it
This coffe is too hot (for me) to drink
- These boxes are very heavy, I can't carry them
These boxes are too heavy (for me) to carry

- ❖ Enough indicates a sufficient, It is placed after adjective sentence pattern. Pattern :
S + to be + adjective + enough + for 'object' to infinitive

Example :

- This water is warm enough for me to take a bath
- Denny is tall enough to play on the basketball team

NB: Untuk membuat kalimat dengan menggunakan **too or enough** , ketahuilah **kata kerja dan kata sifat** yang ada pada kalimat tersebut

Task 1. Underline the *adjectives* and the *verbs* in senteces below

Task 2. Make one sentence from two. Complete the new sentence using **too** or **enough**.

1. We cauldn't carry the boxes. They were too heavy
2. I can't drink this tea. It's too hot.
3. Nobody could move the coupboard. It was too heavy
4. Don't eat these avocadoes. They are not ripe enough
5. I can't explain the sitution. It's too complicated.
6. We couldn't climb over the wall .It was too high
7. Three people can't sit on this sofa. It isn't big enough
8. I can't take a bath. The water is too warm
9. She can't buy the book. It's too expensive
10. We can't sleep in that room. It's too small.

1.You don't smoke, ___?

- a. have you
- b. are you
- c. do you

2.You haven't got a car, ___?

- a. have you
- b. are you
- c. do you

3. You don't know her, ___?

- a. have you
- b. are you
- c. do you

4. You don't like Vodka, ___?

- a. have you
- b. are you
- c. do you

5. You aren't thirty-five, ___?

- a. have you
- b. are you
- c. do you

6. You are from Poland, ___?

- a. have you
- b. are you
- c. aren't you

K. D 2.2 TELEPHONE HANDLING

CONVERSATION 1

TASK 1. *Listen to your teacher, then complete the dialogue*

- Secretary : Good morning. Sampoerna Corporation. Can I 1.....you?
Caller : Morning. 2I speak to Mrs. Eliana, please?
- Secretary : Who's 3....., please?
Caller : This is Dony Nugroho from Sugema Paper Company.
- Secretary : Would you mind 4..... on the phone for a 5.....,
please?
Caller : All right.
- Secretary : I'm sorry. Mrs. Eliana is having a meeting now. Could you 6.....a
message, please?
Caller : Yes. Please tell 7.....to call me back after the meeting!
- Secretary : All right, sir. Could I 8..... your phone number, please?
Caller : Certainly. It's 081320012461.
- Secretary : Yes, Sir. 081320012461. Anything else, Sir?
Caller : No, 9..... you.
- Secretary : Well, Sir. I'll give you 10.....
Caller : Thank you. Bye.
- Secretary : You are welcome. Bye.

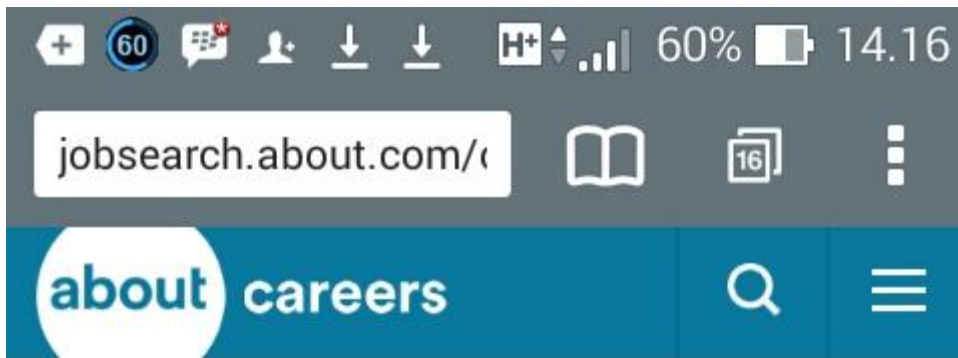
TASK 2. *Circle 5 expressions about handling telephone*

TASK 3. *Read the text again, and answer the questions below*

1. Who is the caller?
2. Whom does he want to speak to?
3. What does the secretary say when she wants the caller to wait a minute?
4. What does the secretary say when she offers the caller to leave a message?
5. What does the caller say as his message?
6. Does the caller speak to Mrs Elina?

Write your answer here!

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....



Updated November 17, 2015.

When applying for certain positions in the US, as well as jobs internationally, you may be required to submit a curriculum vitae rather than a resume. A curriculum vitae, or CV, includes more information than your typical resume, including details of your education and academic achievements, research, publications, awards, affiliations, and more.

Review sample curriculum vitae, the [difference between a CV and a resume](#), and tips and advice on how to write a CV.

Continue Reading Below



Automotive Technician Resume Example

Mark Blade
87 Main Street
Raleigh, NC 79801
Telephone: (542) 766-8222
Email ID: mark.blade@mail.com

Objective:

Provide vehicle repairing and give best service for customers as Automotive Technician.

Summary of skills and qualifications:

I have experienced in working as automotive technician. I have experienced in recognizing parts for vehicle repair and assessing cost for vehicle repair. I have extensive knowledge in automotive tools mechanics; engine systems diagnostics; automotive electrical systems; computerized engine control systems and steering systems. I am able to repair automotive components and systems. I have incisive analysis. I am capable for operating power and hand tools, balancing equipments, emission analyzers, volt meters and dwell meters.

Working Experiences:

Automotive Service Technician, HYF Automotive Service, Boston, Texas, 2008 – present

Responsibilities:

- Test automotive equipments and components
- Build and construct new equipments, engine components and mechanical tools
- Provide information and explanation for the customers about damage components of machine
- Manage multiple repairing tasks
- Asses and repair computerized engine systems
- Perform maintaining devices and machines
- Give best service for customers
- Provide training for new technician

Assistant Automotive Technician, CNTR Automotive Service, Miami, Florida, 2004 – 2008

Responsibilities:

- Helped senior automotive technician to manage all technical tasks
- Tested vehicle machine before perform repairing
- Cleaned automobile parts
- Performed engine system set up
- Ensured that finished-repairing vehicle is function well
- Cleaned vehicle after finished repair

Educational Background:

- Achieved Bachelor Degree of Mechanical Engineering, University of Texas, 2003
- Certified as Automotive Technician, THY Automotive Certification, 2004

When applying for certain positions in the US, as well as jobs internationally, you may be required to submit a curriculum vitae rather than a resume. A curriculum vitae, or CV, includes more information than your education and academic achievement, research, publications, awards, affiliations and more.

KD 2.3

A BUSY DAY



TASK 1. Answer the questions orally

1. What are they doing ?
2. Where are they?
3. Can you who they are?

TASK 2. Study the following dialogues between professionals at work. This kind of

conversation occurs in a day of professionals. After that, answer the questions that follow.

Asnita is speaking to Mr Rahmat, the direct supervisor. She would like to ask Mr Rahmat to analyze a report she has written.

Asnita : Excuse me, Mr Rahmat. Could I talk to you for a moment?
Rahmat : Certainly, how can I help you?
Asnita : I've finished the report you requested and I wonder if you wouldn't mind taking a look at it.
Rahmat : That's good to hear. I'd be happy to look through the report you've prepared.

Asnita : I'd also appreciate it if you could give me some feedback.
 Rahmat : Certainly, I'll let you know what I think.
 Asnita : Thank you.
 Rahmat : You're welcome.

TASK 3. Answer the questions based on the dialogue

1. Why does Asnita want to talk to Mr Rahmat?
2. Does Mr Rahmat want to help Asnita?
3. What does he say?
4. What else does Asnita ask Mr Rahmat to do?
5. In what context is their conversation? Personal or professional

MODAL AUXILIARIES

In the dialogue you can find some modals used in the texts, for example

How **can** I help you

I wonder if you **wouldn't** mind taking a look at it.

