THE ALIGNMENT OF AND GAP BETWEEN NEEDS ANALYSIS, THE 2013 CURRICULUM AND CLASSROOM PRACTICE OF CLT APPROACH

A Case Study of SMK Negeri 1 Semarang

THESIS

submitted in partial fulfillment for magister degree program in English education

by

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MOTTO AND DEDICATION

MOTTO:

1. Students' needs is an important aspect to design the course to meet their demand, expectation and preferance.
2. In order to implement the 2013 Curriculum, it needs teacher's well prepared lesson plan and consistency during the classroom practice.
3. Teacher needs to hold firm the principles of CLT approach so that the result, students' English skill, can be satisfying.
4. The students' needs, the 2013 Curriculum and the classroom practice of CLT approach align on the time allotment of the English subject,the learning activity, and the effort to use Engish actively.
5. The gaps among students' needs, the 2013 Curriculum and the classroom practice of CLT approach occur on the lack of productive skill practice such as speaking and writing practice, the use of learning media, and the learning materials

DEDICATION:

This thesis is dedicated to English Language Education

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ABSTRACT

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Key words : Needs Analysis, 2013 Curriculum, CLT Approach.

As the aim of the vocational high school is preparing the students to enter the work place. Ironically, it is found that vocational high school graduates occupy the highest unemployment category. It can be inferred that there is incomplete process during the teaching learning process. Thus, this study aims to get depth information on it by investigating the students' needs analysis toward English subject, the implementation of the 2013 Curriculum, the classroom practice of CLT approach, as well as the alignment of and gaps between those three.

This research employed qualitative descriptive research. The subjects of this study were 76 students of SMK Negeri 1 Semarang as well as the English teacher. The data were collected by using questionnaire, observation checklist, document analysis guideline and interviews.

The result of this study showed that the students are aware on the importance of English for their graduation as well as for their future. They realize their lack of English skill especially in speaking. Meanwhile, the teaching learning activity has accommodated their needs, although it has not shown maximum result of their proficiency. The analysis also discovers the students' preference for their learning on having more speaking practices, more group works as well as having learning material which relates to their programs. The implementation of the 2013 Curriculum in vocational high school more or less has been accordance with the regulation, although some of parts have not met the required yet. The teaching learning approach in the classroom can be said that has not represent CLT approach, as the teacher has not been familiar to the approach. The alignment of the needs analysis and the 2013 Curriculum lays on the sufficient time allotment of the English subject; the learning activity and promoting active learning. The alignment of the needs analysis and the classroom practice of CLT approach happens in the fact that the teacher tries to make use of English in every occasion during the learning process. The alignment of the 2013 Curriculum and the classroom practice of CLT can be seen through the idea of active learning. The gaps between the needs analysis and the 2013 Curriculum occurs in the lack of productive skill practice such as speaking and writing practice, the use of learning media, and the learning material. Meanwhile the gap occurs between the 2013 Curriculum and the CLT approach in the use of English as the language to communicate during learning process as well as the learning material which is considered insufficient to the students' program.

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENT v
ABSTRACT vi
TABLE OF CONTENTS vii
LIST OF TABLES xi
LIST OF APPENDICES xii
LIST OF ABREVIATIONS xiii

CHAPTER I INTRODUCTION

1.1 Background of the Study 1
1.2 Reasons for Choosing the Topic 3
1.3 Research Problems 4
1.4 Objectives of the Study 4
1.5 Significances of the Study 5
1.6 Scope of the Study 7
1.7 Definition of Key Terms 7
1.8 Organization of the Study 10

CHAPTER II REVIEW OF RELATED LITERATURE, REVIEW OF THEORETICAL STUDIES AND THEORETICAL FRAMEWORK

2.1 Review of Previous Studies 14
2.1.1 The Studies on the Needs Analysis 15
2.1.2 The Studies on the 2013 Curriculum 16
2.1.3 The Studies on the CLT Approach 19
2.1.4 The Studies on the English Subject on Vocational High School 20

2.1.5 The Gap Identification 21
2.2 Review of Theoretical Studies 24
2.2.1 Needs Analysis 24
2.2.2 The 2013 Curriculum 27
2.2.3 Communicative Language Teaching Approach 36
2.2.4 English Subject in Vocational High School ..... `` 40
2.2.5 Summary 41
2.3 Theoretical Framework 44

CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design 47
3.2 Subject and Object of the Study 48
3.3 Role of Researcher 49
3.4 Type of Data 49
3.5 Instruments of Collecting Data 50
3.5.1 Questionnaire 51
3.5.2 Interview 52
3.5.3 Document Analysis Guidance 52
3.5.4 Classroom Observation Protocol 53
3.6 Procedure of Collecting Data 53
3.7 Procedure of Analyzing Data 54
3.8 Technique of Reporting Data 55
3.9 Triangulation 56

CHAPTER IV RESEARCH FINDING AND DISCUSSION

4.1 Finding 57
4.1.1```Vocational High School Students' Needs Analysis toward English Subject Learning 57
4.1.1.1 Claim to be Intermediate, Lack of Speaking Skill in Reality 57
4.1.1.2 Hoping to Work after Graduation while Knowing the Importance of English for Their Future 59

4.1.1.3 Success in Opening and Closing the Learning Activities, Quite Well in Core Activities 61
4.1.1.4 Un-supported Environment Causes Obstacles in Learning and Practicing English 63
4.1.1.5 Prefer Having Group Work, Authentic Learning Material, and English for Specific Purpose 64
4.1.2 The 2013 Curriculum: Different Styles of Lesson Plan and the Classroom Implementation 67
4.1.2.1 LOTS and HOTS Indicators, ABCD Learning Goal 67
4.1.2.2 No Regular, Remedial, and Enrichment Learning Materials 68
4.1.2.3 Learning Media and Source: Contradiction between Printed Document and Classroom Application 69
4.1.2.4 Un-Parallel Relation between Lesson Plan and Classroom Activities 70
4.1.2.5 Success in Opening, Core and Closing Activities, while Struggling to be Scientific 71
4.1.2.6 Yet being HOTS (Higher-Order Thinking Skills) 74
4.1.2.7 Assessment: Well Planned in Document, Different during Implementation . 75
4.1.3 The Classroom Practice of CLT Approach: Hard to be Implemented 77
4.1.4. The Alignment of the Students' Needs, the 2013 Curriculum and the Classroom Practice of CLT Approach 79
4.1.4.1 The Students' Needs and the 2013 Curriculum, Aligned in Learning Time, Learning Materials and Learning Activities 79
4.1.4.2 The Students' Needs and the Classroom Practice of CLT Approach: the Effort to Familiarize English 83
4.1.4.3 The 2013 Curriculum and the Classroom Practice of CLT Approach: Engaging Students toward Active Learning 85
4.1.5 The Gaps between the Students' Needs, the 2013 Curriculum and the Classroom Practice of CLT Approach 87
4.1.5.1 The Gaps between the Students' Needs and the 2013 Curriculum: Un-Balance Focused Skills and Unsuitable Materials 88

