

**DEVELOPING ENGLISH SPEAKING WORKSHEET TO THE
TENTH GRADE STUDENTS OF COMPUTER NETWORK
ENGINEERING DEPARTEMENT AT SMKN 7 LUWU UTARA**



A Thesis

*Submitted to the English Language Study Program of S1 Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo in Partual Fulfillment of
Requierment for S.Pd Degree of English Education*

By

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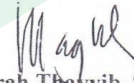
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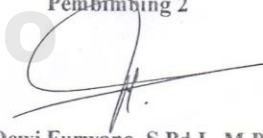
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ABSTRACT

USWATUNNISA UTAMI, 2019. “Developing English Speaking Worksheet to The Tenth Grade Students of Computer Network Engineering Department At SMKN 7 Luwu Utara”. **A Thesis of English Study Program, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Under supervisor Amalia Yahya, SE.,M.Hum as the first consultant and Dewi Furwana, S.Pd.I,M.Pd as the second consultant.**

This study aimed at designing a worksheet for English that focused in speaking skill for the tenth grade students of computer network engineering departement at SMKN 7 Luwu Utara. The subjects are 15 students of computer network engineering 2.

The study was research and development (R & D). It used 4D design model which consist of Define, Design, Develop, and Disseminate. The steps of define are conducting anylisis the curriculum, needs analysis. Need anlysis conducted to 15 students of computer network Engineering departement 2 from 70 students in tenth grade The next step is design which consist of choosing media, format, and arrange it as the first draft of the worksheet. Third step is Develop which consist of expert judgment. After conduct assesment from expert, worksheet need to be revised that become second draft or final draft. Second draft will show to real students and they wil give a questinnare as student’s perception. The last step is Disseminate the worksheet in the school specially at Computer Network Engineering Departement.

The results of the study indicated that The students’ weaknesses in learning speaking were the lack of vocabulary, the students needed the speaking material which was appropriate to their study program, and the students needed some supporting activities in the material to help them improving their speaking skill like games or role play. To meet those needs, a worksheet for speaking skill was then developed. There were six chapter in the worksheet for speaking skill which was developed; each chapter contains some tasks. The appropriateness of the worksheet for speaking skill was shown by the interval of score is “very good”, which means that the worksheet for speaking skill was appropriate to the students’ needs.

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Alhamdulillahirabbil ‘alamin, praise and thanks to the Almighty God, Allah Azza wa Jalla, without His blessing and mercy, the researcher would have never been able to start and finish this thesis at the State Institute for Islamic Studies (IAIN) Palopo. Safety and blessing be upon the prophet, Muhammad saw, his companions and his followers.

The researcher realizes that support and encouragement from many people, have been important to the researcher in the preparation of this thesis. Therefore, the researcher would like to acknowledge them.

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4. The first consultant Amalia Yahya, S.E., M.Hum and the second consultant, Dewi Furwana, S.Pd.I, M.Pd. Who have given guidance, explanation, suggestion and correction preliminary until this thesis completed
5. All the lectures of IAIN Palopo, thanks for guidance, attention, knowledge and motivation in learning English Language. And also for all staffs are in IAIN Palopo, thanks for helping and kindness.
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Finally the researcher prays to God may Allah Subhanahu wa ta'ala, shower divine judgement of their service who has the given the to the reseacher excepts that this thesis can give a lot of contribution for all readers for regional, nation and state. Therefore, it can be charity.

Palopo, 13 September 2019

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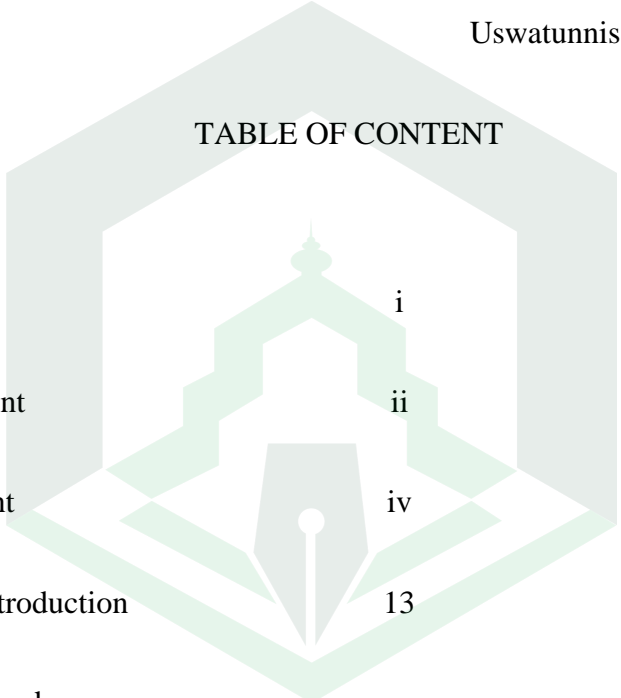


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CHAPTER I

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Introduction

A. Background

Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking

skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language¹. In *Webster New World Dictionary*, speaking is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech.

Speaking is so much a part of daily life that people take it for granted. The majority person produces tens of thousands of words a day, although some peoples, like auctioneers or politicians-may produce even more than that. So natural and integral is speaking that people forget how they once struggled to achieve this ability-until, that is, they have to learn how to do it all over again in a foreign language².

As student, Speaking is one of skill which each student should comprehend. Although in computer network engineering department rare to use English as their spoken Language cause of face with a thing but it does not mean could be ignore this skill. In case Learning materials only taught about general English than computer network engineering department use English Specific Purpose. It covered in one book contains learning material for 4 skill, than in this research focus in speaking skill.

Speaking skill emphasize in practice, so that the learning materials should be talk more and more. For instance, in mention step by step how to run one of

¹ Oxford University Press, *Oxford Learner's Pocket Dictionary*, (New York: Pindar Graphics Origination Scarborough, 1995), p. 403.

² David Nunan, Guralnik, *loc. cit.*, p. 39.

program. So that what students need does not only a book but also worksheet to habituate them in practicing speak.

B. The Identification of Problem

Based on the background could identify the problems in this research are follow:

1. Learning materials that taught are only general English which can't habituate student to speak in English especially in their own department.
2. Students taught only by book without worksheet.

C. Limitation of the Research

Based on the identification of problem above, the researcher is going to develop visual worksheet to improve their speaking skill for tenth grade students of computer network engineering department. In this research used 4D design model. The step of 4D design model are Define, Design, Develop, and Dissemination. In develop it based on text book which used in the school. It will conduct in Odd Semester.

D. The Formulation of Problem

Based on the limitation of the research could formulate a problem in this research “How to Develop English Speaking Worksheets to the tenth grade students of Computer Network Engineering Department?”

E. The Objective of the Research

The Objective of the research is to Develop English Speaking Worksheets to the tenth grade students of Computer Network Engineering Department.

F. Significance of the Research

The Significant of this research as below:

1. For Teacher, as suggestion in increasing student speaking skill in order to Speaking become attractive and fun.
2. For Students, as motivation in learning Speaking and as base in increasing comprehend for habituate speaks in English in the classroom.
3. For School, to increase quality of study and learning process so the student can comprehend theirs department.

G. The Definitions of Terms

1. Develop is create a media become interesting and appropriate with the goals of course into unit and task to facilitate the learning process .
2. Worksheet is a media give to the students as an instruction lesson about what material that should be understood.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

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

The researcher of Yohana Dian Ratna Purnamasari entitles “the Developing English Learning Materials for Grade X Students of Beauty Department”. The subjects of the research were Grade X students of Beauty Department of SMKN 3 Magelang in the academic year of 2014/2015. There were two types of questionnaires used in this research. The first was a needs analysis questionnaire to find out the target needs and the learning needs of the students. The second was a materials evaluation questionnaire adapted from *Instrumen Penilaian Buku Bahasa Inggris SMK* to assess the appropriateness of

the developed materials. The assessment was done by a learning materials expert. This research was conducted by following Dick and Carey's model in Borg, Gall and Gall (2003) with some modification. The first step was conducting a needs analysis by distributing a questionnaire to the students. The results of the needs analysis were used to develop the syllabus. The syllabus was the guideline to develop the first draft of the materials. Then, the first draft was evaluated by a learning materials expert. The results of the materials evaluation were then analyzed through descriptive statistics and used to revise the first draft of the materials.

The product of this study is three units of English learning materials. Each unit has 25 tasks which are divided into three parts: introduction, lesson proper and reinforcement. The inputs were in the form of spoken and written texts and grammar explanation. The activities encourage the students to actively participate in the classroom discussion and be involved in solving the tasks. The tasks are done individually, in pairs and in small groups. Based on the materials evaluation; the content, the language, the presentation and the lay-out of the materials are appropriate. The mean score of all aspects of the developed materials was 3.12 which is categorized as "Good".

The researcher of Parwaka Budi Kusuma **“the Developing an English Speaking Material for the Second Grade Students of Automotive Engineering in SMK Sanjaya Ngawen”** This study aimed at (1) designing an

English speaking material for the second grade students of automotive engineering in SMK Sanjaya Ngawen and (2) designing learning activities to improve the speaking skill of automotive

engineering students in SMK Sanjaya Ngawen.

The steps of the study are conducting needs analysis, writing the syllabus and the first draft of the material, expert judgment, and writing the final draft of the material. In this research, the instruments were interview guidelines, needs analysis questionnaire, and expert judgment questionnaires.

The results of the study indicate that (1) the students wanted to work abroad after they have graduated and they will always use English in their workplace, (2) The students' weaknesses in learning speaking were the lack of vocabulary, (3) the students needed the speaking material which was appropriate to their department, and (4) the students needed some supporting activities in the material to help them improving their speaking skill like games or role play. To meet those needs, a six – section English speaking material was then developed; those are (1) Lead – in, (2) Lesson Proper, (3) Evaluation, (4) Homework, (5) Reflection, and (6) Summary. There were three units in the speaking material which was developed; each unit contains 14 – 17 tasks. The appropriateness of the speaking material was shown by the value of mean 4.35, which means that the speaking material was appropriate to the students' needs.

All the researchers aim to develop learning material in different department to increase speaking skill each student.

B. Literature Review

1. Speaking

a. *Defenition of Speaking*

Speaking is one of the productive skills in the four main skills of language. It is taught broadly from junior high schools to senior high schools or vocational high school. There are some definitions of speaking proposed by some experts.

Speaking is a productive skill which involves the speaker to use speech to express meanings to other people (Spratt, Pulverness, and Williams, 2005). Moreover, Chaney (1998) in Kayi (2006) defines speaking as the process of building and sharing meaning through using verbal and non verbal symbols in a variety of contexts. Another definition is proposed by Harmer (2007: 343). He defines speaking as an activity which happens when two people are engaged in talking to each other. In this activity, speakers have to share their ideas, thoughts, or opinions during the speaking activity.

Than Mackey (2001:79) defines that speaking is an oral expression that involves not only the use of right patterns of rhythm and intonation but also right order to convey the right meaning. Cameron (2001:40) states that speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign language in order to share understandings with other people. A speaker needs to

find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organise the discourse so that the listener will understand.

Another expert, Thonburry (2005), considers speaking or oral communication as an activity which includes two or more people in which hearers and speakers have to react to what they hear and make their contribution at speed of high level. Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997).

Speaking is a complex skill because at least it concerned with components of pronunciation, grammar, vocabulary, and fluency (Syakur, 1987:5).

Widdowson (1996) state that speaking is an instance of use, therefore is part of a reciprocal exchange in which both reception and production play a part. In this sense, the skill of speaking involves both receptive and production participation. Speaking is productive rather than receptive skill because it is as a way in which language system is manifested through the use of organ of speech and operates through the aural rather than the visual medium.

According to Richards and willy A. Renandya (2002) said that speaking is one of element of communication. Where communication is first of all exchanging opinion, information, nation and social, cultural, political, and

other aspect of everyday life. Speak is talk to someone about something (Victoria Bull, 2008)

From those definitions above, it can be concluded that speaking is an activity involving two or more people to share their thoughts, ideas, or feelings by using verbal and non verbal symbols. There is an interaction among people in a speaking activity either verbal or non verbal which can be learnt by using some techniques or methods.

b. Problems Related to Speaking Skill

There are many problems related to the speaking skill which make speaking difficult, especially for students. Those problems have to be considered by the teacher when he or she teaches the oral skill to their students. Brown (2001: 270 – 271) listed problems related to speaking skill as follows:

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3. Reduced Forms

Contractions, elisions, reduced vowels. etc, all form special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilled, bookish quality of speaking that in turn stigmatizes them.

4. Performance Variables

One of the advantages of spoken languages is that the process of thinking as people speaking allows them to manifest a certain number of performance hesitations, pauses, backtracking, and correction. Learners can actually be taught how to pause and hesitate.

5. Colloquial Language

Make sure that the students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

6. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of the teacher's tasks is to help the learners achieve an acceptable speed along with other attributes of fluency.

7. Stress, Rhythm, and intonation

This is the most important characteristics of English pronunciation. The stress – timed rhythm of spoken English and its intonation partners convey important messages.

8. Interaction

Learning to produce waves of language in a vacuum – without interlocutors – will decrease speaking skill of its richest component: the creativity of conversational negotiation. Those are problems related to speaking skill, which makes speaking difficult, either for the learners or the teachers. Based on the explanations above, the speaking skill has to be improved in order to enable the learners to interact and share the ideas and thoughts with other people in daily life.

c. Language Skills of Speaking

As in listening, reading, and writing, speaking also has language skills. These skills have to be considered in the process of teaching speaking so that the learners will not only be able to speak but also have ability in maintaining the process of oral communication so that the learners will be able to convey and negotiate meaning to others.

Brown (2001: 142 – 143) divides language skills of speaking into macroskills and microskills. The macroskills of speaking deals with larger elements such as fluency, discourse, functions, style and cohesion, nonverbal communication, and strategic options. Those macroskills of speaking are:

1. Appropriately accomplishing communicative functions according to situations, participants, and goals appropriately,
2. Using appropriate styles, registers, implicature, pragmatic conventions, conversation rules, floor – keeping and – yielding, interrupting, and other sociolinguistics features in face – to – face conversations,
3. Conveying links between events and communicate such relations as focal and peripheral ideas, events and feelings, new and given information, generalization and exemplifications,
4. Conveying facial features, kinesics, body language, and other nonverbal cues along with verbal languages, and
5. The ability in developing and using speaking strategies.

Meanwhile, the microskills of oral communication refer to producing the smaller chunks of languages such as phonemes, morphemes, words, collocations, and phrasal units. Those microskills are explained below:

1. Producing differences among English phonemes and allophonic variants,

2. Producing chunks of language of different lengths,
3. Producing English stress patterns,
4. Producing reduced forms of words and phrases.
6. Using an adequate number of lexical unit (words)
7. Producing fluent speech at different rates of delivery.
8. Monitoring one's own oral productions and uses various strategic devices,
9. Using grammatical word, systems, patterns, rules, and elliptical forms.
10. Producing speech at natural constituent,
11. Expressing a particular meaning in different grammatical forms,
12. Using cohesive devices in spoken discourse.

Based on the explanation above, macroskills and microskills are two important parts of speaking skill which have to be considered by the teacher

inteaching oral communication. By considering them, the learners will not only be able to speak to express their thought and feelings, but also have abilities in maintaining conversation based on the context of situation by using an adequate number of lexical unit, grammatical forms, and cohesion devices.

d. Teaching Speaking

Speaking is one of the four main skills in second language teaching. It can be learnt or taught by using many methods and media. But in some schools, teachers seldom use any method or media to improve the students' speaking skill.

The students are only asked to memorize words and their meanings, do the students' workbook, or memorize dialogues. Now, the goal of teaching speaking is to improve students' communication skills in order to be able to express their thought, ideas, or feelings, and learn how to follow social rules in communication activities.

According to Nunan (2003) in Kayi (2006), the main aim of teaching speaking is to prepare the learners to be able to:

1. Produce the English sounds and speech patterns.
2. Use words and sentence stress, intonation patterns and the rhythm of the second language.

3. Select appropriate words and sentences according to the proper social setting, audience, situation, and the subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called fluency.

Based on the main aim of teaching oral communication above, a teacher has to design speaking activities which can cover the skills of speaking, either macroskills or microskills. In designing speaking activities, there are seven principles which should be considered, as proposed by Brown (2001: 275 – 276):

1. Use techniques that cover the spectrum of learner needs, from language – based focus on accuracy to message – based focus on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques.
3. Encourage the use of authentic language in meaningful contexts.

4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.
6. Give students opportunities to initiate oral communication.
7. Encourage the development of speaking strategies.

For the principles above, teachers do not only teach how to speak English fluently, but also have to be taught on how to encourage the development of speaking strategies in order to know how to maintain the communication activity. Besides considering the principles of designing speaking tasks above, teachers have to know their roles in teaching speaking, as proposed by Harmer (2007: 347 – 348):

1. Prompter.

Sometimes, students get lost on what they want to say next or sometimes they get lost their fluency in what they say. In this role, teachers have to help the students by offering the best options or suggestions to help the students leaving out their sense of frustration if they come to the dead end of language or ideas.

2. Participant

In this role, teachers have to be good role models when asking students to produce language. It can be achieved by setting up an activity clearly with an enthusiasm. Another way to be good participants is by introducing new information related to the topic to help the students engaged to the teaching and learning process and also maintaining a creative atmosphere.