TASK 4. Study these modals

Modal auxiliaries can be used for different functions, such as:

| MODALS | FUNCTIONS | EXAMPLES |
|--------|---|---|
| can | Asking for permission Giving permission Requesting something Expressing ability Offering something | Can I take this file? You can take this file. Can you help me lift this table, please? I can finish this report in two hours. How can I help you? |
| may | Asking for permission Giving permission Expressing possibility Offering something | May I sit here? You may sit here if you want to. They may be out of stock. May I help you? |
| will | Expressing possibility Requesting something | When do you think you will have more in stock? Will you give me a copy of this file? |
| could | Asking for permission Giving permission Expressing ability Requesting something Giving suggestion Offering something Expressing probability | Could I leave this meeting earlier? You could leave this meeting earlier. I could dance well when I was a child. Could you wrap it up for me, please? You could ask your boss to let you take a vacation. Could I take your message, please? I think we could go to the new restaurant tonight. |
| would | Requesting something Offering something | Would you lend me some money? Would you like a cup of tea? |
| should | Giving advice | You should take some medicine. |

TASK 5. Read the text carefully

WEBMASTER: A CHALLENGING JOB



Figure 2.3
www.clinique-craft.com

Do you have any idea about *webmaster*? In this era of modern communications technology, having a job as a webmaster can be a consideration. 'A webmaster' can literally be defined as an expert in the field of webbing. A webmaster is a person who not only creates, but also maintains a website. In maintaining a website, a webmaster needs to update all information as well as the profile of the company or the organisation which belongs to the site.

A webmaster has to master at least one of the four subdivisions, namely web designing, graphic designing, web development, and web content editing. The expert in the first division is called a web designer. He or she needs to design a website and be knowledgeable, at least, about Hyper Text Markup Language (HTML) coding. In the graphic designing part, a graphic designer designs the lay-out and creates an attractive image. However, a graphic designer may not always be a web designer. A web developer is an expert in the web development. He or she creates the website's programmes and deals with the input and the process. He or she needs to know a programming language like ASP. A web content editor is the one whose job is to provide information about the site. An editor does not need to be technologically literate, but to have knowledge about sentence structure. Although the job can be divided into several parts, a webmaster might work individually or in a team, depending on the website's scope.

To be a webmaster, you do not have to major in computer science. If you have a relevant educational background, it will be a plus for you. However, the main thing is that you are eager to learn. You can provide yourself with an internet connected computer, take appropriate courses, and start practising by creating a personal homepage. After that, you can gain a lot of advantages from it. So, are you ready to be a webmaster? Prepare yourself now...

TASK 6. Answer the questions !

Questions

1. What does paragraph 1 talk about?
2. What is the literal definition of "a webmaster"?
3. What is the main idea of paragraph 2?
4. Mention jobs related to webbing.
5. Are you interested in being a webmaster? Give your reasons

TASK 7. Find the synonyms of these words in the text above.

Number 1 has been done for you as an example.

1. knowledge (paragraph 1, line 1) = idea
2. concern (paragraph 1, line 3) =
3. renew (paragraph 1, line 6) =
4. professional (paragraph 2, line 2) =

5. handle (paragraph 2, line 8) =
6. give (paragraph 2, line 9) =
7. advantage (paragraph 3, line 2) =
8. enthusiastic (paragraph 3, line 3) =
9. training (paragraph 3, line 4) =
10. get (paragraph 3, line 5) =

| Learning material in syllabus | Teaching material | Not taught by the teacher |
|---|---|---|
| <p>A. KD.1</p> <ol style="list-style-type: none"> 1. Greetings And Leave Taking. 2. Introducing 3. Thanking 4. Simple Present 5. Personal Pronoun <p>B. KD.2</p> <ol style="list-style-type: none"> 1. Ordinal & Cardinal Number 2. Adjective 3. Telling Time <p>C. KD.3</p> <ol style="list-style-type: none"> 1. Word And Expression | <ol style="list-style-type: none"> 1. Greeting And Introduction 2. Identifying Occupation / Nationality 3. Number And Time 4. Telling Time 5. Tenses | <ol style="list-style-type: none"> 1. Present 2. Personal Pronoun 3. Adjective 4. Word Expression |

| Learning Material in Syllabus | Teaching Material | Not Taught By the Teacher |
|---|---|---|
| <p>A. KD.1</p> <ol style="list-style-type: none"> 1. Hobbies 2. Guest handling 3. Yes- no question 4. Question tags 5. Question words (informative questions) 6. Gerunds 7. Constructions with “too and enough” <p>B. KD.2</p> <ol style="list-style-type: none"> 1. Expression telephone handling 2. Number and personal pronoun (review) 3. Writing someone’s identity and memorandum 4. Reported speech 5. Adjective clause <p>C. KD.3</p> <ol style="list-style-type: none"> 1. People’s job using simple present 2. Sample of curriculum vitae 3. Expressing Fact and figure 4. Modals auxiliaries | <ol style="list-style-type: none"> 1. Hobbies 2. Guest handling 3. Yes- no question 4. Question tags 5. informative questions 6. Gerunds 7. “too and enough” 8. Telephone handling 9. People’s job using simple present 10. Modal auxiliaries 11. Curriculum vitae | <ol style="list-style-type: none"> 1. Number and personal pronoun (review) 2. Writing someone’s identity and memorandum 3. Adjective clause 4. Reported speech 5. Expressing fact and figure |

PENGEMBANGAN SILABUS

NAMA SEKOLAH : SMKN 2 BATUSANGKAR

MATA PELAJARAN : BAHASA INGGRIS

KELAS / SEMESTER : XI /3 – 4

STANDAR KOMPETENSI : Berkomunikasi dengan Bahasa Inggris Setara *Level Elementary*

KODE KOMPETENSI :

ALOKASI WAKTU : 146 X 45 menit

| KOMPETENSI DASAR | MATERI PEMBELAJARAN | INDIKATOR | KEGIATAN PEMBELAJARAN | | | PENILAIAN | ALOKASI WAKTU | SUMBER BELAJAR | KARAKTER |
|--|---|---|---|---|--|-----------|--|--|----------|
| | | | TM | PT | TMTT | | | | |
| 2.1. Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli | <ul style="list-style-type: none"> • Talking about hobbies and interests - Do you like fishing? - What do you like doing in your spare time? • Guest handling - What can I do for you, Sir? - Welcome to our hotel. | <ul style="list-style-type: none"> • Pertanyaan dengan pola <i>yes-no questions</i> dalam konteks kegiatan sehari-hari diperagakan dan dijawab dengan benar. • Pertanyaan dengan pola <i>question tags</i> dalam konteks kegiatan sehari-hari diperagakan dengan benar. • Pertanyaan dengan pola <i>question</i> | <ul style="list-style-type: none"> • Listening: <ul style="list-style-type: none"> - Answering questions based on recorded materials. - Dialogues about guest handling • Reading: <ul style="list-style-type: none"> - Answering questions about | <ul style="list-style-type: none"> • Speaking: <ul style="list-style-type: none"> -Telling about one's own daily activities. Role playing about guest handling • Writing: <ul style="list-style-type: none"> - Writing | <ul style="list-style-type: none"> • Tes lisan <ul style="list-style-type: none"> - Dialog berpasangan • Tes tertulis <ul style="list-style-type: none"> - Melengkapi kalimat - Pilihan Ganda - Membuat paragraf | 24 | <ul style="list-style-type: none"> Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person ❖ English for SMK (Ang-kasa) ❖ Bring Me to the world of Professional | <ul style="list-style-type: none"> * Hubungan sesama Percaya diri Kreatif Tanggung jawab | |

