TEACHING SPEAKING TO AIRCRAFT TECHNICIAN STUDENTS

(A Study Conducted at *SMK Penerbangan Angkasa Bogor*)

A PAPER

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DECLARATION

I hereby declare that the paper entitled, "Teaching Speaking to Aircraft Technician Students" is completely my own work. I am fully aware that I have quoted some statements and ideas from many sources. All quotations are properly acknowledged in the text. Should there be any claim on the originality of the paper, I would be prepared to take any legal responsibility.

Bogor, July 2019

Syifa Ulfa Sufia

PREFACE

Bismillaahirrahmanirrahim.

Alhamdulillahirabbil'aalamiin, first of all, the writer would like to give the greatest gratitude to Allah SWT who has given her strength and endless blessings so that she can write and finish this research paper.

The paper entitled, "Teaching Speaking to Aircraft Technician Students" is written to accomplish one of the requirements for Sarjana Pendidikan in English Language Education Study Program, Faculty of Teachers Training and Educational Sciences, Pakuan University.

The writer realizes that this paper is still far from being perfect both its writing and content. Therefore, the writer will appreciate all constructive comments, corrections, and suggestions for the improvement of this paper. She hopes that this paper will be useful for both herself and those who read this paper.

Bogor, July 2019

The writer

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ABSTRACT

English is one of the subjects that are taught to students in all kind of schools, including vocational school. Aircraft technician school is one of them. This research intended to find out the technique that teacher uses in teaching speaking to aircraft technician students. Descriptive method was used to this research at SMK *Penerbangan Angkasa Bogor*. The participants were 11th grade students and the English teacher. The instruments of this research were classroom observation, documentation, and interview. One of the ways in teaching speaking to aircraft technician students was by providing them visual media in order to help them understand more about the material. For example, teacher showed them pictures which contained short conversation text on the projector screen and guided them to read the conversation, so they were able to pronounce the sentences appropriately. According to the data analysis, it was concluded that the teacher had to apply seven techniques in teaching speaking to aircraft technician students; they were using techniques that cover language based on accuracy to message based on interaction, meaning, and fluency, providing intrinsically motivating techniques, encouraging the use of aunthentic language in meaningful contexts, providing appropriate feedback and correction, capitalizing on natural link between speaking and listening, giving students opportunities to initiate oral communication, and encouraging the development of speaking strategy.

Keywords: teaching technique, speaking, aircraft technician students

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CHAPTER I

INTRODUCTION

A. Background of the Study

There are many communication tools people used to interact with others. One of the most important tools is language. People use language to convey and express their ideas orally or in a written form. It accomplishes a symbolic or communicative function.

English as the third most spoken language by people in many parts of the world plays significant role in international communication and development of Education, Economic, Science, and Technology. A language can be made the official of a country, which means that it is used as a medium of communication in such as the government, the low courts, the media, and the educational system (Crystal, 2003). In Indonesia, it is not claimed as the second language but as the first foreign language.

In teaching English, there are four skills that should be taught: listening, speaking, reading, and writing. However, there might be students who are capable in writing or reading, but are a lack of speaking skill. Speaking is stated as crucial part of second language learning and teaching (Kayi, 2006). It is a process of building and sharing by using verbal and non-verbal signals. Speaking is so much a part of daily life that people take it for granted (Thornburry, 2005). In order to speak well, teachers should give the students activities related to their life to develop their speaking skill.

B. Reason for Choosing the Topic

Speaking is a must in a learning and teaching process. In this process, not only teacher but also students that have to speak what are on their

mind. So that, there will be a good communication in the teaching and learning process, where the teacher and the students talk to each other about certain things. That is why the researcher decides to observe teacher in teaching speaking skill to make the students able to communicate effectively.

As teaching the other skills, the teacher also has to concern what the students need in learning speaking English. The writer considers that it is very important to perceive kind of English that should be taught for speaking lesson to Aircraft Technician students. The students are asked to speak in English as the language to communicate during the English course meanwhile they come from different background of previous school. So, the teacher focuses on teaching speaking English for Specific Purposes.

As for compulsory skill in the learning and teaching process, speaking can show the students' capability in expressing and receiving ideas. Based on the students' need as Aircraft Technician students, the teacher is focused on teaching speaking English for Specific Purposes. So, in choosing reason for the topic the researcher intends to find out technique to teach speaking English to Aircraft Technician students by observing and interviewing the teacher. She deems that this research is important to be accomplished with the purpose of applying technique to teach speaking English to Aircraft Technician students.

C. The Aim of the Research

The aim of conducting this research is to find out the teaching technique that is used to teach speaking to Aircraft Technician students.

D. Research Questions

The research question of this study is: "What kind of teaching

technique is used to teach speaking to the Aircraft Technician students?"

E. Research Focus

There are many ways to teach speaking. To make the study specific,

the writer only focuses on analyzing the teaching technique which is

applied by the teacher to teach speaking to the Aircraft Technician

students.

F. Operational Definitions

In this research, the writer includes some terms to utter a perception

between the writer and the readers. The terms are speaking and Aircraft

Technician.

1. Teaching technique

Teaching technique is technique used by English teacher in

teaching their students to speak English during the process teaching

and learning in the classroom.

2. Speaking

Speaking is the productive oral skill. It consists of producing

systematic verbal utterance to convey meaning.

3. Aircraft Technician

Aircraft Technician is human who is in charge of preparing

aircraft in order to fly with a predetermined schedule.

G. Research Significant

The significances of the research are:

1. Theoretical aspects

The research finding can validate the technique to teach speaking to

Aircraft Technician students.

2. Practical aspects

The research finding can be applicable for the teachers by applying

the technique to teach speaking to Aircraft Technician students.

3. Institutional aspects

The research finding can be useful for other English teachers as reference for another research in the same area.

CHAPTER II
THEORETICAL FOUNDATION

A. English for Specific Purposes (ESP)

1. **Definition of English for Specific Purposes**

Teaching English is not only about making students understand about the language, but also making them able to use English to communicate in a particular order. As stated by Ahmed (2004), English for Specific Purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain. It means that in teaching English for specific purposes, it is important for the teacher to see the students' need in learning English in order to obtain their communication skill.

By considering the students' need in learning process, it will be effortless for the teacher to give the students lessons related to their necessity. As mentioned by Chang (2009) and Tsao (2011), ESP courses are offered to students for meeting their specific needs, responding to the significant demand for English in academic and vocational contexts. It means that the teacher has to focus on the ESP

courses that can make the students able to use English to interact with others in their environment.

For there are some variant courses, ESP is divided into different two types. As averred by Ahmadi and Bajelani (2012), English for Specific Purposes (ESP) is a branch of English Language Teaching (ELT) which in turn is divided into two main branches of English for Academic Purposes (EAP) such as Medicine, Engineering, Theology, etc. and English for Occupational Purposes (EOP) such as English for secretaries, technicians, etc. Considering the developments in science and technology and the appearance of many different majors inside each course like medicine, engineering, theology, etc. makes EAP a special language in each course and their materials should be compiled in accordance with that course.

As teaching ESP guides the teacher to focus on specific context, deciding and preparing appropriate materials are needed. As avowed by Galluzzo (2005), to achieve these ends, the student and teacher need to decide the activities and text materials that are most relevant to the student, profession and field of interest. It shows that teaching ESP needs more class activities and also text materials that can make the students comprehend the use of English for specific purposes.

Teaching speaking means making the students able to communicate to others. In order to communicate with others, English for specific purposes lead them all to understand the language that

they use. So as to make the students apprehend the language, the teacher also affects them to use English in their field.

2.Teaching English for Specific Purposes

In teaching English for specific purposes, the teachers are concerned to the influences on the teaching and learning process. As explained by Přívorová (2016), there are many factors and conditions which teachers need to take into consideration when planning the course syllabus. Some of these resemble the influences one encounters during English for General Purposes (EGP), others are ESP and therefore essential for the course development.

a. Role of English
    English plays within students' countries impacts students' familiarity and knowledge of the language and thus their perception of their need for the language and its usefulness. For some students, English can be the only source of scientific or academic information and therefore these needs and demands challenge the teacher because he has to determine whether it would be worth including all skills despite the obvious students' needs and then motivate the students who have their own opinions on what is necessary.
b. Resources and teaching conditions
    The ease with which a teacher can obtain necessary materials and teaching facilities also influences the course development. It makes an immense difference if the teacher has to create all the

materials himself, or if they are able to use ready-made worksheets. A teacher's willingness to learn at least some information from the specialist subject is equally important and mirrored in the course content validity to the real occupational context.

c. The learner

Even though the factors already mentioned influence the course development to a great extent, it is the learner who has the biggest importance during course preparations and progress. Their age, level of English, motivation and general attitudes towards learning are displayed in their expectations and behavior during the course. The older the student is, the more they think about their reasons for further studies and the more definite opinion they have on their needs. It is therefore important that the needs perceived from both (student's and teacher's) sides meet and that the objectives and purposes are explicitly stated. Student's motivation and attitudes towards learning can influence, on the other hand, the selection of materials. When the student's motivation is low and their previous learning experience rather poor, it is important to incorporate such materials and methodologies that would raise natural interest and prove to students there are more inspiring of how to teach ESP.

B. Teaching Technique

Teachers as one of elements of educational systems have their own technique to improve students' speaking ability in teaching and learning process. As mentioned by Noviyenty (2018), another important factor which also influences the students' ability in learning to speak English is teachers' techniques in teaching students to speak English. It means that applying teaching technique is a must for the teacher to improve the students' speaking skill.

In order to make the students interested in speaking, the teacher should apply various techniques. As affirmed by Faisal & Suwandita (2013), the teacher rarely used various techniques in teaching. Hence, the teaching and learning process became monotonous. It shows that using various techniques in teaching and learning process can make the students disposed to speak up.

In applying the teaching technique, it is very important for the teacher to concern to apply the technique in teaching and learning process. According to Faisal & Suwandita (2013), when the teacher teaches the students, the teacher has to use a technique, concerns to the way in organizing and using the technique, subject matter, teaching material, and sometimes using teaching tools. It means that the teacher it is important for the teacher to apply teaching technique to attain the objective of teaching and learning process.

Besides improves the students' speaking ability, applying teaching technique also encourages the students to speak during the teaching and learning process. As stated by Fatmawati, Gani & Samad (2018), the lecturers need to have this awareness and have to get solutions, for

example, by developing the authentic materials and using the techniques

or strategies to motivate students in learning English. It means that the

teacher is able to stimulate the students to speak by using motivating

teaching technique.

To conclude, teaching technique is important factor which encourages

the students' speaking ability. It is invented to achieve the goals or

objectives of the teaching and learning process. However, the teachers are

able to get the objective of teaching and learning process by using various

teaching technique.

C. Speaking

1. Definition of Speaking

Speaking is the best way to communicate to each other to

exchange message and information. As asserted by Omvidar (2014)

and Maharani (2016), speaking is an essential tool for communicating.

It means that in communication there is something goes astray in

conveying the message and information, in spite of that by saying the

message directly can make it well defined.

In this era, the teachers are not only concerned to develop the

students' speaking skill, but also concerned to make them realize the

importance of English. As cited in Gani et al. (2015) and Muslem

(2015), living in the era of globalization, being able to speak English

becomes necessity. For English is the third most spoken language, it

becomes a must to be able to speak in English.

Speaking ability is about expressing ideas and message and

perceiving other's ideas promptly. As asserted by Harmer (2007),

speaking is the ability to speak fluently presupposes not only

knowledge of language features, but also the ability to process

information and language 'on the spot'. It shows that speaking ability

is not only about understanding the language and expressing the ideas

or message, but how to make it work by giving a feedback to the

other's opinion.

In addition, speaking also can open people's mind about the

message or information. As uttered by Brown (1994); Burns and Joyce

(1997), speaking as an interactive process of constructing meaning

that involves producing, receiving and processing information. It

means that people are able to develop their mind and also elaborate

the information that they get.

To conclude, in this modern era, speaking is the worthiest way to

express and respond the ideas or information. It lessens

misunderstanding in communication by dealing with understanding

the language and processing and perceiving the information. So,

speaking is not only about forcing ideas or winning argument, but it is

about the ability to understand and respond the ideas or information.

2. Techniques of Teaching Speaking

In teaching speaking, it is very significant for the teacher to know

first about using appropriate strategy. As cited by Syafrizal and

Rohmawati (2017), the strategies for teaching the English skills

should be made appropriate for each skill in order to attain the

expected outcomes. It implies that by planning strategy, the teacher

can envisage what and how to teach based on the students' skill and

need.