3. Feedback Provider

Here, teachers have to know how to give feedback for every student's speaking performance. The feedback given to the students has to be suitable with the students' performance. If there is a students who gets difficulties in his or her performance, the teacher has to give helpful and gentle correction to help the student maintain his or her communicative activity. For the students who performed well, teachers have to assess what they have done, and tell them that their performance went well.

In the process of teaching and learning oral communication, there is some guidance for teachers which have to be considered when they want to teach this skill to the learners, as proposed by Nunan (2003) in Kayi (2006):

1. Provide maximum opportunity to the students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

2. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
3. Reduce teacher speaking time in the class while increasing student speaking time. Step back and observe students.
4. Indicate positive signs when commenting on a student's response.
5. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
6. Provide written feedback like "Your presentation was very great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
7. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract students from his or her speech.
8. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

9. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in group or pairs.
10. Provide the vocabulary beforehand that students need in speaking activities.
11. Diagnose problem faced by the students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

By understanding the aims of teaching speaking, the principles of designing speaking activity, the roles, and the guidance, the teaching and learning activities in the classroom can be maximized in order to improve the students' speaking skill so that all microskills and macroskills of speaking can be achieved by the students.

2. Models in Developing

a) ADDIE

This model of developing product (ADDIE: 1990 by Raiser & Mollenda), is stand for five words. They are: **A**nalysis (needs, requirement, tasks and participants' current capabilities) **D**esign (learning objectives delivery format, activities, and exercises), **D**evelopment (create a prototype, develop course materials, review, pilot session), **I**mplementation (training implementation, tools in place and observation), and **E**valuation (awareness, knowledge, behavior and result).



Analysis

There are some activities that must be done in the analysis phase. First, the instructional problem should be clarified. Second, the instructional goals and objectives are established. Finally, the learning environment and learner's existing knowledge and skills are identified.

Design

The design phase deals with the learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning and media selection. This phase should be systematic and specific in order to show a brief view of the goal.

Development

The development phase is where instructional designers and developers create and assemble the content assets that were blueprinted in the design phase.

Implementation

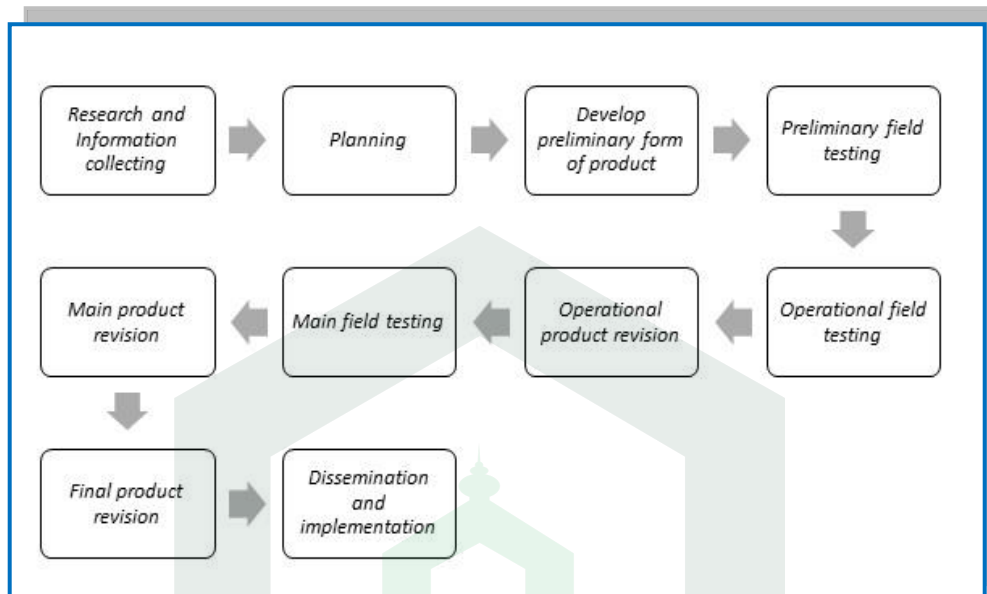
During the implementation phase, a procedure for training the facilitators and the learners is developed. The training should cover many things, i.e. the course curriculum, learning outcomes, method of delivery, and testing procedures.

Evaluation

The evaluation phase consists of two parts: formative and summative. The formative evaluation is present in each stage of the ADDIE process. Meanwhile, the summative evaluation consists of tests which are designed for domain specific criterion-related referenced items. It provides opportunities for feedback from the identified users.

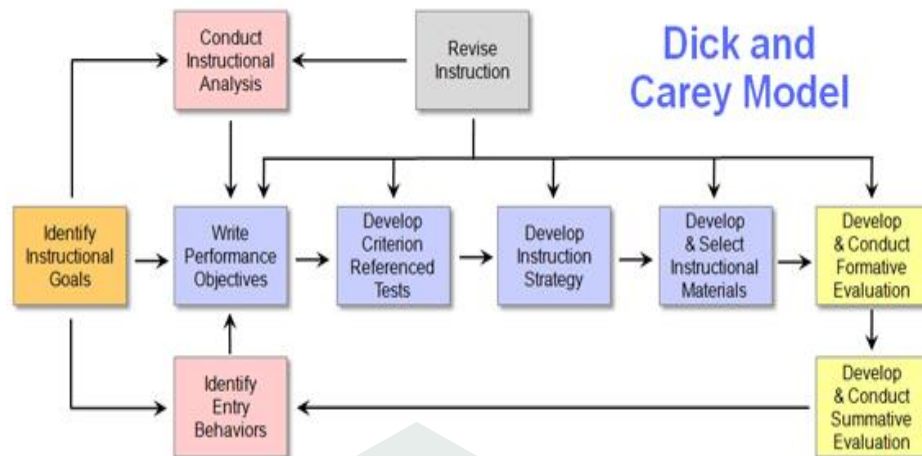
b) Borg and Gall

Borg and Gall (1983:772) the style of developing worksheet is consist of ten steps: 1) Research and Information Collecting (review of literature, class room observation and preparation of report of state the art) 2) Planning (defining skill, stating objectives, determining course sequence and small scale feasibility testing 3)Develop Preliminary form of product (preparation of instructional materials, hand books and evaluation devices), 4)Preliminary Field Testing (conducted in from 1 to 3 schools, using 6 to 12 subjects, interview, observational and questionnaire data collected and analyzed), 5) Main Product Revision (revision of product as suggested by the preliminary field test result, 6) Main Field Testing, 7) Operational Product Revision, 8) Operational Field Testing, 9) Final Product Revision, 10) Dissemination and Implementation.



c) The Dick and Carey Design Model

The Dick and Carey model involves all of the phases described previously in the ADDIE model which starts with the identification of instructional goals and ends with the summative evaluation. This model is suitable for a variety of context areas including primary and secondary schools as well as business and government uses. Figure 2 below illustrates the Dick and Carey instructional design model:



There are 9 phases in the Dick and Carey model. They are (1) identifying the instructional goal; (2) conducting the instructional analysis; (3) identifying the entry behaviors and learner's characteristics; (4) writing the performance objectives; (5) developing the criterion-referenced test items; (6) developing the instructional strategy; (7) developing and the selecting instructional materials; (8) developing and conducting the formative evaluation; (9) developing and conducting the summative evaluation.

d) 4-D Design Model

4-D design model is a developing of equipment learning model. This model is developed by S.Thagarajan, Dhoroty S.Sammel and Melvyn I. Semmel. 4-D models is consist of four steps:³

1. *Define.*

The aim of this step is to determine and to define the requirements that begin by analyze the purpose of the limitation of the developing materials. In developing the learning materials, 4-D include of four steps, they are: (1) analyze the curriculum (2) analyze the students (3) analyze the course or the materials (4) formulate the aim of learning.

2. *Design*

The aim of this step is to prepare the prototype of the learning equipment. Design consist of four steps, they are: (1) compose the test (2) choosing media (3) choosing the format (4) first design program.

3. *Developing*

The aim of this step is to produce learning equipment that have revision by the suggest of the experts. Developing consist of two steps: (1)

³ Thiagarajan, Sivasailam, dkk. (1974). *Instructional Development for Training Teachers of Exceptional Childre*. Washington DC: National Center for Improvement Educational System. Accessed 1 june 2019.

validation of equipment by the experts follow by revision (2) limitate treatment with the real students. The result of this step is used as a basic of revision.

4. Disseminate

This step is a step of using the learning equipment that has developed in a large scale, such as in other class, other school or other teacher.⁴

Finally, based on the explanation above, this research adapted 4-D Thiagarajan model. The reasons of the research choose this model are: (1) this model is better to use as a base to developing the learning material such as worksheet. (2) The analyzing is more complete and systematic, (3) Iin the developing, this model engage the expert to validate the product.



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⁴ Trianto, *inovatif learning model constructivistic orientation*, (Surabaya: Pustaka ilmu,2007),p.70.

3. Material Development

a. Definitions of Material Development

According to Graves (2000:14), material development is the planning process by which a teacher can put the objectives and goals of the course into units and tasks. Meanwhile, Tomlinson (1998:2) defines that materials belong to anything which is used by teachers or learners to facilitate the learning of a language. Materials can be in the form of cassettes, videos, CD – Roms, dictionaries, grammar books, readers, workbooks, or photocopied exercises. Other forms of material are newspapers, food packages, photographs, live talks by invited native speakers, instructions given by a teacher, tasks written on cards, or discussion between learners. In other words, materials can be anything which is deliberately used to increase the learners' knowledge and/or experience of the language.

Materials development refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways designed to promote language learning (Tomlinson, 1998: 2). Materials developers might write textbooks, tell stories, bring advertisements into the classroom, express an opinion, provide examples of language use or

read a poem aloud. Those are the input that can be used in order to learn language effectively.

Related to materials development, Tomlinson (1998: 3 – 15) proposes some principles as follows:

1. Materials should achieve impact.

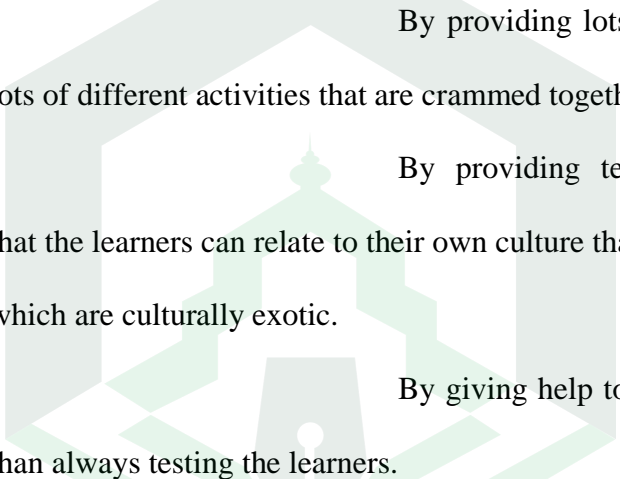
Impact is achieved when materials have a noticeable effect on learners that is when the learners' curiosity, interest, and attention are attracted. If the impact is achieved, there is a better chance that some of the language in the materials will be taken in for processing. Materials can achieve impact through:

- a. Novelty (e.g. unusual topics, illustrations and activities).
- b. Variety (e.g. breaking up the monotony of a unit routine with an unexpected activity; using many different text types taken from many different types of sources; using a number of different instructor voices on a cassette).
- c. Attractive presentation (e.g. use of attractive colors; lots of white space; use of photographs).
- d. Appealing content (e.g. topics of interest to the target learners; topics which offer the possibility of learning something new; engaged stories; universal themes; local references).

The impact for each learner is variable. In order to maximize the achieved impact the writer needs to know as much as possible about the target learners and about what is likely to attract their attention. The more varied the choice of topics, texts and activities the more likely is the achievement of impact.

2. Materials should help learners to feel at ease.

Materials can help the learners to feel comfortable in a number of ways, for example:

- 
- a. By providing lots of white space than lots of different activities that are crammed together on the same page.
 - b. By providing texts and illustrations that the learners can relate to their own culture than they are with those which are culturally exotic.
 - c. By giving help to the learners to learn than always testing the learners.

Feeling at ease can also be achieved through content and activities which encourage the personal participation of the learners, through materials which relate the world of the book to the world of the learner and through the absence of activities which could threaten self – esteem and cause humiliation. By enabling the students to connect what they have learned in the book to the real world and giving help to the learners to learn language, the materials can make the learners feel at ease.

3. Materials should help learners to develop confidence

In order to develop confidence to the learners, material developers can design activities which try to 'push' learners slightly beyond the learners' existing proficiency by engaging them in tasks which are stimulating, which are problematic but which are achievable too. It can also help the activities that encourage the learners and to develop their existing extra – linguistics skills, such as those which involve being imaginative, being creative or being analytical.

2. Materials should require and facilitate learner self – investment

Here, materials can help the learners to achieve their self investment by providing them with choices of focus and activity, giving them topic control and by engaging them in learner – centered discovery activities.

Other ways to achieving learner investment are involving the learners in mini – projects, involving them in finding supplementary materials for particular unit in a book and giving them responsibility for making decisions about which texts to use and how to use them.

3. Materials should expose the learners to language in authentic use

Materials can provide exposure to authentic input through the advice they give, the instructions for their activities and the spoken and written texts they include. They can also stimulate exposure to authentic input through the activities they suggest. In order to facilitate acquisition the input must be comprehensible. Ideally, materials at all levels should provide frequent exposure to authentic input which is rich and varied.

In other words the input should vary in style, mode, medium, and purpose should be rich in features which are characteristics of authentic discourse in the target language.

4. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.

A teaching material should provide opportunities for such interactions in variety of discourse modes ranging from planned to unplanned. Interaction can be achieved through, for example:

- a. Information or opinion gap activities which require learners to communicate with each other and/or teacher in order to close the gap.
- b. Post – listening and post – reading activities which require the learners to use information from the text to achieve a communicative purpose.
- c. Creative writing and creative speaking activities such as writing a story or improvising a drama.
- d. Formal instruction given in the target language either on the language itself or on another subject.

5. Materials should take into account that learners differ in affective attitudes

Each class of learners using the same materials will differ from each other in terms of long – and short – term motivation and of feelings and attitudes about the language, their teachers, their fellow learners and their learning materials, and of attitudes towards the language, the teacher and the materials.

It is important for a material developer to be aware of the inevitable attitudinal

differences of the users of the materials. A material developer should diversify language instruction as much as possible based upon the variety of cognitive styles and the variety of affective attitudes likely to be found among a typical class of learners by doing the ways below:

- a. Providing choices of different types of text.
- b. Providing choices of different types of activities.
- c. Providing optional extras for the more positive and motivated learners.
- d. Providing variety.
- e. Including units in which the value of learning English is a topic for discussion.
- f. Including activities which involve the learners in discussing their attitudes and feelings about the course and the materials.
- g. Researching and catering for the diverse interests of the identified target learners.
- h. Being aware of the cultural sensitivities of the target learners.
- i. Giving general and specific advice in the teacher's book on how to respond to negative learners.

6. Materials should permit a silent period at the beginning of instruction

A silent period can facilitate the development of effective internalized grammar which can help learners to achieve proficiency when they eventually start to speak in the second language. The important point is that the materials should not force premature speaking in the target language and they should not force silence either. Ways of giving learners the possibility of not speaking until they are ready include:

- a. Starting the course with a total physical response (TPR) approach in which the learners respond physically to oral instructions from a teacher or cassette.
- b. Starting with a listening comprehension approach in which the learners listen to stories in the target language which are made accessible through the use of sound effects, visual aids and dramatic movement by the teacher.
- c. Permitting the learners to respond to target language questions by using their first language or through drawings and gestures.
- d. It usually involved introducing new vocabulary or structures through stories which the learners responded to by drawing and/or using their first language and through activities

in which the whole class mimed stories by following oral instructions from the teacher.

Those are the principles of material development which should be considered by a material developer or a teacher who wants to develop a learning material for his or her learners. By considering the principles of material development above, the learning material which will be compiled can help the learners to achieve the competences which are required in the language skill that they are studied.

b. The Process of Materials Writing

There are five general steps in designing learning material, as proposed by Tomlinson (1998: 97) below:

1. Identification

In this step, a material developer identifies what is needed by the learners. Here, the material developer also identifies what problem to be solved by creation of the materials.

2. Exploration

After the material developer identifies the learners' need, then the next step is exploring the area of need or problems in terms of language, meanings, functions, skills, etc.

3. Contextual Realization

In this step, the material developer starts writing the materials by finding

suitable ideas, contexts, or texts with which to work.

4. Pedagogical Realization

In this step, the material developer finds appropriate exercises and activities and the writing of appropriate instructions for use.

5. Physical Production

The material developer begins to design material, involving considerations of layout, type size, visuals, reproduction, etc.

By considering the steps of designing material above, a material developer or a teacher will be able to design a learning material which is suitable with the learners' need in order to be able to use their language skills inside the classroom or in the real world.

c. Steps in Designing Materials

There are five steps in designing materials as proposed by Tomlinson (1998: 247). Those steps are explained as follows:

1. Needs analysis

In this first step, the material developer collects information related to the material which is needed by the teacher and the learners in the classroom.

2. Goals and Objectives

After conducting needs analysis, the material developer determines the goals and objectives of the material which will be designed.