4.1.5.2 The Gaps between the Students' Needs and the Classroom Practice of CLT Approach: Lack of English Usage 90
4.1.5.3 The Gaps between the 2013 Curriculum and the Classroom Practice of CLT Approach: GTM, Lack of Group Work, Un-Authentic Material, Lack of English Speaking Practice..... 91
4.1.6 The Expert Judgment 95
4.2 Discussion 98
4.2.1 The Vocational High School Students' Needs 99
4.2.2 The Implementation of the 2013 Curriculum..... 104
4.2.3 The Classroom Practice of CLT Approach 109
4.2.4 The Alignment the Students' Needs, the 2013 Curriculum and the Classroom Practice of CLT Approach 111
4.2.5 The Gaps between the Students' Needs, the 2013 Curriculum and the Classroom Practice of CLT Approach 113

CHAPTER V CONCLUSION AND SUGGESTIONS

5.1 Conclusion..... 116
5.2 Suggestions..... 119
5.3 Limitations 119
REFERENCES..... 121
APPENDICES 137

LIST OF TABLES

Table Page

2.1 Activities of the Approaches adopted from the Training Module for the Implementation of the 2013 Curriculum in High School 33

2.2 English text types for high school adopted from the Syllabus of Learning Subject for High School 34

3.1 Instruments of Collecting Data 50

LIST OF ABBREVIATION

BUMA : special class which the students are prepared to work in BUMA company

CLT : Communicative Language Teaching

CTE : Career and Technical Education

EFL : English as Foreign Language

HOTS : Higher-Order Thinking Skills

ICT : Information and Communication Technology

KD : *Kompetensi Dasar* (Basic Competence)

KI : *Kompetensi Inti* (Core Competence)

LOTS : Low-Order Thinking Skills

LSA : Learning Situation Analysis

MGMP : *Musyawarah Guru Mata Pelajaran* (Association of Subject Learning Teacher)

PSA : Present Situation Analysis

SKL : *StandarKompetensiLulusan* (Output standard of Competence)

SMK N :*SekolahMenengahKejuruanNegeri* (Public Vocational High School)

TAV : *Teknik Audio-Video* (Audio-Video Program)

TITL : *TeknikInstalasiTenagaListrik*(Electrical Industry Program)

TSA : Target Situation Analysis

LIST OF APPENDICES

Appendix Page

1. Questionnaire Form 138
2. Questionnaire Result 142
3. Questions List for Students Interview 152
4. Students' Interviews Transcript 153
5. Questions List for Teacher Interview 156
6. Teacher's Interview Transcript 158
7. Document Analysis Guideline 160
8. Lesson Plan Analysis 164
9. Classroom Observation Protocol 167
10. Classroom Observation Result 173

CHAPTER 1

INTRODUCTION

This section presents the background of the topic, reasons for choosing the topic, research problems, objectives of the study, significances of the study, and the definitions of key terms.

1.1 Background of the Study

It goes with saying that education and curriculum is strongly bounded in which curriculum serves learning goals and objectives (Nur & Madkur, 2014; Richards, 2013), what learners needs to learn and achieve in their study; and this is in line to the Law No. 20 Year 2003 Article 19. Either designing or evaluating a curriculum as well as course, the prior step which needs to be taken is needs analysis. Needs analysis provide adequate information on how the practice of curriculum in the classroom is, which material is mastered and which one is lack, and learners' opinion as well as teachers' on what needs to be improved. This analysis provides feedback for the improvement of the curriculum design (Aimin & Yan, 2011).

Needs analysis is an important aspect on English for specific purposes (Kothalawala, Kothalawala & Amaratunga, 2015; Otilia & Brancusi, 2015; Setiawan, 2015), although it can be conducted in any learning subject. It is mostly conducted in university or college level, while it is rarely done in the secondary level, such as in vocational high school. As the result, there are a lot of dissatisfaction voices from either the teachers, stakeholders as well as the teaching practitioners.

This dissatisfaction is voiced especially related to the recent curriculum in Indonesia, the 2013 Curriculum. The curriculum should provide students' needs and demands, so that the meaningful learning can be carried out. Yet it is different from the reality in which a lot of vocational high school English teachers argue that the 2013 Curriculumcannot not help students to be ready to enter work place with their English competence. It can be assumed that the curriculum cannot fulfill students' needs, especially in English subject.

For vocational high school students who are prepared to work after graduation, they will need more practical English in other words speaking skill. They also need to understand specific term and vocabulary which related to their discipline and work. Thus it is needed to cross check the syllabus of the 2013 Curriculum, and how the teacher carries out the learning activities. It is also needed to be thoroughly checked on how the CLT approach is implemented as it is being adopted by the curriculum used in Indonesia since long time ago which the purpose is make the learners are able to communicate using English.

Based on the illustration above, first it is necessary to know the vocational students' needs. Thus, students' needs analysis is worthy to be conducted to reveal their demands, lacks and expectations toward the English subject learning. In addition, the information on the students' needs analysis will be linked on the English teaching learningof the2013 Curriculum as well as the CLT approach practice is expected to help drawing the alignment of and gaps between the three.

1.2 Reasons for Choosing the Topic

There are several reasons in choosing this topic. First, curriculum which is used in Indonesia has been changed over period of times. These changes are to adjust the education in order to meet the needs (Rudy, 2015), not to mention the recent curriculum. As learner is the most important object of education, learners' need is considered worthy to take an account. Several experts have stated that taking or investigating learners' need is the prior and important step in developing curriculum (Albasri, 2016; Boroujeni & Fard, 2013; Chen, Chang & Chang, 2016; Jouybar, 2013). Thus, by conducting the students' needs, we can know how well the current curriculum provides aids to the demands.