| | | | | | | | | | | |
|--|---|--|------------------------------|--|--|---------------|--|--|--|--|
| | <p>- I hope you enjoy the food.</p> <p>Grammar Review</p> <ul style="list-style-type: none"> • Yes - No questions - Are you a secretary? • Question tags - The board meeting starts at seven, doesn't it? • Questions with question words - Where does the boss live? - Why do you come late? • Gerund as subjects and objects - Smoking is dangerous. - I don't like fishing. • Gerund as | <p><i>words</i> dalam konteks kegiatan sehari-hari diperagakan dan dijawab dengan benar</p> <ul style="list-style-type: none"> • Berbagai bentuk dan ungkapan digunakan dengan tepat untuk membicarakan kegemaran /hobi dan minat.. • Gerund digunakan secara tepat dalam berbagai Konteks. * Ungkapan untuk menangani tamu hotel, restoran, travel agency, dll. diperagakan dengan benar. * TOO dan ENOUGH digunakan secara tepat dalam | <p>hobbies and interests</p> | <p>descriptions of other's daily activities.</p> <ul style="list-style-type: none"> - Writing sentences containing gerund. - Arranging sentences containing "too" and "enough" | | <p>pendek</p> | | | | |
|--|---|--|------------------------------|--|--|---------------|--|--|--|--|

| | | | | | | | | | |
|---|--|---|--|---|--|--|--|--|---|
| | <p>complement:</p> <ul style="list-style-type: none"> - Her job is sorting the mail. <ul style="list-style-type: none"> • Gerund after preposition: <ul style="list-style-type: none"> - Are you interested in collecting stamps? • Constructions with 'too' and 'enough' <ul style="list-style-type: none"> - The soup is too salty for me. - The hotel room is comfortable enough. | berbagai konteks. | | | | | | | |
| 2.2. Mencatat pesan-pesan sederhana baik dalam interaksi langsung maupun melalui alat | <ul style="list-style-type: none"> • Expressions dealing with telephone conversations • Review: Numbers and personal pronoun • Writing someone's identity and memorandum • Reported speech | <p>*Pesan yang diterima lewat telepon dicatat dengan benar pada lembaran memo dan mengisi identitas</p> <p>*Pesan-pesan yang diterima</p> | <ul style="list-style-type: none"> • Listening • Understanding expression used in telephoning conversation | <p>Speaking</p> <p>Role-playing the dialogue</p> <p>Pronunciation practice.</p> <p>Writing messages based on telephone conversation in memo</p> | | <ul style="list-style-type: none"> • Tes tertulis • Melengkap kalimat • Membuat kalimat dengan reported speech • Mencatat pesan yang | | <p>Practical English Usage</p> <ul style="list-style-type: none"> ❖ Global Access to the World of Work ❖ Person to Person ❖ English for SMK (Ang-kasa) ❖ Bring Me to | <p>Hubungan sesama</p> <p>Percaya diri</p> <p>Kreatif</p> <p>Tanggung jawab</p> |

| | | | | | | | | | |
|---|--|---|---|--|--|---|--|---|--|
| | <ul style="list-style-type: none"> - He said that you had to pay for the ticket - He asked you to pay for the ticket - He wanted to know where you put this? ▪ Adjective Clause <ul style="list-style-type: none"> - Do you know the staff who will be promoted our new division manager?. | <p>secara langsung dicatat dengan benar</p> <p>*Reported speech digunakan secara tepat untuk mencatat pesan dan dalam berbagai konteks.</p> <p>* Adjective Clause digunakan secara tepat dalam berbagai konteks</p> | | <ul style="list-style-type: none"> • form • composing sentences about reported speech and adjective clause • Writing the messages based on telephone conversation using reported speech and adjective clause | | <p>diterima</p> <ul style="list-style-type: none"> • Tes lisan <p>Menceritakan pesan yang diterima</p> | | <p>the world of Professional</p> | |
| <p>2.3. Merinci tugas pekerjaan dan latar belakang pendidikan yang dimilikinya secara lisan dan tulisan</p> | <ul style="list-style-type: none"> • Telling about people's job using the Simple present tense: <ul style="list-style-type: none"> - A cook prepares food. - Pilots fly aeroplanes. • Samples of | <ul style="list-style-type: none"> • Bentuk kata kerja digunakan dalam <i>Simple Present</i> dengan tepat untuk menerangkan tugas dan pekerjaan berbagai macam profesi. | <ul style="list-style-type: none"> • Listening : <ul style="list-style-type: none"> - Dictation - Answering dialogues given by the teacher • Reading | <ul style="list-style-type: none"> • Speaking <ul style="list-style-type: none"> - Explaining someone's profession • Writing <ul style="list-style-type: none"> - Rewriting someone else's | <ul style="list-style-type: none"> • Composing • Ing a paragraph about SS' parents job | <ul style="list-style-type: none"> • Tes lisan Menjelaskan profesi Men Jelaskan diagram • Tes | | <p>Practical English Usage</p> <ul style="list-style-type: none"> ❖ Global Access to the World of Work ❖ English for SMK (Ang-kasa) ❖ English New Concept ❖ Bring Me to | <ul style="list-style-type: none"> * Hubungan sesama Percaya diri Kreativitas Tanggung jawab Ingin Tahu |

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| | <p>curriculum vitae</p> <ul style="list-style-type: none"> Expressing facts and figures : <ul style="list-style-type: none"> The graph shows that population growth has been high this last decade. The latest data show that about three billion rupiahs have been spent for the construction of the factory. | <ul style="list-style-type: none"> <i>Curriculum Vitae</i> yang sederhana ditulis dengan benar. Berbagai ungkapan digunakan dengan tepat untuk menjelaskan fakta dan angka (<i>facts and figures</i>) pada suatu sajian data. MODALS Auxiliries | <p>– Understanding and discussing diagrams containing facts and figures</p> | <p>curriculum vitae</p> <p>– Writing one's own curriculum vitae</p> | | <p>tertulis Melengkapi kalimat/form</p> <p>Menulis curriculum vitae</p> | | <p>the world of Professional</p> | <p>Kerja sama</p> |
| <p>2.4. Menceritakan pekerjaan di masa lalu dan rencana kerja yang akan datang</p> | <ul style="list-style-type: none"> Telling about past events <ul style="list-style-type: none"> I saw the crowds were helping the accident victim. We had locked the room when she came. Telling about future plans <ul style="list-style-type: none"> The meeting will be over | <ul style="list-style-type: none"> Ungkapan tentang kegiatan masa lampau dikemukakan dengan benar. Ungkapan untuk mengemukakan kegiatan di masa datang digunakan dalam <i>Tense</i> yang benar. Surat pribadi yang menceritakan tentang kehidupan | <ul style="list-style-type: none"> Listening <ul style="list-style-type: none"> Answering questions of one's past experiences.) Role playing Reading <ul style="list-style-type: none"> Reading for information: dialogues, | <ul style="list-style-type: none"> Speaking <ul style="list-style-type: none"> Telling one's own plans (future) Writing <ul style="list-style-type: none"> Composing personal letters | | <ul style="list-style-type: none"> Tes lisan Menceritakan peristiwa masa lalu <ul style="list-style-type: none"> Dialog Tes tertulis Melengkapi kalimat Membuat surat | | <p>Practical English Usage</p> <ul style="list-style-type: none"> Global Access to the World of Work English for SMK (Ang-kasa) Bring Me to the world of Professional | <p>Percaya diri</p> <p>Kreativi</p> <p>Tanggung jawab</p> <p>Kerja sama</p> |