3. Syllabus design

Here, the material developer starts designing syllabus which is based on the curriculum and the result of needs analysis. The syllabus, then, becomes a basic for the material which will be arranged.



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4. Methodology/Materials

In this step, the material developer starts designing the learning material. The material developer also finds out the teaching method which is suitable to the teaching material itself.

5. Testing and evaluation

After designing the material, the material developers then conducted a try out. Here, during the try out session, the material developer also obtains feedback from the teacher and the students as a basis of evaluation in order to improve the material.

d. Materials Evaluation

This step is important in developing a learning material. It is conducted in order to know the strength and the weaknesses and the effectiveness of the material itself. Besides that, evaluation is needed to improve the material which has been arranged and tested. Tomlinson (1998: 227 – 231) proposed some principles of material evaluation as follows:

1. Description of task

In this step, the material developer evaluates the material by looking at some points below:

- a. Input

Input here means the information that the learners are supplied with. It can be in the verbal form, such as a series of directions, or non verbal like diagram or picture.

b. Procedures

This point is related on the activities that the learners are to perform in order to accomplish the task.

c. Language activity

This point is concerned to whether or not the learners engage in receptive language activity such as listening or reading, or in productive language activity such as speaking or writing.

d. Outcomes

Outcomes related to what the learners will have done on completion of the task. The outcome may be verbal, such as, performing a role play or non verbal, like drawing a diagram.

2. Planning the evaluation

Planning an evaluation to the material is very important in order to know the effectiveness of the material. It also has a beneficial impact on the choice and design of a task. Components which should be prepared in evaluating task are questions related to the material such as approach, purpose, focus, scope, evaluators, timing, and type of information.

3. Collecting information

A task evaluation will need to consider collecting three types of information: (1) information about how the task was performed, (2) information about what learning took place as a result of performing the task, and (3) information regarding the teacher's and the learner's opinions about the task. The information can be collected: (1) before the task is used, (2) while the task is used, and (3) on completion of the task.

4. Analysis of the information collected

One of the major decisions facing the evaluator at this stage of evaluation is whether to provide a quantitative or a qualitative analysis data. A quantitative analysis involves the use of numbers. For example, it might be possible to develop a scale for rating the outcome of the task. The result of this data analysis technique is presented numerically in the form of number of learners achieving highest, middle, and lowest ratings. A qualitative data involves a more holistic and impressionistic approach. For example, the evaluator might seek to represent the learners' own evaluation of the task in terms of representative responses to open questions in the questionnaire they had completed in finishing the task.

5. Conclusions and recommendations

In this last step, the difference between conclusions and recommendations should be defined clearly. Conclusions relate to what has

been discovered as a result of the analysis, while recommendations relate to proposals for future teaching, whether or not the task should be used again or abandoned, what changes need to be made to the task (in terms of input and/or procedures), and what kind of follow – up work is needed with the learners in question.

4. English for Specific Purpose

a.

Definition of ESP

Hutchinson and Waters (1987: 19) define English for Specific Purposes (ESP) as an approach to language teaching in which all decision as to content and method are based on the learners' reasons for learning. In other words, the content and the method in ESP should be based on the learners' needs. The background of ESP is based on the following reasons:

1) *The demand of brave new world*

After the Second World War, the development of economic, science, and technical activities in the world are growing fast. The effect from the development of those three fields is that people are learning English not only for prestige, but also because English is the key of those three fields. As English become the international language, it creates a new generation of learners who know specifically why they are learning language.

2) *A revolution in linguistics*

The teaching and learning process of English in ESP should be based on specific groups of learners. If a language varies from one language to another, it should be possible to determine the features of the specific situations and then make the features the basis of the learners' course. In other words, the English needed by a particular group of learners could be identified by analyzing the linguistics characteristics of their specialist area of work or study.

3) *Focus on the learner*

In ESP, learners are seen to have different needs and interests, which would have an important influence on their motivation to learn and on their effectiveness of learning. Here, the courses that are relevance to the learners' needs would improve the learners' motivation and make learning better and faster.

From the explanation above, the development of ESP is influenced by the development in economic, science, and technical fields, which creates the learners who know specifically why they are learning English. The content and the method for ESP should be based on the learners' needs in order to improve the learners' motivation and make them learn language better.

b. Needs Analysis on ESP

Before conducting a course design, needs analysis is needed in ESP in order to specify why the learners need to learn English. There are three kinds of targets needs in ESP, according to Hutchinson and Waters (1987: 54):

Target needs belong to what the learners need to do in the target situation. In analyzing the target needs, there are three considerations which should be considered namely necessities, lacks, and wants.

a. Necessities:

This term belongs to what the learners have to know in order to function effectively in the target situation. Learners will also need to know the linguistics features – discourse, functional, structural, and lexical – which are commonly used in the situations identified.

b. Lacks

This term belongs to the gap between the target proficiency and the existing proficiency. Whether or not the learners need the instruction will depend on how well they can do it already.

c. Wants

This term belongs to what the learners' need from an ESP course. Here, before starts designing an ESP course, teachers and material developers have to know what are needed by the learners from joining an ESP course.

5.

5. Curriculum

A. Definition of Curriculum

According to Ibrahim (Tyler, 2015:2), curriculum is a planning of all student subjects and applied by the school for achieving the education purposes and Nasution (Muryani, 2010:1) also stated that curriculum is a systematic planning for stimulating the learning and teaching processes under the responsibility of school or education institution. Curriculum also is an accident that is happening in learning process under the school or education institution responsibility (formal and informal activity).

While those two curriculum definitions above, In Indonesian Constitution No. 20 2003 about national education system chapter 1 subchapter 19 and Minister of National Education Standard explained that Curriculum is a planning, purpose of education, contain media and learning process method. Those are for achieving the education main purpose of education.

The continuing explanation from In Indonesian Minister's Constitution of Education and Culture No. 81A 2013 about curriculum implementation appears that curriculum is a central of education need to develop and implement contextually for knowing region, education society and students need.

By looking at four definitions from two researchers and two Ministers above, in this study the researcher concludes that curriculum is a subject and education program given by education institution to the expert in a lesson to make a suitable materials that is appropriate to use in his/ her environment that is consists of lesson managed by the teacher who teach the lesson in the class. The lesson plan that is going to apply in the class for student in each period should be prepared by the teacher based on students need and level (not to hard and easy).

Curriculum in SMKN 7 Luwu Utara used for teaching the students in English, refers to the 2013 Curriculum. Worksheet that will be used in English is a base on SMKN 7 Luwu Utara curriculum as the guideline to arrange, design and develop the worksheet for the Tenth grades. The developing material of the worksheet will use 4D model.

B. Component of Curriculum

In Sukmadinata's research (2006:102-112) mentions that the component of curriculum consists of six parts. Those are: Purpose (*Tujuan*), Tools of learning (*Bahan ajar*), Teaching strategy (*Strategi Mengajar*), Media of study (*Media Mengajar*), Teaching Evaluation (*Evaluasi Pengajaran*) and Fixing (*Penyempurnaan Pengajaran*).

Based on two researchers above, the curriculum should have material that already managed, processed, validated, arranged and fixed. Those things show

that the material that offered in curriculum should pass many steps before applied to the students.

C. The function of curriculum

In Kartika's Journal (2010:3), mentions six functions of curriculum. Those are: adaptation, integration, differentiation, preparation, correlation and diagnostic function. In other sides, Inglis (Ibrahim, 2015:6) also states that curriculum consist of some functions, those are as follows:

- a) The Additive of adaptive function: curriculum should be able to handle society condition because it will become students object in learning.
- b) The integrating function: integrating students should be educated by using curriculum to face the society.
- c) The Differentiating function: curriculum has to offer the different problem in the learning process to familiarize the students with the other live outside. So, students are able to know and solve the other thing out of their life.
- d) The propaedeutic function: as the educator to prepare the students for continuing the next level (higher education)
- e) The selective function: The curriculum should be flexible to educate the students. So the students are able to elect the beneficial thing for their own selves.
- f) The diagnostic function: the material that offered by the curriculum is coming from the need analysis. So, the students are able to study based on

their suitable materials then, they will enjoy in learning that create an excellent students.

6. Worksheet

a. *Definition of worksheet*

Nurhidayah (2016:2), in her article stated that worksheet is a media give to the students as an instruction lesson about what material that should be understood. In addition, Hasanah (2015:3) also states in her article that worksheet is all the things about information, tools, and text that arranged systematically such as printed file (book) that consist of materials, conclusion and instruction that should be done by the students and it must be refers to the syllabi of study. Those two definitions above, are completing by Chotimah, 2014:9 in her article. She stated that worksheet is all the kinds of helping tools in learning process such as hand out and slides/overhead that consist of text, diagram, picture, painting, audio, video or animation. Another definitions is coming from Sutedjo, (2006: 2), states that worksheet is a helping tools for teacher and students in learning process that the material should be consists of knowledge, skill and attitude that developed base on passing grade standard, basic competence and standard competence.

b. *Principles in developing worksheet*

Sutedjo (2006: 4), there are three principles that should be understood by the people in developing the worksheet. Those are as follows:

- a) Relevancy (correlation), the lesson and the competency standard should have correlation.
- b) Consistency (consistent) when the curriculum offer one material to learn, the thing that should be done by the people, it is focusing on that.
- c) Sufficiency (the students materials should be qualifying to learn that help the student to understand about the knowledge)

Chotimah in Rohman stated, (2013: 80), there are three principles in developing worksheet. They are as follows:

- a) Relevancy principle (material and curriculum must be correlated)
- b) Consistency principle (focuses on main materials)
- c) Sufficiency principle (material should be suffice to teach)

According to Brian Tomlinson in his book second edition “Materials Development in Language Teaching” there are three principles of developing worksheet. Those are as follows:

- a) Worksheet should achieve impact
- b) Worksheet should help learners to feel at ease
- c) Worksheet should help learners to develop confidence

c. *Kinds Worksheet*

Asmawati, (2015:4-5), stated that worksheet is consist of four kinds. Those are as follows:

- a) Visual Worksheet (Printed file: hand out, book, module, paper sheet, leaflet, brochure, wall chart, picture and painting).
- b) Audio worksheet (non-printed file: cassette, audio disk and so on)
- c) Audio visual worksheet (Video, movie/film, compact disk and so on)
- d) Multimedia worksheet (interactive teaching material: computer assisted instruction, compact disk, web materials and so on).

Munadhi in Azizah (2016:18), he stated that kinds of worksheet based on the sense of human decided into five parts. Those are as follow:

a. Audio worksheet

Audio worksheet is a worksheet that consists of hearing sense of human that can be accepted from human or electronic media such as: music, audio tape, disk recording and compact disk. This worksheet (audio) should be structural that has opening, purpose, guidance, text material and exercises.

b. Visual worksheet

Audio worksheet is a worksheet that consists of seeing sense of human (printed file) that consists of:

1. Visual media verbal (writing)

2. Visual media non-verbal (painting, photo, map/ blueprint)

3. Visual media non-verbal 3D (miniature, mock up, specimen/
diorama)

c. Audio visual worksheet

This worksheet is consists of those two kinds of worksheets above (audio and visual worksheet) and the media can be a TV or audio book.

d. Multimedia

Multimedia is a worksheet that consists of some senses of human in learning process and give an experiences through computer or internet, and also can be an action in learning process.

d. The steps in developing worksheet

The steps in developing the worksheet are consisting of four steps. Sutedjo (2006:7), those are as follows:

a) Identifies the aspects in standard and basic competence

Identifies the standard and basic competence is needing to do for deciding what suitable material that appropriate for teaching the students each meetings. This is the way in giving the students a variety models in learning. In doing this way, three aspects that should be seen, those are as follows:

- Cognitive (Knowledge, understanding, applying, analyzing and assessing).
- Psychometric (beginner action plan and action daily meetings)
- Affective (respond, appreciation, assessment and internalization)

b) Identify the kinds of studying

It seems like the other aspect in psychometric and affective. Here, in cognitive aspect that should be taken a look are: the fact, concept, principle and procedure.

c) Choose a suitable material based on the curriculum

Choosing the suitable material in teaching should be based on four aspects that mention in the second point above (fact, concept, principle and procedure). In a meeting, the teacher may choose one of the aspects to teach.

d) Take references and arrange it.

- The resource of material
 - 1) Text book
 - 2) Resource book
 - 3) Journal
 - 4) Material from the expert
 - 5) Professional teacher

- 6) Newspaper or magazine that publish continuously
- 7) Internet
- 8) Audio visual media (TV, VCD or Video)
- 9) Environment

• Choosing material should be based on:

- 1) Students activity
- 2) Students ability
- 3) Students learning purpose
- 4) Government program
- 5) Structural a lesson
- 6) Local resource
- 7) Students difficult

• The kinds of developing

- 1) Structural
- 2) Adaptation
- 3) Adoption
- 4) Revision
- 5) Translation

Peter R Fleming (2005:19-22), about developing Learning Materials, he stated that material development process is consist of any steps. Those are as follows:

1. Identification of Needs

This is the planning stage where the developers can priorities and strategies on issues to consider. The developer is therefore required to:

- a. establish the need for the learning material;
- b. evaluate the existing materials;
 - i) Compare the existing materials with identified outcomes of learning reflected in the curriculum/program/module;
 - ii) Identify gaps between the two;
- c. understand quality principles for developing learning materials;
- d. ensure that a system for managing material development quality is in place;
- e. outline activities or project plan for developing learning materials (Gunnt Chart);
- f. identify constraints; and
- g. Consider the needs of the target group.

2. Implementation

At this stage it is considered that the material can be used to deliver the program. However, care must be taken to ensure that the material would continue to:

- a. Support acquisition of relevant and appropriate knowledge, skills and attributes;
- b. Show linkage of learning activities and the world of work;
- c. Address issues of content and application;
- d. Provide formative and summative evaluation, as well as feedback; and
- e. Determine assessment resources;



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3. Evaluation

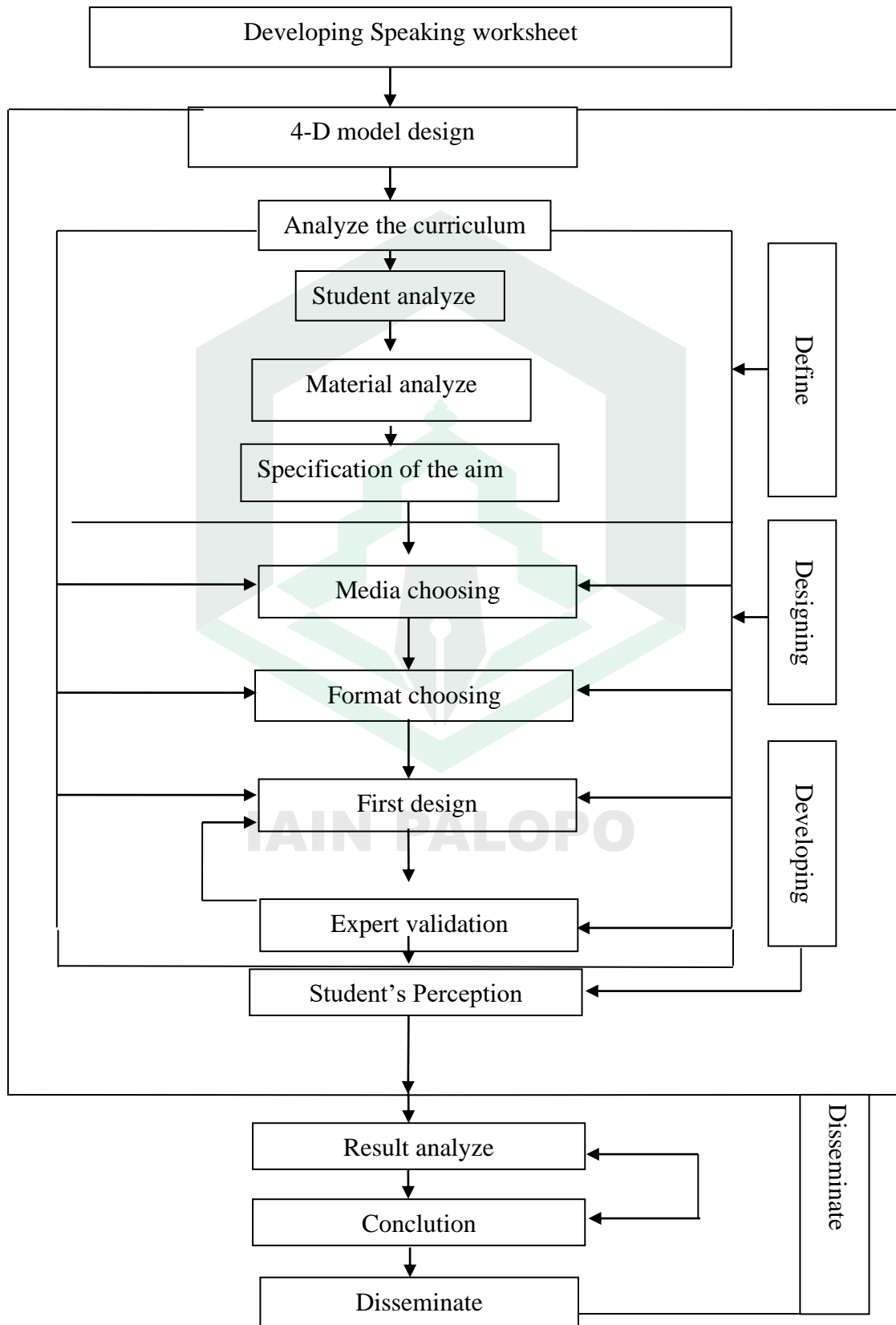
Revision and review of the material should be done regularly, and must, as much as possible be linked to that of the relevant curriculum/program/module. In order to determine the value factor of the material, evaluation instruments must be developed and implemented to:

- a. Determine the correlation between the identified needs and the impact of the material on
- b. Learner's performance
- c. Establish support of learning material by learners, trainers and industry; and
- d. Establish content and structural correctness.