Speaking skill is intimately related to listening, so that these two skills are connected in the conversation. As mentioned by Brown (2001: p. 275-276), that there are seven principles for designing speaking techniques. The first is use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency. The second is providing intrinsically motivating techniques. The third is encouraging the use of authentic language in meaningful contexts. The forth is provide appropriate feedback and correction. The fifth is capitalizing on the natural link between speaking and listening. The sixth is give students opportunities to initiate oral communication. And the last is encouraging the development of speaking strategies.

In addition, the teaching and learning process can be done in using techniques of teaching speaking. As stated by Lee and Van Patten (2003:179), techniques of teaching speaking can be balanced by three methods:

a. Language input

   1) Content-oriented Input focuses on information given by the tutor, for example from what tutor said, from listening material.
   2) Form-oriented input focuses on ways of using language including the accuracy of linguistic competence, discourse

competence, sociolinguistic competence, and strategic

competence.

b. Structured output focuses on correct form. In this form, the

students may give the responses but the responses used have been

introduced by the tutor before.

c. Communicative output focuses on doing task, stimulating the

students to speak by creating video, completing task, developing

travel plan and etc.

There are so many strategies that can be used in teaching

speaking, and the teacher may use several ways of them. As argued by

Reiser and Dick (1996, p. 316), teachers can use different strategies of

teaching to achieve teaching-learning goals and objectives. It means

that using various strategies can help the teacher engage the students'

attention in order to improve their speaking ability as the teaching and

learning objectives.

In the teaching and learning process of speaking, teachers need

speaking strategies to make the learning process work well and can

help the students speak well and correctly. As mentioned by Killian

(2015), those teaching strategies are collected to fulfill the language

learners' needs during learning English, especially in speaking. The

strategies are as follows:

a. Setting clear lesson goals

It is crucial that teacher be clear about what he wants students to learn during each lesson. If teacher cannot quickly and easily state what he wants the students to know and be able to do at the end of a given lesson, the goal of the lesson will be unclear. Clear lesson goals help teacher (and students) to focus every other aspect of lesson on what matters most.

b. Showing and telling

Teacher should normally start lessons with show and tell. Put simply, telling involves sharing information or knowledge with the students while showing involves modeling how to do something. When teacher has cleared about what he wants students to know and be able to do by the end of the lesson, a teacher needs to tell them what they need to know and show how to do the tasks.

c. Questioning to check for understanding

Research suggests that teachers typically spend a large amount of teaching time asking questions. However, few teachers use questions to check for understanding within a lesson. However, a teacher should always check for understanding before moving onto the next part of their lesson.

d. Plenty of practice

As said by Killian (2015), practice makes perfect. Practice helps students to retain the knowledge and skills that they have learned while also allowing another opportunity to check for understanding. If teacher wants to harness the potent power of practice, he must ensure that students are practicing the right things. Finally, research shows that students do better when their teacher has them practice the same things over a spaced-out period of time.

e. Providing students with feedback

Feedback is the breakfast of champions, and it is the breakfast served by extraordinary teachers around the world. Put simply, giving feedback involves letting the students know how they have performed on a particular task along with ways that they can improve. Unlike praise, which focuses on the student rather than the task, feedback provides students with a tangible understanding of what they did well, of where they are at, and of how they can improve.

f. Getting students working together (in productive ways)

Group work is not new and teachers can see it in every classroom. However, productive group work is rare. When working in groups, students tend to rely on the person who seems most willing and able to the task at hand. To increase the

productivity of the groups, teachers need to be selective about the
tasks they assign to students and the individual role that each
group member plays.

    g.   Teach strategies not just content

Teachers can increase how well students do in any subject by
explicitly teaching them how to use relevant strategies. When
teaching students to read, teacher needs to teach them how to
attack unknown words, as well as strategies that will deepen their
comprehension. And, just as with content, you need to tell
students about these strategies, to show them how to use them and
to give them guided practice before asking them to use them
independently.

In brief, strategy of teaching speaking has the most important role
in teaching and learning process. It can lead and organize the
classroom activities in order to get the objectives. So, comprehending
the used of the strategy in teaching and learning process is very
effective for teacher to teach speaking.

D. Aircraft Technician Students

   1.   Definition of Aircraft Technician

There are some career paths for people in aviation. One of them is
aircraft technician. As cited by Nusraningrum (2017), aircraft
technicians are professional resources specializing in aircraft
engineering. It shows that the students are trained to recognize the

concepts, theories, and knowledge of aircraft engineering. These specialists are also instructed to carry out their responsibility and duties.

Besides recognizing the knowledge of aircraft engineering, aircraft technician students are also imparted more about the details of aircraft engineering. As uttered by Nusraningrum (2017), aircraft technician is someone who has knowledge of the terms, facts, principles, theories, structures, aerodynamics, fuselage (airframe), engine, the equipment used in aircraft (electronics, instruments, cooling systems, and electrical systems). It means that for being able to repair aircraft, it is very essential for the students to apprehend the acquaintance of aircraft engineering.

As the learning process, the aircraft technician students are completely prepared to be aircraft technicians. As affirmed by Nusraningrum (2017), the learning achievement from the best technician program is expected to affect a technician in the mastery of knowledge and skills in the field of machinery, airframe, communications equipment, and aircraft instruments. It implies that to be aircraft technicians, not only knowledge but also their skills in the field of aircraft engineering should be improved.

It is not only about making the students to be aircraft technicians, they are also required to be qualified aircraft technicians. As uttered by Nusraningrum, (2017), therefore, a technician must have basic knowledge of aircraft engineering and sufficient skills in the repair of aircraft. It shows that basic knowledge about techniques and basic

concept of aircraft engineering and systems utterly define their capability to be capable aircraft technicians.

In conclusion, in aviation, aircraft technician is one of career paths that has responsibility of repairing the aircraft. Thus, the aircraft technician students are earnestly given a lesson more about the terms, theories, and also equipment of the aircraft engineering. So, for producing qualified aircraft technicians, the students are not only taught but also trained to be able to apply their knowledge and skills to maintain the aircraft.

2. **Teaching Speaking to Aircraft Technician Students**

Teaching is a process of improving characters and skills. As a teacher, teaching is not only about coming in the class, checking attendance list, talking in front of the class, and asking them to do a lot of tasks, but it is more than doing those classic things. Not only intelligent, teacher also should cultivate the students about good manners with showing them how to behave. Moreover, having a good behavior a must, the students are also taught to have a capability. Capability defines the quality of the students for what the teacher has taught. So, that is very important for the teacher to refine the students' personality and skills.

In English, speaking is one of skills that is very significant in communication. By saying ideas and perceiving other's ideas can make a good interaction between speaker one and others in order to get the ideas. As cited by Tetiana (2015), the designers and maintenance engineers of the aircrafts communicate with operators via

technical manuals and other documentation. Operational and maintenance manuals are generated by manufactures that understand the science and technology embedded in their machines very well. However, operators and engineers have to understand information that the aviation community is trying to communicate to them.

For aviation is global, it becomes crucial for the members to communicate in valid language. As mentioned by Tetiana (2015), among the languages used as the means of communication in aviation, English plays the dominant role. A substantial share of flights are and have been set within a national context where English is the official language; English serves most often as a lingua franca among the members of an international cockpit crew; a semi-artificial sublanguage based on English serves as the standard means of verbal communication between designers, operators, maintainer, pilots and air traffic controllers both in English-speaking countries and where international airports are involved. It shows that aviation will be good if all of the members can communicate to each other as well, so the aircraft technician students have to be taught to speak English in order to do the command from the operators and also to inform the information to other members.

For having speaking skill of revealing the report of the command to other members, the teacher has to teach the students to be able to speak it well. As stated by Tetiana (2015), so, it's logically to conclude, that the maintenance engineers should be trained to have a

proper pronunciation, use grammar more accurately, develop a wider

vocabulary, understand different accents, phrasal verbs, idioms and

slang, clearly report and handle unexpected situations, give effective

presentations about technical subject matter, write accurate reports

about malfunctions and unexpected events, understand English

speakers with unusual accents, interact and respond to questions

correctly, and paraphrase in case when other people don't recognize

their vocabulary or pronunciation.

Teaching speaking English for Specific Purposes to aircraft

technician students aims to advance quality of their speaking skill with

the knowledge and skills of aircraft engineering that assist them to be

aircraft technicians. As stated by Ibbotson (2010), ESP is designed to

improve the communication skills and specialist to language

knowledge to engineers, enabling them to work confidently and

effectively. It means that English for aircraft technician students is

required the communication skills. Furthermore, teaching speaking

English for the aircraft technician students helps the students

understand written text, signs, and terms of aircraft engineering by

asking them to explain directly.

As conclusion, in teaching and learning process, teacher has duty

and responsibility to encourage students' ability and integrity.

Therefore, the teacher should realize what lesson and how to teach

according to the students' need as aircraft technician students. So, in

teaching speaking English for Specific Purposes, the teacher can

expand the students' speaking ability to grasp information and also to communicate to each other related to the aircraft engineering.

E. Related Research

As scientific researchers, a number of related research as guidance for their research is a must. Those related research are expected to be able to guide the researcher to focus on doing this research. There are many researchers that have done research about teaching speaking to aircraft technician students. As cited by Arianto (2016), he was considered a need analysis of English for engineering students in order to develop an ESP (English for Specific Purpose). His study was conducted in Kahuripan University of Kediri. The participants were all the students of engineering faculty of Kahuripan University of Kediri. The total numbers of students were nine students from three departments. He gained data by interviewing and observing the score of the students' quiz and middle test. The purpose of his research was to find kind of English they should learn and language skills they have to give more attention. As a result, most of the students need to learn English that support them at work (ESP), some students feel that they need to learn general English, some want to study the combination of general English and ESP.

The latest related research comes from As Lin, J. et al. (2014), they are intended to consider the arguments for the construction of courses in ESP (English for Specific Purposes) focusing on the integration of curriculum design theory into an English course for aircraft engineering the Civil Aviation University of China. All 100 participants chosen by The

Sino-European Institute of Aviation Engineering (SIAE) were assigned a learning level (intermediate, or high intermediate) based on their performance in the Admission English Test, which is a standardized test normally administered, scored, and analyzed by ESP instructors at SIAE. They were put into four groups on the basis of the scores they got in the Admission English Test: Classes A, B, C, and D. Other specially prepared diagnostic tests were used after learners were placed in their classes to test their mastery of various language skills. Learners must demonstrate that they have successfully met the instructional objectives set for the current level and achieve a certain TOEFL score. These were achievement tests designed by the ESP teachers in order to measure learning outcomes. In addition to traditional achievement tests and quizzes, learner progress is also measured with alternative forms of assessment that are more qualitative in nature, such as portfolios, focused observations using checklists, self and peer assessment, interviews, projects, oral presentations, and evaluation of conference presentation. As a result, the research had discussed the definitions of ESP, addressed the relationship between aviation English and ESP, and explored aviation English curriculum design and the organization of materials in the Chinese context. Next, a case of this illustrative and communicative approach to teaching aviation English is considered. The content of the paper was based on both authors' professional experience as ESP and ELT instructors designing and