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| | <p>at two PM.</p> <ul style="list-style-type: none"> - When you arrive at the office, I will be conducting a meeting. • Sample of a personal letter (telling about past and future events) • Grammar review: Conjunction/ Concessive “ Used to / be used to/get used to | <p>masa lalu dan rencana di masa depan ditulis dengan benar.</p> | <p>passages</p> | | | | | | |
| <p>2.5. Mengungkapkan berbagai macam maksud hati</p> | <ul style="list-style-type: none"> • Giving invitations <ul style="list-style-type: none"> - Would you like to come to my place for dinner tonight, please? - With pleasure. - I'm afraid I can't, I've already got | <ul style="list-style-type: none"> • Ungkapan-ungkapan untuk menyampaikan undangan digunakan dengan tepat. • Ungkapan-ungkapan untuk melakukan tawar-menawar (<i>bargaining</i>) digunakan dengan tepat. • Ungkapan-ungkapan | <ul style="list-style-type: none"> • Listening: <ul style="list-style-type: none"> - Answering questions based on dialogues about giving invitations, bargaining, expressing certainty, compliment, expressing opinions, | <ul style="list-style-type: none"> • Speaking: <ul style="list-style-type: none"> - Performing dialogues based on given situations. • Writing: <ul style="list-style-type: none"> - Writing dialogues based on given situation | | <ul style="list-style-type: none"> • Tes lisan melalui role play / dialog • Tes tertulis Melengkapi dialog Menjawab pertanyaan | | <p>Practical English Usage</p> <ul style="list-style-type: none"> ❖ Global Access to the World of Work ❖ Person to Person ❖ English for SMK (Ang-kasa ❖ Bring Me to the world of Professional | <p>Hubungan sesama</p> <p>Percaya diri</p> <p>Kreativ</p> <p>Tanggung jawab</p> |

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| | <p>an appointment.</p> <ul style="list-style-type: none"> • Bargaining - Is there any discount for this shirt? - How about fifty thousand rupiahs? • Expressing certainty - I'm sure • Giving and responding to compliment - Fantastic. -You are awesome. • Expressing opinions - I Think - What comes to my mind is • Expressing Agreement / Disagreement - You are | <p>untuk menyatakan kepastian (<i>certainty</i>) digunakan dengan tepat.</p> <ul style="list-style-type: none"> • Ungkapan-ungkapan untuk memberi dan merespon pujian digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan pendapat/opini digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan persetujuan (<i>agreeing-disagreeing</i>) digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan argumentasi digunakan dengan benar. • Ungkapan untuk menyatakan kemungkinan digunakan secara tepat. | <p>agreeing/disagreeing, arguing and possibility</p> <p>Reading: - Answering questions based on written texts.</p> | <p>s.</p> <p>- Rearranging jumbled dialogues.</p> | | <p>Melengkapi kalimat - Membuat dialog</p> | | | |
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| | <p>right.</p> <p>-I am afraid I have my own opinion.</p> <ul style="list-style-type: none"> • Expressing certainty - I'm sure • Expressing Argument -Yes, but • Expressing Possibility -It is possible <p>- It is unlikely.</p> | | | | | | | | |
| 2.6. Memahami instruksi-instruksi sederhana | <ul style="list-style-type: none"> • Expressions used in describing processes: - First, ... - Next, ... - Then... - Finally ... • Expressions used in asking for and giving suggestions | <ul style="list-style-type: none"> • Ungkapan-ungkapan untuk menggambarkan proses kerja dan atau berfungsinya suatu alat dikemukakan dengan benar. • Ungkapan-ungkapan untuk meminta dan memberi saran dan | <p>Listening</p> <ul style="list-style-type: none"> - Listening for information on how things work. - Dialogues about asking for and giving suggestions and advice, necessity and obligation | <ul style="list-style-type: none"> • Speaking - Telling about how things work. - Role playing how to ask for and give suggestion and advice. - | | <ul style="list-style-type: none"> • Tes lisan Menjelaskan an proses kerja / cara meng-operasikan alat • Tes tertulis Menjawab pertanyaan | <p>Practical English Usage</p> <ul style="list-style-type: none"> ❖ Global Access to the World of Work ❖ Bring Me to the world of Professional ❖ English for SMK (Ang-kasa) ❖ English New Concept | <p>Hubungn Sesama</p> <p>Percaya diri</p> <p>Kreativ</p> <p>Tanggung jawab</p> | |

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| | <p>and advice: - What do you recommend for a headache?</p> <p>- You'd better see a doctor.</p> <ul style="list-style-type: none"> Expressions used in asking necessity and obligation: - We must be there before the boss comes. <p>- It is necessary for us to be there on time.</p> <ul style="list-style-type: none"> Expressions used in persuading and convincing: - Why don't you try our special drink <i>bandrek</i> to | <p>nasihat (<i>suggestion and advice</i>) digunakan secara tepat.</p> <ul style="list-style-type: none"> Ungkapan-ungkapan untuk menyatakan keharusan dan kewajiban (<i>necessity and obligation</i>) digunakan dengan tepat. Ungkapan-ungkapan untuk meyakinkan dan membujuk orang lain (<i>convincing and persuading</i>) agar menerima pendapat atau usulan yang diajukan digunakan dengan tepat. | <p>s, convincing and persuading</p> <p>Reading - Reading for information : dialogue passages</p> | <p>Interviewing dealing with convincing and persuading, necessity and obligations</p> <ul style="list-style-type: none"> Writing - Making dialogues based on the situations provided | | <p>An Pilihan ganda</p> <p>Membuat dialog</p> | | | |
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| | <p>warm up your body.</p> <p>- If I were you, I would ...</p> <p>- I'm sure you are on the right track.</p> <p>- I bet you could do it.</p> <ul style="list-style-type: none"> • Grammar review: <ul style="list-style-type: none"> - Degrees of comparison - Imperatives - Don't smoke at the petrol station - Keep silent; the baby is sleeping | | | | | | | | |
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| <p>2.7. Membuat pesan-pesan pendek, petunjuk dan daftar dengan pilihan kata, ejaan dan tata tulis yang berterima</p> | <ul style="list-style-type: none"> • Samples of short messages, directory, and lists. • Content, punctuation, and spelling. | <ul style="list-style-type: none"> • Playing vocabulary games • Listening For information | <ul style="list-style-type: none"> • Rearranging words/sentences • Composing short messages. Directions, or lists based on the situation given | | <ul style="list-style-type: none"> • Tes lisan Menyampaikan pesan secara lisan ▪ Tes tertulis Membuat pesan singkat dan atau petunjuk cara penggunaan alat secara tertulis. | | <ul style="list-style-type: none"> ❖ Global English for vocational school ❖ Bring Me to the world of Professional | <p>Percaya diri</p> <p>Kreatif</p> <p>Tanggung jawab</p> |
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Mengetahui

Kepala SMKN 2 BATUSANGKAR

SYAMSUDIN S.ST
NIP: 196504011989011001

Batusangkar, ...Januari 2016

Guru bidang Study

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SILABUS

NAMA SEKOLAH : SMK N 2 BATUSANGKAR

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER : X / 1 dan II

TAHUN PELAJARAN : 2015 - 2016

STANDAR KOMPETENSI : Berkomunikasi dengan Bahasa Inggris setara Level Novice.

| Kompetensi Dasar | Indikator | Materi Pembelajaran | Jenis Materi | | | | Kegiatan Pembelajaran | | | Strategi dan Metode Pembelajaran | | Penilaian | Alokasi Waktu | | | Sumber Belajar | karakter |
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| | | | Fak | Kon | Prin | Pros | TM | PT | KMTT | Strategi | Metode | | TM | PS | PI | | |
| 1.1 Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan | <ul style="list-style-type: none"> Ucapan salam (greetings) pada saat bertemu dan berpisah digunakan secara tepat Memperkenalkan diri sendiri dan orang lain diperagakan dengan tepat | <ul style="list-style-type: none"> Greetings and leave taking -Good morning -How are you? -See you | V | V | | | Speaking Saying greetings, leave takings introducing, and thanking | | | | Penugasan Tanya Jawab Demonstrasi | Tes lisan: Memperagakan dialog secara brpasangan Tes tertulis: Melengkapi dialog | | | | <ul style="list-style-type: none"> Global Access to the World of Work English for | <ul style="list-style-type: none"> •Hubungan sesama • Percaya diri •Tanggung |