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7. Conceptual Framework



CHAPTER III

RESEARCH METHOD

A. Model of Development

This research is Research and Development (R & D). The definition of this research according to Borg & Gall is a research that use to develop and to validate educational product.⁵ This research is consist of several siclus'. The step of this research include of investigation of developing product research finding, develop the product based on the findings and try out the product and revsion of the try out result. The purpose of this research is to valuated the alteration that happen in a certain time. The instruction model of this research is 4D design model.

B. Procedures of Development

Design model in this development research is 4D Thiagarajan design model. There are some reason of choosing 4D Thiagajaran design model, they are: (1) 4D is better to develop the learning media such as student book, Worksheet, Lesson plan and etc, (2) more complete and systematic, and (3) the developing is engaging the expert, so the product have revised by the valuated and suggested of the expert before trying it out. 4-D design model is a developing of equipment

⁵ Punaji Setyosari, *Metode Penelitian & Pengembangan* (third edition: Malang; Kencana Prenadamedia Group; 2013), p.222.

learning model. This model is developed by S.Thagarajan, Dhoroty S.Sammel and Melvyn I. Semmel. 4-D models is consist of four steps. They are define, design develop and disseminate.the clearly explanation as follow:⁶

1. Define

The aim of this step is to determine the requirement of developing. Analyze the appropriate product and model of the research that use by the user. In developing the learning equipment such as worksheet, the steps in the defining are:

a. Analyze the Curriculum

The first step is researcher need to analyze the curriculum of the subject. The curriculum that will be analyzed by the researcher is English curriculum in SMKN 7 Luwu Utara. The analyzing of the curriculum will make the researcher easier to compose the learning equipment that will be developed.

b. Analyze the Student

The purpose of analyzing the student is to know the characteristic of the student that will be use the product. Analyze the characteristic of the student's such as the background and the developing of the student

⁶ Endang Mulyatiningsih, *Pengembangan Model Pembelajaran*.
<http://staff.uny.ac.id/sites/default/files/dra-endangmulyatiningsihpd/7cpengembangan-model-pembelajaran.pdf>(accessed 30 May 2017),p.1.

cognitive. The result of student analysis will be used as a consideration the developing of the writing worksheet.

c. Analysis the materials

This step is aimed to identify, elaborate and compose the material systematically.

d. Formulate the aim of the learning

Before compose the materials, basic competency and learning purpose that will be teach should be formulated. It usefull to delimate the researcher to be consistent with the first aim to compose the learning materials.⁷

2. Design

The purpose of design is to produce the prototype of the learning equipment development. The step on this stage are:

a. Choosing the media

The media choosing should appropriate with the result of previous analyzing.

⁷ *Ibid*

b. Format choosing

Format choosing would conduct to design the content of the materials, the characteristic and the facilities in learning.

c. First design

The first design (first draft) is worksheet designing that will be done before try out.

3. Develop

This stage would produce the last product design that have revised and validated by the expert and the result of try out. The step on this stage are:

a. Valuation of the expert

In this step would validate on the content. The experts will validate the product. All of the suggestion of the experts will be the consideration and the base to revise the product. We will get the second draft after revising the first draft.

b. Student's Perception

In this step the the worksheet would show to the students as limitate treatment with the real students.

4. Disseminate

This step would try out the result of the third prototype. And the result will be used to develop the final prototype as a final developing of the worksheet.

C. Subject of Research

The reasearch would conduct in SMKN 7 Luwu Utara. The subject of the research consist of 15 students of computer network engineering 2, it is: the Odd semester of Tenth grade. The reason of the research to choose this class is as a consideration and suggestion from the English Teacher.

D. Technique and Data Collection

In this research, the technique of collecting data are observation, interview and also Questionare. In observation done as usual. Than in interview tecnique researcher gave some questions to the students and also English Teacher, and in the last data will be collected third by using questionnaire. First is questionnaire in need analysis, the second is questionnaire in expert judgment and the last student's perception questionnare.

1. Data Analysis in questionnaire

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

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

X = Score

$\sum x$ = The same answer of students

N = Total number of students

Students' choices (Necessity, lack and want) are becoming researcher background in designing the worksheet.

2. Data Analysis in expert judgment

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

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

M = Mean

$\sum fx$ = Total score

n = Total items

Scales	Interval	Descriptive Categories
---------------	-----------------	-------------------------------

1.	$1.0 < X \leq 1.7$	Very Poor
2.	$1.8 < X \leq 2.5$	Poor
3.	$2.6 < X \leq 3.3$	Fair
4.	$3.4 < X \leq 4.1$	Good
5.	$4.2 < X \leq 5.0$	Very Good

The example of table Expert Judgment

No.	Indicators	Score	Expert Suggestion

3. Data Analysis in student's perception

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

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

$$\sum fx = \text{Total Score}$$

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

M = Mean

fx = Total Score

n = Total the same answer

The example of table Student's Perception

No.	Indicators	Score	Students Suggestion



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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents and discusses the findings of the research. The first part of this chapter presents the results of needs analysis, The second part presents the discussion of the findings.

A. Findings

1. Result of Need Analyzed Questionnaire

In this need analysis, the population consist of 70 students and the sample consists of 15 students of tenth grade.

Table 4.1

No	Question	A	B	C	D	E	F	G	H	I
1	1	8			7					
2	2	8	3	3	1					
3	3	8	3		8	1	2	1	1	2
4	4	2	2		11					
5	5	3		5	7					
6	6	6	9							
7	7	5	2	2	6					
8	8	2	7	2	4					
9	9	4	3	4	4					
10	10		13	2						
11	11	4	4	7						
12	12	2	12		5	7				

13	13	9		1	5					
14	14	9	4	6	1	1				
15	15	12	4	4		1	5		2	
Average		82	66	36	59	10	7	1	3	2

2. Result of the Questionnaire

Necessity

1. In your opinion, Speaking is

- a. Speak actively in every condition
- b. Utterance activity about what we want to utter
- c. Activity which show speaking in English Ability in oral
- d. Habituate activity in speaking English
- e. Others..... (mention if any)

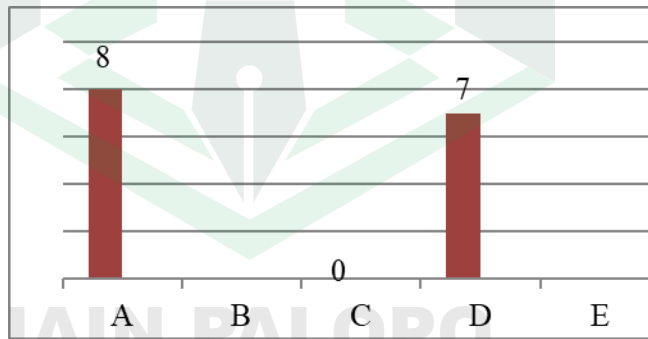


Diagram 4.1

The percentage of the question shows that grade tenth level are know speaking is as an activity in habituate to speak. It shows the percentage of students are choose

option A = 8 students. It mean that 53% students are know speaking activitiy as habituate to speaking are their opinion about speaking.

- Necessity
2. **What is your aim to learn Speaking?**
- a. **Habituate speak in English**
 - b. **Improving your score in English subject**
 - c. **Able to speak with native speaker**
 - d. **Able to analize and receive everything about oral in English (*film, music, Etc.*)**
 - e. **Others..... (mention if any)**

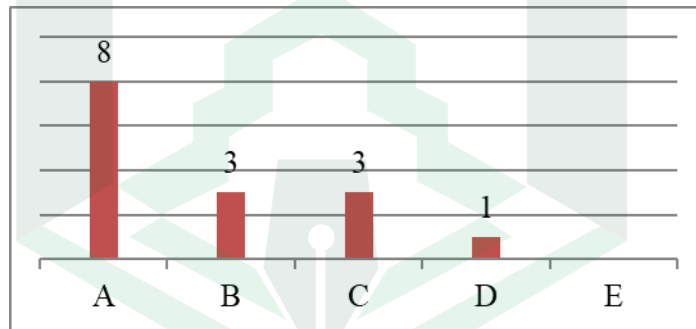


Diagram 4.2

In this question the percentage , most of the students choose the option A which as their goals in learning speaking. It shows from 15 students, 53% or 8 of students answer second question as their goals in learning speaking in English.

Want

3. **What kind of activities do you like when learning Speaking in the classroom? (May to choose more than one)**
- a. **Drama**
 - b. **Dialogue**
 - c. **Story telling**
 - d. **Singing**
 - e. **Parody**
 - f. **Standup Comedy**
 - g. **Cooking Class**
 - h. **Debate**
 - i. **Games**
 - j. **Others (mention if any)**

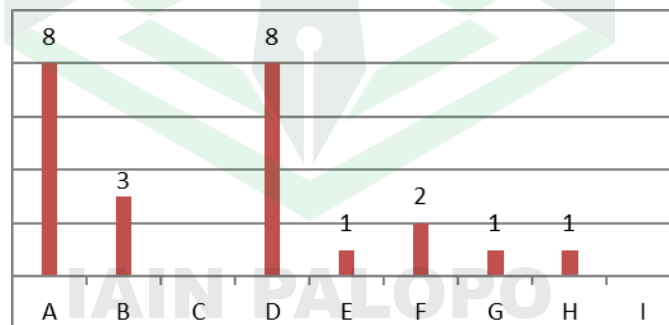


Diagram 4.3

The percentage in this question, most of the students are choose Drama as their wants in learning process to understand speaking. Cause of this method is

common in student's daily activities. It shows 8 of students or 53% students choose option A

- Want
4. **What kind of drama do you like in learning speaking?**
- a. **Love Drama**
 - b. **Joke Drama**
 - c. **Joke Love Drama**
 - d. **Classic Drama (History, fairy tale)**
 - e. **Others (Mention if any)**

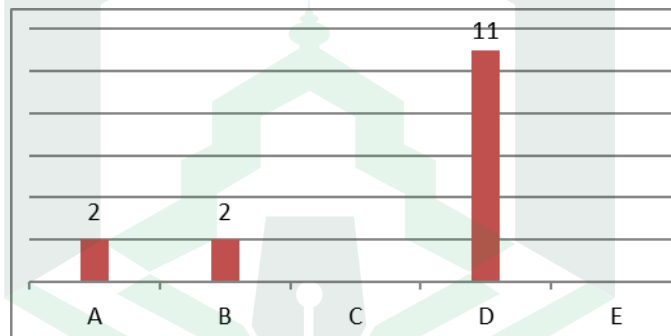


Diagram 4.4

The percentage in this question, most of the students' like Classic Drama such as history or fairy tale in speaking learning. It shows the percentage of students who choose option D is 73% or 11 students from 15 students.

Want

5. **What kind of Game do you like in learning speaking ?**
- a. **Circle Game**
 - b. **Map Game**
 - c. **Rainbow Game**
 - d. **Body Talk Game**
 - e. **Others (Mention if any)**

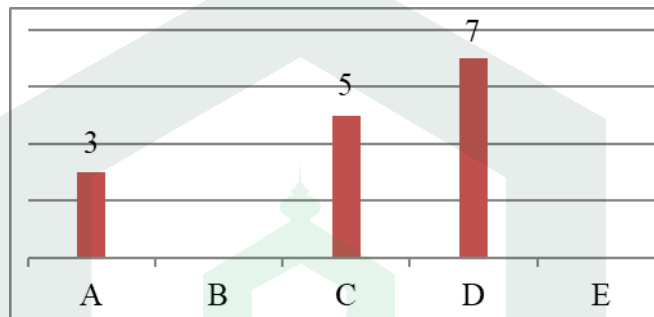


Diagram 4.5

The percentage in this question, kind of game who students like to do in learning speaking is body talk game, cause of body talk game very attractive and fun. It shows 7 of students or 47% students choose option D.

Lack

6. **What is your difficultiy in learning Speaking ?**
- a. **Mentioned words that appropriate with the mentioning**
 - b. **Fluent in Speak by using English**
 - c. **Intonation in mentioning one word**
 - d. **Duration in Utter something cause of lack in**

vocabularies

e. **Others (mention if any)**

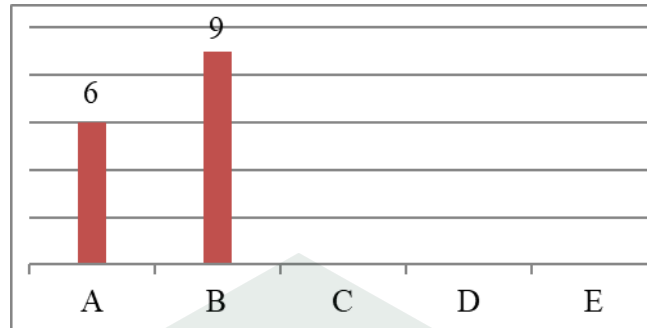


Diagram 4.6

The percentage in this question, most of the students difficulties in speak is speak fluently by using English. It shows 9 of students or 60% students choose option B. Refers to the previous question it could be cause of lack of vocabularies also.

Want

7. **In memorize new words, what kind of way do you like?**
- a. **Divide the class of words (Adjective, Noun, Verb, Adverb)**
 - b. **Write it in to a sentence**
 - c. **Write the words in a card**
 - d. **Put the words in to the wall of bedroom or most often saw place**
 - e. **Others (mention if any)**

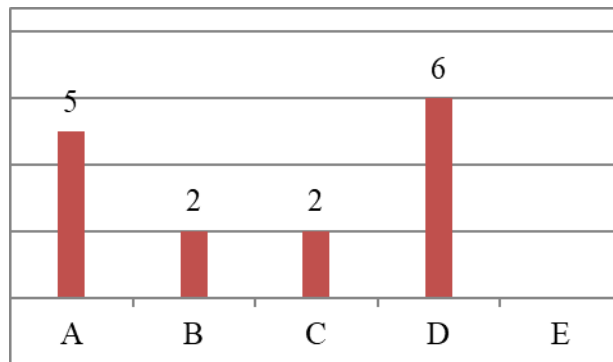


Diagram 4.7

The percentage in this question, most of students like put new vocabularies into the wall of their room to easier them in memorizing. It shows 6 of students or 40% students choose option D.

Lack

8. In your opinion, what kind of thing is so difficult in Speaking activity?

- a. Identified the key word in an oral description
- b. Fast in Translated and then answer the interlocutor.
- c. Arrange a sentence in parallel appropriate with grammar or Tenses
- d. Difficult in mastered native speaker language cause

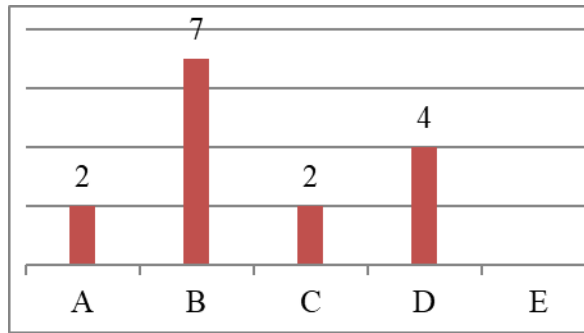


Diagram 4.8

The percentage in this question, most of the students lack in comprehends speaking cause lack of vocabularies. It shows 7 of students or 47% students choose option B.

Want

9. What kind of activity do you want in Speaking?

- a. **Use Full English as Daily Conversation in the classromm**
- b. **Brainstorming activities in a discussion by using English**
- c. **Discussion activites by using English**
- d. **All activities**
- e. **Others (mention if any)**

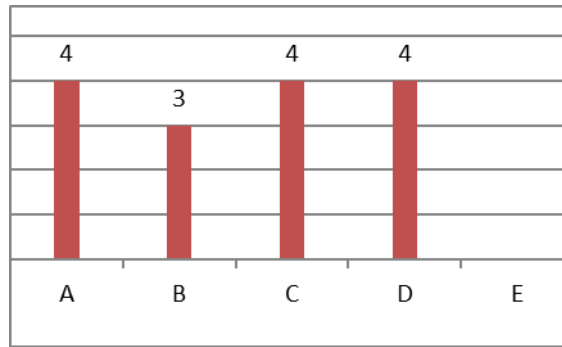


Diagram 4.9

The percentage in this question, most of the students' wants in learning speaking they want all those activites above . It shows 4 of students or 26% choose option D.