delivering content-based language programs in aviation linguistics and

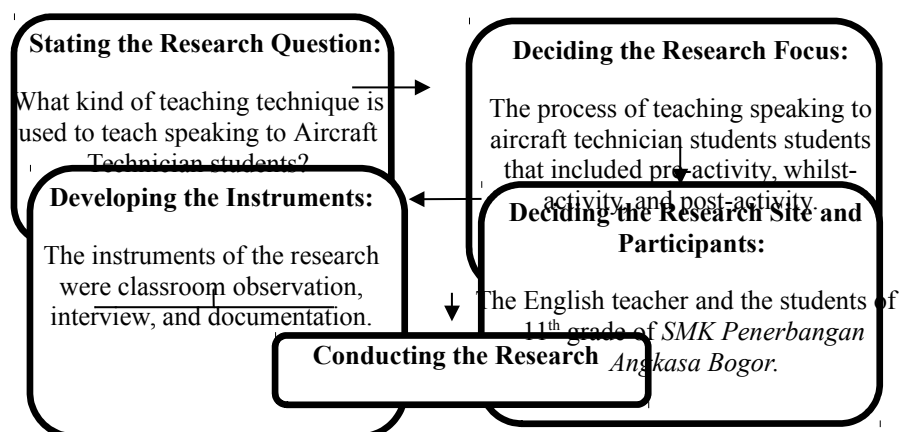Aviation English for engineers at CAUC.
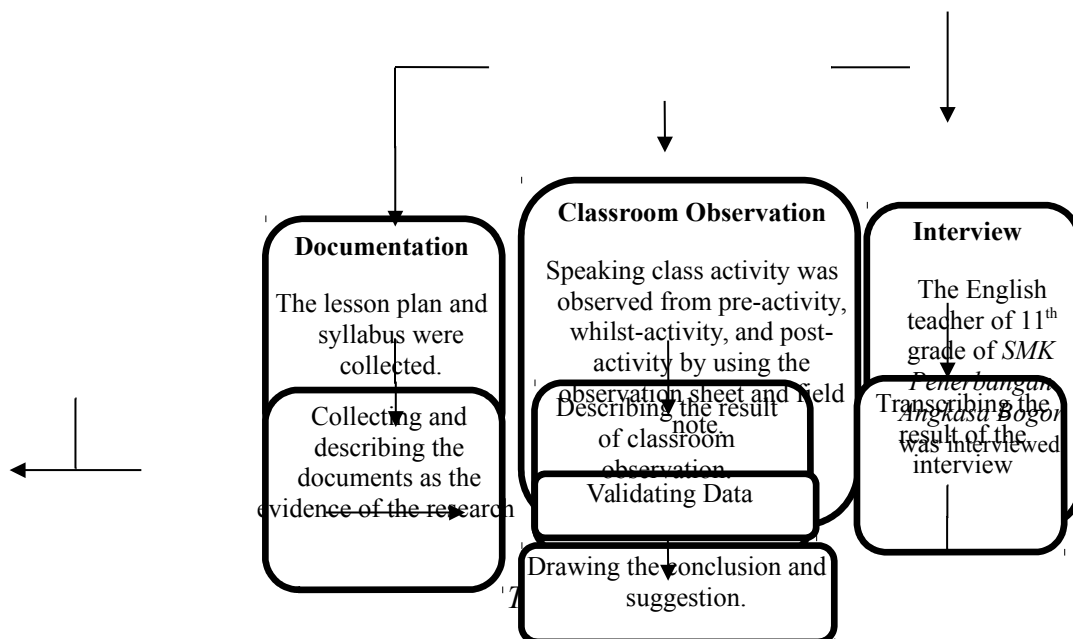
CHAPTER III
RESEARCH METHODOLOGY

A. Research Method and Design

This research proposed to know how the teacher taught speaking to

aircraft technician students. Thus, qualitative approach was proper to be

used in this research as affirmed by Cresswell (2007:40) that qualitative

research focused on the activity of the subject which was researched.

Moreover, Cresswell (2017:234) stated that qualitative approach collects

the data in the field where the writer experiences the issue or the problem

of his research. He (2017:234) also mentioned that the writer collects the

data from the interview, observation, and documentation.

Descriptive method was applied in this research. According to Kothari

(2004:2), descriptive method is used to find out the fact on the field.

Furthermore, Creswell (2014:255) cited that descriptive method will be

defined in word form, so it is an appropriate method to be used in this

qualitative research.

To elaborate the process of the research, below is the research design.

Stating the Research Question:

What kind of teaching technique is used to teach speaking to Aircraft Technician students?

Deciding the Research Focus:

The process of teaching speaking to aircraft technician students students that included pre-activity, whilst-activity, and post-activity.

Developing the Instruments:

The instruments of the research were classroom observation, interview, and documentation.

Deciding the Research Site and Participants:

The English teacher and the students of 11th grade of *SMK Penerbangan Angkasa Bogor.*

Conducting the Research

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Documentation

The lesson plan and syllabus were collected.

Collecting and describing the documents as the evidence of the research

Classroom Observation

Speaking class activity was observed from pre-activity, whilst-activity, and post-activity by using the observation sheet and field note.

Describing the result of classroom observation.

Validating Data

Drawing the conclusion and suggestion.

Interview

The English teacher of 11th grade of *SMK Penerbangan Angkasa Bogor* was interviewed

Transcribing the result of the interview

B. Research Site and Participants

The research was conducted at *SMK Penerbangan Angkasa Bogor*, because the study about how the teacher taught speaking English for specific purposes to the students had not been researched yet in this school. This research intended to find out how the teacher taught speaking to aircraft technician students.

Therefore, the English teacher and the students of 11th grade of the school were as the participants. The reason of making them as the participants was because the teacher started teaching English for Specific Purposes with students of 11th grade in this school.

C. Research Instruments

In conducting the research, the data were gathered through classroom observation, interview, and documentation as the research instruments.

1. Documentation

   The researcher needed the document to complete the data. As stated by Sugiyono (2015:329), documentation is needed to complete the

observation and interview. In this research, the documents used were the teacher's lesson plan and syllabus.

2. Classroom Observation

The second instrument that was used by the researcher was classroom observation. According to Creswell (2014:239), observation is done to find out the participants' behavior and activities during the learning process. The research observed the teacher in teaching speaking for 2 meetings, because based on the syllabus, there were only two meetings to teaching speaking skill for the students of 11th grade in this school. The writer observed the teacher's classroom activities from the pre-activity, whilst-activity, and post-activity. She also used camera to observe the activities of the teaching and learning process.

3. Interview

Interview was the last instrument of this research. As mentioned by Creswell (2014:239), through interview, the participants and writer can talk freely about the topic. Hence, the writer perceived the information related to the topic of the interview in detail from the teacher to complete the data.

In this research, the writer chose semi-structured as the model of the interview. As assured by Sugiyono (2015:320) this model of this interview has its own purpose which is to find out the problem in detail. In this part, the teacher would be interviewed. The teacher would be asked about her view and experience in teaching speaking to aircraft students. The process of this interview, English and Indonesian would be used to avoid misunderstanding by using voice recorder.

D. Research Procedure

The writer would attend the classroom that had been permitted by the teacher to observe the classroom activities. She observed the way of the teacher taught speaking to the students by taking field note and also filling in the observation sheet to gain the data. The classroom activities would be recorded by using camera recorder.

The teacher would be interviewed by using voice recorder. The last, for completing the data in this research, the writer would gather the documents such as lesson plan and syllabus.

E. Data Analysis

In this research, the researcher used documentation, classroom observation, and interview as the instruments to collect the data. They were analyzed as explained below.

1. Documentation

    The data were collected from the teacher's lesson plan and the syllabus. The lesson plan wsd used at the time the writer did the observations. The syllabus was used to make sure that the material which was used in speaking class was suitable with the lesson plan. These documents were required to compose the result of this research.

2. Classroom Observation

    The data of classroom observation were gained through observing the way of the teacher taught speaking during the teaching and learning process. The writer used the observation sheet, the note, and camera to observe the activities. These data were interpreted and analyzed for composing the conclusion of this research.

3. Interview

In this section, the English teacher was interviewed by using voice recording. The result of the interview was analyzed and transcribed. It was used for constructing the conclusion of the research.

CHAPTER IV
DATA DESCRIPTION AND ANALYSIS

A. **Data Description**

This research was conducted in *SMK Penerbangan Angkasa Bogor*. The data were collected through documentation, classroom observation, and interview. The data were interpreted and analyzed to gain the result of this research.

1. **Data from documentation**

The first data were collected from lesson plan and syllabus as the documents. These documents were needed to acquire more information of the research. There was a lesson plan used as the documentation. The lesson plan was about Asking and Giving Suggestion. The lesson plan was used twice, so there were two meetings for the lesson plan. In the lesson plan, the teacher put

Kompetensi Inti (KI) and *Kompetensi Dasar (KD).* In this lesson plan, the teacher wrote Role Play and Group Discussion as the method in teaching speaking to aircraft technician students. She used dialogues as the media for the lesson plan. These are the indicators to validate the suitability between the lesson plan and syllabus that were used by the teacher.

a. Use of techniques that cover language based on accuracy to message based on interaction, meaning, and fluency

Based on the lesson plan and syllabus the teacher used Role Play as the technique. It was applied in post activity. This technique was used to cover language based on accuracy to message based on interaction, meaning, and fluency. It shows on the red line at the figure and 2.

4.13.1 Setelah mengamati tayangan percakapan, peserta didik dapat menyusun percakapan lisan dan tulisan dengan menggunakan ungkapan meminta dan memberi saran
4.13.2 Peserta didik dapat melakukan percakapan dengan menggunakan ungkapan meminta dan memberi saran.

E. Materi pembelajaran

- Tayangan percakapan mengungkapkan saran

- Unsur kebahasaan dan struktur teks

- Ungkapan asking and giving of suggestion

Asking Suggestion	Giving Suggestion	Accepting Suggestion	Refusing Suggestion
Why don't you... What about ... What do you advise me to do?	I suggest/ recommend that you You really should/ought to... Why don't you go to the dentist? How about playing cards?	Yes, I'd like/ love to. That sounds like a good idea. Thank you/Thanks	I don't like it No I'd rather not What I tried that, but... Thanks, but that won't

F. Pendekatan, Model dan Metode Pembelajaran:

1. Pendekatan : Saintifik
2. Model : Discovery Learning
3. Metode : Diskusi kelompok, penugasan, role play, tanya jawab
4. Teknik : Bertanya, menjelaskan, menganalisa, mempresentasikan

G. Langkah-langkah pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, Literasi, absensi. • Memberi motivasi belajar • Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti: *Have you ever made suggestions to your friends? What kind of suggestions will you give to them?* • Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai • Menyampaikan cakupan materi dan penjelasan ursian kegiatan sesuai silabus. • Menyampaikan penilaian yang akan dilaksanakan	25 menit

Figure 1. RPP 1

Figure 2. Sylabus 1

b. Providing intrinsically motivating technique

According to the lesson plan especially in post activity at the first meeting, the teacher showed a short conversation before asking them to identify what the material they were going to learn orally. By doing this, the students were motivated to speak. At the second meeting, in pre activity the teacher motivated the students to speak by asking them to express their idea related to the last material. In post activity the teacher applied Role Play by showing them a short conversation and playing role in the dialogue. By applying this, every student had to speak and play their own role. It shows that the teacher provided intrinsically motivating technique. It shows on the red line at the figure 3.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, literasi, absensi. • Memberi motivasi belajar • Memberi brainstorming berupa pertanyaan yang berkaitan dengan materi sebelumnya • Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai • Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus. • Menyampaikan penilaian yang akan dilaksanakan	25 menit
Inti	**Stimulasi** • Guru menayangkan percakapan tentang bertanya dan memberi saran. • Peserta didik mengamati tayangan tersebut • Peserta didik mengidentifikasi ungkapan-ungkapan yang menanyakan tentang bertanya dan memberi saran serta responnya. • Peserta didik mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan.	55 menit
	Pertanyaan/Identifikasi masalah • Dengan bimbingan dan arahan guru, peserta didik mempertanyakan cara mengucapkan variasi ungkapan • Peserta didik mempertanyakan unsur kebahasaan yang tepat dalam percakapan yang harus digunakan	
	Pengumpulan Data • Peserta didik secara bergantian membacakan variasi ungkapan dengan pengucapan, tekanan kata dan intonasi yang tepat setelah mendapatkan penjelasan dari guru. • Peserta didik berlatih menggunakan ungkapan bertanya dan memberi saran. • Peserta didik berdiskusi dalam kelompok mengenai pengucapan, tekanan kata dan intonasi yang tepat setelah mendapatkan penjelasan dari guru.	
	Pengolahan Data • Peserta didik diminta untuk melengkapi dialog berkaitan dengan ungkapan bertanya dan memberi saran serta responnya. • Secara berpasangan memperagakan dialog • Peserta didik memperoleh balikan (feedback) dari guru dan teman	
	Pembuktian Data • Peserta didik menyimpulkan hasil pembelajaran • Menyampaikan hasil pembelajaran	

RPP Expression of suggestion
SMK PENYERBANGAN ANGKASA BOGOR

Figure 3. RPP 2

c. Encouraging the use of authentic language in meaningful context
Based on the lesson plan and the syllabus, the teacher always

showed dialogues as the media related to their major as the

aircraft technician students in post activity. By giving them a familiar authentic learning, they were able to understand more about the material. So that, through applying this strategy the teacher could improve their speaking skill. It shows on the red line at the figure 4.