Second, as vocational high school differs from general high school in term of purpose, this leads to other different aspects of curriculum such as learning goals, learning materials, learning activities, and assessment system. Syllabus which was prepared by the government at least has covered the learning goals, learning materials, and learning activities. Although it has been prepared by the government, disappointment can not be avoided. Thus, to know which parts of the curriculum which has not fulfilled the expectation, analysis on the curriculum documents especially for vocational high school or *SMK* such as syllabus and lesson plan is needed.

Third, the practice of the curriculum is the core of education, as it serves the goals of the learning process (Nur & Madkur, 2014). In such manner, evaluating the classroom practice gives authentic proves on how well the curriculum is implemented. As it is claimed that curriculum in Indonesia has adopted CLT

approach it is worthwhile to investigate its implementation especially in vocational high school. Not only seeing how well it is applied, but also inspecting whether or not it covers the learners needs for English as well as the requirements of teaching-learning activities according to the 2013 Curriculum.

1.3 Research Questions

I sought the answers of the following questions:

1.3.1 How are the vocational high school students' needs toward English subject?

1.3.2 How is the implementation of the 2013 Curriculum in vocational high school?

1.3.3 How is the classroom practice of CLT approach in English subject on vocational high school?

1.3.4 How does the alignment occur among students' needs, English subject of the 2013 Curriculum and the classroom practice of CLT approach?

1.3.5 How do the gaps occur among the students' needs, the English subject of the 2013 Curriculum and the classroom practice of CLT approach?

1.4 Objectives of the Study

The purposes of this study are:

1.4.1 To analyze vocational high school students' needs toward English subject.

1.4.2 To analyze implementation of the 2013 Curriculum in vocational high school.

1.4.3 To analyze the classroom practice of CLT approach in English subject on vocational high school.

1.4.4 To analyze the alignment of the needs analysis, the English subject of the 2013 Curriculum and the classroom practice of CLT approach.

1.4.5 To analyze the gaps between the needs analysis, the English subject of the 2013 Curriculum and the classroom practice of CLT approach.

1.5. Significance of the Study

By conducting this study, I expected that:

1) The theoretical significance of the study which investigate the needs analysis of vocational high school students is meant to respond to the previous researches and to enrich the information on the needs of vocational high school students toward English subject. Furthermore, practically the information will enlighten the English teacher of vocational high school on the students' needs toward English. In addition, pedagogically the information of students needs is beneficial for English teacher in adjusting and preparing the learning material and activities so that it meets students' needs.

2) The information of the implementation of the 2013 Curriculum in vocational high school will give beneficial theoretically in the term of enrichment toward the information on the implementation of the Curriculum 2013 in vocational high school. Moreover, the investigation on the implementation of the 2013 Curriculum in vocational high school will be beneficial practically by providing information on which aspects are successfully implemented and

which ones are not. In addition, the information will help the English teacher of vocational high school in adjusting and completing the aspects which have not been successfully implemented.

3) Theoretically, the investigation of the classroom practice of CLT approach will support the previous studies by providing further information on the practice of CLT approach in EFL context especially in Indonesia. Beside, practically the investigation will give information to the readers how well the CLT approach has been practiced in the English classroom. Furthermore, this information will help English teacher of vocational high school in adjusting the learning activities which reflect CLT approach.

4) The alignment of the needs analysis, the 2013 Curriculum and classroom practice of CLT approach will be beneficial in supporting the information on how those three relate to each other. In addition, practically the information will inform how the 2013 Curriculum accommodates the students' needs, how the CLT approach support students' needs and how well the practice of CLT approach which is required in the curriculum. That information will be helpful for English teacher of vocational high school to strengthen the well implemented aspects during the teaching learning process.

5) The gap of the needs analysis, the 2013 Curriculum and classroom practice of CLT approach will be beneficial theoretically in which my study can be used as a reference for the other researchers who want to conduct similar research. Practically, the result of my research will contribute on giving information on

the aspects of those three which are missed. Pedagogically, this study will be useful to the teacher to adjust, revise, and fixed the lack aspects during the teaching learning process.

1.6. Scope of the Study

This study is limited on needs analysis, the 2013 Curriculum and classroom practice of CLT approach in vocational high school. It focuses on finding the needs of vocational high school students toward English subject, investigating the practice of CLT approach, analyzing the alignment of and gap between the needs analysis, the 2013 Curriculum and the classroom practice of CLT approach in vocational high school.

1.7. Definitions of Key Terms

The following terms are used throughout the study, those are:

1) Alignment

Case and Zucker (2008) state that alignment is an understanding of an agreement between a set of content standard and an assessment used to measure those standards. Cambridge Dictionary defines alignment as putting two or more things into a straight line. The Edglossary states that alignment is the term which is used to show greater coherence or efficiency to a curriculum, program, initiative, or education system. Meanwhile, cited by Case, Jorgensen, and Zucker (2004) alignment in the context of education is broadly defined as the degree in which all the components of education such as curricula, syllabus, instruction, and assessment work together in order to reach the defined goals. Thus it can be said that alignment is the

understanding agreement between a set of standard of education – curricula, syllabus, instruction and assessment – and the measurement which works coherently in order to achieve the targets or goals.

2) Gap

Janneti (2012) defines gap as the determination of the difference between current knowledge/practices and current evidence based practices. Ratcliff, Carroll, Jones, Costner, Sheehan, Hunt (2017) specifically define achievement gap as a significant difference in performance on standardized tests when comparing students of different gender, race, socioeconomic status (SES), and disability. Meanwhile learning gap is defined by Edglossary as the difference between what a students' has learned as what a student expected to learn at certain level of his or her education. Hence from those definitions, it can be concluded that gap is the significance difference between current performance and the standard practice.