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| <p>1,2</p> <p>Menyebutkan dan mendeskripsikan orang dan ciri-ciri, waktu hari, bulan dan tahun</p> | <ul style="list-style-type: none"> Berbagai ungkapan terima kasih dan responnya digunakan secara tepat. Kata Ganti (Personal Pronoun) di gunakan secara tepat dalam berbagai ungkapan . Present Tense digunakan secara tepat . Bilangan (cardinal / ordinal) dibedakan dengan tepat dalam berbagai konteks. Kata-kata untuk mendeskripsikan orang | <p>Later.</p> <ul style="list-style-type: none"> Introducing -May I introduce my self. I am Budi -Ani, this is Ida. -Nice to meet you. Thanking -Thank you very much. - You are Welcome. <p>Simple present - To be : is/am/are -V1/v+s/es</p> <p>Personal pronous I, you, she, he, it, etc, my her, his</p> | <p>V</p> <p>V</p> <p>V</p> <p>V</p> | <p>V</p> <p>V</p> | <p>V</p> | <p>Reading for information</p> <p>- Short text</p> <p>Dialogues</p> <p>Listening about greetigs , leave takings, introducing and thanking</p> <p>Mentioning the words related</p> | <p>personal pronom</p> <p>Composing dialogues</p> <p>Arranging the jumbled dialogues</p> <p>Completing dialogs about the expressions and responses</p> <p>Describing people phsycally & non phsycally</p> <p>using have/has</p> <p>Telling time/hour/day/ date/month/ year.</p> | <p>Composing a paragraf about describing people</p> <p>telling SS' own family</p> | <p>Penugasan</p> <p>Tanya Jawab</p> | <ul style="list-style-type: none"> Tes lisan Mendis kripsikan gambar and orang Menyebutka bilangan dan waktu Tertulis | <p>SMK</p> <ul style="list-style-type: none"> Basic English Grammar Modul Bahasa Inggris SMK Bring Me to the world of Professional worker Bahasa Inggris Teknol | <p>jawab</p> <ul style="list-style-type: none"> Ingin tahu Kerjasama |
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| | <p>berdasarkan kualitas dan ciri – ciri fisik digunakan secara tepat.</p> <ul style="list-style-type: none"> • Have/has dalam kalimat untuk mendeskripsikan orang digunakan secara tepat. <p>Kata – kata untuk mendeskripsikan kejadian berdasarkan berdasarkan waktu (time of the day), hari / tanggal, bulan dan tahun dirangkai dengan tepat.</p> | <ul style="list-style-type: none"> • Ordinal & cardinal number -ten , eleven,etc -first, second,etc • Adjectives showing quality: beautiful, good looking,etc • Adjectives showing physical : Straight hair, pointed | V | V | | | to people | Roleplaying dialogues | | | Demonstrasi | Menjodohkan gambar | | | | <ul style="list-style-type: none"> • Menusun paragraf pendek | <ul style="list-style-type: none"> • Global access (1) • English for vocational schols (1) • English for SMK (1) | |
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| | | <p>nose, etc.</p> <ul style="list-style-type: none"> • have/has in describing people. • Telling time, hour, day, date, month, year - 9. A. m <p>- First of June</p> | | | | | | | | | | | | | | | | |
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| <p>1.3 Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar</p> | <ul style="list-style-type: none"> • Ungkapan penyesalan dan permintaan maaf serta pemberian responnya disampaikan dengan tepat. • Ungkapan simpati serta pemberian respon disampaikan dengan tepat • Ungkapan berbagai perasaan disampaikan dengan tepat. • Kata sifat ‘ing VS ed’ ending digunakan secara tepat dalam mengungkapkan perasaan. • Kata Sifat “ adjective set” dalam mengungkapkan perasaan digunakan secara tepat. • Kesesuaian antara | <ul style="list-style-type: none"> • Words and expressions used to show regrets and apologies: - I'm sorry that ... • Words and expressions used to express sympathy: - I'm sorry to hear that .. • Adjectives for expressing feelings: - happy, terrible, sad, etc • Adjectives ‘-ing’ vs ‘-ed’ - boring vs bored • Adjective set expressions - get bored; turn bad, etc • Subject – verb agreement: - John is very happy to see you. | <p>V</p> <p>V</p> <p>V</p> <p>V</p> | <p>V</p> <p>V</p> <p>V</p> | <p>V</p> <p>V</p> <p>V</p> | <p>V</p> <p>V</p> <p>V</p> | <p>* Listening Listening for information. • Matching the pictures • Completing blanks dialogues • Speaking Pronunciation</p> | <ul style="list-style-type: none"> • Dialogue practice in pairs • Creating and practicing dialogues. • Expressing feelings about certain events. • Writing Completing Dialogues • Rearranging jumbled sentences | | | <p>Penugasan</p> <p>Tanya Jawab</p> <p>Diskusi</p> | <ul style="list-style-type: none"> • Tes lisan – Dialog – Merespon pernyataan • Tes tertulis – Melengkapi kalimat • Membuat kalimat berdasarkan gambar | | | <p>Global Access to the World of Work</p> <p>English For SMK</p> <p>Basic English Grammar</p> <p>Notin by Notion</p> <p>Modul Bahasa Inggris SMK</p> | <ul style="list-style-type: none"> • Hubungan sesama • Percaya diri • Tanggung jawab • Ingin tahu • Kerja sama |
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| | <p>Subject dan Kata kerja (Subject – Verb Agreement) digunakan secara tepat dalam berbagai konteks.</p> <ul style="list-style-type: none"> • Ungkapan permintaan dan pemberian ijin disampaikan dengan tepat. • Modal Auxiliary dinakan secara tepat dalam berbagai konteks. • Ungkapan perintah dan permohonan digunakan secara tepat. • Ungkapan penawaran barang dan jasa digunakan secara tepat | <ul style="list-style-type: none"> • Words and expressions used in asking for and giving permission: <ul style="list-style-type: none"> - May I use the phone? - You can leave now. • Grammar: Modals + Auxiliary • Expressions and verb forms used in commands and requests: <ul style="list-style-type: none"> - Can you lend me a pen, please? - Come here!; Stand up! • Responses to commands: <ul style="list-style-type: none"> - Yes, I will. - Certainly. • Expressions used for offering things and services. <ul style="list-style-type: none"> - Would you like to have | V | V | V | | practice | | | | | | | | Bring Me to the world of Professional worker | Bahasa Inggris Teknologi Industri |
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| | | some tea? <ul style="list-style-type: none"> - Would you like me to..... | v | | | v | | | | | | | | | | | |
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| <p>1.4</p> <p>Menjelaskan secara sederhana kegiatan yang sedang terjadi</p> | <ul style="list-style-type: none"> Peristiwa yang sedang terjadi diceritakan dengan tepat sesuai dengan waktu dan tempat kejadian. Pertanyaan tentang peristiwa yang sedang terjadi disampaikan dengan tepat. <p>Pengungkapan perasaan / pendapat tentang peristiwa yang sedang terjadi disampaikan dengan tepat</p> | <ul style="list-style-type: none"> Words and expressions used in the context of telling or describing events. <ul style="list-style-type: none"> The students are cleaning the floor. When you arrive, the guests will be travelling around the city. Grammar: Present continuous.. Questions about events: <ul style="list-style-type: none"> How/When did it happen? Expressions of feelings / opinions concerning an event | <p>V</p> <p>V</p> <p>V</p> <p>V</p> | <p>V</p> <p>V</p> <p>V</p> | | | <ul style="list-style-type: none"> Listening <ul style="list-style-type: none"> Dictation Speaking Pronunciation practice | <p>Listening:</p> <p>Matching pictures and sentences</p> <p>Completing passages</p> <p>Speaking:</p> <p>Pronunciation practice</p> <p>Dialogue practice telling what's happening in pictures.</p> <p>Giving responses to the events shown in pictures, films, or dramas.</p> <p>Dialogue practice using "there"</p> | | | <p>Penugasan</p> <p>Tanya Jawab</p> <p>Demonstrasi</p> | <p>Tes lisan</p> <p>–Menceritakan gambar</p> <p>Dialog</p> <p>Tes tertulis</p> <p>–Melengkapi kalimat</p> <p>–Menjawab soal cerita</p> <p>– Membuat kalimat berdasarkan gambar</p> | | | <p>Global Access to the World of Work</p> <p>English for SMK</p> <p>Basic English Grammar</p> <p>Modul Bahasa Inggris SMK</p> <p>Bring Me to the world</p> | |
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| <p>1.5</p> <p>Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas</p> | <ul style="list-style-type: none"> • Pesan ditulis dalam bentuk memo dengan benar. • Memo yang sudah ada dijelaskan dengan tepat. • Menu ditulis dan dijelaskan dengan tepat. • Tanda-tanda dan lambang (misalnya: rambu lalu lintas) dijelaskan dengan benar. • Berbagai macam jadwal (<i>time table</i>) dibuat dan dijelaskan dengan benar. <p>Bentuk kata sifat dan keterangan digunakan secara tepat untuk membandingk</p> | <ul style="list-style-type: none"> • Samples of memo • Sample of menu • Words and expressions to explain signs and symbols: <ul style="list-style-type: none"> - That "P" sign means that you can park here. - The symbol "Lady" means that the toilet is for women. - "No smoking" means that you are not allowed to smoke | <p>V</p> <p>V</p> <p>V</p> <p>V</p> | <p>V</p> <p>V</p> <p>V</p> <p>V</p> | <p>V</p> <p>V</p> <p>V</p> <p>V</p> | <p>V</p> <p>V</p> <p>V</p> <p>V</p> | <ul style="list-style-type: none"> • Listening - Dictation Completing memos and menus Matching pictures based on signs, symbols, time tables and schedules given. • Speaking - Pronunciation | | | | <p>Penugasan</p> <p>Tanya Jawab</p> <p>Diskusi</p> | <p>Tes lisan</p> <p>- Menjawab pertanyaan secara lisan</p> <p>- Menjelaskan jadwal perjalanan, rambu lalu lintas, simbol dan tanda.</p> <p>Tes tertulis</p> <p>- Membuat memo</p> <p>- Menulis menu</p> <p>- Menulis jadwal</p> <p>- Menjawab pertanyaan tentang menu, jadwal, memo, rambu lalu lintas.</p> | | | <p>Various kinds of memos and menus, time tables and schedules from different sources</p> <p>Person to Person</p> <p>American Business English</p> | <ul style="list-style-type: none"> • Hubungan sesama • Percaya diri • Tanggung jawab • Ingin tahu • Kerja sama |
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| | an sesuatu. | <p>in that area.</p> <ul style="list-style-type: none"> • Samples of time table and schedule • Degrees of comparison: <ul style="list-style-type: none"> - Bus is fast. - Train is faster than the bus. - Plane is the fastest of all. - Travelling by plane is more convenient than travelling by bus. <p>Pronouns and Reported Speech</p> | V | V | | | <p>iation practice</p> <p>Dialogue practice involving memos, menus, signs, symbols, time tables and schedules</p> <p>– Making sentences using degrees of comparison, pronouns and reported speech.</p> <ul style="list-style-type: none"> • Writing | | | | | | | | | |
|--|-------------|--|---|---|--|--|--|--|--|--|--|--|--|--|--|--|

| | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | Completing time tables and schedules | | | | | | | | | | | | |
| | | | | | | | Writing sentences using comparative degree, pronouns and reported speech. | | | | | | | | | | | | |
| | | | | | | | – Composing memos and menus | | | | | | | | | | | | |

Mengetahui :
Batusangkar, 6 Juli 2015
Kepala SMK N 2 Batusangkar

Syamsuddin S St
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PEMERINTAH KABUPATEN TANAH DATAR
DINAS PENDIDIKAN

SMK NEGERI 2 BATUSANGKAR

Jl. Raya Bukit Gombak, Lima Kaum, Batusangkar 27218,
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STANDAR ISI SKKD

Mata Pelajaran : Bahasa Inggris

Standar Kompetensi : Berkomunikasi dengan Bahasa Inggris setara Level Novice.

Kelas/Semester : X / Sem I dan II

Tahun Pelajaran : 2015/2016

Kode Kompetensi : 1

| No | STANDAR KOMPETENSI | KOMPETENSI DASAR |
|----|---|---|
| 1 | Berkomunikasi dengan Bahasa Inggris setara Level Novice | 1.1 Memahami ungkapan2 dasar pada interaksi Sosial untuk kepentingan kehidupan 1.2 Mendeskripsikan benda-benda, orang, ciri2 hari,bulan dan tahun 1.3 Mengasikkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar 1.4 Menjelaskan secara sederhana kegiatan yang Sedang terjadi 1.5 Memahami memo&menu sederhana, Jadwal perjalanan kendaraan dan rambu2 lalu lintas 1.6 Memahami kata-kata dan istilah asing serta Kalimat sederhana berdasarkan rumus |
| | | |
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Mengetahui
Kepala SMK N 2 Batusangkar

Batusangkar, 6 Juli 2015
Guru Mata Diklat

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PEMERINTAH KABUPATEN TANAH DATAR
DINAS PENDIDIKAN

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ANALISIS SK / KD

NAMASEKOLAH : SMK N 2 BATUSANGKAR
MATA PELAJARAN : BAHASA INGGRIS
KELAS/SEMESTER : X/ 1 dan II
JURUSAN : SEMUA JURUSAN
TAHUN PELAJARAN : 2015 / 2016

| Standar Kompetensi | Kompetensi Dasar | Tk. Ranah KD | Indikator Pencapaian | Tk. Ranah IPK | Materi Pokok | Ruang Lingkup | | | Alokasi Waktu |
|---|--|--------------|---|--------------------------|---|---------------|---|---|---------------|
| | | | | | | 1 | 2 | 3 | |
| Berkomunikasi dengan Bahasa Inggris setara level novice | 1.1 Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan | C2 | <ul style="list-style-type: none"> Menggunakan ucapan salam (greetings) pada saat bertemu dan berpisah digunakan secara tepat Memperkenalkan diri sendiri dan orang lain diperagakan dengan tepat Berbagai ungkapan terima kasih dan | *C3 C3 *C2 | <ul style="list-style-type: none"> Greetings and leave taking <ul style="list-style-type: none"> -Good morning -How are You? -See you Later. Introducing <ul style="list-style-type: none"> -May I introduce my self. I am Budi -Ani, this is Ida. | | | | 24 X 45 |

| | | | | | | | | |
|--|--|---------|---|-------------------------------------|---|--|--|---------|
| | | | responnya digunakan secara tepat. <ul style="list-style-type: none"> Berbagai ungkapan penyesalan dan permintaan maaf serta responnya diperagakan secara tepat | *C3 | -Nice to meet you. <ul style="list-style-type: none"> Thanking -Thank you very much. <ul style="list-style-type: none"> You are Welcome. Simple present <ul style="list-style-type: none"> To be : is/am/are -V1/v+s/es Personal pronous, her, his <ul style="list-style-type: none"> I, you, she, he, it, etc, my | | | |
| | 1.2 Menyebutkan dan mendeskripsikan orang dan ciri-ciri, waktu hari, bulan dan tahun | C1 & C3 | <ul style="list-style-type: none"> Bilangan (cardinal / ordinal) dibedakan dengan tepat dalam berbagai konteks. Kata-kata untuk mendeskripsikan orang berdasarkan kulitas dan ciri – ciri fisik digunakan secara tepat. Have/has dalam kalimat untuk mendeskripsikan orang digunakan secara tepat. <p>Kata – kata untuk mendeskripsikan kejadian berdasarkan waktu (time of the day), hari / tanggal,</p> | *C1 *C3 *C1 CI | <ul style="list-style-type: none"> Adjective showing size shape, quality, color, material, etc Singular and plural nouns There is/are... Preposition of location -In, on, under, betwee above etc. <ul style="list-style-type: none"> Mentioning the words related to people Describing people phsycally & non phsycally Explaing the use of have/has <ul style="list-style-type: none"> Explaing hous to tell | | | 24 X 45 |