Inti	**Stimulasi**	55 menit
	• Guru menayangkan gambar tentang bertanya dan memberi saran.	
	• Peserta didik mengamati tayangan tersebut	
	• Peserta didik mengidentifikasi ungkapan-ungkapan yang menunjukkan tentang bertanya dan memberi saran.	
	Pertanyaan/Identifikasi Masalah	
	• Dengan bimbingan dan arahan guru, peserta didik mempertanyakan variasi ungkapan bertanya dan memberi saran dalam bahasa Inggris	
	• Peserta didik mempertanyakan unsur kebahasaan yang tepat yang harus digunakan	
	Pengumpulan Data	
	• Peserta didik secara bergantian membacakan variasi ungkapan dengan pengucapan, tekanan kata dan intonasi yang tepat setelah mendapatkan penjelasan dari guru. *Well students, here are some expressions to ask for and give the suggestion.*	
	• Peserta didik diminta untuk mencari ungkapan meminta dan memberi saran dari sumber lain.	
	• Peserta didik berdiskusi dalam kelompok mengenai hasil temuan ungkapan meminta dan memberi saran	
	Pengolahan Data	
	• Peserta didik menjawab pertanyaan soal tersirat dan tersurat	
	• Peserta didik dan guru membahas bersama-sama jawaban dari tugas mengisi rumpang kosong.	
	Pembuktian	
	• Peserta didik menyimpulkan hasil pembelajaran	
	• Peserta didik menyampaikan hasil kesimpulan belajar	
	c. Penutup	10 menit
	• Memberikan umpan balik terhadap proses dan hasil pembelajaran; *Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?*	
	• Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.	
	• Berdoa mengakhiri pembelajaran	

Figure 4. RPP 3

34

d. Providing appropriate feedback and correction.

According to the lesson plan, the teacher always gave feedback

to the students in whilst activity in order to motivate them to

improve their capability in speaking. It shows on the red line at

the figure 5.

Figure 5. RPP 4.

e. Capitalizing on natural link between speaking and listening.

To integrate the student' listening and speaking skill, the

teacher used to read the dialogue first before asking the students

to repeat her. It was shown in whilst activity at first and second

meeting. By doing this the students were able to do lessmistakes

in pronouncing words. It shows on the red line at the figure 6.

Figure 6. RPP 5.

f. Give students opportunities to initiate oral communication
    Based on the lesson plan, it was seen on whilst activity that the

teacher let the students communicate with other members group

by discussing about what they got from the material. It shows on

the red line at the figure 7.

Figure 7. RPP 6

g. Encouraging for the development of speaking strategy
The teacher appraised the students' speaking skill using

scoring rubric. It was seen on the lesson plan and syllabus that the

teacher applied Role Play in order to evaluate their fluency,

accuracy, pronunciation, and intonation. It shows on the red line

at the figure 8.

Figure 8. RPP 7

2. Data from Classroom Observation

The second step in collecting the data was based on classroom

observation. The classroom observation was done in two meetings

with same topic and material on each meeting. The topic was about

asking and giving suggestion. The first meeting was held on Thursday,

August 2 2018 at 10.20 – 11.15 a.m. and the second one was on

Monday, August 6 2018 at 13.00 – 14.30 in the aircraft electricity 11th

grade class. There was an English teacher and 36 students became the

participants of this research. These were the indicators to establish that

teacher applied the teaching technique to teach speaking to aircraft

technician students.

a. Use of techniques that cover language based on accuracy to

message based on interaction, meaning, and fluency
    Based on the classroom observation, in the first meeting

    especially in whilst activity the teacher used Group Discussion as

    the technique. Meanwhile in the second meeting, she applied Role

    Play. It was also seen on whilst activity. These techniques covered

    language based on the accuracy to message based on interaction,

    meaning, and fluency of the students.

b. Providing intrinsically motivating techniques
    The teacher applied Group Discussion and Role Play to teach

    speaking to aircraft technician students. In the first meeting, the

    teacher asked them to discuss with other members of group about

    the material. In the second meeting, the students were asked to play

    role in groups from the dialogue on the projector screen. They were

    also asked to comment about other groups' performance. By using

    these techniques, the students were motivated to speak.

c. Encouraging the use of authentic language in meaningful contexts

Based on the classroom observation, the teacher showed some pictures included the short conversations as the media. She made the short conversations that related to their major as aircraft technician students. It was effective to engage their attention and make them understand more about the material. Not only showed, in the first meeting the students were also asked to point and identify the expression of asking and giving suggestion of the dialogue orally. In the second meeting, the teacher used the dialogue to play the role by the students in groups.

d. Provide appropriate feedback and correction

According to the classroom observation, the teacher always improved the students' speaking skill by correcting their mistake on pronouncing word and giving their feedback as the assessment.

e. Capitalizing on natural link between speaking and listening

The teacher applied Discussion Groups and Role Play in order to improve the students' listening and speaking skill. These techniques made the students involved in the activity that required them to listen and respond what other said.

f. Give students opportunities to initiate oral communication

Based on the classroom observation, in whilst activity the teacher led the students to identify the material. In the first meeting she did not call the students to talk, she let them talk by themselves. Meanwhile in the second meeting, she called the students to share their opinion.

g. Encouraging the development of speaking strategy

In the first meeting, the teacher gave the students an exercise in a written form to know the students' understanding about the

lesson. Meanwhile to assess the students' speaking skill, she

discussed it with the students and asked them to explain their

answer from the exercises orally. In the second meeting, she gave

an incomplete dialogue related to the topic to the students. The

teacher asked them to complete it and then to play the role from the

dialogue in groups. After all the students presented their role, the

teacher appreciated and encouraged them by giving feedback and

also asking the students to comment about the others' performance.

3. **Data from interview**

The last step in collecting the data in the research was by

interviewing the teacher. The interview was done on June 1th, 2019.

The participant was the English teacher of aircraft electricity 11th

grade class. The interview was recorded to assist the writer in

transcribing the data.

There were 14 questions that were given to the teacher. These

questions were about how to teach speaking to aircraft technician

students. There were seven indicators of the questions:

a. Use of techniques that cover language based on accuracy to

message based on interaction, meaning, and fluency

Question number one was to determine the technique that

the teacher used to teach speaking to aircraft technician

students. The participant said that she used Role Play to teach

speaking to the students.

Excerpt 1

... pada saat mengajar speaking, saya memilih salah satu metode yaitu metode Role Play.
When I teach speaking, I choose to use one of methods. It is Role Play.

Question number two was to find out the reason why the teacher used the technique in the class. The participant stated that Role Play was applicable to apply for making the students responsible and cooperative.

Excerpt 2

> *...karena saya menganggap metode ini cukup efektif diterapkan pada peserta didik untuk membagi tanggungjawab dan bekerja sama dalam sebuah kelompok.*
>
> I think Role Play is relatively efective to apply, because the students are able to take responsibility and work together in a group.

Question number three was about the advantages and disadvantages in using the technique. The participant said that there were so many advantages by using Role Play. One of them was by playing a role and the students were able to show their own expression. The participant also said that Role Play had some disadvantages. One of them was about time. Playing role really took time, because every student of groups had to speak based on their own role.

Excerpt 3

Kelebihan dari metode "Role Play", itu, cukup banyak. Contohnya adalah satu, peserta didik dapat mendemonstrasikan pengetahuan dan keterampilan yang sudah diperoleh. Kedua, eum... melibatkan peserta didik dalam pembelajaran yang langsung dan eksperimental. Ketiga, dengan metode Role Play ini, peserta didik bebas mengambil keputusan dalam mengekspresikan materi pembelajaran secara utuh. Yang keempat adalah mempunyai kesempatan memajukan kemampuannya dalam bekerja sama. Dan kelemahannya, pada metode "Role Play" ini adalah membutuhkan waktu yang relatif cukup panjang dan banyak, karena siswa harus bermain peran. Yang kedua, memerlukan kreativitas dan daya imajinasi dari murid maupun dari gurunya yang cukup tinggi. Dan ketiga, yang paling sering terjadi itu adalah ketidakpercayaan diri pada siswa. Kebanyakan siswa yang ditunjuk, pemeran atau memerankan sebuah kegiatan atau sebuah tema, topik masalah, itu, mereka merasa malu untuk tampil ke depan.

b. There are quite a few advantages of applying Role play. The first advantage is the students are able to apply knowledge and skill that they have got. The second, by applying Role Play, the students are directly involved in experimental learning process. The third, through applying Role Play the students can make their own decision to express their own role related to the material by themselves. The forth one is the students have opportunities to improve their capability in working together in a group. Meanwhile, the first disadvantage of using Role Play is it takes time to do because every student has to play their own role. The second one is the teacher and students have to advance more creativity and imagination. And the third is lack of confidence. It is the most things that students feel. Most students are nervous to perform in front of the class.

front the class as feedback of trying hard to speak

appropriately.

Excerpt 4

...langkah-langkah atau tahapan-tahapan yang harus mereka lalui untuk dapat berbicara dengan baik adalah satu, saya memberikan situasi yang menyenangkan dan nyaman di kelas terlebih dahulu. Hal ini sangat penting dilakukan, karena untuk berbicara itu membutuhkan suasana yang nyaman dan mereka untuk tidak merasa takut. Kedua, memberikan contoh atau gambaran terlebih dahulu melalui tayangan-tayangan yang menggunakan metode "Role Play", contohnya adalah poster singkat atau video-video percakapan yang menggunakan "Role Play". Ketiga, memberikan contoh percakapan di depan kelas bersama siswa. Saya memotivasi untuk berbicara di depan kelas, bahwa

c. Encouraging the use of authentic language in meaningful

contexts
Question number five was to find out what authentic

material that the teacher used to teach speaking to aircraft

technician students. The participant stated that she used three

authentic materials. They were printed media, E-learning

material, and real media.

Excerpt 5

> ... saya memiliki tiga gambaran umum. Yang pertama, bahan ajar eu... cetak, bahan ajar cetak itu adalah bahan ajar yang contohnya itu menggunakan buku, modul, atau menggunakan contoh-contoh seperti "short functional text", brosur, ataupun poster sederhana. Yang kedua adalah bahan ajar elektronik, bahan ajar elektronik ini juga sangat membantu memotivasi siswa karena di dalamnya mengandung unsur-unsur film atau video-video yang cenderung disukai oleh siswa. Dan yang ketiga adalah bahan ajar realia atau menggunakan media-media realita yang ada. Contohnya adalah benda-benda atau situasi-situasi nyata yang ada di dalam kehidupan sehari-hari.
>
> I have three common points of view about authentic material. The first is printed media such as English book, module, or short functional text, brochure, and simple poster. The second one is E-learning material. The E-learning source also motivates them, moreover if the teaser of the movies or videos attracts their attention. And the third is *realia* or real media. It is about evolving real things or situation in real life.

> Pengaruh pengunaan bahan ajar atau materi otentik adalah satu, umm, kegiatan pembelajaran tentunya akan menjadi lebih menarik. Yang kedua, siswa lebih banyak mendapatkan kesempatan untuk belajar secara mandiri dan berkelompok. Ketiga, siswa lebih termotivasi untuk bisa berbicara bahasa Inggris karena mereka punya

d. Providing appropriate feedback and correction

Question number seven was about the way the teacher gave feedback and correction to the students. The participant was said that she used to review the material with the students as feedback. Then she trained the students to listen and repeat what she said, so that they would improve their speaking skill. After that she let them to speak and increase their vocabulary by showing them some examples of conversation.

Excerpt 7

e.

Salah satunya, feedback yang saya berikan adalah dengan me-review materi. Dengan cara ini, siswa akan selalu mengingat pelajaran yang diberikan, termasuk di dalamnya cara berbicara atau mengucapkan kata-kata dalam bahasa Inggris. Untuk memperbaiki kesalahan yang dilakukan siswa pada saat berbicara, satu, saya membantu berlatih berbicara dengan cara dengar dan ditirukan. Kedua, memberikan masukan berupa contoh-contoh cara berbicara atau menyiapkan kata-kata dalam bahasa Inggris dengan cara mempraktekkannya. Dan yang ketiga adalah fokus menambahkan kosakata atau "vocab" yang harus ditingkatkan oleh siswa-siswa tersebut.

One of feedback that I give to the students is reviewing the material. By doing this, the students always remember about the material. It includes the way to talk or pronounce words in English. For correcting the students' mistake in speaking, what I do first is help them by asking to listen and repeat what I say. The second is give them feedback such examples of how to speak or asking them to practice the words that I arranged. And the third is focus on increasing vocabulary.

improved the students' speaking skill by telling what they just

listened orally.
Excerpt 8

f.

> *... jadi salah satu caranya adalah memberikan latihan menyimak atau mendengar yang kemudian dapat diucapkan kembali oleh siswa berdasarkan hasil kemampuan menyimaknya tersebut.*
>
> One of activities that can make speaking skill and listening skill connected is listening exercise. After listening to what they listened, they have to tell what is on their mind about the result of the exercise orally.

technique in detail.
Excerpt 9

g.