Want

10. What kind of Speaking skill you want to mastered?

- a. **Able to give some of instructions in English**
- b. **Able to fluent in speaking English**
- c. **Understand andable to answer the interlocutor in English**
- d. **All competence**
- e. **Others (mention if any)**

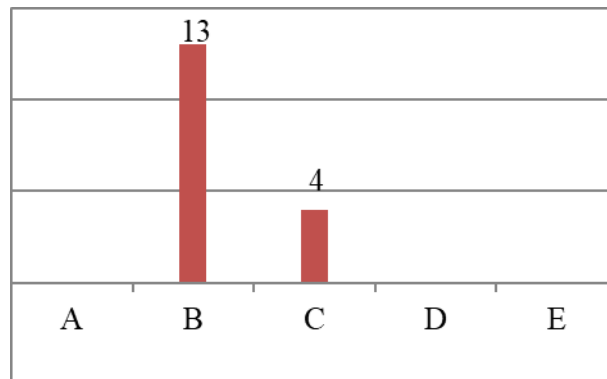


Diagram 4.10

The percentage in this question, most of the students are want to mastered English so that they could speak in English fluently. It shows 13 of students or 86% students choose option B.

Necessity

- 11. What kind of Language knowledge that could help to improve your Speaking skill?**
- a. **Vocabulary**
 - b. **Grammar**
 - c. **Pronunciation**
 - d. **Others (mention if any)**

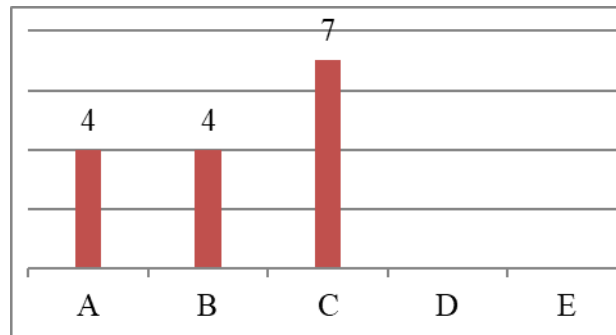


Diagram 4.11

The percentage in this question, kinds of Language knowledge that could help most of students in improving their ability in speaks is pronunciation. It mean that students understand the main poin in speaks defenitly about how they can speak well so their interlocuter could understand what they said. It shows 7 of students or 46% students choose option D.

Necessity

**12. What kind of Learning media that can support your learning process?
(may to choose more than one)**

- a. **Audio-Visual (TV news, Talk Show, movie, etc.)**
- b. **Print media (book, newspaper , magazine, module, etc.)**
- c. **Visual (picture or projected writing)**
- d. **Reality (real object in real thing or artificial object)**
- e. **Audio (taperecord, radio, song, etc)**
- f. **Others (mention if any)**

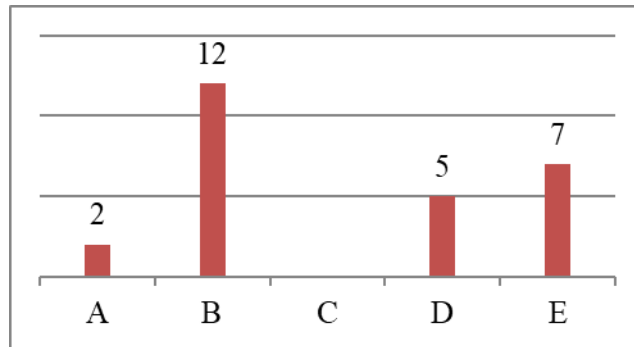


Diagram 4.12

The percentage in this question, the students more like print media as their learning media that can support them in their learning process. Kind of print media are text book, news paper, magazine and module. It shows 12 of students or 80% students choose option B.

Want

13. Where is your favorite place in learning Speaking?

- a. Classroom
- b. Laboratory
- c. Outside of the classroom (park, garden, field, etc.)
- d. Tourist attraction
- e. Others(mention if any)

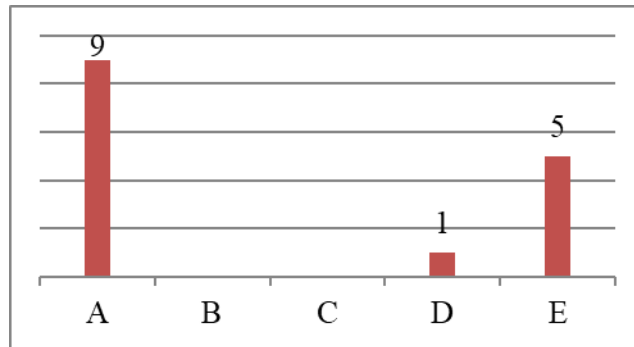


Diagram 4.13

The percentage in this question, the student's favorite place in learning speaking is in the classroom. It related to the question number 4 that usually drama done in the classroom. It shows 9 of students or 60% students choose option B.

Necessity

14. What is your role in the classroom when learning English specially in Speaking Skill? (May to choose more than one)

- a. Listen to the teacher's explanation and implement teacher's instruction
- b. Actively communicating in class
- c. Conduct a systematic analysis of English learning material
- d. Give advice, criticism, and suggest to the how teacher taught
- e. Cooperative when the teacher does the assessment
- f. Others(mention if any)

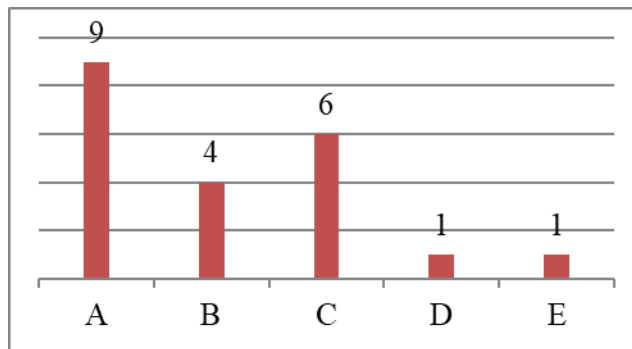


Diagram 4.14

The percentage in this question, student role in the classroom when learning English specially in speaking skill is listen to the teacher's explanation and implement teacher's instruction. It mean that more than half of them are obedient students. It shows 9 of students or 60% students choose option A.

Want

15. In learning Speaking, you are prefer if teacher (may choose more than one)

- a. Use English as language of instruction
- b. Act as organizer who engage students and organize learning activities
- c. Act as prompter who must giving chunks (involving words that often appear in conversation) is not just words
- d. Act as participant who does not monopolize or dominate the conversation
- e. As assessor who write and assess language performance of students
- f. Involve the students in organize learning activities
- g. Act as feedback provider who give feedback for student's result
- h. As resources who help to give facilities to improving students ability
- i. Others..... (mention if any)

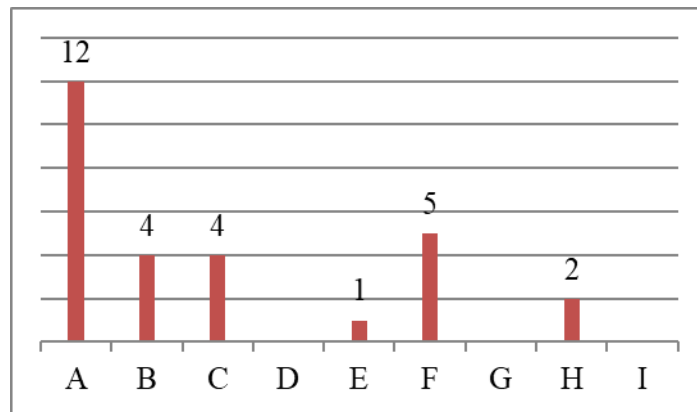


Diagram 4.15

The percentage in this question, most of students prefer if the teacher use English as language of instruction in learning Speaking. It shows 12 of students or 80% students choose option A.

3. Result of Expert Validation

In this Expert validation, the researcher validated the material by giving questionnaire to content and lay-out experts that contains of questions about the product. There are 30 questions in the questionnaire asking about all aspects of the product. Those aspects are content, and lay-out which were assessed by two experts they are **Miss Maghfirah Tayyib, S.S,M.Hum** as Lecturer in IAIN Palopo, and **Mrs. Hasma, S.Pd** as English Teacher in SMKN 7 Luwu Utara. Below are the results from those two experts.

a.

Content Validation Lecturer

Table: 4.2

Question Number	Score	Question Number	Score
1	5	12	5
2	5	13	4
3	4	14	5
4	4	15	4
5	4	16	4
6	4	17	4
7	5	18	4
8	5	19	4
9	5	20	5
10	4	21	5
11	5	22	4
Total Score			98



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$$\text{Mean} = \frac{98}{22}$$

= 4,45

b.

Content Validation Teacher

Table: 4.3

Question Number	Score	Question Number	Score
1	4	12	3
2	4	13	3
3	3	14	4
4	5	15	3
5	5	16	4
6	3	17	4
7	5	18	1
8	5	19	4
9	4	20	4
10	4	21	4
11	4	22	4
Total Score			88

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$$\text{Mean} = \frac{88}{22}$$

= 4

From those tables of content expert validation, the data showed that the worksheet for Speaking skill who designed by the researcher is qualified to apply in the school. It is proven from the score of the first expert (lecturer) giving 98 which equal 4.45. This score means “very good”.and second expert (Teacher) giving 87 which equal 4. This score means “very good”.

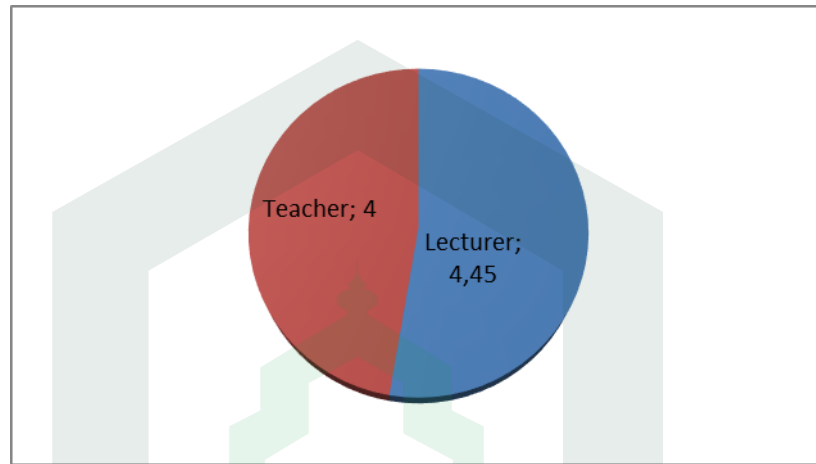


Diagram: 4.16. Content in the result of expert validation

c.

Lay-out Validation Lecturer

Table: 4.4

Question Number	Score
23	5
24	5
25	5

26	5
27	5
28	5
29	5
30	5
Total Score	40

$$\text{Mean} = \frac{40}{8}$$

= 5

d.

Lay-out Validation Teacher

Table: 4.5

Question Number	Score
23	4
24	1
25	4
26	4
27	4
28	2
29	3
30	4
Total Score	26

$$\text{Mean} = \frac{26}{8}$$

= 3,25

From those tables of lay-out expert validation, the data show that the worksheet for Speaking skill who designed by the researcher is qualified to apply in the school. It was proven from the score of the expert giving 40 which equals 5.00. This score means “very good”. And second expert giving 26 which equals 3,25. This score means “very good”.

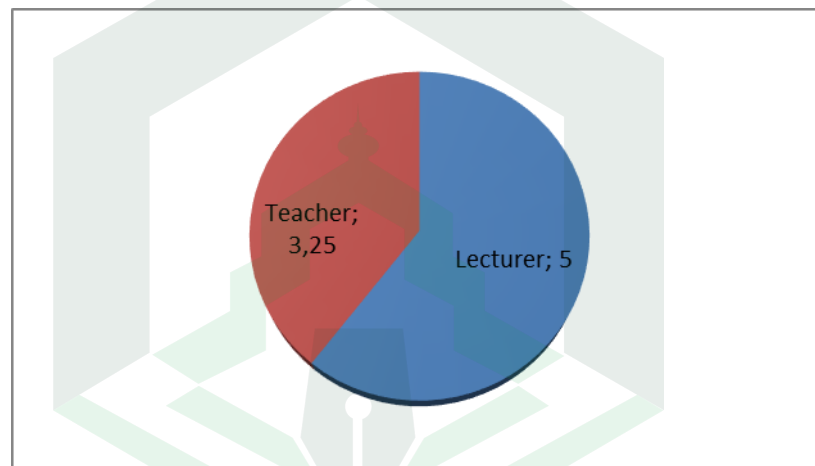


Diagram: 4.17. Lay-out in the result of expert validation

4. Result of interview

Based on interview to some of students in computer network engineering department 2, the researcher finds that:

- a. Students Lack in Vocabularies that show when researcher ask about basic vocabulary such as kind of thing in their school they can not mention it in English.
- b. Student can not understand what interlucotur said well, cause of speak in English still as difficult thing in their mind.
- c. In learning process student taught only by text book without worksheet as handbook for students to habituate and easier them in practice specially in speaking skill.

5. Result of Student's Perception

Table: 4.6 The results of the content eligibility component

NO.	BUTIR	SS	S	TT	TS	STS
1.	Worksheets that are developed according to student learning goals.	15	0	0	0	0
2.	Worksheets were developed in accordance with the needs of SMKN 7 Luwu Utara	5	10	0	0	0
3.	Worksheets that are developed report enough texts relating to student activity majors.	7	8	0	0	0
4.	The developed worksheet outlines the detailed planning of student activities.	3	10	2	0	0

5.	In general, the material provides an explanation of the elements, structure of student activities related.	3	10	2	0	0
6.	The material teaches students about speaking skill which related to the text book and developed by using ESP for computer network engineering department	10	4	1	0	0
7.	The material provided inside can help students understand the structure of the word.	9	5	1	0	0
8.	Worksheets (text, images, etc.) are taken from the relevant source on the topics discussed.	3	8	0	0	0
9.	Worksheets (text, images, etc.) are taken from the latest sources on the topics discussed.	7	8	0	0	0
Totally		59	63	4	0	0

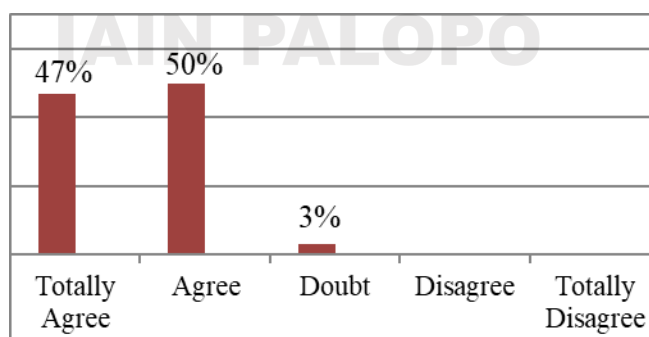


Diagram 4.18. The results of the content eligibility component

Indicating that this worksheet appropriate, the result of questionnaire in students' perceptions about the content eligibility component shows that as follows: 47% (Totally Agree), 50 % (Agree), 3% (Doubt), 0% (Disagree), 0% (Totally Disagree).

Table: 4.7 the results of language eligibility

NO.	BUTIR	SS	S	TT	TS	STS
1.	The language used in instruction is according to the level of student development.	7	7	1	0	0
2.	The language used is in accordance with the development of students' cognitive.	5	10	0	0	0
3.	The language used is in accordance with the development of students' abilities.	5	9	0	1	0
4.	The language used is clear and easily understood by students.	10	5	0	0	0
5.	The language used is in accordance with correct English language rules and is easy for students to understand.	10	4	1	0	0
Totally		38	35	2	1	0

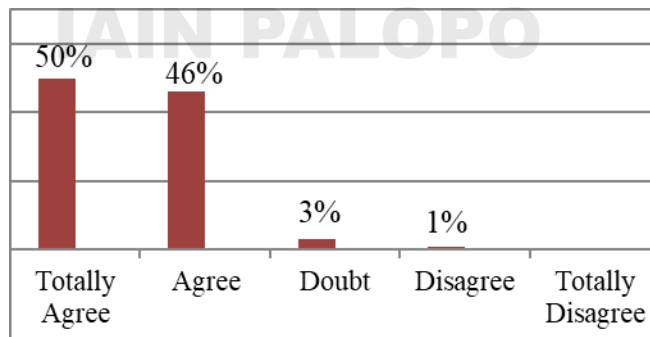


Diagram: 4.19. The results of language eligibility

Indicating that this worksheet appropriate, the result of questionnaire in students' perceptions about the result of language eligibility shows that as follows: 50% (Totally Agree), 46 % (Agree), 3% (Doubt), 1% (Disagree), 0% (Totally Disagree)



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Table: 4.7. Results of presentation eligibility

NO	BUTIR	SS	S	TT	TS	STS
1	The material developed presents a consistent opening section and core activities for students in each unit.	2	13	0	0	0
2	The exercises are presented in a balanced manner in each unit.	8	4	2	1	0
3	In this unit, the exercises arrange based on course grid	5	7	2	1	0
4	The forms of tasks in each of these units are presented in various ways.	8	4	1	2	0
5	Presentation of exercises in the developed worksheet encourages student interaction in learning English.	7	8	0	0	0
6	The exercises presented in this unit encourage students to be active in class.	6	8	1	0	0
7	Presentation of exercises encourages students to be active in the process of independent learning.	10	5	0	0	0
8	Presentation of exercises encourage students to recognize their success or lack in learning English	5	9	1	0	0
Totally		51	58	7	4	0

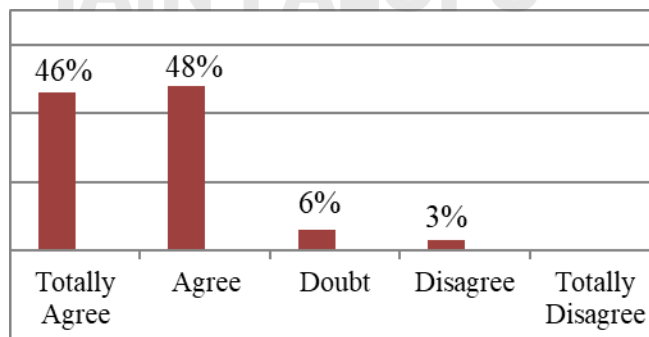


Diagram 4.20. Results of presentation eligibility

Indicating that this worksheet appropriate, the result of questionnaire in students' perceptions about the result of presentation eligibility shows that as follows: 46% (Totally Agree), 48 % (Agree), 6% (Doubt), 3% (Disagree), 0% (Totally Disagree).