| | | | | | | | | | |
|--|--|----|--|----|--|--|--|--|---------|
| | | | <p>bulan dan tahun dirangkai dengan tepat</p> | C2 | <p>time/hour/day/date/ month/year</p> <ul style="list-style-type: none"> • Differentiating ordinal and cardinal number <p>Listening comprehension</p> | | | | |
| | <p>1.3 Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar</p> | C3 | <ul style="list-style-type: none"> • Ungkapan penyesalan dan permintaan maaf serta pemberian responnya disampaikan dengan tepat. • Ungkapan simpati serta pemberian respon terhadapnya disampaikan dengan tepat • Ungkapan berbagai perasaan disampaikan dengan tepat • Ungkapan permintaan dan pemberian ijin disampaikan dengan tepat • Ungkapan perintah dan | | <p>Words and expressions used to show regrets and apologies: - I'm sorry that ...</p> <p>Words and expressions used to express sympathy: - I'm sorry to hear that ..</p> <p>Adjectives for expressing feelings: - happy, terrible, sad, etc</p> <p>Adjectives ' -ing' vs ' -ed' - boring x bored</p> | | | | 16 X 45 |

| | | | | | | | | | |
|--|--|----|---|--|--|--|--|--|---------|
| | | | <p>permintaan digunakan secara tepat. Ungkapan penawaran barang dan jasa digunakan secara tepat</p> | | <p>Adjective set expressions - get bored; turn bad, etc Subject – verb agreement: John is very happy to see you. Words and expressions used in asking for and giving permission: May I use the phone? You can leave now. Grammar: Modals + Auxiliary Expressions and verb forms used in commands and requests: Can you lend me a pen, please? - Come here!; Stand up! Responses to commands: - Yes, I will. - Certainly.</p> | | | | |
| | <p>1.4 Menjelaskan secara sederhana kegiatan yang sedang terjadi</p> | C2 | <ul style="list-style-type: none"> • Peristiwa yang sedang terjadi diceritakan dengan tepat sesuai dengan waktu dan tempat kejadian. • Pertanyaan tentang peristiwa yang sedang | | <ul style="list-style-type: none"> • Words and expressions used in the context of telling or describing events. - The students are cleaning the floor. - When you arrive, the guests will be | | | | 20 X 45 |

| | | | | | | | | | |
|--|---|----|---|--------------------------|---|--|--|--|---------|
| | | | <p>terjadi disampai-kan dengan tepat</p> <ul style="list-style-type: none"> • Pengungkapan perasaan / pendapat tentang peristiwa yang sedang terjadi disampaikan dengan tepat | | <p>travelling around the city.</p> <ul style="list-style-type: none"> • Grammar: Present continuous, future continuous. • Sentences using 'there + be' • Prepositions: in, on, at, under, etc. <ul style="list-style-type: none"> - There is a napkin on the table • Questions about events: <ul style="list-style-type: none"> - How/When did it happen? • Expressions of feelings / opinions concerning an event <ul style="list-style-type: none"> - I was very shocked to learn about the number of the victims. | | | | |
| | | | | | | | | | |
| | 1.5 Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu | C2 | <ul style="list-style-type: none"> • Pesan ditulis dalam bentuk memo dengan benar. • Memo yang sudah ada dijelaskan dengan tepat. • Menu ditulis dan dijelaskan dengan tepat. • Tanda-tanda dan | *C2 *C2 *C2 *C2 | <ul style="list-style-type: none"> • Samples of memo • Sample of menu • Words and expressions to explain signs and symbols: <ul style="list-style-type: none"> - That "P" sign means that you can park here. | | | | 20 X 45 |

| | | | | | | | | | |
|--|--|--|---|--|--|--|--|--|--|
| | | | <p>meminta dan memberi arah dan lokasi (<i>direction</i>) digunakan dengan tepat.</p> | | <p>than go to movies. - I like badminton better than volley ball.</p> <ul style="list-style-type: none"> • Conditional sentence type 1: <ul style="list-style-type: none"> - If the weather is nice this morning, we can go to the beach. • Words and expressions used to talk about capabilities: <ul style="list-style-type: none"> - Can you swim to cross this river? - When I was a child, I could (was able to) climb that tree. • Words and expressing used in asking for and giving direction (location): <ul style="list-style-type: none"> - Could you tell me the way to the Zoo, please? - Go straight on as far as the junction, then turn left. The Zoo is on your left ... | | | | |
|--|--|--|---|--|--|--|--|--|--|

PEMETAAN KOMPETENSI DASAR

NAMA SEKOLAH : SMK N 2 BATUSANGKAR
MATA PELAJARAN : BAHASA INGGRIS
KELAS/SEMESTER : X / 1 DAN II
TAHUN PELAJARAN : 2015 - 2016
STANDAR KOMPETENSI : Berkomunikasi dengan Bahasa Inggris setara Level Novice.

| Kode | SK (Standar Kompetensi) | KD (Kompetensi Dasar) | Indikator | Aspek | | |
|------|--|---|--|-------|-------|------|
| | | | | Kog. | Afek. | Psi. |
| A | Berkomunikasi dengan Bahasa Inggris setara Level Novice. | 1.1 Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan. | 1.1.1. Ungkapan salam pada saat bertemu dan berpisah. | √ | √ | √ |
| | | | 1.1.2. Memperkenalkan diri sendiri dan orang lain diperagakan dengan tepat. | √ | √ | √ |
| | | | 1.1.3. Berbagai ungkapan terima kasih dan responsnya digunakan secara tepat. | √ | √ | √ |
| | | | 1.1.4. Berbagai ungkapan penyesalan dan minta maaf serta responsnya diperagakan secara tepat. | √ | √ | √ |
| | | 1.2. Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan dan tahun. | 1.2.1. Bilangan (Cardinal / Ordinal) digunakan dengan tepat dalam berbagai konteks. | √ | √ | √ |
| | | | 1.2.2. Kata-kata dirangkai dengan tepat untuk mendeskripsikan benda berdasarkan warna, asal, ukuran, bahan, jumlah dan kualitas. | √ | √ | √ |
| | | | 1.2.3. Kata-kata dirangkai dengan tepat untuk mendeskripsikan orang yang terkait dengan profesi, kualitas dan aktifitasnya. | √ | √ | √ |
| | | | 1.2.4. Kata-kata dirangkai dengan tepat untuk mendeskripsikan suatu kejadian berdasarkan waktu, nama hari, tanggal, bulan dan tahun. | √ | √ | √ |
| | | 1.3. Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar | 1.3.1. Ungkapan penyesalan dan permintaan maaf serta pemberian responsnya disampaikan dengan tepat. | √ | √ | √ |
| | | | 1.3.2. Ungkapan simpati serta pemberian respons terhadapnya disampaikan- | √ | √ | √ |
| | | | | | | |
| | | | | | | |