> *... adalah dengan menggunakan metode "Role Play". Adapun langkah-langkah yang mesti harus dilakukan adalah sebagai berikut satu, guru membimbing siswa untuk menyusun atau menyediakan peran yang akan ditampilkan di depan kelas sesuai dengan materi pembelajaran yang akan disampaikan. Kedua, guru membentuk siswa dalam kelompok-kelompok. Ketiga, guru memberikan penjelasan tentang kompetensi yang akan dicapai dalam pembelajaran metode "Role Play". Keempat eu..... guru meminta siswa untuk tampil ke depan setelah siswa mepersiapkan segalanya untuk menampilkannya di depan kelas. Kelima, masing-masing siswa yang berada dalam kelompoknya kemudian siswa tersebut melakukan pengamatan pada siswa yang sedang memperagakan di depan kelas. Keenam, guru meminta masing-masing kelompok untuk menyusun kesimpulan. Ketujuh, pada langkah terakhir ini, guru memberikan kesimpulan atau "feedback" pada "Role Play" yang telah dilakukan bersama siswa.*
>
> These are the steps of applying Role Play. First, the teacher guides the students to prepare the roles related to the material which is going to be performed in front of the class. The second, the teacher asks them to make groups. The third, the teacher explains about the obecjtives of applying the method. The forth, when the students are ready, the teacher asks them to perform. The fifth, the teacher asks each member of group to observe the performing students. The sixth, the teacher asks every group to make a conclusion. The seventh, in the last step, the teacher gives feedback to the students.

> *Saya melakukan serangkaian penilaian dalam bentuk tugas atau tes. Tugas dan tes ini adalah eu... pengetahuan maupun keterampilan dan tentunya satu yang juga berpengaruh pada pencapaian kompetensi yaitu adalah sikap. Jika sikap seorang siswa baik, maka secara langsung, eu... penilaian tes, tugas, mau... secara keterampilan maupun pengetahuan akan eu... mencapai nilai atau target yang sangat optimal.*

Question number eleven was to find out that strategy which

the teacher used effected to the students' speaking skill. The

participant said that the strategy was attained if the students

were more interested in speaking English.

Excerpt 11

Untuk mengetahui bahwa strategi yang diterapkan berpengaruh pada perkembangan kemampuan berbicara siswa eum... adalah kita dapat melihat bahwa siswa lebih termotivasi untuk berbicara bahasa Inggris. Yang kedua, siswa lebih berani dan aktif berbicara dengan teman-temannya. Ketiga, pengetahuan yang sudah diperoleh atau hasil pembelajaran yang sudah diperoleh melalui strategi yang diterapkan, itu dapat dilakukan pada kehidupan sehari-hari terutama di lingkungan sekolah.

To know that the strategy effects on the improvement of the students' speaking skill, we can realize that the students are more motivated to speak English. The second, the students are more courage and active to speak with other students. The third, the students are able to apply what they got from the lesson to their real lives especially in school.

B. Data Analysis

Based on the data analysis, there are seven teaching techniques that are applied to teach speaking to aircraft technician students. These teaching techniques used in order to attain the objective of teaching and learning process. The teaching techniques may also be interpreted as general designs of teacher and students' activities in the realization of teaching and learning activities to achieve the objective.

a. Use of techniques that cover language based on accuracy to message based on interaction, meaning, and fluency

Based on data from the documentation, classroom observation, and interview the teacher used Group Discussion and Role Play to teach speaking to aircraft technician students. It was applied in whilst activity. These techniques improved the students' speaking skill by concerning to the meaning, accuracy, and fluency of pronouncing words.

b. Providing intrinsically motivating techniques

Based on the documentation and classroom observation, the teacher applied Group Discussion in the first meeting. In this technique, the students were asked to discuss about the material with their group. Every group had to share their ideas in front of the class. Then in the second meeting, the teacher applied Role Play. Based on the interview, applying Role Play the students could make their own decision to express their own role related to the material by

themselves. They were also directly involved in experimental learning process.

c. Encouraging the use of authentic language in meaningful contexts

Based on the data from documentation and classroom observation the teacher used pictures included short conversation as the media to teach speaking to aircraft technician students. It was effective to engage the students' attention. According to data from interview, using authentic material in the learning activity definitely became more interesting, the students had more opportunities to learn the material independently and dependently, and they were inspired to speak English confidently.

d. Provide appropriate feedback and correction

According to the data from classroom observation and interview, the teacher always gave feedback in post activity. By doing this, the students always remembered about the material. It included the way to talk or pronounce words in English. The teacher also added such examples of how to pronoun the words and ask them to practice speaking. For correcting the students' mistake in speaking, the teacher asked them to listen and repeat what the teacher said.

e. Capitalizing on natural link between speaking and listening

Based on the data from interview, one of activities that can make speaking skill and listening skill connected was listening exercise. After listening to what they listened, they have to tell what is on their mind about the result of the exercise orally. According to the data from classroom observation, the teacher gave the activity through applying

Group Discussion and Role Play. The students had to listen what others said and then responded it orally as conclusion of the activity.

f. Give students opportunities to initiate oral communication

The teacher always asked the students to speak by expressing their opinion. She gave activity related to the material that involved all of students to speak. Based on the data from classroom observation, the students were asked to communicate by sharing their ideas about the material. The teacher called the students randomly and sometimes she directly asked them to speak by calling their name. Then other student responded to the previous students' idea.

g. Encouraging the development of speaking strategy

According to the data from documentation and classroom observation, the teacher applied activities that improved the students' speaking skill through Group Discussion and Role Play. She assessed the students' speaking skill of accuracy, fluency, pronunciation, and meaning using scoring rubric. By doing this the teacher was able to evaluate and improve their speaking skill.

Based on the result of the research, the data are not only supported from the classroom observation and interview. The data are also in accordance with the theory which was written by Brown (2001), who stated that there are seven principles for designing speaking techniques. The first is use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency. The second is providing intrinsically motivating techniques. The third is encouraging the use of authentic language in meaningful contexts. The forth

is provide appropriate feedback and correction. The fifth is capitalizing on the natural link between speaking and listening. The sixth is give students opportunities to initiate oral communication. And the last is encouraging the development of speaking strategies. It means that in teaching speaking to the students, it is important to apply teaching techniques in order to improve their speaking skill. Based on this theory, the teacher applied all of the technique to teach speaking to aircraft technician students.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

This research investigates teaching speaking to aircraft technician students. According to the result of documentation, classroom observation, and interview, it is found that there were seven teaching techniques that were applied by the teacher in teaching speaking to aircraft technician students.

The first is using techniques that cover language based on accuracy to message based on interaction, meaning, and fluency. It is done by applying Group Discussion and Role Play to teach speaking. The students are able to improve their speaking skill by concerning to the meaning, accuracy, and fluency of pronouncing words. The second is

providing intrinsically motivating techniques. By applying Group Discussion and Role Play, the teacher is able to motivate the students to speak and share their ideas to others confidently. The third is encouraging the use of authentic language in meaningful contexts. It is done by using and giving familiar and fascinating learning materials that are related to their major. These learning materials motivate the students to improve their speaking skill using their experiences and background knowledge.

The forth is providing appropriate feedback and correction. Giving the students feedback on their effort to speak and correction to their mistake when mispronounce words help the teacher to boost student confidence in speaking English The fifth is capitalizing on natural link between speaking and listening. It is done by asking them to express their ideas and respond them after discussing about the activity they have done with other students. The sixth is giving students opportunities to initiate oral communication. The students have opportunities to improve their capability in working together in a group. This is effective to make them able to communicate with others. And the last is encouraging the development of speaking strategy. The teacher uses scoring rubric to see the development their speaking skill. It helps the teacher to measure and improve the students' ability in speaking during the teaching and learning process.

B. Suggestion

Based on the result of the research, the writer would like to share some suggestion for other researchers, teachers, lecturers and ESP

students who read this study. For other researchers, it is proposed that it would be better if this study can be explored more detail. Not only still in area that is related to the teaching speaking to aircraft technician students, but this study can also be changed into the difficulty of the skill, or even more they can change the skill into reading and writing. For the teachers and lecturers, this research is expected to give information about teaching speaking to aircraft technician students. Expectantly, this research can be as guidance in teaching speaking to aircraft technician students. For ESP students, this research is also expected as guidance to become ESP practitioner.

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APPENDICES

1. **Research Instruments**
1. **Analysis RPP and Syllabus**

No.	Indicator	Note
1	Use of techniques that cover language based on accuracy to message based on interaction, meaning, and fluency	
2	Providing intrinsically motivating techniques	
3	Encouraging the use of authentic language in meaningful contexts	
4	Provide appropriate feedback and correction	
5	Capitalizing on natural link between speaking and listening	

No.		Indicator	Statement			
6		Give students opportunities to initiate oral communication				
7		Encouraging the development of speaking strategy				

2. Classroom Observation

No.	Indicator	Statement	Available	Not Available	Note
1.	Use of techniques that cover language based on accuracy to message based on interaction, meaning, and fluency	1.Penggunaan teknik Pembelajaran yang berfokus pada kemampuan siswa dalam menggunakan kosakata, grammar, penggunaan bentuk kata kerja, artikel, serta preposisi. 2. Penggunaan teknik pembelajaran yang berfokus pada kemampuan siswa dalam memahami kosakata, kalimat, dan paragraf. 3. Penggunaan teknik pembelajaran yang berfokus pada kemampuan siswa dalam mengungkapkan pendapat.			
	Providing intrinsically	4. Penggunaan teknik pembelajaran			

2.	motivating techniques	yang dapat memotivasi siswa.			
3.	Encouraging the use of authentic language in meaningful contexts	5. Penggunaan bahan ajar atau materi otentik. 6. Peran guru dalam menggunakan bahan ajar atau materi otentik untuk mengembangkan kemampuan berbicara siswa.			
4.	Provide appropriate feedback and correction	7. Guru memperbaiki kesalahan siswa saat mengucapkan kata dan memberikan umpan balik.			
5.	Capitalizing on natural link between speaking and listening	8. Pengadaan aktifitas yang berpengaruh pada kemampuan siswa dalam mendengar dan berbicara.			
6.	Give students opportunities to initiate oral communication	9. Guru memberikan kesempatan kepada siswa untuk melatih kemampuan berbicara.			
7.	Encouraging the development of speaking strategy	10. Guru menyampaikan tujuan pembelajaran mengenai *speaking lesson* secara detail. 11. Guru memberikan dan menunjukkan cara pengucapan kata, dialog, atau paragraf. 12. Sebelum melanjutkan ke aktivitas selanjutnya, guru memberikan pertanyaan kepada			

		siswa untuk mengetahui pemahaman siswa. 13. Guru memberikan siswa aktivitas atau kegiatan yang dapat melatih kemampuan berbicara siswa. 14. Guru memberikan umpan balik setiap siswa menyampaikan pendapatnya. 15. Guru menilai kemampuan siswa dalam berkomunikasi dengan siswa lain. 16. Guru memberikan dan menjelaskan kosa kata baru yang biasa digunakan di bidang penerbangan.			

3. Interview

Interview with one of teacher of 11th grade of *SMK Penerbangan*

Angkasa Bogor.

No.	Indikator	Pertanyaan
1.	Use of techniques that cover the spectrum learner needs, from language based on accuracy to message based on interaction, meaning, and fluency	1. Teknik apa yang ibu gunakan untuk mengajar *speaking* pada siswa jurusan penerbangan? 2. Mengapa ibu memilih teknik tersebut untuk mengajar *speaking* pada siswa jurusan penerbangan? 3. Apa sajakah kekurangan dan kelebihan dalam menggunakan teknik tersebut?
2.	Providing intrinsically motivating techniques	4. Bagaimana ibu memotivasi siswa untuk dapat berbicara dengan baik dan benar dengan menggunakan teknik tersebut?