3) Needs Analysis

Brindley (1984: 28) in Richard (2001) defines needs as desires, demands, expectation, motivation, lacks, constraints, and requirements. Hylanad (2006: 73) in PaltridgeandStarfield (2013) defines needs analysis as a technique in collecting information which covers the *how* and *what* of the course design. Furthermore, he states that it involves what learners know, needs to know, and don't know.According to Oxford Dictionary, needs analysis is "the systematic analysis of the particular needs of an individual or institution". Needs analysis is considered important and crucial part in constructing, developing and evaluating

the curriculum (Li & Lu, 2011; Poedjiastoetie & Oliver, 2017; Pranckevičiūtė & Zajankauskaite, 2012; Thiruvengadam, 2016). From the previous definitions, needs analysis can be synthesized as a technique of collecting information on learners' preferences, demands, lacks dealing with the course design which later will be useful in constructing, developing and evaluating the curriculum or course.

4) The 2013 Curriculum

Brown (1995: 19) defines curriculum as series of activities which will be the framework for both teacher and students in creating an efficient and effective teaching learning process. According to the Law No. 20 Year 2003, curriculum is a set of plan and regulation dealing with the goals, contents, materials and techniques which are used as guidance of teaching activities process to reach the education goals as well as national education goals. It can be concluded that, the 2013 Curriculum is a set of plan and regulation dealing with the goals, contents, materials and techniques which are used as guidance of teaching activities process to reach the education goals as well as national education goals which focuses on knowledge, behavior and skill competency.

5) Communicative Language Teaching

Richard (2001: 36) determines CLT as an approach which focuses on communication as the teaching principle rather than on the grammatical system of language. Savignon (2001:13) describes CLT as the latest innovative way of teaching English as a second or foreign language which deals with the communication's interactive nature. CLT stresses on the fluency and the ability to

communicate in variety of situations and in various ways (Mustapha &Yahaya, 2013). From those definition, it can concluded that CLT is an approach which focuses on teaching communicative competence for students of ESL and EFL so that they are able to communicate using English in various situations and ways.

1.8. Organization of the Report

The thesis report of this study consists of five chapters. Chapter I is the introduction of this study which includes the background of the study in which explaining the current study investigates the alignment of and gaps between the needs analysis, the 2013 Curriculum and the classroom practice of CLT approach. Furthermore, this chapter also reveals the reason why this study is conducted. It is due to the fact that the highest unemployment rates is held by vocational high school students who are trained to be able to work after their graduation. It can be inferred that there is miss on the process of their learning. Thus this study tries to reveal the causes by investigating the alignment of and gaps between students' needs analysis, the 2013 Curriculum and the classroom practice of CLT approach.

In order to get the revelation of the topic of this research, five research questions were prepared. The first question is what the vocational high school students needs are, followed by how the implementation of the 2013 Curriculum in the English subject is. How the classroom practice of CLT approach is the third question. The last two questions cover how the alignment of and how the gap between the needs analysis, the 2013 Curriculum and the classroom practice of CLT approach.

Those five questions lead to the research objections i.e. to explain the

result of needs analysis of vocational high school learners toward English subject; to investigate the implementation of the 2013 Curriculum on vocational high school; to explain the classroom practice of CLT approach in English subject on vocational high school; to explain the alignment of the needs analysis, the English subject of the 2013 Curriculum and the classroom practice of CLT approach; and to investigate the gaps between the needs analysis, the English subject of the 2013 Curriculum and the classroom practice of CLT approach.

The next tells about the scope of this study and the definition of the key terminology of this study. This study is limited on the needs analysis, the 2013 Curriculum and classroom practice of CLT approach in vocational high school. It focuses on finding the needs of vocational high school students toward English subject, investigating the practice of CLT approach, analyzing the alignment of and gap between the needs analysis, the 2013 Curriculum and the classroom practice of CLT approach in vocational high school. Meanwhile the key terminologies which are used in this study are alignment of, gap between, the needs analysis, the 2013 Curriculum, and the CLT approach. In addition, chapter 1 includes the organization of the thesis which provides us the information about the content of the thesis in brief explanation. The brief summary of the study is meant to help the readers to understand the whole content of the thesis.

The second chapter of this study is called review of related literature in which covers three sub-chapters namely review of previous studies, review of theoretical studies, and theoretical framework. The review of previous studies contains 61 previous researches in the fields of needs analysis, the 2013

Curriculum as well as CLT approach. The review of theoretical studies covers some theories which are relevant to this study namely needs analysis, the 2013 Curriculum, the CLT approach and vocational high school. Furthermore those theories are used as the foundation for discussing the result of the research in the chapter 4. In addition the last section of this chapter namely theoretical framework draws brief explanation on how the theories are linked to each other as well as to the topic and the focus of this study.

The next chapter is the methodology of this study which includes the explanation of the research design. This study which was conducted in SMK Negeri 1 Semarang is qualitative case study which focuses on the students as well as teacher of vocational high school, meanwhile the object of this study is the needs analysis, the 2013 Curriculum, the CLT approach as well as the alignment and gap between those three. In gathering the data, I acted as the observer, interviewer, and data analyzer as the data were derived from classroom observations, interviews, documents and questionnaire.

Chapter 4 covers the result of the research as well as the discussion on it. It is found that the needs analysis shows that the students are aware on the importance of English for their graduation as well as for their future as well as their lack of English skill especially in speaking. The analysis also discovers that the teaching learning activity has accommodated their needs, although it has not shown maximum result of their proficiency. In addition, it also presents the students' preference to have more speaking practices as well as more group works. It is also discovered that they prefer to have learning material which relates

to their programs. Meanwhile the implementation of the 2013 Curriculum in vocational high school more or less has been accordance with the regulation, although some of parts have not met the required yet. In term of the practice of CLT approach, it is found that the teaching learning has not represented it.

The alignment of the needs analysis and the 2013 Curriculum lays on the sufficient time allotment of the English subject; the learning activity; and giving feedback and enrichment for the students. Meanwhile, the alignment of the needs analysis and the classroom practice of CLT approach happens in the fact that the teacher tries to make use of English in every occasion during the learning process as well as giving model in speaking English. Furthermore, the alignment of the 2013 Curriculum and the classroom practice of CLT can be seen through the idea of active learning in which the students participate actively during the learning process.The gaps between the needs analysis and the 2013 Curriculum occurs in the lack of productive skill, the use of learning media, and the learning material.

There are three subchapters in the last chapter namely conclusion, limitation and suggestion. From the previous explanation, it is found that there are some of the vocational high school's needs which have been aligned either with the 2013 Curriculum or the CLT approach, while the other have not been accomplished. Thus this finding as well as the limitation of this research will help the next researchers to fill in the gap from this study.