| | | | | | | |
|--|--|---|--|---|---|---|
| | | | kan dengan tepat. | √ | | |
| | | | 1.3.3. Ungkapan berbagai perasaan disampaikan dengan tepat. | √ | | √ |
| | | | 1.3.4. Ungkapan permintaan dan pemberian izin disampaikan dengan tepat. | √ | √ | √ |
| | | | 1.3.5. Ungkapan perintah dan permintaan digunakan secara tepat. | √ | | √ |
| | | | 1.3.6. Ungkapan penawaran barang dan jasa digunakan secara tepat. | √ | √ | |
| | | 1.4. Menjelaskan secara sederhana kegiatan yang sedang terjadi. | 1.4.1. Peristiwa yang sedang terjadi diceritakan dengan tepat sesuai waktu dan tempat kejadian. | √ | √ | √ |
| | | | 1.4.2. Pernyataan dengan menggunakan there is / there are disampaikan dengan tepat sesuai dengan waktu dan tempat kejadian. | √ | √ | √ |
| | | | 1.4.3. Pernyataan tentang peristiwa yang sedang terjadi disampaikan dengan tepat. | √ | | |
| | | | 1.4.4. Pengungkapan perasaan / pendapat tentang peristiwa yang sedang terjadi disampaikan dengan tepat. | √ | | √ |
| | | 1.5. Memahami memo dan menu sederhana, jadwal perjalanan kendaraan dan rambu-rambu lalu lintas. | 1.5.1. Pesan ditulis dalam bentuk memo dengan benar. | √ | | |
| | | | 1.5.2. Memo yang sudah ada dijelaskan dengan tepat. | √ | | |
| | | | 1.5.3. Menu ditulis dan dijelaskan dengan tepat. | √ | | √ |
| | | | 1.5.4. Tanda-tanda dan lambang (misalnya rambu lalu lintas) dijelaskan dengan benar. | √ | | √ |
| | | | 1.6.5. Berbagai macam jadwal (time-table) dibuat dan dijelaskan dengan benar. | √ | √ | |
| | | 1.6. Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus | 1.5.6. Bentuk kata sifat dan keterangan digunakan secara tepat untuk membandingkan sesuatu. | √ | | |
| | | | 1.6.1. Berbagai ungkapan untuk menyatakan pilihan (preferences) digunakan dengan tepat. | | | |
| | | | 1.6.2. Ungkapan untuk pengandaian (Conditional Type 1) digunaka | | | |

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Batusangkar, 6 Juli 2015

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PEMERINTAH KABUPATEN TANAH DATAR

DINAS PENDIDIKAN

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PENETAPAN KKM

MATA PELAJARAN : BAHASA INGGRIS
 KELAS/SEMESTER : X / I DAN II

| Kode | Standar Kompetensi | Kompetensi Dasar | Indikator | Kriteria Pencapaian Kompetensi | | | | K K M | | |
|------|--|--|---|--------------------------------|---------------|--------------|---------|-------------|-------|-------|
| | | | | Daya Dukung | Kmplek -sitas | Intake Siswa | Jum lah | Indi- kator | KD | SK |
| A | Berkomuni- kasi dengan Bahasa Inggris setara Level Novice. | 1.1 Memahami ungkapan- ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan. | 1.1.1. Ungkapan salam pada saat bertemu dan berpisah. | 2 | 2 | 2 | 6 | 66,7 | 72.30 | 72.18 |
| | | | 1.1.2. Memperkenalkan diri sendiri dan orang lain diperagakan dengan tepat. | 2 | 2 | 3 | 7 | 77.9 | | |
| | | | 1.1.3. Berbagai ungkapan terima kasih dan responsnya digunakan secara tepat. | 2 | 2 | 3 | 7 | 77.9 | | |
| | | | 1.1.4. Berbagai ungkapan penyesalan dan minta maaf serta Responsnya diperagakan secara tepat . | 2 | 2 | 2 | 6 | 66,7 | | |
| | | 1.2 Mende skripsikan benda- benda, orang ciri-ciri, waktu,bulan dan tahun. | 1.2.1 Bilangan (Cardinal / Ordinal) digunakan dengan tepat dalam berbagai konteks | 2 | 2 | 2 | 6 | 66.7 | 72.30 | |
| | | | 1.2.2. Kata-kata dirangkai dengan tepat untuk mendeskripsikan benda berdasarkan warna, asal, ukuran, bahan, jumlah dan kualitas | 3 | 2 | 2 | 7 | 77.9 | | |
| | | | 1.2.3. Kata-kata dirangkai dengan tepat untuk mendeskripsikan orang yang terkait dengan profesi, kualitas dan aktifitasnya | 2 | 2 | 2 | 6 | 66,7 | | |
| | | | 1.2.4. Kata-kata dirangkai dengan tepat untuk mendeskripsikan | 2 | 2 | 3 | 7 | 77.9 | | |

| | | | | | | | | | | |
|--|--|---|---|---|---|---|---|------|-------|--|
| | | | suatu kejadian berdasarkan waktu,nama hari,tanggal,bulan dan tahun | | | | | | | |
| | | 1.3 Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar. | 1.3.1. Ungkapan penyesalan dan permintaan maaf serta pemberian responsnya disampaikan dengan tepat. | 2 | 2 | 3 | 6 | 77.9 | 73.42 | |
| | | | 1.3.2. Ungkapan simpati serta pemberian respons terhadapnya Disampaikan dengan tepat | 2 | 2 | 2 | 6 | 66.7 | | |
| | | | 1.3.3. Ungkapan berbagai perasaan disampaikan dengan tepat. | 3 | 2 | 1 | 6 | 66.7 | | |
| | | | 1.3.4. Ungkapan perintah dan permintaan digunakan secara tepat. | 2 | 2 | 3 | 7 | 77.9 | | |
| | | | 1.3.5. Ungkapan penawaran barang dan jasa digunakan secara tepat. | 3 | 2 | 2 | 7 | 77.9 | | |
| | | 1.4 Menjelaskan secara sederhana kegiatan yang sedang terjadi. | 1.4.1. Peristiwa yang sedang terjadi diceritakan dengan tepat sesuai waktu dan tempat kejadian. | 2 | 2 | 2 | 6 | 66.7 | 72.30 | |
| | | | 1.4.2. Pernyataan dengan menggunakan there is / there are disampaikan dengan tepat sesuai dengan waktu dan tempat kejadian | 2 | 2 | 3 | 7 | 77.9 | | |
| | | | 1.4.3. Pernyataan tentang peristiwa yang sedang terjadi disampaikan dengan tepat. | 2 | 2 | 2 | 6 | 66.7 | | |
| | | | 1.4.4. Pengungkapan perasaan / pendapat tentang peristiwa yang sedang terjadi disampaikan dengan tepat. | 2 | 2 | 3 | 7 | 77.9 | | |
| | | 1.5 Memahami memo sederhana,jadwal perjalanan kendaraan dan rambu-rambu lalulintas. | 1.5.1. Pesan ditulis dalam bentuk memo dengan benar | 2 | 2 | 3 | 7 | 77.9 | 70.43 | |
| | | | 1.5.2. Memo yang sudah ada dijelaskan dengan tepat | 2 | 2 | 2 | 6 | 66.7 | | |
| | | | 1.5.3. Menu ditulis dan dijelaskan dengan tepat. | 2 | 2 | 2 | 6 | 66.7 | | |
| | | | 1.5.4. Tanda-tanda dan lambang (misalnya rambu lalulintas) dijelaskan dengan benar. | 3 | 2 | 1 | 6 | 66.7 | | |
| | | | 1.5.5. Berbagai macam jadwal (time-table) dibuat dan dijelaskan Dengan benar | 2 | 2 | 2 | 6 | 66.7 | | |
| | | | 1.5.6. Bentuk kata sifat dan keterangan digunakan secara tepat untuk membandingkan sesuatu. | 2 | 2 | 3 | 7 | 77.9 | | |
| | | 1.6 Memahami kata-kata dan istilah asing | 1.6.1. Berbagai ungkapan untuk menyatakan pilihan (preferences) digunakan dengan tepat. | 2 | 2 | 2 | 6 | 66.7 | 72.3 | |
| | | | 1.6.2. Ungkapan untuk pengandaian (Conditional Type 1) | 3 | 2 | 2 | 7 | 77.9 | | |

| | | | | | | | | | | |
|--|--|--|--|---|---|---|---|------|--|--|
| | | serta kalimat sederhana berdasarkan rumus. | digunakan dengan tepat | | | | | | | |
| | | | 1.6.3. Berbagai ungkapan untuk menyatakan kemampuan (capabilities) digunakan dengan tepat. | 2 | 2 | 2 | 6 | 66.7 | | |
| | | | 1.6.4. Ungkapan untuk meminta dan memberi arah dan lokasi (direction) | 2 | 2 | 3 | 7 | 77.9 | | |

TAHUN PELAJARAN : 2015 / 2016

Mengetahui :
Batusangkar, 6 Juli 2015

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