3.	Encouraging the use of authentic language in meaningful contexts	5. Jenis bahan ajar atau materi otentik apa yang ibu gunakan? 6. Apa pengaruh menggunakan bahan ajar atau materi otentik bagi siswa?
4.	Provide appropriate feedback and correction	7. Kesalahan apa yang biasanya dilakukan oleh siswa saat belajar *speaking*? 8.Bagaimana ibu memberi *feedback* dan memperbaiki kesalahan yang dilakukan siswa saat berbicara?
5	Capitalizing on natural link between speaking and listening	9. Bagaimana ibu mengaitkan kemampuan mendengar dan berbicara pada siswa dalam satu aktivitas?
6.	Give students opportunities to initiate oral communication	10. Melalui kegiatan atau aktivitas apa ibu melatih kemampuan berbicara siswa? Bagaimanakah cara ibu menerapkan kegiatan atau aktivitas tersebut?
7.	Encouraging the development of speaking strategy	11. Bagaimana ibu dapat mengetahui bahwa siswa telah mencapai kompetensi yang ditargetkan oleh ibu? 12. Bagaimana ibu mengetahui bahwa strategi yang ibu terapkan berpengaruh pada perkembangan kemampuan berbicara siswa?

2. The Result of Research Instruments
   1. Analysis RPP and Syllabus

No.	Indicator	Note
1	Use of techniques that cover language based on accuracy to message based on interaction, meaning, and fluency	Based on the lesson plan and syllabus, the teacher used Role Play as the technique in post activity.
2	Providing intrinsically motivating techniques	**First meeting** - In post activity, the teacher showed dialogues and read the dialogues together before asking the students to identify what the material they were going to learn about orally. **Second meeting** - In pre activity, the teacher let the students talk what the material they learned in the last meeting. - In post activity, the teacher showed a dialogue, let them write the dialogue, and then asked them to play roles from the dialogue without reading.
3	Encouraging the use of authentic language in meaningful contexts	The teacher gave dialogues as the media related to their major as the aircraft technician students.
4	Provide appropriate feedback and correction	Based on the observations, the students sometimes mispronounced words. Then the teacher always told them how to pronounce directly.
5	Capitalizing on natural link between speaking and listening	The teacher used to read the dialogue first before asking the students to repeat her.
6	Give students opportunities to initiate oral communication	In post activity, the teacher let the students communicate to others based on the dialogue given in groups.
7	Encouraging the development of speaking strategy	The teacher appraised the students' speaking skill using scoring rubric.

2. Classroom Observation
a. Classroom Observation 1

No.	Indicator	Statement	Available	Not Available	Note
1.	Use of techniques that cover language based on accuracy to message based on interaction, meaning, and fluency	1. Penggunaan teknik Pembelajaran yang berfokus pada kemampuan siswa dalam menggunakan kosakata, grammar, penggunaan bentuk kata kerja, artikel, serta preposisi. 2. Penggunaan teknik pembelajaran yang berfokus pada kemampuan siswa dalam memahami kosakata, kalimat, dan paragraf. 3. Penggunaan teknik pembelajaran yang berfokus pada kemampuan siswa dalam mengungkapkan pendapat.	✓ ✓ ✓		**Post activity** - The teacher showed a dialogue about the topic to the students. Before asking them to read aloud, she let them point and identify the words grammatically orally. - The teacher asked the students to read the dialogue altogether after her, then she asked them to tell what the dialogue was about. - When the teacher asked the students to tell what the dialogue talked about, she did not call the students' name to talk, she let them talk by themselves.
2.	Providing intrinsically motivating techniques	4. Penggunaan teknik pembelajaran yang dapat memotivasi siswa.	✓		**Post activity** - In this first meeting, the teacher used Information Search as the technique, the teacher asked them to find the expression of asking and giving suggestion from the dialogue in a group, then discuss with their group. In last activity, every member of the group had to speak what they got from the

			✓		dialogue.
3.	Encouraging the use of authentic language in meaningful contexts	5. Penggunaan bahan ajar atau materi otentik. 6. Peran guru dalam menggunakan bahan ajar atau materi otentik untuk mengembangkan kemampuan berbicara siswa.	✓ ✓		- Based on the observation, *SMK Penerbangan Angkasa Bogor* actually does not provide an English speaking book for ESP, but the teacher made the dialogues especially for the topic related to the students' major as aircraft technician students.
4.	Provide appropriate feedback and correction	7. Guru memperbaiki kesalahan siswa saat mengucapkan kata dan memberikan umpan balik.	✓		- The teacher always reminded the students every time they mispronounced the words and corrected their mistake directly.
5.	Capitalizing on natural link between speaking and listening	8. Pengadaan aktifitas yang berpengaruh pada kemampuan siswa dalam mendengar dan berbicara.	✓		- The teacher applied discussion as the main activity in this topic. It made the students certainly improve listening and speaking skill.
6.	Give students opportunities to initiate oral communication	9. Guru memberikan kesempatan kepada siswa untuk melatih kemampuan berbicara.	✓		- According to the observation, the teacher always engaged the students to speak from the pre activity, post activity, and whilst activity. - By letting the students discuss the material to other students, the teacher meant to improve their speaking.
7.	Encouraging the development of speaking	10. Guru menyampaikan tujuan pembelajaran	✓		- In pre activity, the teacher did what she wrote on the lesson plan that she

	strategy	mengenai *speaking lesson* secara jelas.			explained the objectives of the topic.
		11. Guru memberikan dan menunjukkan cara pengucapan kata, dialog, atau paragraf.	✓		- To make the students be able to pronounce the word on the dialogue, the teacher read it first, and the students followed.
		12. Sebelum melanjutkan ke aktivitas selanjutnya, guru memberikan pertanyaan kepada siswa untuk mengetahui pemahaman siswa.	✓		- The teacher did not ask a question, but she engaged the students to review what they got before continued the next activity.
		13. Guru memberikan siswa aktivitas atau kegiatan yang dapat melatih kemampuan berbicara siswa.	✓		- The teacher applied discussion as the activity to improve their speaking skill.
		14. Guru menilai kemampuan siswa dalam berkomunikasi dengan siswa lain.	✓		- The teacher assessed the student's capability by asking the name of student that could answer her question or presented the result of their discussion.
		15. Guru memberikan dan menjelaskan kosa kata baru yang biasa digunakan di bidang penerbangan.	✓		- In the dialogue, the teacher put new words that related to their major as aircraft technician students.

b. Classroom Observation 2

No.	Indicator	Statement	Available	Not Available	Note
1.	Use of techniques that cover language based on accuracy to message based on interaction, meaning, and fluency	1. Penggunaan teknik Pembelajaran yang berfokus pada kemampuan siswa dalam menggunakan kosakata, grammar, penggunaan bentuk kata kerja, artikel, serta preposisi. 2. Penggunaan teknik pembelajaran yang berfokus pada kemampuan siswa dalam memahami kosakata, kalimat, dan paragraf. 3. Penggunaan teknik pembelajaran yang berfokus pada kemampuan siswa dalam mengungkapkan pendapat.	✓ ✓ ✓		**Post activity** - The teacher showed a new dialogue to the students and guided them to identify the language features of the dialogue. - The teacher asked the students to tell what people talked about in the dialogue. - In the second meeting, the teacher called the name to start talking about the dialogue by the students' attended list and then let the student could randomly asked the next student to talk.
2.	Providing intrinsically motivating techniques	4. Penggunaan teknik pembelajaran yang dapat memotivasi siswa.	✓		- The teacher used Role Play as the technique that could motivate students to speak.
3.	Encouraging the use of authentic language in meaningful contexts	5. Penggunaan bahan ajar atau materi otentik. 6. Peran guru dalam menggunakan bahan	✓		- As the first meeting, the teacher made a dialogue related to topic.

			✓		
		ajar atau materi otentik untuk mengembangkan kemampuan berbicara siswa.			
4.	Provide appropriate feedback and correction	7. Guru memperbaiki kesalahan siswa saat mengucapkan kata dan memberikan umpan balik.	✓		- The teacher always improved the students' speaking skill by correcting their mistake on pronouncing word and giving them feedback as the assessment
5.	Capitalizing on natural link between speaking and listening	8. Pengadaan aktifitas yang berpengaruh pada kemampuan siswa dalam mendengar dan berbicara.	✓		- Through the Role Play as the technique, the teacher intended to advance their listening and speaking skill.
6.	Give students opportunities to initiate oral communication	9. Guru memberikan kesempatan kepada siswa untuk melatih kemampuan berbicara.	✓		- The teacher gave every student to speak by playing the role of the dialogue.
7.	Encouraging the development of speaking strategy	10. Guru menyampaikan tujuan pembelajaran mengenai *speaking lesson* secara detail.	✓		**Pre activity** - The teacher reviewed the objectives of the lesson.
		11. Guru memberikan dan menunjukkan cara pengucapan kata, dialog, atau paragraf.	✓		**Post activity** - After showing the dialogue, the teacher read first aloud and the students repeated her.
		12. Sebelum melanjutkan ke			- As the last meeting, the teacher asked the

		aktivitas selanjutnya, guru memberikan pertanyaan kepada siswa untuk mengetahui pemahaman siswa.	✓		student by calling his/her name to answer her question before going to the next activity.
		13. Guru memberikan siswa aktivitas atau kegiatan yang dapat melatih kemampuan berbicara siswa.			- The teacher improved the students' speaking skill through playing role from the dialogue.
		15. Guru menilai kemampuan siswa dalam berkomunikasi dengan siswa lain.	✓		- It was same like the last meeting, the teacher used her scoring rubric to measure the students' speaking skill.
		16. Guru memberikan dan menjelaskan kosa kata baru yang biasa digunakan di bidang penerbangan.	✓		- The teacher asked the students to translate or explain about the pointed word on the dialogue.

3. Interview Transcription

INTERVIEW TRANSCRIPT

(Urin Suci Wahyuni, S. Pd – English Teacher)

Day, Date   : Senin, 10 Juni 2019

Interviewer   : W

Respondent   : R

W   : Teknik apa yang ibu gunakan untuk mengajar speaking pada siswa

        jurusan penerbangan?

R   : Jika ditanya tentang teknik pembelajaran apa yang digunakan pada

        pelajaran bahasa Inggris di jurusan penerbangan adalah tentu sangat

        berkaitan dengan metode pembelajaran, karena teknik pembelajaran

        adalah cara yang dilakukan oleh guru untuk memperoleh hasil

        pembelajaran yang optimal berdasarkan metode yang digunakan.

        Untuk itu, pada saat mengajar speaking, saya memilih salah satu

        metode yaitu metode Role Play. Metode Role Play adalah suatu cara

        penugasan bahan ajar melalui penugasan imajinasi dan penghayatan

        yang dilakukan oleh peserta didik dengan memerankannya sebagai

        tokoh hidup atau benda mati.

W   : Mengapa ibu memilih teknik tersebut untuk mengajar speaking pada

        siswa jurusan penerbangan?

R   : Mengapa saya menggunakan metode Role Play ini, karena saya

        menganggap metode ini cukup efektif diterapkan pada peserta didik

        untuk membagi tanggungjawab dan bekerja sama dalam sebuah

        kelompok.

W   : Apa sajakah kekurangan dan kelebihan dalam menggunakan teknik

        tersebut?

R   : Kelebihan... tentu kelebihan dari metode "Role Play" itu cukup

        banyak. Contohnya adalah satu, peserta didik dapat

        mendemonstrasikan pengetahuan dan keterampilan yang sudah

diperoleh. Kedua, eum... melibatkan peserta didik dalam pembelajaran yang langsung dan eksperimental. Ketiga, dengan metode Role Play ini, peserta didik bebas mengambil keputusan dalam mengekspresikan materi pembelajaran secara utuh. Yang keempat adalah mempunyai kesempatan memajukan kemampuannya dalam bekerja sama. Dan kelemahannya, pada metode "Role Play" ini adalah membutuhkan waktu yang relatif cukup panjang dan banyak, karena siswa harus bermain peran. Yang kedua, memerlukan kreativitas dan daya imajinasi dari murid maupun dari gurunya yang cukup tinggi. Dan ketiga, yang paling sering terjadi itu adalah ketidakpercayaan diri pada siswa. Kebanyakan siswa yang ditunjuk, pemeran atau memerankan sebuah kegiatan atau sebuah tema, topik masalah, itu, mereka merasa malu untuk tampil ke depan.

W : Bagaimana ibu memotivasi siswa untuk dapat berbicara dengan baik dan benar dengan menggunakan teknik tersebut?