CHAPTER II

REVIEW OF RELATED LITERATURE, REVIEW OF THEORETICAL STUDIES AND THEORETICAL FRAMEWORK

This section describes a number of literatures related to the topic of the study. It consist of three main parts namely Review of Related Literature, Review of Theoretical Studies, and Theoretical Framework. The first section explores of previous researches which have similarities with the present study to reveal the gaps that is going to be filled by the present study, and followed by the definition of key terms which are used in this study. The second section focuses on exploring the theories relevant to the key concepts of the study namely Needs Analysis, the 2013 Curriculum, Communicative Language Teaching Approach, and Vocational High School. The last section explains the theoretical framework which is used to analyze data and to generate findings.

2.1 Review of Related Literature

2.1.1 Review of Previous Studies

There are numerous studies related to the topic of the present study. In this section, I would like to discuss some of the studies which are related to the current study. Further, the review of the previous studies will function to find any gaps and help to show the novelty of the current research. Those studies are put into four groups. The first group is the studies on needs analysis, the second group is the studies on the 2013 Curriculum, the third group is the studies on CLT

Approach, and the fourth group is the studies on English subject in vocational high school.

2.1.1.1 The Studies on the Needs Analysis

The needs analysis is the prior step in evaluating and designing the curriculum in language teaching, it can be inferred that it holds an important aspect. No wonder that there are number of studies which focus on needs analysis. The studies on the needs analysis are not only conducted on English program solely, but also on non-English program as well as secondary education. Astuti (2009), Yang (2018), Poorbehzadi and Songhori (2016) are some of the researcher who were interested on investigated the needs analysis in English programs. From their findings it is found that students of English major department both in Indonesia and in China highly demand improving their English skills such as speaking, listening, reading and writing as well as grammar and vocabulary. This demand is triggered by lack of communicating using English in their daily life. It is worsen by the fact that they have been through traditional teaching method such as note taking and lecturing in their learning process.

The study on this field does not stop on English program; Albassri (2016), Chen, Chang and Chang (2016), Li and Lu (2011), Pranckevičiūtė and Zajankauskaite (2012), Sanmugam (2013), Todea and Demarcsek (2017) were curious on how it works on students of non-English program. The truth reveals that the non-English students demand on improving their productive skills, especially on speaking skill. Furthermore, there is a high demand in learning material such as vocabulary which relate and accordance to their major disciplines

(Albassri, 2016; Chen, Chang & Chang, 2016). Demarcsek (2017) also supports the findings with additional result on the learning activities in which most of the students prefer to the peer and teamwork than lecturing or individual work.

Similar results of needs analysis is found by Ayuningtyas (2015), Albakrawi (2013), Kusni, Syamwil and Refnaldi (2014), Zurniati and Kustati (2015) who investigated it on secondary education level especially on vocational high school.It is reported that students lack in direct communication skills such as speaking and listening. Thus they prefer to have more practice in communication especially the one related to their study program and the workplace's demands. Another point which is stressed by Indonesian researchers is that the English which is taught in vocational high school represents general English (EGP), not English for Specific Purposes (Zurniati & Kustati, 2015).

2.1.1.2 The Studies on the 2013 Curriculum

The result of the needs analysis is used either to evaluate or re-design the course or the learning program which cannot be separated with the curriculum. In the context of Indonesia, the 2013 Curriculum is the recent curriculum which has been implemented for almost seven years. There are a lot of researchers who were curious on how the implementation of the curriculum such as Ashar and Irnawati (2016), Chairani (2015), Ekawati (2016), Jedun (2014), Nur and Madkur (2015). The results of the studies on the implementation of the 2013 Curriculum reveal that there are both strengths and weaknesses in it. Focusing not only on the knowledge aspect but also skill as well as attitude is seen as one of the strengths of the curriculum, while the weakness is in assessing students' attitude, such as in

planning the activity and the time as well as designing the rubric of evaluation. Furthermore the gap between the lesson plan designed by teachers with the classroom implementation and the awkward learning processes are the signs thatmost of the teachers are adapting to the new learning process of the 2013 Curriculum.

One of the elements of the 2013 Curriculum in which the teachers need longer time and duration to adapt is the scientific approach. Thus Atmarizon (2016), Hasan (2018), Komariah (2016), Ratnaningsih (2017) and Zaim (2017) were intrigued to investigate it on why the teacher needs more time to adapt it in their class. It is discovered that the some teachers encounter difficulty in conducting the first two steps of scientific approach namely observing and questioning process. Meanwhile, other teachers carried those two processes without problem as they apply some techniques from Cooperative Learning along with ICT in their class. Aside from the problems during the classroom implementation, all those studies agree that scientific approach promotes active learning and collaborative work although all steps of scientific approach cannot be completed in one meeting.

The authentic assessment is also one of the new aspects of the 2013 Curriculum. This element has triggered a lot of researchers to conduct depth study on it (Bentri, Hidayanti & Rahmi, 2015; Idham, Nadrun & Darmawan, 2015; Natsir, Yusuf & Nasution, 2018; Retnawati, Hadi & Nugraha, 2016; Rukmini & Saputri, 2017; and Sahyoni, 2017). The studies reported that most of the teacher are able to conduct knowledge assessment by using tests and quizzesand skill

assessments by using performance assessment such as oral description, picture cue, retell story, role play, interview, dialogue and picture talk. However, there are problems in conducting attitude assessment such as difficulty in designing the instrument, indicator, activities, insufficient time, as well as conducting self-and peer assessment. in addition, it is reported that most of the teachers have not been familiar to the portfolio-based and project-based assessment, in other words the assessments were based on the students' final performance while the process is still left behind.