Table: 4.8. The results of the graphics

NO.	BUTIR	SS	S	TT	TS	STS
1.	Placement of elements in the location (title, preface) at the beginning of each chapter is consistent.	5	9	1	0	0
2.	The placement of the layout elements on the page follows a consistent pattern.	8	7	0	0	0
3.	The illustrations provided are able to increase students' understanding of the information conveyed.	6	9	0	0	0
4.	The illustrations provided have a professional size so as to provide an accurate picture for students about the object in question.	1	13	1	0	0
5.	In general, illustrations are displayed harmoniously according to the topic of discussion so that it is easy for students to understand.	6	7	2	0	0
6.	Worksheets that are developed do not use too many fonts (fonts).	5	7	2	1	0
7.	Worksheets using letters that are easy for students to read.	1	13	1	0	0
8.	The material uses variations of letters	3	10	2	0	0

	(bold, italic, capital) to distinguish levels.					
Totally		35	75	9	0	0

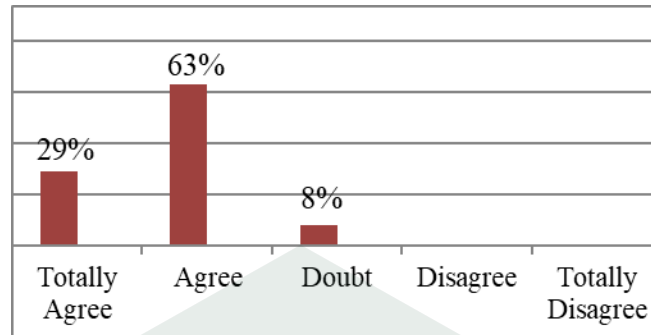


Diagram: 4.21. The results of the graphics

Indicating that this worksheet appropriate, the result of questionnaire in students' perceptions about the results of the graphics shows that as follows: 29% (Totally Agree), 63% (Agree), 8% (Doubt), 0% (Disagree), 0% (Totally Disagree).

B. Discussion

The aims of teaching English in the vocational school are to prepare the students with communicative competence and to prepare the students to be able to communicate in English in their daily life. This research was focused on developing an worksheet for English in speaking skill for the students of computer network engineering in vocational school. Therefore, the English for Specific Purposes (ESP) approach was applied in this research.

In this research use 4D models in development. The first step of this research is **Define** with analyzed the curriculum, it apply when observation in the school, researcher also conduct an interview with the teacher about the appropriateness of the curriculum in the learning process. The result found that curriculum that applied in SMKN 7 Luwu Utara is curriculum of 2013 that only focused in general English than in previous curriculum combine ESP in the curriculum for vocational school.

After analyzed the curriculum researcher also analyzed the cognitive of student it also conducted when observation. The student's ability in english is so low, it showed when teacher taught the student they quite passive cause of they look like didn't understand at all of the lesson . It cause of their vocabulary so lack, so that the teacher could always translate all of the instruction by her self in Bahasa. In analyzing students researcher

Needs analysis in which the purpose of this step was to specify why the learners need to learn English (Hutchinson and Waters, 1987). The process of needs analysis was divided into two; those were target needs, which belong to what the learners need to do in the target situation, and learning needs, which belong to the knowledge and abilities that learners will require in order to be able to perform to the required degree of competence in the target situation.

The next step is **Design**, in designing worksheet researcher also choosing the media that will be used in this worksheet, the media that used such as transcript of drama, map, game, picture, and also announcement paper. Than in format choosing researcher use attractive and colourfull format it will influence student interest in study. And then arrange the worksheet which as the first design.

The worksheet contains of six chapter. There were some exercises in each chapter. Each chapter always start with vocabulary builder and pronouncation practice. Each chapter combinate with vocabularies that related with student's department. In anlyzed the material researcher found there are six basic competence which taught in odd semester. The basic competence are 1) 3.1. Introducing and mentioning identify to develop interactional communication with others, 2) 3.2. Congratulating and complementing to develop interactional communications with others, 3) 3.3. Telling and asking about intentions of doing something to develop interactional communication with others, 4) 3.4 Describing or presenting an information 5) 3.5 Giving information to public 5) 3.7. Retelling a series of a past events, usually in the order they occured. From those basic

competence the reasearcher could formulate the aim of the learning which it will combine with ESP that appropriate with student's department.

After the worksheet had been written, the next step was expert judgment process. Here, the worksheet which had been **developed** was assessed the material and content by two expert they are Miss Maghfirah Tayyib, S.S,M.Hum as Lecturer in IAIN Palopo, and Mrs. Hasma, S.Pd as English Teacher in SMKN 7 Luwu Utara. After validated by both of expert, the worksheet revised and became second draft. Than the wotksheet showed to the students in the classroom to find out student's perception on these worksheet.

Based on the results of expert judgment and student's perception, aspect of content, the language, the materials presentation, and the materials layout were appropriate but in the first draft, there were some of exercises without instruction which could confuse the students and also many stucture which need to be revised. Therefore, the revision was needed to improve the quality of the material in order to make it more appropriate for the students of computer network engineering in SMKN 7 Luwu Utara.

In order to the worksheet could applied in the school as **Disseminate** step in this research. Based on text book, each chapter divided into 4 skill those are Speaking, Writing, Listening, and Reading. So when speaking skill turn to be learn teacher may give instruction to the students to use the worksheet.

In addition, both of previous researcher Prawaka Budi Kususma and Yohana also done research in vocational school but in different department, they also develop a media that is a Text Book than, in this research really focused in one skill and practice more. Because the researcher made a worksheet that mean some of sheet that consist of task that student must work it by individual, pair or in a group.

In this research, need long proses to make the result. It cause of in 4D design model has long process as added in previous sheet. Most difficulties was how to arrange the worksheet become attractive but still appropriate with the ability of students. It also ought to suitable with the result of need analysis questionnaire. Developing worksheet does not mean change the text book but combine it with vocabulary which appropriate with the student's department. Basic competence also one of thing which become guidance in arrange the content of worksheet. Whole the content and lay-out of worksheet must meet all the above criterias.

Another difficulties come from choosing format media which need in this worksheet. Cause of based on students ability researcher should put simple vocabularies which appropriate with their department. So it was need long time to arrange it and conduct it step by step base on each chapter.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this research, researcher try to develop a worksheet for English that focused in speaking skill that will be apply in vocational school speacially computer network engineering department. In developing researcher used 4D design model which consist of Define, Design, Develop, and Disseminate. The material develop based on text book in the school.

The steps in develop worksheet start with Define, in define researcher analyzed the curriculum, students and also the material. In this step researcher observed and then conducted need anlyisis questinnare. After found out the result, tthe researcher start to Design the worksheet.

Second step is Design. In designing the worksheet, the researcher choose the media and format which put in worksheet. In designing also must appropriate with the curriculum but in this reserach the researcher combined it with ESP as the student's department.

After design, the worksheet arrived in Develop step, it mean that the worksheet should assess by the expert judge by using expert judgment questionnaire. The result in expert judgment became a base in revise the first draft

of worksheet. In the first draft of worksheet the worksheet that the researcher developed already qualified to apply in the class. It is proven by the expert validation which shows the interval of score is ‘ ‘ Very Good’’. According to the Miss Maghfirah as first expert judge in this reseach said that “This is interesting design and also quite appropriate for vocational school, specially computer network engineering department”. Than according second Expert Judge Mrs. Hasma who as the English teacher in the SMKN 7 Luwu Utara said that, “In our school used 2013 curriculum who only focused in general English than as we know that we are in vocational school who has diverse department that’s why the combination of ESP and General English in worksheet like these will help student in practicing english specially in Speaking skill which really Low in our school.”

After the second draft had been designed, the worksheet should be assesed in the class by the students. So the researcher showed the worksheet to the students and gift them questionnaire as student’s perception questionnare. The question of qestionnare have similarity with expert judgment questionannre, that consist of 30 question which divided into 4 criteria. The criteria are content eligibilty componen, language eligibilty, presentation elegibilty and graphics.

The last step is dessiminate of the worksheet in the SMKN 7 Luwu Utara as their media in learning English in speaking skill part. Based on text book, each chapter divided into 4 skill those are Speaking, Writing, Listening, and Reading.

So when speaking skill turn to be learn teacher may give instruction to the students to use the worksheet.

B. Suggestion

The result of this research is hopefully give contribution for some parties, especially to the English teacher and to the other researchers, as in the following explanation:

1. **To the English Teachers**

English teachers of vocational high schools should try to develop kind of media such as worksheet for English which appropriate to the needs of the students, especially for speaking. In developing an Worksheet, teachers are suggested to refer to the research findings about the characteristics of appropriate worksheet based on English learning materials.

2. **To the Other Researchers**

Other researchers are expected to be able to develop a worksheet for English material, especially for each skill (listening, speaking, writing, reading) for other departments which have the problems with the availability of appropriate English learning materials. They are also expected to find the other characteristics of appropriate learning materials

based on the needs of the students, especially in designing English speaking materials.



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Appendix

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ANGKET EVALUASI PENGGUNA (SISWA)

Pengantar :

Kusioner ini merupakan instrument penilaian terhadap *Worksheet Speaking Skill*. Saya sangat mengharapkan partisipasi siswa(i) untuk mengisi kusioner ini sebagai uji kelayakan atas *Worksheet* yang saya kembangkan. Atas kesediaan dan partisipasinya, saya ucapkan banyak terimakasih.

Nama :

Usia :

Jenis Kelamin :

Petunjuk Pengisian :

Berikut ini adalah butir-butir pernyataan yang berkaitan dengan *Worksheet Speaking Skill* yang telah dikembangkan. Bapak/ibu dipersilahkan untuk memberikan tanda centang(√) pada salah satu kolom pada tiap pernyataan yang ada pada table.mohon ditulis saran perbaikan pada ruang yang disediakan.

Keterangan :

SS : Sangat Setuju

S : Setuju

TT : Tidak Tahu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

1. KOMPONEN KELAYAKAN ISI

A. Kesesuaian <i>Worksheet</i>						
NO.	BUTIR	SS	S	TT	TS	STS
1	<i>Worksheet</i> yang dikembangkan sesuai dengan tujuan pembelajaran					
1	<i>Worksheet</i> yang dikembangkan sesuai dengan kebutuhan siswa SMKN 7 Luwu Utara					
B. Kedalaman <i>Worksheet</i>						
1	<i>Worksheet</i> yang dikembangkan mengeksplorasi cukup banyak teks yang berkaitan dengan aktivitas jurusan peserta didik.					
1	<i>Worksheet</i> yang dikembangkan menguraikan perencanaan aktivitas secara rinci.					
1	Secara umum materi memberikan penjelasan mengenai unsur, struktur aktivitas yang berkaitan.					
C. Keakuratan <i>Worksheet</i>						
1	Materi mengajarkan siswa tentang kemampuan <i>speaking skill</i> yang merujuk pada buku pegangan bahasa Inggris yang dikembangkan dengan penggunaan <i>ESP</i> untuk jurusan teknik jaringan komputer.					
1	Materi yang diberikan didalam dapat membantu siswa dalam memahami struktur kata tersebut.					
1	Bahan ajar (teks,gambar,dll) diambil dari sumber yang relevan dengan topik yang dibahas.					
D. Kemutakhiran <i>Worksheet</i>						
1	Bahan ajar (teks, gambar,dll) diambil dari sumber-sumber terbaru tentang topik yang dibahas.					

Saran Perbaikan

II. KELAYAKAN BAHASA

NO.	BUTIR	SS	S	TS	STS	T T
A. Kesesuaian Dengan Tingkat Perkembangan Siswa						
1.	Bahasa yang digunakan dalam instruksi sesuai dengan tingkat perkembangan siswa.					
2.	Bahasa yang digunakan dalam penjelasan sesuai dengan tingkat perkembangan kognitif siswa.					
3.	Bahasa yang digunakan sesuai dengan perkembangan kemampuan berbahasa siswa.					
B. Komunikatif						
4.	Bahasa yang digunakan disajikan dengan jelas dan mudah dipahami oleh siswa.					
C. Akurasi						
5.	Bahasa yang digunakan sesuai dengan kaidah bahasa inggris yang benar.					
Saran Perbaikan						

III. KOMPONEN KELAYAKAN PENYAJIAN

NO.	BUTIR	SS	S	TS	STS	TT
A. Teknik Penyajian						
4.	Materi yang dikembangkan menyajikan bagian pembuka dan kegiatan inti secara konsisten pada setiap unit.					
5.	Tugas-tugas disajikan secara seimbang pada setiap unit.					

6.	Dalam unit ini, tugas-tugas disusun/diurutkan berdasarkan kaidah-kaidah dalam satuan pembelajaran.					
7.	Bentuk penugasan dalam unit ini disajikan secara beragam.					
B. Penyajian Pembelajaran						
8.	Penyajian tugas-tugas dalam modul yang dikembangkan mendorong terjadinya interaksi dalam bahasa Inggris.					
9.	Tugas-tugas yang diberikan dalam unit ini mendorong siswa untuk aktif dikelas.					
10.	Penyajian tugas mendorong siswa aktif dalam proses belajar mandiri.					
11.	Penyajian tugas mendorong siswa untuk mengenali keberhasilan atau kekurangan mereka dalam belajar bahasa Inggris					
Saran Perbaikan						

IV. KEGRAFIKAN

NO.	BUTIR	SS	S	TS	STS	TT
A. Tata Letak Isi						
9.	Penempatan unsur pada letak (judul, kata pengantar) pada setiap awal bab konsisten.					
10.	Penempatan unsur letak pada halaman mengikuti pola yang konsisten.					
B. Ilustrasi Isi						
11.	Ilustrasi yang diberikan mampu menambah pemahaman pada informasi yang disampaikan.					
12.	Ilustrasi yang diberikan memiliki ukuran yang proporsional sehingga memberikan gambaran yang akurat tentang objek yang dimaksud.					
13.	Secara umum ilustrasi ditampilkan secara					

	serasi sesuai dengan topic pembahasan.					
C. Tipografi Materi						
14	<i>Worksheet</i> yang dikembangkan tidak terlalu banyak menggunakan jenis huruf (<i>font</i>).					
15	Materi menggunakan variasi huruf (<i>bold, italic, capital</i>) untuk membedakan jenjang					
Saran Perbaikan						



IAIN PALOPO

Questionare

A. Data Responden

Nama :

Usia :

Jenis Kelamin :

B. Petunjuk Pengisian

Berilah tanda ceklis (√) pada kolom yang sesuai dengan keadaan yang paling menggambarkan keadaan saat ini, serta sesuai dengan apa yang anda butuhkan atau anda inginkan terkait dengan pembelajaran bahasa inggris khususnya *Speaking Skill*. Semua jawaban yang anda berikan di angket ini sama sekali tidak mempengaruhi nilai bahasa inggris anda.