R : Cara memotivasi siswa agar dapat berbicara dengan baik dan benar dengan menggunakan metode "Role Play", tentunya tidaklah mudah. Saya mencoba untuk berusaha dengan keras memberikan motivasi agar mereka dapat berbicara dengan baik dan benar. Adapun, eu... langkah-langkah atau tahapan-tahapan yang harus mereka lalui untuk dapat berbicara dengan baik adalah satu, saya memberikan situasi yang menyenangkan dan nyaman di kelas terlebih dahulu. Hal ini sangat penting dilakukan, karena untuk berbicara itu membutuhkan

suasana yang nyaman dan mereka untuk tidak merasa takut. Kedua, memberikan contoh atau gambaran terlebih dahulu melalui tayangan-tayangan yang menggunakan metode "Role Play", contohnya adalah poster singkat atau video-video percakapan yang menggunakan "Role Play". Ketiga, memberikan contoh percakapan di depan kelas bersama siswa. Saya memotivasi untuk berbicara di depan kelas, bahwa berbicara di depan kelas itu adalah satu hal yang tidak sulit, sehingga mereka dapat berani untuk dapat tampil ke depan. Keempat, memberikan watu berulang-ulang pada siswa dengan mengevaluasi serta mengkoreksinya. Tentu hal ini sangat membutuhkan waktu yang cukup lama dan cukup panjang, tapi hal ini patut untuk dicoba dan patut untuk dilakukan di kelas. Lima, jika sudah berhasil berlatih berulang-ulang, maka berikan kesempatan untuk siswa tampil ke depan.

W : Jenis bahan ajar atau materi otentik apa yang ibu gunakan?

R : Jika ditanya bahan ajar atau materi otentik apa yang saya gunakan selama mengajar dan yang bersifat memotivasi untuk siswa, saya memiliki tiga gambaran umum. Yang pertama, bahan ajar eu... cetak, bahan ajar cetak itu adalah bahan ajar yang contohnya itu menggunakan buku, modul, atau menggunakan contoh-contoh seperti "short functional text", brosur, ataupun poster sederhana. Yang kedua adalah bahan ajar elektronik, bahan ajar elektronik ini juga sangat membantu memotivasi siswa karena di dalamnya mengandung unsur-

unsur film atau video-video yang cenderung disukai oleh siswa. Dan

yang ketiga adalah bahan ajar realia atau menggunakan media-media

realita yang ada. Contohnya adalah benda-benda atau situasi-situasi

nyata yang ada di dalam kehidupan sehari-hari.Jadi tiga bahan ajar ini

adalah yang sering saya gunakan untuk, eu... memotivasi siswa agar

belajar dengan lebih baik lagi.

W : Apa pengaruh menggunakan bahan ajar atau materi otentik bagi

siswa?

R : Pengaruh pengunaan bahan ajar atau materi otentik adalah satu,

umm, kegiatan pembelajaran tentunya akan menjadi lebih menarik.

Yang kedua, siswa lebih banyak mendapatkan kesempatan untuk

belajar secara mandiri dan berkelompok. Ketiga, siswa lebih

termotivasi untuk bisa berbicara bahasa Inggris karena mereka punya

lebih kepercayaan diri dan tidak merasa takut untuk melakukan

kesalahan, karena sejak awal, eu... kegiatan pembelajaran dengan

menggunakan metode "Role Play" ini dibuat dengan kelas yang

nyaman dan menarik terlebih dahulu.

W : Bagaimana ibu memberi feedback dan memperbaiki kesalahan yang

dilakukan siswa saat berbicara?

R : Cara memberi feedback dan memperbaiki kesalahan yang dilakukan

siswa saat berbicara atau mengucapkan kata-kata dalam bahasa

Inggris adalah salah satunya, feedback yang saya berikan adalah

dengan me-review materi. Dengan cara ini, siswa akan selalu

mengingat pelajaran yang diberikan, termasuk di dalamnya cara berbicara atau mengucapkan kata-kata dalam bahasa Inggris. Untuk memperbaiki kesalahan yang dilakukan siswa pada saat berbicara, satu, saya membantu berlatih berbicara dengan cara dengar dan ditirukan. Kedua, memberikan masukan berupa contoh-contoh cara berbicara atau menyiapkan kata-kata dalam bahasa Inggris dengan cara mempraktekkannya. Dan yang ketiga adalah fokus menambahkan kosakata atau "vocab" yang harus ditingkatkan oleh siswa-siswa tersebut.

W : Bagaimana ibu mengaitkan kemampuan mendengar dan berbicara pada siswa dalam satu aktivitas?

R : Jika ditanya bagaimana cara mengaitkan kemampuan mendengar atau menyimak dengan berbicara itu bisa dinyatakan dengan bahwa pembicaraan biasanya terjadi pada komunikasi dua arah dimana yang satunya berbicara dan yang lainnya mendengar atau menyimak. Berdasarkan pernyataan tersebut, bahwa hubungan antara menyimak dan berbicara adalah hal yang sangat penting dan yang sangat berkaitan. Jika kemampuan menyimak meningkat, maka kemampuan berbicara juga akan meningkat. Ini dapat dicontohkan ketika kita menyanyikan sebuah lagu, tanpa mendengarkan kita tidak akan mungkin dapat mengucapkan kata-kata atau kalimat dari lagu tersebut. Jadi salah satu caranya adalah memberikan latihan

menyimak atau mendengar yang kemudian dapat diucapkan kembali oleh siswa berdasarkan hasil kemampuan menyimaknya tersebut.

W : Melalui kegiatan atau aktivitas apa ibu melatih kemampuan berbicara siswa? Bagaimanakah cara ibu menerapkan kegiatan atau aktivitas tersebut?

R : Salah satu cara, kegiatan atau aktivitas untuk melatih kemampuan siswa berbicara adalah dengan menggunakan metode "Role Play". Adapun langkah-langkah yang mesti harus dilakukan adalah sebagai berikut satu, guru membimbing siswa untuk menyusun atau menyediakan peran yang akan ditampilkan di depan kelas sesuai dengan materi pembelajaran yang akan disampaikan. Kedua, guru membentuk siswa dalam kelompok-kelompok. Ketiga, guru memberikan penjelasan tentang kompetensi yang akan dicapai dalam pembelajaran metode "Role Play". Keempat eu... guru meminta siswa untuk tampil ke depan setelah siswa mepersiapkan segalanya untuk menampilkannya di depan kelas. Kelima, masing-masing siswa yang berada dalam kelompoknya kemudian siswa tersebut melakukan pengamatan pada siswa yang sedang memperagakan di depan kelas. Keenam, guru meminta masing-masing kelompok untuk menyusun kesimpulan. Ketujuh, pada langkah terakhir ini, guru memberikan kesimpulan atau "feedback" pada "Role Play" yang telah dilakukan bersama siswa.

W : Bagaimana ibu dapat mengetahui bahwa siswa telah mencapai kompetensi yang ditargetkan oleh ibu?

R : Untuk mengetahui bahwa siswa telah mencapai kompetensi yang ditargetkan. Saya melakukan serangkaian penilaian dalam bentuk tugas atau tes. Tugas dan tes ini adalah eu... pengetahuan maupun keterampilan dan tentunya satu yang juga berpengaruh pada pencapaian kompetensi yaitu adalah sikap. Jika sikap seorang siswa baik, maka secara langsung, eu... penilaian tes, tugas, mau... secara keterampilan maupun pengetahuan akan eu... mencapai nilai atau target yang sangat optimal.

W : Bagaimana ibu mengetahui bahwa strategi yang ibu terapkan berpengaruh pada perkembangan kemampuan berbicara siswa?

R : Untuk mengetahui bahwa strategi yang diterapkan berpengaruh pada perkembangan kemampuan berbicara siswa eum... adalah kita dapat melihat bahwa siswa lebih termotivasi untuk berbicara bahasa Inggris. Yang kedua, siswa lebih berani dan aktif berbicara dengan teman-temannya. Ketiga, pengetahuan yang sudah diperoleh atau hasil pembelajaran yang sudah diperoleh melalui strategi yang diterapkan, itu dapat dilakukan pada kehidupan sehari-hari terutama di lingkungan sekolah.

4. Documentation
   a. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan pendidikan	: SMK PENERBANGAN ANGKASA BOGOR
Kelas/semester	: XI/Ganjil (3)
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Asking and giving suggestion
Pertemuan ke	: 1 dan 2
Alokasi waktu	: 4 x 45 menit

A. Kompetensi Inti (KI)

3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar (KD)

3.13 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks tentang ungkapan meminta dan memberi saran (suggestion) dan tawaran, sesuai dengan konteks penggunaannya.

4.13 Mengkomunikasikan teks lisan dan tulis untuk meminta dan memberi saran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Indikator Pencapaian Kompetensi

3.13.1 Menentukan unsur kebahasaan dan struktur teks pada ungkapan meminta dan memberi saran.
3.13.2 Menganalisa ungkapan meminta dan memberi saran.

4.13.1 Menyusun percakapan lisan dan tulisan dengan menggunakan ungkapan meminta dan memberi saran.
4.13.2 Melakukan percakapan dengan menggunakan ungkapan meminta dan memberi saran.

D. Tujuan pembelajaran

3.13.1 Setelah mengeksplorasi, peserta didik dapat menafsirkan unsur kebahasaan pada ungkapan meminta dan memberi saran.
3.13.2 Peserta didik dapat menganalisa unsur kebahasaan dan struktur teks dari ungkapan meminta dan memberi saran.

4.13.1 Setelah mengamati tayangan percakapan, peserta didik dapat menyusun percakapan lisan dan tulisan dengan menggunakan ungkapan meminta dan memberi saran

4.13.2 Peserta didik dapat melakukan percakapan dengan menggunakan ungkapan meminta dan memberi saran.

E. Materi pembelajaran

- Tayangan percakapan mengungkapkan saran
- Unsur kebahasaan dan struktur teks
- Ungkapan asking and giving of suggestion

Asking Suggestion	Giving Suggestion	Accepting Suggestion	Refusing Suggestion
Why don't you... What about ... What do you advise me to do?	I suggest/ recommend that you You really should/ought to... Why don't you go to the dentist? How about playing cards?	Yes, I'd like/ love to. That sounds like a good idea. Thank you/Thanks	I don't like it No I'd rather not What I tried that, but... Thanks, but that won't

F. Pendekatan, Model dan Metode Pembelajaran:

1. Pendekatan : Saintifik
2. Model : Discovery Learning
3. Metode : Diskusi kelompok, penugasan, role play, tanya jawab
4. Teknik : Bertanya, menjelaskan, menganalisa, mempresentasikan

G. Langkah-langkah pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, Literasi, absensi. • Memberi motivasi belajar • Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti: *Have you ever made suggestions to your friends? What kind of suggestions will you give to them?* • Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai • Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus. • Menyampaikan penilaian yang akan dilaksanakan	25 menit

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, literasi, absensi. • Memberi motivasi belajar • Memberi brainstorming berupa pertanyaan yang berkaitan dengan materi sebelumnya • Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai • Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus. • Menyampaikan penilaian yang akan dilaksanakan	25 menit
Inti	**Stimulasi** • Guru menayangkan percakapan tentang bertanya dan memberi saran. • Peserta didik mengamati tayangan tersebut • Peserta didik mengidentifikasi ungkapan-ungkapan yang menunjukkan tentang bertanya dan memberi saran serta responnya. • Peserta didik mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan.	55 menit
	Pertanyaan/Identifikasi masalah • Dengan bimbingan dan arahan guru, peserta didik mempertanyakan cara mengucapkan variasi ungkapan • Peserta didik mempertanyakan unsur kebahasaan yang tepat dalam percakapan yang harus digunakan	
	Pengumpulan Data • Peserta didik secara bergantian membacakan variasi ungkapan dengan pengucapan, tekanan kata dan intonasi yang tepat setelah mendapatkan penjelasan dari guru. • Peserta didik berlatih menggunakan ungkapan bertanya dan memberi saran. • Peserta didik berdiskusi dalam kelompok mengenai pengucapan, tekanan kata dan intonasi yang tepat setelah mendapatkan penjelasan dari guru.	
	Pengolahan Data • Peserta didik diminta untuk melengkapi dialog berkaitan dengan ungkapan bertanya dan memberi saran serta responnya. • Secara berpasangan memperagakan dialog • Peserta didik memperoleh balikan (*feedback*) dari guru dan teman	
	Pembuktian Data • Peserta didik menyimpulkan hasil pembelajaran • Menyampaikan hasil pembelajaran	

	c. Penutup • Memberikan umpan balik terhadap proses dan hasil pembelajaran; *Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?* • Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. • Berdoa mengakhiri pembelajaran	10 menit

Instrumen IV : Rubrik Penskoran

No. Soal	Kriteria penskoran		
1	Rubrik Penilaian Keterampilan Membaca Nyaring		
	Fluency	30	Lancar
		20	Lancar tapi masih ada hesitasi
		10	Bila terjadi hesitasi
	Acuracy	30	Semua ucapan dapat dipahami
		20	Sebagian besar ucapan sudah dapat dipahami
		10	Sebagian kecil ucapan sudah dapat dipahami
	Pronunciation	20	Semua ucapan benar
		15	Sebagian besar ucapan benar
		10	Sebagian kecil ucapan benar
	Intonation	20	Tekanan/irama semua kata benar
		15	Tekanan/irama sebagian besar kata benar
		10	Tekanan/irama sebagian kecil kata salah