Beside the scientific approach as well as the authentic assessment, another element of the 2013 Curriculum which was eager to be investigated is the textbook. Margana and Widyantoro (2016), Nimasari (2016), Akbar (2016), Zaiturrahmi, Kasim and Zulfikar (2017) are those who focus their studies on the senior high school English textbook; while Handayani (2016) focuses on the junior high school one. The investigations of the textbook report that the textbook is well ordered with considering the core and basic competences in designing the content in which presenting both micro and macro skills. The other strengths of the textbook are the methodology, presentation and the design which help the teacher in applying student-centered learning as well as individual, pair and group work. Although the content has covered all the skills, yet most of those studies claim that it is lack of listening and speaking practice as well as authentic material which represents real situation of English usage. Although the local culture is being pointed out, the target culture which influents the use of English expression is being neglected. Related to the higher order thinking (HOTS) which is

emphasized by the 2013 Curriculum, it is reported that most of the learning activities are in LOTS level and knowledge level dominate the cognitive domain

2.1.1.3 The Studies on the CLT Approach

The next review is on CLT approach which is considered an appropriate approach in teaching English for Foreign Language (EFL). Thus, a lot of EFL researchers eager to study this approach, among those are: Ahmad and Rao (2013), Asassfeh, Khwaileh, Al-Shaboul and Alshboul (2012), Martono (2013), Astuti and Lammers (2017), Prastyo (2015), Susanto (2017). The result of the investigation share that there are a lot of positive aspects of CLT approach which make it suitable for teaching EFL. It provides effective and intensive environment to practice and communicate using English. Furthermore it promotes active, real-world and learner-centered learning which boost learners' motivation in learning and practicing. In order to carry this approach well, Cooperative Learning techniques and Grammar Translation Method are able to support the practice of CLT in learning process.

The CLT approach cannot escape from the hindrances in its implementation. Lack of teacher understanding on the CLT approach and techniques as well as English proficiency, big classes, insufficient time, low motivation students, students' different level of proficiency, mismatch between the curriculum and the national exam which focuses on the grammar rather than communication skill, lack of fund, resource, material and learning media, and also the social-psychological factor such as parents' support, attitude, belief toward English teaching learning are the hindrances of the CLT approach implementation in EFL

setting (Arfandhari, 2015; Bakhtianvand, 2011; Daflizar, 2013; Huang, 2016; Ibrahim & Ibrahim, 2017; Koosha & Yukhabi, 2013;Kumar, Philip & Kalaiselvi, 2013; Lee, 2014; Maryslessor, Barasa & Omulando, 2012; and Sukanto,2016).

2.1.1.4 The Studies on the English Subject in Vocational High School

It has been stated that this study focuses on vocational high school in Indonesia in which the President, Mr. Joko Widodo takes a great attention on this level of education. It is expected that the vocational high school graduate are able to enter their work life. Thus the curriculum and syllabus need to be prepared well. Asfiyanur, Sumardi, Rahayu and Putra (2018), Dewi (2015) and Marsigit (2008) were conducted studies on investigating the curriculum and syllabus for English in vocational high school. It is reported that English vocational teachers mostly follow the curriculum and syllabus which was designed by the Ministry of Education, and do not able to design their own. Furthermore, those studies agree that the learning material does not represent and provide adequate knowledge for vocational high school students to be ready to enter the work place as most of the learning material do not relevant to students' program. The learning material and activities do not represent real-life situation which makes the vocational high school graduate students do not acquire work standard.

Beside the curriculum and syllabus, a lot of researchers concern on the English teaching learning process for vocational high school. Among those are: Djatmiko (2010), Hayikaleng, Nair and Krishnasamy (2016), Luo, Lin, Hshin, Shih & Cheng (2013), Miraj, Rohendi, Yannuar, Nurhabibah and Wendi (2018), Syafrizal and Rohmawati (2017).The results on the teaching learning in vocational

high school are dominated by ICT assisted. Most of those studies recommended the teachers to integrated their teaching with ICT such as with computer and internet services and internet such as Youtube, social media as well as implementing blended learning. Another strategy is by using Cooperative Learning techniques which promote active learning, interaction and group work.

It has been stated that most of vocational high school graduate still lack of the requirement of the workplace. Thus some researchers were eager to investigate the hinder factors (Djatmiko & Asnawi, 2016;Estriyanto, Kersten, Pardjono & Sofyan, 2017 and Kardijan, Enzir & Rafli, 2017). The main problems on this issue is inconsistency between the learning goals in which preparing students with knowledge and skill to enter work life as well as the learning process which does not promotes real life learning. The other problems lay on the learning activities which is mostly using traditional method rather than communicative approach, learning resources and material which should be authentic, and teacher-centered which makes students being passive during learning process. Regarding to the English teacher for vocational high school, it is reported that lack motivation, lack of English productive skills such as speaking and writing, lack of understanding on teaching techniques, and workload are the factors which come from the teacher.

2.1.2 The Gap Identification

From the explanation above, it is discovered that there have been a lot of researchers who investigated the needs analysis, the 2013 Curriculum, the CLT approach, and English subject in vocational high school. Most of the needs

analysis are conducted in the college level, either English or ESP programs (Albassri, 2016; Astuti, 2009; Jouybar, 2013; Li & Lu, 2011; Pranckevičiūtė & Zajankauskaite, 2012); yet only a few which are conducted toward vocational high school (Albakrawi, 2013; Ayuningtyas, 2015; Kusni, Syamwil & Refnaildi, 2015; and Zurniati & Kustati, 2015). Learners' needs play a big role in curriculum development as it serves information which can be transformed into learner-based learning material, learning methodology, learning source, until assessment system. Several suggestions are given by those researchers such as carrying out instructors' needs analysis (Astuti, 2009); finding out the detail of students' need toward English as well as appropriate syllabus design for the students' needs (Ayuningtyas, 2015); investigating market needs to adjust the learning material (Chen et.al., 2016; Pranckevičiūtė & Zajankauskaite, 2012). Dealing with the current curriculum in Indonesia, a lot of studies focus on the investigating the implementation of English subject of the 2013 Curriculum in every level of education in Indonesia, not to mention in vocational high school (Chairani, 2015; Ashar & Irmawati, 2016). Most of the studies discuss on the implementation, the problems during implementation, and teachers' as well as students' perspective on it. The investigation of teaching learning process of the curriculum is merely on the relation of the well-known scientific approach. Yet, there are few studies which investigate the process of teaching learning using Communicative Language Teaching approach which has been claimed to be adopted by the curriculum. Thus, investigating the classroom implementation of CLT approach in different level of education (Ahmad &Rao, 2013; Arfandhani, 2015); the learners'

attitude toward the practice of CLT as well as association of learners' proficiency and instruction type preferences (Asassfeh et.al., 2012); and learning activities which promote CLT approach (Martono, 2013) are recommended issues for further research.