8. Menurut anda, *Speaking* Adalah
- f. Kegiatan berbicara dalam segala keadaan
 - g. Kegiatan mengutarakan apa yang hendak kita utarakan
 - h. Kegiatan yang menunjukkan kemampuan bahasa inggris seseorang secara oral
 - i. Kegiatan pembiasaan diri dalam berbicara dengan menggunakan bahasa Inggris
 - j. Lain-lain (Sebutkan, bila ada)
9. Apa tujuan anda dalam mempelajari *Speaking*?
- f. Membiasakan diri dalam berbicara dalam bahasa Inggris
 - g. Meningkatkan nilai anda dalam mata pelajaran yang menyangkut Bahasa Inggris.
 - h. Mampu bercakap-cakap dengan *native speaker*
 - i. Mampu menganalisa serta menanggapi setiap hal yang berbentuk oral dalam bahasa Inggris (*film, music, dll*)
 - j. Lain-lain (Sebutkan, bila ada)

10. Aktifitas apa yang anda sukai dalam pembelajaran *speaking* di kelas? (Boleh memilih lebih dari satu)

- k. Drama
- l. Dialog
- m. *Story telling*
- n. Bernyanyi
- o. Parodi
- p. *Standup Comedy*
- q. *Cooking Class*
- r. Debat
- s. *Games*
- t. Lain-lain (Sebutkan, bila ada)

11. Drama apa yang anda sukai untuk pembelajaran *speaking* ?

- f. Drama Cinta
- g. Drama Humor (Parodi)
- h. Drama Cinta Humor
- i. Drama Klasik (sejarah, kisah)
- j. Lain-lain (Sebutkan, bila ada)

12. Permainan Jenis Apa yang anda sukai untuk pembelajaran *speaking* ?

- f. *Circle Game*
- g. *Map Game*
- h. *Rainbow Game*
- i. *Body Talk Game*
- j. Lain-lain (Sebutkan, bila ada)

13. Kesulitan anda dalam mempelajari *Speaking* adalah ?

- f. Menyebutkan kata yang sesuai dengan penyebutannya.
- g. Berbicara dengan lancar dengan menggunakan bahasa Inggris
- h. Intonasi dalam Penyebutan suatu kata

- i. Durasi dalam mengutarakan sesuatu karena kekurangan Vocabulary
- j. Lain-lain (sebutkan, bila ada)
14. Dalam menghafal kosakata baru, anda lebih senang dengan cara
- f. Membagi kelas kata tersebut (*Adjective, Noun, Verb, Adverb*)
- g. Menuliskannya kedalam sebuah kalimat
- h. Menulis kata-kata tersebut di sebuah kartu
- i. Menempel kata-kata tersebut di dinding kamar atau di tempat yang paling sering dilihat
- j. Lain-lain (sebutkan, bila ada)
15. Menurut Anda, hal yang paling sulit dalam kegiatan *speaking* adalah ?
- a. Mengidentifikasi kata-kata kunci dalam sebuah oral deskripsi
- b. Mengartikan dengan cepat lalu membalas lawan bicara
- c. Menyusun kalimat secara parallel sesuai dengan *grammar* ataupun *Tenses*
- d. Sulit memahami bahasa *native speaker* karena keterbatasan kosa kata bahasa Inggris
- e. Lain-lain (sebutkan, bila ada)
16. Aktifitas apa yang anda inginkan dalam *Speaking*?
- f. Percakapan sehari-hari didalam kelas *Full English*
- g. Kegiatan Mengemukakan pendapat dalam diskusi dengan menggunakan bahasa Inggris
- h. Kegiatan diskusi dengan menggunakan bahasa Inggris
- i. Semua Kegiatan
- j. Lain-lain (sebutkan, bila ada)
17. Kompetensi *Speaking* yang ingin anda kuasai nanti adalah?
- f. Mampu memberikan instruksi-instruksi dalam bahasa Inggris

- g. Mampu bercakap-cakap dengan lancar dalam bahasa Inggris
- h. Memahami dan mampu menjawab lawan bicara dalam bahasa Inggris
- i. Semua kompetensi
- j. Lain-lain (sebutkan, bila ada)
18. Pengetahuan kebahasaan apa yang dapat membantu anda dalam peningkatan keterampilan *Speaking* Anda?
- e. Vocabulary
- f. Grammar
- g. Pronunciation
- h. Lain-lain (sebutkan, bila ada)
19. Media pengajaran apa yang dapat mendukung proses pembelajaran Anda? (Boleh memilih lebih dari satu)
- g. Audio-Visual (Siaran berita TV, Talk Show, film, dll)
- h. Media cetak (Buku teks, Koran, majalah, modul, dll)
- i. Visual (gambar atau tulisan yang diproyeksikan atau OHP)
- j. Realia (Obyek nyata yang berupa benda nyata ataupun benda tiruan)
- k. Audio (rekaman kaset, siaran radio, lagu, dll)
- l. Lain-lain (sebutkan, bila ada)
20. Tempat Pembelajaran *Speaking* yang anda sukai di
- f. Ruang Kelas
- g. Laboratorium
- h. Luar kelas (taman, gazebo dll)
- i. Tempat wisata
- j. Lain-lain(sebutkan, bila ada)
21. Peran anda dalam kelas pelajaran Bahasa Inggris khususnya pada *Speaking Skill* (boleh memilih lebih dari satu)

- g. Mendengar penjelasan Guru dan Melaksanakan instruksi dari guru
 - h. Berpartisipasi aktif secara komunikatif di kelas
 - i. Melakukan analisa secara sistematis terhadap materi pelajaran bahasa Inggris
 - j. Memberi saran, kritik dan masukan terhadap cara mengajar guru
 - k. Kooperatif ketika guru melakukan penilaian
 - l. Lain-lain(sebutkan, bila ada)
22. Dalam pembelajaran *Speaking*, Anda senang bila guru
(boleh memilih lebih dari satu)
- j. Menggunakan bahasa Inggris sebagai pengantar
 - k. Bertindak sebagai *organizer* yaitu melibatkan siswa dan mengatur aktifitas belajar
 - l. Bertindak sebagai *prompter* yaitu hendaknya memberi *chunks* (melibatkan dari kata-kata yang sering muncul dalam percakapan) bukan hanya kata-kata belaka
 - m. Bertindak sebagai *participant* yaitu tidak memonopoli atau mendominasi percakapan
 - n. Sebagai *assessor* yaitu mencatat serta menilai kinerja bahasa yang dihasilkan siswa
 - o. Melibatkan siswa dalam mengatur aktivitas belajar
 - p. Bertindak sebagai *feedback provider* yaitu memberi *feedback* terhadap hasil kerja siswa
 - q. Sebagai *resources* yaitu membantu memberi fasilitas untuk meningkatkan kinerja siswa
 - r. Lain-lain (sebutkan bila ada).....

Talking About Self



Listen to your teacher reading aloud these word.
Repeat after hm/her

Vocabulary Builder

Pronunciation Practice

Grow up Teacher
Doctor Entrepreneur
Inventor Programmer

Pet Cat Dog Rabbit
Goat Cow Buffalo

Sport Soccer
Badminton Volleyball
Swimming Basketball

Colour grey purple Yellow
Orange Green

Novel Comic Magazine
TV Show

Fried Rice Meat Ball
Traditional Food (Kapurung)
Noodle

All About Me

Exercise 1

Fill the following picture. Present it in front of class one by one.

My Favorite Colour is

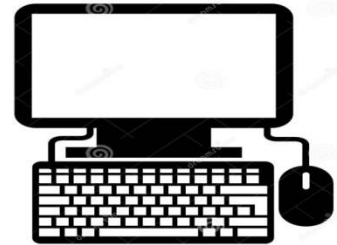


My Favorite book is



My Name is _____

I Like this study program because



I Live in



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Congratulate & Compliment



Listen to your teacher reading aloud these word.
Repeat after hm/her

Vocabulary Builder

Pronunciation Practice

Congratulation!

Good Job!

Fantastic !

Well done!

Good!

Great!

You so smart!

You are brilliant!

You are looking good!

What a smart boy!

Practice	Computer
Running	Trouble
Engineer	turn on
Fix	Connection CPU
Outlet	



Welcome to The Our



Exercise 1

Work in pairs. Make a conversation about your experience when you enter the school with congratulating or complimenting expression.

After that you must present it in front of class with your friend

Example:

Naufal : Thanks to the God Finally i can enter in this school .

Najwa : Congratulation for you my brother.

Naufal : Thanks, I don't believe if i get the highest score in practice by using computer.

Najwa : Really? You deserve it brother.

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Exercise 2

Work in pairs . Act in front of class asking about your computer problem.

Example:



- Naufal : Hi Bro, could you help me? i have trouble with my computer, it's not work.
- Sofyan : Sure, what is the problem?
- Naufal : It can't turn on.
- Sofyan : Well let me see, i think it cause of the connections between your CPU and your outlet.
- Naufal : Could you fix it?
- Sofyan : sure , see it's finished.
- Naufal : Wow bro You are Brilliant. Thank you so much.

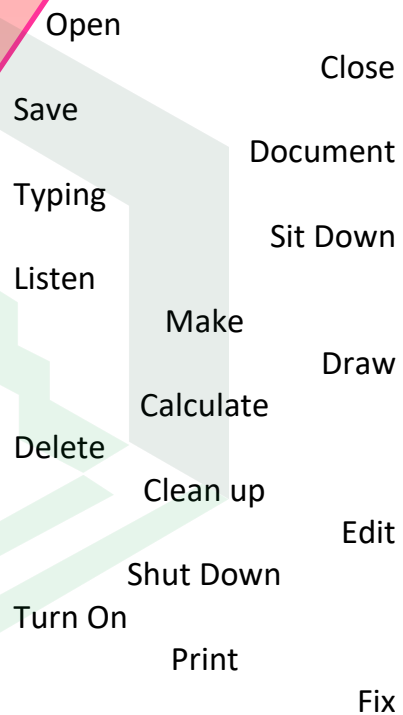
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What are you going to do?

Listen to your teacher reading aloud these word.
Repeat after hm/her

Vocabulary Builder

Pronunciation Practice



Open
Close
Save
Document
Typing
Sit Down
Listen
Make
Draw
Calculate
Delete
Clean up
Edit
Shut Down
Turn On
Print
Fix



AIN PALOPO

Exercise 1

Let's play



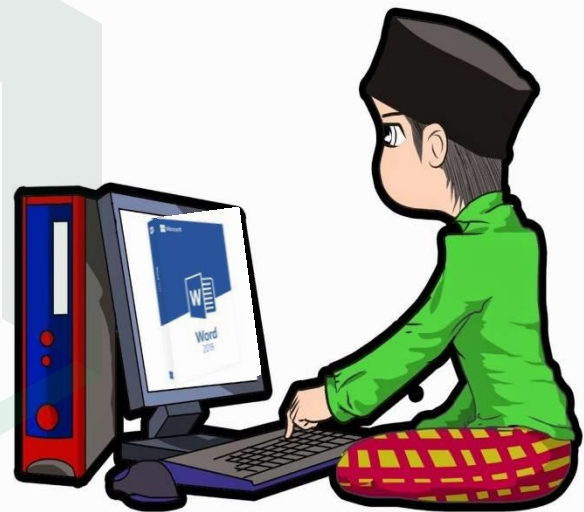
Your teacher will tell you how to do Body Talk Game. Demonstrate something about computer and your friends will guess it in a sentence

For Example :

Now He is open Microsoft Word

He is typing in Microsoft Word

He is Sit down in front of computer



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What is that?

Chapter 4

Look at the picture. Listen to your teacher reading aloud these word.

Repeat after him/her

Input & Output Device of Computer



Webcam



Webcam

Speakers



Exercise 1

Work in group.

Choose at least 5 hardware below.
Presentate each of the function.



Announcement



Exercise 1

Look at the picture.
Each of you must print out &
Demonstrate
How to make announcement like
Below by using Mcft. Word



 **ANNOUNCEMENT**

The board of Directors, during its meeting last 13th of August 2014, unanimously decided on the following adjustments to cope with the present needs of the Club for its maintenance and operations.

- Effective October 1, 2014 **NO F&B CONSUMABLE** up to December 31,2014.
- Effective January 2015 increase in monthly dues by P500.00 with F&B consumable.

Thank you for your continuous support and cooperation.

Club Management

IAIN PALOPO

Journey of life

Chapter 6



Exercise 1

Work in group.

Look at the picture. Find out their life journey.

Draw it in a map.

Then one of member present it in front of class

Drama Time

At the end of this semester
You will conduct a reflection by act a drama

Exercise 2

Work in group.
Act one of the story





The Happy Prince
Pangeran yang bahagia

High above the city, stood the statue of the Happy Prince.
He was covered with thin leaves of fine gold. He had two bright **sapphires** eyes, and a large red ruby glowed on his sword.

*Diatas kota, berdiri sebuah patung "Pangeran Bahagia". Ia ditutupi dengan daun emas. Ia memiliki dua pasang mata dari batu **safir**, dan batu rubi merah yang bersinar di pedangnya.*

One night there flew over the city a little **Swallow**.
*Pada suatu malam, terbanglah seekor **burung walet** kecil di atas kota.*

He saw the eyes of the Happy Prince were filled with tears that running down his golden cheeks.

Ia melihat mata pangeran dipenuhi dengan air mata yang menalir menuju pipi emasnya.

"Why are you weeping?" asked the Swallow.

"Mengapa kamu menangis?" tanya burung walet

"When I was alive and had a human heart," answered the statue, "I did not know what tears were, for I lived in the palace, where sorrow is not allowed to enter. And now that I am dead and stood so high that I can see all the misery of my city."

"Saat aku masih hidup dan memiliki hati manusia," jawab sang patung, "Aku tidak tahu apa itu air mata karena aku tinggal di istana, dimana kesusahan tidak boleh masuk. Dan sekarang saat aku mati dan berdiri di atas, aku dapat melihat semua kesulitan yang ada di kotaku."

"Far away," continued the statue, 'far away in a little street there is a poor house. I can see a woman seated at a table. In a bed in the corner of the room her little boy is lying ill. Swallow, Swallow, little Swallow, will you bring her the ruby out of my sword-hilt? My feet are fastened to here and I cannot move.'

Di tempat yang jauh," lanjut si patung, di jalan kecil, ada sebuah rumah. Aku dapat melihat wanita duduk di sebuah meja. Di tempat tidur, anak laki-lakinya terbaring sakit. Burung walet, burung walet kecil, maukah kamu membawakan batu rubi pada pangkal pedangku ini? Kakiku terpaku di sini dan tidak dapat bergerak.

So the Swallow **picked out** the great ruby from the Prince's sword, and flew away with it in his mouth over the roofs of the town. He flew gently round the bed, fanning the boy's **forehead** with his wings.

Burung waletpun **memilih** batu rubi dari pedang sang pangeran, dan terbang dengan membawanya di mulut melalui atap-atap kota. Ia terbang dengan lembut di sekeliling tempat tidur, mengepakkan sayapnya di **dahianak** laki-laki.

"It is strange," the Swallow remarked, "I feel quite warm now, although it is so cold."

"Ini aneh" ujar si burung walet, "Aku merasa sangat hangat, meskipun di sini dingin."

'That is because you have done a good deed," said the Prince

"Itu karena kamu telah melakukan hal yang baik," ujar sang pangeran

"Swallow, Swallow, little Swallow," said the prince, 'far away across the city I see a young man in a **garret**. He is trying to finish a play for the Director of the Theatre, but he is too cold to write any more. There is no fire in the grate, and hunger has made him faint.'

"Burung walet, burung walet kecil," ujar sang pangeran, jauh di seberang kota, aku melihat seorang laki-laki di **loteng rumah**. Ia berusaha menyelesaikan sebuah drama untuk pengarah teater, tapi ia tidak dapat menulis lagi karena terlalu dingin. Tidak ada api di loteng, dan ia pingsan karena kelaparan.

"All that I have left are my sapphires eyes. Take one of them to him. He will sell it to the jeweler, and buy food and firewood, and finish his play."

"Yang aku punya hanyalah sepasang batu safir di mataku. Ambil salah satunya dan berikan padanya. Ia akan menjualnya kepada tukang emas, dan membeli makanan serta kayu untuk membuat api, dan menyelesaikan drama yang dibuatnya.

"Dear Prince," said the Swallow, "I cannot do that," and he began to **weep**.

"Pangeran tersayang," ujar burung walet, "Aku tidak dapat melakukan itu," dan ia mulai **menangis**

'Swallow, Swallow, little Swallow,' said the Prince, 'do as I **command** you.' So the Swallow plucked out the Prince's eye, and flew away to the student's garret.

"Burung walet, burung walet kecil," kata sang pangeran, "lakukan apa yang aku **perintahkan**padamu". Burung

waletpun mencabut mata pangeran dan terbang ke loteng rumah.

"Swallow, Swallow, little Swallow. In the square below," said the Happy Prince, "there stands a little match-girl. She has let her matches fall in the **gutter**, and they are all **spoiled**. She has no shoes or stockings, and her little head is bare. Give my other eye to her."

"Burung walet, burung walet kecil. Di tengah kota," kata sang pangeran, "berdiri gadis korek api kecil. Ia meninggalkan semua korek apinya di **selokan**, dan menjadi **rusak**. Ia tidak punya sepatu atau stoking, dan kepalanya tidak mengenakan apapun. Berikan mataku yang satu lagi kepadanya."

"But I cannot - you would be quite blind then."

"Tapi tidak bisa - kamu akan menjadi buta nanti."

"Swallow, Swallow, little Swallow," said the Prince, "do as I command you." So he plucked out the Prince's other eye, and darted down with it.

"Burung walet, burung walet kecil," ujar sang pangeran, "lakukan seperti perintahku." Ia pun mencabut mata pangeran yang satunya, dan terbang seperti anak panah kebawah dengannya.

"Dear little Swallow," said the Prince, "Look, the rich are making merry in their beautiful houses, while the beggars are sitting at the gates. The white faces of starving children are looking out **listlessly** at the black streets. Under a bridge two little boys are lying in one another's arms to try and keep themselves warm..."

"Burung walet tersayang," kata sang pangeran, "Lihatlah orang kaya membuat pesta di rumah indah mereka, sementara pengemis duduk di pagar mereka. Wajah pucat anak kecil yang kelaparan **melihat tanpa gairah** ke arah jalanan yang gelap. Di bawah jembatan, dua anak laki-laki saling berpelukan agar tetap merasa hangat..."

"I am covered with fine gold," said the Prince, "you must take it off, leaf by leaf, and give it to my poor; the living always think that gold can make them happy."

"Alu ditutupi dengan emas murni," kata sang pangeran, "kamu harus mengambilnya, daun per daun, dan berikan kepada yang miskin, mereka yang hidup berpikir kalau emas dapat membuat mereka bahagia."

Leaf after leaf of the fine gold the Swallow **picked off**, now the Happy Prince looked quite dull and grey. The poor little Swallow was very cold, he kissed the Happy Prince on the lips, and fell down dead at his feet.