Instrumen V : Perumusan Nilai Akhir

Format Penilaian Membaca Nyaring

NO	NAMA SISWA	ASPEK PENILAIAN MEMBACA NYARING												JUMLAH
		Fluency			Acuracy			Pronunciation			Intonation			
		10	20	30	10	20	30	10	15	20	10	15	20	
1	Abdan			X		X			X				X	85
2.	Aditya Aji	X				X			X				X	70
3	Agung			X		X				X			X	90
36														

NILAI = JUMLAH SKOR PEROLEHAN

Contoh :

TABEL KUMPULAN PENILAIAN KOMPETENSI DASAR KETERAMPILAN

Mata Pelajaran : Bahasa Inggris
Kelas : XI L2

No	Nama Siswa	Kompetensi Dasar						Rerata
		KD 3.1		KD. 3.2		......		
		1	2	1	2	1	2	
1	Abdan Muqhni S	85						85
2	Aditya Aji Saputra	70						70
3	Agung Marshal	90						90

Mengetahui:
Kepala SMK Penerbangan Angkasa   Guru mata pelajaran

Sri Harjanto   Urin Suci Wahyuni, S. Pd
Letnan Kolonel Teknik NRP 526267

RPP Expression of suggestion
SMK PENERBANGAN ANGKASA BOGOR

b. Syllabus

SILABUS

Nama Sekolah : SMK PENERBANGAN ANGKASA
Mata Pelajaran : BAHASA INGGRIS
Kelas/Semester : XI (Sebelas)
Tahun Pelajaran : 2018/2019

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar	Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya *Fungsi Sosial* • Menjaga hubungan interpersonal dengan guru, teman, dan orang lain • Terbiasa menggunakan ungkapan memberi saran dan tawaran dan meresponnya.	Mengamati • Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. (Critical thinking) Mempertanyakan (questioning) • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: – Fungsi sosial – Ungkapan yang digunakan untuk memberi saran dan tawaran – Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya	KRITERIA PENILAIAN: • Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya • Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian	8jp	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Internet • Buku teks b. Inggris

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 3.13 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya 4.13 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Ungkapan Saran dan tawaran: *Why don't you...* *What about ...?* *You should ...* *You can ...* *Do you need ...?* Unsur kebahasaan (1) Ucapan, tekanan kata, intonasi, (2) Rujukan kata	(Communication) (Angkasa can speak) (Angkasa berkarakter) Mengeksplorasi • Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan dan tawaran dan meresponnya • Siswa berlatih menggunakan ungkapan tersebut • Siswa berlatih mengambil pilihan dan menggunakan kesantunan dalam berkomunikasi (Creativity) Mengasosiasi • Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menanima saran dan tawaran dengan mengelompokkannya berdasarkan penggunaan. • Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya. • Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa membandingkan cara mengambil pilihan dan merespon dengan yang diperoleh dari sumber lain (Creativity)	CARA PENILAIAN Tugas • Menjawab pertanyaan yang berkaitan dengan fungsi sosial, struktur teks dan tata Bahasa tentang memberi saran dan tawaran dan responnya Tes lisan • Bermain peran (role play) dalam bentuk interaksi yang berisi pernyataan tentang memberi saran dan tawaran dan responnya Tes tulis • Test harian, PTS,PAS yang berupa soal-soal uraian dan tes objektif pilihan ganda tentang ungkapan memberi saran dan tawaran Observation • Lembar pengamatan aktifitas kelas/kelompok tentang upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		Mengkomunikasikan • Siswa bermain peran memberi saran dan tawaran serta responnya • Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. (Communication) (Angkasa cara peak) (Angkasa berkarakter)	• Keunggulan siswa dalam proses pembelajaran di setiap tahapan.		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International 2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya *Fungsi Sosial* Menjaga hubungan interpersonal dengan guru, teman, dan orang lain *Ungkapan* menyatakan pendapat pikiran *I think ...* *I suppose...* *In my opinion ....* *Unsur Kebahasaan* Ucapan, tekanan kata, intonasi	**Mengamati** • Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya • Siswa mengikuti interaksi menyatakan pendapat dan pikiran • Dengan bimbingan dan arahan guru, siswa mengamati ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). (Critical thinking) **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi sosial ungkapan menyatakan pendapat dan pikiran • Tingkat kelengkapan dan keruntutan struktur teks menyatakan pendapat dan pikiran • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosakata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/penyampaian	4 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Internet • Buku teks B. Inggris

c. Pictures

UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Bermutu dan Berkepribadian

Jalan Pakuan Kotak Pos 452, E-mail:fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS PAKUAN
NOMOR: 746/SK/D/FKIP/XII/2018

TENTANG

PENGANGKATAN PEMBIMBING SKRIPSI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS PAKUAN

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang	: 1.	Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
	2.	Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
	3.	Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
	4.	Ujian Sarjana harus terselenggara dengan baik.

Mengingat	: 1.	Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
	2.	Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
	3.	Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
	4.	Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
	5.	Keputusan Rektor Universitas Pakuan Nomor 67/KEP/REK/VIII/2015, tentang Pemberhentian Dekan Masa Bakti 2011-2015 dan Pengangkatan Dekan Masa Bakti 2015-2020 di Lingkungan Universitas Pakuan.

Memperhatikan : Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

Menetapkan
Pertama : Mengangkat Saudara:
1. Dra. Atti Herawati, M.Pd.
2. Istiqlaliah Nurul Hidayati, M.Pd.

sebagai pembimbing dari :

Nama	:	Syifa Ulfa Sufla
NPM	:	031114028
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Teaching Speaking to Aircraft Technician Students

Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.

Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
Pada tanggal 29 Desember 2018
Dekan,

Drs. Deddy Sofyan, M.Pd.
NIP 19560108 198601 1 001

Tembusan:
1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan
3. Kepala BAAK/BAUm Universitas Pakuan
4. Para Dekan Fakultas di Lingkungan Universitas Pakuan

Tanggal	Bab	Catatan Pembimbing	Paraf
8/7-2016	I	Cek istilah yang tepat untuk judul. Perbaiki penulisan poin 1 (Reason for Choosing the Topic)	
2/3-2018	I	- Cari Jurnal ESP - Check ke sekolah untuk pengajaran Bnggri yang diterapkan	
7/4/2018	I	Revisi perbaiki konten grammar	
4/8/2018	I	Revisi Perbaiki grammar Approved	
6/8/2018	I	Approval	
13/8/2018	I	Penjelasan mengenai Penulisan Reason for choosing the topic dan Penentuan operational definition	

ETIKA PENULISAN SKRIPSI

Etika dan norma yang harus diperhatikan peneliti antara lain:

1. Berperannya sebagai ilmuan di masyarakat.
2. Proses, hasil dan produk dari laporan hasil penelitiannya akan dibaca oleh banyak orang termasuk masyarakat akademis.
3. Tidak melakukan pencurian ide orang lain yang disebut plagiarism yaitu mengutip tanpa menunjukan sumbernya.
4. Tidak mengubah informasi responden dengan pengertian yang berbeda atau bertolak belakang.
5. Tidak mengganti angka-angka hasil penelitian di dalam tabulasi data atau membuat data sendiri.
6. Tidak berbohong tentang metodologi yang dipergunakan dalam penelitian.
7. Tidak mengklaim penelitian orang lain.
8. Tidak memaksakan kehendak agar responden memberikan informasi kepadanya.
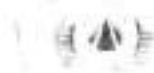
Tanggal	Bab	Catatan Pembimbing	Paraf
Sep 9, 2018	I	- Perbaiki Cover - Penulisan Reason for Choosing the Topic - Mengganti Teaching technique menjadi Teaching Strategy.	[sign]
Sep 24, 2018	I	- Penulisan Reason for Choosing the Topic.	[sign]
Oct 16, 2018	I	- Penulisan Reason for Choosing the Topic (Paragraf 5)	[sign]
Oct 29, 2018	I	Approval Bab I	[sign]
Feb 7, 2019	II	- Perbaiki Cover - Perbaiki margin - Perbaiki grammer - Penulisan Related Research.	[sign]
Feb 26, 2019	II	- Perbaiki margin - Penulisan quote - Perbaiki grammar - Mencari Jurnal dan menyesuaikan liznya Pada Related Research.	[sign]

Tanggal	Bab	Catatan Pembimbing	Paraf
Feb 1, 2019	IV	Revisi Perbaikan konten dan grammar	[sign]
Jan 31, 2019	II	Perbaiki Cover	[sign]
Feb 21, 2019	II	Revisi Perbaikan konten	[sign]
Mar 2, 2019	V	Approval Bab II	[sign]
Mar 14, 2019	III	- Approval Bab III - Penyusunan Research Instrument	[sign]
July 10, 2018	I	- Perbaiki Cover - Penulisan Reason for Choosing the Topic - Perbaiki grammar	[sign]
Aug 1, 2018	I	- Perbaiki Cover - Penulisan Reason for Choosing the Topic. - Cari Jurnal atau sumber untuk Teaching Technique.	[sign]

Tanggal	Bab	Catatan Pembimbing	Paraf
May 18, '19		Approval Research Instrument	
July 6, '19		- Pengetuaian indicator - Perbaikan Bab 4	

Tanggal	Bab	Catatan Pembimbing	Paraf

Table 1

Tanggal	Bab	Catatan Pembimbing	Paraf
July 15, 2019	IV	Konsultasi Format Penulisan indikator.	(ttd)
June 3, 2019	V	Approval Bab VI	(ttd)
June 3, 2019		- Perbaikan Abstract	

Table 2

Tanggal	Bab	Catatan Pembimbing	Paraf
Feb 25, 2019	I	- Perbaiki margin - format tabel Research Design.	(ttd)
Mar 9, 2019	II	- Perbaiki grammar - Perbaiki margin - Perbaiki grammar	(ttd)
Mar 8, 2019	III	- Perbaiki margin - Perbaiki grammar - Penulisan Documentation. - Perbaiki Bibliography	(ttd)
Mar 14, 2019	IV	- Perbaiki Research Instrument. - Perbaiki Margin - Perbaiki Research Instruments.	(ttd)
Mar 30, 2019	III	- Perbaiki Research Instruments.	(ttd)
July 12, 2020	IV	- Approval Bab IV	(ttd)
July 12, 2020		- Approval Abstract	(ttd)

UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Berilmu dan Berkepribadian

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Nomor : 1743/WA.II.K.1/FKIP/IV/2019   24 April 2019
Lampiran : -
Perihal : Izin Penelitian

Yth. Kepala SMK Penerbangan Angkasa
di
Bogor

Dengan hormat,

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama   : Syifa Ulfa Sufia
NPM   : 031114028
Program Studi   : Pendidikan Bahasa Inggris
Semester   : Akhir

untuk mengadakan penelitian di Sekolah yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 1 Mei s.d. 1 Juli 2019 mengenai: TEACHING SPEAKING TO AIRCRAFT TECHNICIAN STUDENTS.

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan
Wakil Dekan
Bidang Akademik,

Dr. Entis Sutisna, M.Pd.
NIK. T.1010334004

YAYASAN ARDHYA GARINI
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SURAT KETERANGAN
Nomor : 004 /421.5-SMKPA/VII/2019

Yang bertanda tangan di bawah ini :

Nama	:	Sule Suhaedi, S.T.
Jabatan	:	Wakasek Kurikulum
Alamat	:	Jl. Raya Semplak Km. 9 Atang Sendjaja Bogor
Telepon	:	0251-7533459

Menerangkan bahwa :

Nama	:	Syifa Ulfa Sufia
NPM	:	031114028
Program Strudi	:	Pendidikan Bahasa Inggris
Semester	:	Akhir

Telah melakukan penelitian di SMK Penerbangan Angkasa Bogor. Untuk keperluan semester akhir mengenai "TEACHING SPEAKING SKILL TO AIRCRAFT TECHNICIAN STUDENTS". Adapun waktu penelitian dilakukan pada tanggal 2 s.d. 6 Agustus 2018.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya agar dapat dipergunakan sebagaimana mestinya.

Bogor, 16 Juli 2019

a.n. Kepala SMK Penerbangan Angkasa
Wakasek Kurikulum

haedi, S.T.
ek NRP 510121