Therefore, this research would like to fill in the gap from the previous studies by conducting needs analysis in English subject for vocational high school students, as well as investigating the classroom practice of CLT approach in vocational high school. As both the needs analysis and the classroom practice of CLT approach cannot be separated with the curriculum, this research attempts to relate the need analysis and the CLT approach practice with the 2013 Curriculum. The relation is drawn by investigating the alignment of and the gap between the needs analysis, the 2013 Curriculum, as well as the practice of CLT approach in vocational high school.

Furthermore, in order to stand the novelty of my study, I would like to state how it differs from the previous studies. First, this study focuses on the needs analysis for vocational high school which covers not only their needs, but also their evaluation on the English subject as well as their expectations for the better learning activities. Secondly, this study investigates the implementation of the 2013 Curriculum in vocational high school which covers not only the classroom application but also the lesson plan and related documents. Beside the implementation of the 2013 Curriculum, classroom practice of CLT approach is also being investigated. Lastly, this study differs from the previous ones on the findings as well as the discussion on the alignment of and gaps between the

vocational high school students' needs analysis, the implementation of the 2013 Curriculum and the classroom practice of CLT approach.

2.1 Review of Theoretical Studies

In this review of theoretical studies section, there are four subsections namely Needs Analysis, the 2013 Curriculum, Communicative Language Teaching Approach, and Vocational High School.

2.2.1 Needs Analysis

One of the essential processes of curriculum evaluation is needs analysis (Kusnawati, 2017; Lee, 2016; Poedjiastoetie & Oliver, 2017). This is the first step of either curriculum design or development (Hall, 2001; Pranckevičiūtė & Zajankauskaite, 2012; Songhori, 2008). Needs analysis provides the what and how elements of course design (Pranckevičiūtė & Zajankauskaite, 2012). Those whatand how serve as the basic information on developing the curriculum or course to meet the demand of certain group of learners. In addition, Dudley-Evans and St John (1998:126) emphasize that:

> First, needs analysis aims to know learners as people, as language users and as language learners. Second, needs analysis study also aims to know how language learning and skills learning can be maximized for a given learner group. Third, needs analysis study aims to know the target situations and learning environment so that data can appropriately be interpreted.

Richard (2002) claims that the first thing to be sure in conducted the needs analysis is aware of its purposes. Needs analysis aims to discover the needs especially the learners which later will be useful in determining the course

programs, goals, materials, methodologies, as well as assessment. It also provides information on the gap between learners' needs and ability, between the real and the ideal (Richard, 2002:52; Alharby, 2005; Veena, 2015; Zheng, 2010). Moreover, it helps improving variety of learning program's components be more learner-oriented (Boroujeni & Fard, 2013).

From the statement above, it can be concluded that needs analysis is a substantial prior step in developing and constructing language curriculum, language course, the learning material, methodology, as well as the assessment. In addition, the information which is provided by needs analysis can be useful in evaluating the present course or program so that it can be more learner-based. Thus, Robinson (1991) in Rahman (2015) suggests that needs analysis should be conducted periodically.

There are several classifications of needs analysis such as Target Situation Analysis, Present Situation Analysis, Pedagogic Needs Analysis, Deficiency Analysis, Strategy Analysis or Learning Needs Analysis, Means Analysis, Register analysis, Discourse Analysis, and Genre Analysis (Songhori, 2008). Among those, there are three main landmarks of needs analysis which are discussed by most of the scholars, namely Target-Situation Analysis, Present-Situation Analysis, and Learning-Situation Analysis(Kothalawala et al., 2015; Kusnawati, 2017; Rahman, 2015;Sanmugam, 2013; Veena, 2016; Zheng, 2010;).

Hutchinson& Water (1991) state that Target-Situation Analysis (TSA) dealswith what learners needs to do in certain target situation. In other words, it

deals with discovering the true needs of the learners. TSA specifically identifies the language use or requirements in academic situation or occupation (Kusnawati, 2017; Rahman, 2015; West, 1994;). TSA can be determines through its three components namely ‘necessities’, ‘want’, and ‘lack’ (Sanmugan, 2013; Veena, 2016; Zheng, 2010). ‘Necessities’ is defined as the language features in which the learners needs to acquire so that they can perform or communicate well in the target situation. ‘Want’ deals with what the learners needs and wish themselves to learn and obtain. The last one deals with their lack of understanding in what they have learnt or on the ‘necessities’. TSA can be carried out through several instruments such as questionnaire, interviews to learners or and teachers, observation, test, self-assessment, etc. (Veena, 2016).

If TSA deals with the target or what the learners will achieve, Present Situation Analysis (PSA) deals with learners’ situation of proficiency in the beginning of the course or the program. It investigates their strengths and weaknesses (Rahman, 2015). Furthermore, it does not only focus on the learners, but also on the readiness of the course. Alharby (2005) states that it seeks the information on the level ability, available curricula, teaching method, learning sources, society, and cultural elements. Brindley (1989 in Mohammadi & Mousavi, 2013) states that PSA refers to ‘mean needs’ which helps the learners to learn the purposed language during the lesson, and ‘end needs’ which relates to the target needs.

The third need is Learning Situation Analysis (LSA) which deals with learning strategies which will be employed during learning process. If TSA focuses on learners' language use; LSA focuses on what the learners needs to do to learn. Clearly it is a process-oriented analysis (Sanmugam, 2013; Songhori, 2008). Students' perceptions and preferences provide the information on their concept of learning (Allwright, 1982 in Songhori, 2008).

2.2.2 The 2013 Curriculum

The 2013 Curriculum is the extension of School-based Curriculum with several improvements such as learning approach, assessment system, and balancing students' soft and hard skills. The expectation of this curriculum is generating productive, innovative, creative and affective human resources by strengthening competences of attitude, knowledge and skill (*Puskurbuk*, 2012 in Retnawati, 2016).

The 2013 Curriculum focuses on educating future competency, communication skills, ability to think clearly and critically, ability to consider the moral aspects of a problem (the Ministry of Education and Culture, 2013). Furthermore, Lazim (2013 in Zaim, 2017) states that the curriculum is intended to be implemented in the condition which is focusing on student-centered learning, forming the students' concept, increasing students' thinking skills, providing opportunities for students to assimilate and accommodate the concept, laws, and principles, and providing opportunities for students to practice the skills of communication. Learning paradigm of the 2013 Curriculum which shifted from

teacher-centered to student-centered sees students not as the object of learning but they are the subject of learning (Wangid, 2014).