*Burung waletpun **menggentaskan** daun emas satu per satu, sekarang pangeran bahagia terlihat membosankan dan abu-abu. Burung walet kecil merasa sangat dingin, ia mencium pangeran bahagia di bibirnya dan dan jatuh mati di bawah kakinya.*

At that moment a curious **crack** sounded inside the statue, as if something had broken. The fact is that the leaden heart had snapped right in two. It certainly was a bad frost.

*Pada saat itu bunyi **retakan** terdengar dari dalam patung, seakan sesuatu telah rusak. Pada faktanya hati yang kelam telah terbagi menjadi dua. Benar-benar beku.*

IAIN PALOPO

The Frog Prince



Pangeran Katak

Once upon a time, there lived a king with his beautiful daughter, the princess.

Pada suatu hari, hiduplah seorang raja dengan puteri cantiknya.

One day, the princess went to the forest to play with her favorite toy: a golden ball.

Sang puteri pergi ke hutan untuk bermain dengan mainan kesukaannya: bola emas

She was playing when her ball fell into the well.

Saat bermain, bolanya, terjatuh ke sebuah sumur

"What's wrong, princess?"

"Apa yang terjadi puteri?"

Maybe I can help."

Mungkin aku dapat membantu."

The princess heard the voice, looked, and saw an ugly frog.

Sang puteri mendengar suara, ia melihat dan menemukan seekor katak buruk rupa.

"My ball fell in the well." Said the princess.

"Bolaku terjatuh ke sumu", ujar sang puteri.

"Don't cry! I'll help you if you will be my friend." Said the frog.

"Jangan menangis! Aku akan membantumu jika kamu mau menjadi temanku", kata sang katak
"OK, I will be your friend" the Princess agreed but she thought: This ugly frog is silly. We can't be
"Ya, aku akan menjadi temanmu", sang puteri setuju tetapi ia berpikir: katak ini lucu. Tentu saja kita tidak bisa jadi teman.
The frog jumped into the well, and got the ball.
Sang katak melompat ke dalam sumur dan mendapatkan bolanya
The princess was so happy she picked up her ball, and ran away.
Sang puteri sangat senang, ia mengambil bolanya dan berlari pergi.

"Wait!" the frog said, but the princess didn't listen.
"Tunggu!", kata sang katak, tetapi sang puteri tidak mendengarkannya.
The next day the Princess was at home and she heard a noise at the door.
Keesokan harinya, saat sang puteri berada di rumah, ia mendengar suara bising di pintu.
"Princess, please open the door!"
"Tuan puteri, tolong buka pintu!"
She opened the door and saw the frog
Ia membuka pintu dan melihat sang katak.
The King saw it and asked "Why is there a frog here?"
Raja melihatnya dan bertanya, "Mengapa ada katak di sini?"
"Yesterday my ball fell into the well and the frog got it for me."
"Kemarin, bolaku terjatuh ke dalam sumur dan katak ini mengambilnya untukku
So I promised we could be friends, but he's just a frog!" the Princess protested.
Jadi aku berjanji untuk menjadi temannya, tapi ia hanyalah seekor katak!", kata sang puteri.
The King looked at his daughter and said:
Raja melihat puterinya dan berkata:

"This frog helped you. You must be kind and keep your promises. Let him in."

"Katak ini mebantumu. Kamu harus bersikap baik dan menepati janjimu. Biarkan ia masuk."

The frog hopped to the table.

Sang katak melompat ke meja.

"Please, lift me up."

"Tolong bantu angkat aku"

The princess did, but she wasn't happy.

Sang puteri melakukannya, tapi ia tidak terlalu senang

"Let's eat together."

"Mari makan bersama"

They did, but the princess wasn't happy.

Mereka melakukannya, tapi sang puteri tidak terlalu senang

After some time, the frog said:

Setelah beberapa lama, sang katak berkata:

"I'm tired, please carry me to your room and we can sleep."

"Aku lelah, tolong bawa aku ke kamarmu dan kita dapat tidur"

The princess carried the frog upstairs.

Sang puteri membawanya ke atas

"I want to sleep on your pillow - please, lift me up."

"Aku ingin tidur di bantalmu - tolong angkat aku"

The princess did, but she wasn't happy.

Sang puteri melakukannya, tapi ia tidak terlalu senang

In the morning the princess woke up.

Pagi hari, saat sang puteri bangun tidur

The frog was gone, and there was a handsome prince sitting on a chair.

Sang katak telah pergi, dan terlihat pangeran rupawan duduk di kursi

The prince explained: "A witch turned me into a frog and your kindness helped turning me back into a prince."

San pangeran menjelaskan: "Penyihir mengubahku menjadi seekor katak dan kebaikanmu membuatku kembali menjadi pangeran"

At this moment, a colorful coach drove up, with eight beautiful horses.

Saat ini, kereta yang penuh warna dengan delapan kuda membawa mereka

"Now let me show you my kingdom".

"Sekarang aku akan membawamu melihat kerajaanku"

It was not long before the princess gave her permission and bid the King goodbye and got on their way.

Tidak lama sebelum sang puteri mengijinkannya dan memberikan selamat tinggal kepada raja.



IAIN PALOPO



The Emperor's New Clothes

Baju Baru Kaisar

Many years ago there lived an emperor who loved beautiful new clothes so much that he spent all his money on being finely dressed. His only interest was in going to the theatre where he could show off his new clothes. He had a different costume for every hour of the day.

Bertahun-tahun yang lalu hiduplah seorang raja yang sangat mencintai baju barunya. Ia menghabiskan seluruh uangnya untuk mempercantik bajunya. Satu-satunya hal yang ia sukai adalah pergi ke teater untuk mempertunjukkan baju barunya. Ia memiliki kostum yang berbeda setiap jam di setiap harinya.

One day two **swindlers** came to the emperor's city. They said that they were **weavers**, claiming that they knew how to make the finest cloth imaginable. Not only were the colors and the patterns extraordinarily beautiful, but this material had the amazing property that it was to be invisible to anyone who was incompetent or stupid.

Suatu hari dua orang **penipu** datang ke kota raja. Mereka berkata mereka adalah **penenun**, mengaku bahwa mereka tahu bagaimana membuat kain terbaik yang dapat dibayangkan. Tidak hanya warna dan pola yang sangat indah, tapi juga bahan ini memiliki sesuatu yang luar biasa, yaitu tidak dapat dilihat oleh orang yang tidak kompeten atau bodoh.

"It would be wonderful to have clothes made from that cloth," thought the emperor. "Then I would know which of my men are unfit for their positions, and I'd also be able to tell clever people from stupid ones." So he immediately gave the two swindlers a great sum of money to weave their cloth for him.

"Akan sangat menyenangkan jika dapat memiliki baju yang terbuat dari kain tersebut" pikir sang raja. "Dengan begitu aku akan tahu pegawai mana yang tidak cocok dengan posisi mereka, dan aku akan dapat membedakan orang pintar dari yang bodoh." Ia-pun langsung memberikan kedua penipu sejumlah besar uang untuk menenun kain tersebut buatnya.

They set up their **looms** and pretended to go to work, although there was nothing at all on the looms. They asked for the finest silk and the purest gold, all of which they hid away, continuing to work on the empty looms, often late into the night.

Mereka mulai mempersiapkan **alat tenun** dan berpura-pura bekerja, meskipun tidak ada apapun di alat tenunnya. Mereka meminta kain sutera terbaik dan emas murni, semua itu mereka sembunyikan, dan meneruskan kerja di alat tenun yang kosong, seringkali hingga larut malam.

"I would really like to know how they are coming with the cloth!" thought the emperor, but he was a bit uneasy when he recalled that anyone who was unfit for his position or stupid would not be able to see the material. Of course, he himself

had nothing to fear, but still he decided to send someone else to see how the work was progressing.

"Aku ingin tahu bagaimana kain yang mereka buat!" pikir sang raja, tapi ia sedikit gelisah saat mengingat mereka yang tidak cocok dengan posisi mereka atau bodoh tidak dapat melihatnya. Tentu saja, ia sendiri tidak ada yang perlu ditakutkan, tapi ia tetap memutuskan mengirim seseorang untuk melihat bagaimana kemajuan kerja mereka.

"I'll send my honest old **minister** to the weavers," thought the emperor. He's the best one to see how the material is coming. He is very sensible, and no one is more worthy of his position than he.

*"Aku akan mengirimkan **perdana menteri** tuaku yang jujur kepada para penenun," pikir sang raja. Ia adalah orang terbaik untuk melihatnya. Ia memiliki pemikiran yang baik dan tidak ada seorangpun yang pantas berada di posisinya selain ia.*

So the good old minister went into the hall where the two swindlers sat working at their empty looms. "Goodness!" thought the old minister, opening his eyes wide. "I cannot see a thing!" But he did not say so.

Perdana menteri tua yang baik memasuki ruangan dimana kedua penenun sedang duduk bekerja di alat tenun yang kosong. "Ya ampun!" pikir perdana menteri tua itu, ia membuka matanya lebar-lebar. "Aku tidak dapat melihat apapun!" Tapi ia tidak mengatakannya.

The two swindlers invited him to step closer, asking him if it wasn't a beautiful design and if the colors weren't magnificent. They pointed to the empty loom, and the poor old minister opened his eyes wider and wider. He still could see nothing, for nothing was there. "Gracious" he thought. "Is it possible that I am stupid? I have never thought so. Am I unfit for my

position? No one must know this. No, it will never do for me to say that I was unable to see the **material**."

*Kedua penenun mengundangnya untuk melangkah lebih dekat, bertanya kepadanya apakah desainnya indah dan warnanya menakjubkan. Mereka menunjuk pada alat tenun yang kosong, dan perdana menteri tua yang malang membuka matanya semakin lebar. Ia tetap tidak dapat melihat apapun, karena tidak ada apapun disana. "Ampun" pikirnya. "Mungkinkah aku bodoh? Aku tidak pernah berpikir itu. Apakah aku tidak sesuai dengan posisiku? Tidak ada yang boleh tahu hal ini. Tidak, aku tidak mungkin bilang kalau aku tidak dapat melihat **bahan ini**."*

"You aren't saying anything!" said one of the weavers.

"*Anda tidak mengatakan apapun!*" ujar salah satu penenun

"Oh, it is magnificent! The very best!" said the old minister, peering through his glasses. "This pattern and these colors! Yes, I'll tell the emperor that I am very satisfied with it!"

"Oh, ini sangat bagus! Yang terbaik!" kata perdana menteri tua, mengintip melalui kaca matanya. "Pola dan warnanya! Ya, aku akan mengatakan pada raja kalau aku sangat puas!"

"That makes us happy!" said the two weavers, and they called the colors and the unusual pattern by name. The old minister listened closely so that he would be able to say the same things when he reported back to the emperor, and that is exactly what he did.

"Ini membuat kami senang!" kata kedua penenun, dan mereka menamakan warna dan pola yang tidak biasa itu. Perdana menteri tua tersebut mendengarkan dengan baik agar ia dapat mengatakan hal yang sama kepada raja, dan itulah yang ia lakukan.

The swindlers now asked for more money, more silk, and more gold, all of which they hid away. Then they continued to weave away as before on the empty looms.

Penenun sekarang meminta uang lebih, kain sutera lebih dan juga emas lebih, semua itu mereka sembunyikan. Kemudian mereka melanjutkan menenun di alat tenun yang kosong.

The emperor sent other officials as well to observe the weavers' progress. They too were **startled** when they saw nothing, and they too reported back to him how wonderful the material was, advising him to have it made into clothes that he could wear in a grand **procession**. The entire city was alive in praise of the cloth. "Magnifique! Nysseligt! Excellent!" they said, in all languages. The emperor **awarded** the swindlers with medals of honor, bestowing on each of them the title Lord Weaver.

*Sang raja mengirimkan pejabat lainnya untuk mengamati kemajuan kerja para penenun tersebut. Mereka juga **terkejut** saat tidak melihat apapun, dan mereka juga melaporkan betapa indahnya bahannya tersebut, menyarankan raja untuk menjadikannya sebuah baju untuk dipakai di acara **prosesi** akbar. Seluruh kota akan memuji bajunya. "Magnifique! Nysseligt! Excellent!" kata mereka, dalam berbagai bahasa. Sang raja **memberikan penghargaan** penenun mendali kehormatan, menganugerahkan masing-masing mereka gelar Lord Weaver.*

IAIN PALOPO

The swindlers stayed up the entire night before the procession was to take place, burning more than sixteen candles. Everyone could see that they were **in a great rush** to finish the emperor's new clothes. They pretended to take the material from the looms. They cut in the air with large scissors. They

sewed with needles but without any thread. Finally they announced, "Behold! The clothes are finished!"

*Penenun berjaga semalaman sebelum prosesi berjalan dan menyalakan 16 lilin lagi. Semua orang dapat melihat mereka bekerja **terburu-buru** menyelesaikan baju baru bagi raja. Mereka berpura-pura mengambil bahan dari alat tenun. Mereka memotong di udara dengan gunting besar. Mereka menjahit dengan jarum tanpa benang. Hingga akhirnya mereka mengumumkan, "Lihatlah! Bajunya telah selesai!"*

The emperor came to them with his most distinguished cavaliers. The two swindlers raised their arms as though they were holding something and said, "Just look at these trousers! Here is the **jacket**! This is the **cloak**!" and so forth. "They are as light as spider webs! You might think that you didn't have a thing on, but that is the good thing about them."



Raja menghampiri mereka dengan pengikut kepercayaannya. Kedua penenun mengangkat tangan mereka seakan memegang sesuatu dan berkata, "Lihatlah celana ini! Ini **jaketnya**! Ini **jubahnya**!" dan sebagainya "Seringan jaring laba-laba! Anda akan berpikir seperti tidak mengenakan apapun, tapi inilah yang membuatnya hebat."

"Yes," said the cavaliers, but they couldn't see a thing, for nothing was there.

"Ya," kata pengikutnya, tapi sebenarnya mereka tidak dapat melihat apapun, karena tidak ada apapun di sana.

"Would his imperial majesty, if it please his grace, kindly remove his clothes." said the swindlers. "Then we will fit you with the new ones, here in front of the large mirror."

"Dengan hormat, mohon raja bersedia menanggalkan pakaiannya." ujar penenun. "Kami akan memasang pakaian yang baru di depan kaca besar."

The emperor took off all his clothes, and the swindlers pretended to dress him, piece by piece, with the new ones that were to be fitted. They took hold of his waist and pretended to tie something about him. Then the emperor turned and looked into the mirror.

Raja menanggalkan pakaiannya, dan penenun berpura-pura memasang satu per satu baju baru pada raja. Mereka berpura-pura mengikat sesuatu pada pinggangnya. Kemudian raja berputar dan melihat ke kaca.

"Goodness, they suit you well! What a wonderful fit!" they all said. "What a pattern! What colors!"

"Ya ampun, sangat sesuai! Terlihat pas! mereka semua berkata. "Pola yang indah! Warna yang indah!"

"The canopy to be carried above your majesty awaits outside," said the grandmaster of ceremonies.

"Tirai untuk dibawa diatas tuanku telah menunggu di luar," ujar pemimpin upacara.

"Yes, I am ready!" said the emperor. "Don't they fit well?" He turned once again toward the mirror, because it had to appear as though he were admiring himself in all his glory.

"Ya, aku sudah siap!" ujar raja. "Cocok sekali bukan" Ia berputar sekali lagi ke arah kaca, terlihat seakan-akan ia mengagumi dirinya dengan segala kejayaannya.

The emperor walked beneath the beautiful canopy in the procession, and all the people in the street and in their windows said, "Goodness, the emperor's new clothes are **incomparable!** What a perfect fit!" No one wanted it to be noticed that he could see nothing, for then it would be said that he was unfit for his position or that he was stupid. None of the emperor's clothes had ever before received such praise.

*Raja berjalan dibawah tirai indah pada prosesi, dan semua orang di jalan serta jendela berkata, "Ya ampun! baju raja yang baru **tidak tertandingi!** Sangat sesuai!" Tidak ada yang mau terlihat jika mereka tidak dapat melihat apapun, karena mereka akan dibilang tidak sesuai dengan posisi mereka atau bodoh. Tidak ada baju raja yang pernah dipuji seperti ini.*

"But he doesn't have anything on!" said a small child.

"Tapi ia tidak mengenakan apapun!" kata seorang anak kecil.

"Good Lord, let us hear the voice of an innocent child!" said the father, and whispered to another what the child had said.

"Ya Tuhan, mari kita dengan ucapan anak tidak berdosa ini!" kata ayahnya, dan berbisik kepada yang lain apa yang dikatakan anak kecil itu.

"A small child said that he doesn't have anything on!"

"Kata anak kecil ia tidak mengenakan apapun!"

Finally everyone was saying, "He doesn't have anything on!"

Akhirnya semua orang berkata, "Ia tidak mengenakan apapun!"

The emperor **shuddered**, for he knew that they were right, but he thought, "The procession must go on!" He carried himself even more proudly, and the **chamberlains** walked along behind carrying the clothes that wasn't there.

*Rajapun **gemetar**, karena ia tahu mereka benar, tapi ia berpikir "Prosesi harus terus berjalan!" Ia berjalan dengan lebih bangga*

lagi, dan pengurus rumah tangga raja berjalan dibelakang membawa baju yang sebenarnya tida ada.



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IAIN PALOPO

It's time to Talk



**English Speaking Worksheet
For Computer Network Engineering Department**

Name : _____

Class : _____

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