It is also known that the focus of the 2013 Curriculum is 21st century's competencies. These competencies deal with the critical thinking skill, problem solving skill, collaboration skill, creativity skill, and communication skill (the Ministry of Education and Culture, 2018). Thus, this curriculum covers both lower-order thinking skill (LOTS) and higher-order thinking skill (HOTS). The curriculum also adopts Bloom's taxonomy related to the higher order thinking skill. Three categories of Bloom's taxonomy which promote HOTS are analyzing, evaluating, and creating.

Analyzing occurs in both knowledge and skill competencies of the 2013 Curriculum. The competency which is stressed in this level is that the students are able to break down the knowledge into parts; show and explain the relation among the parts. Furthermore, the Ministry of Education and Culture (2018) describes this level into three abilities. First is the students are able to categorized the parts of the information source, object being analyzed, or the phenomena occurred. This includes the ability differentiating group of information, categorizing the information, deciding the focus of the information gathered. Second competency is that the students are able to relate each parts of the information gathered including the ability to organize the group of information, find the coherency among the information, and make new structure for the existing information. Last

is students are able to find the main idea, or find the bias of the writer or the informant.

Evaluating deals with the ability to judge or assess the information, ideas, or work based on the set of criteria and standards (Krathwohl, 2002). It is broken down into the competency of determining the coherence between the issue, method, procedure, technique, formula, principle, explanation as well as the conclusion. This competence includes checking the continuity, detecting the same elements, monitoring the activity, testing, criticizing the strengths and weaknesses of the information or its parts, and assessing the information based on the criteria (the Ministry of Education and Culture, 2018).

Creating according to Anderson & Krathwohl (2001) is the ability or competence to pull together the parts of the knowledge to form new whole and build relationships for new situations. There are three keywords of this competence namely generating, planning, and producing. Those keywords are adopted by the Ministry of Education and Culture (2018) by giving the details on the each sub-competence such as generating and developing the hypothesis, planning or designing, producing, constructing and re-constructing.

The 2013 Curriculum puts the stress on the use of scientific approach. According to Longman (2014) scientific approach is process of information finding scientifically which involves testing the argument by conducting experiments and decision making based on the result analysis (Zaim, 2017). There are five steps in conducting the approach namely observing, questioning,

exploring or gathering information, associating, and communicating (the Ministry of Education and Culture, 2013). The explanation of those five steps along with the activities is presented as follow:

a. Observing

Both teacher and students should participate fully in the observing step. There are two main activities which are done in this step. One is teacher gives students opportunity to do observation which can be carried out by reading activity, listening activity and seeing certain object. After providing the opportunity and the sources, teacher facilitates the students to do observation and trains them to gather essential information for the observation (the Ministry of Education and Culture, 2013).

b. Questioning

In this step, students are having opportunities to raise their questions to the teacher, and vice versa. Students are trained to raise their questions regarding to their observation previously to gather the needed information. The information serves as the basic information for the next activity (the Ministry of Education and Culture, 2013). The function of questioning steps is to stimulate students to be actively involved in the learning activities. In the view of language skill, this activity gives students opportunity to practice their language skill in talking, questioning, and responding in the logical way during the discussion with proper manner and grammar. In addition, during the discussion, students are able to enrich their vocabulary. Through questioning, students are able to develop their critical thinking or their HOTS by doing analysis and evaluation as well as

drawing conclusion. From the view of students' attitude, students are trained to be open in giving opinion to others as well as receiving it (Zaim, 2017).

c. Exploring or gathering information

Gathering information from the resources in any manner is the next step after questioning. There are five activities which can be done by the teacher in this step according to Zaim (2017). First activity is putting students in several groups; followed by asking the students to discuss regarding the learning material. During their discussion, teacher also asks the students to record their findings. Teacher need to supervise each group to make sure that all the students are participating during the discussion. For group that needs guidance, teacher may help them.

d. Associating

The findings or information gathered are processed by relating one to the other information (Zaim, 2017). By finding the relation between those information, students are able to find the interrelationship pattern of the information so that they are able to draw the conclusion from the pattern found (the Ministry of Education and Culture, 2013).

e. Communicating

The last step of the scientific approach is communicating through writing or telling the findings of their information gathering, associating and pattern finding (the Ministry of Education and Culture, 2013). Zaim (2017) explains four activities which can be done in this step. First is asking students to read their finding in front of the class while the other are listening to the presentation. After presenting their findings, the next step is providing the students with feedbacks or

input to each group. Then it is followed by giving explanation or feedbacks toward students' works after the discussion is ended. The last is giving the students opportunity, task to demonstrate their attitude, skill and understanding toward the learning material.

The 2013 Curriculum does not only stress on the use of scientific approach, but also other learning methods such as genre-based learning, project-based learning, and problem-based learning. Genre-based learning employs certain type of contexts or texts which carry certain goals, structure and linguistics features, thus students are put in certain situation to learn (Dirgeyasa, 2016). Project-Based Learning is an innovative approach where students being critical either in their own inquiry learning or small group discussion and being able to create projects which reflect their knowledge (Bell, 2010:39, see also Lestari, Bharati & Rukmini, 2018; Wachyu & Rukmini, 2015; Setiawan & Bharati, 2018).What differ the problem-based approach from the other approaches is the students seek solutions and answers for the problems serve (Mukhoyyar, Bharati & Mujiyanto, 2018)

As explained above in which those learning methods differ to each other, eventually they also have different steps or stages. Yet generally, those learning methods are having similarities in their activities. The activities are presented as follow:

Table 2.1 Activities of the Approaches adopted from the Training Module for the Implementation of the 2013 Curriculum in High School (the Ministry of Education and Culture, 2018)

Scientific approach	**Genre-based learning**	**Project-based learning**	**Problem-based learning**
Observing	Deciding the context	Deciding the project's theme	Deciding the problem or issue
Observing and questioning	Building knowledge of the topic	Deciding the final product	Constructing the problems
Gathering information /experimenting/ exploring	Deconstructing the text which is learnt	Arranging the schedule and the activities	Deciding the needed information
Associating	Guided practice	Gathering the data or information	Deciding the resources of the information
Communicating	Independent performance	Compiling and analyzing (testing the finding)	Developing the rational solutions
		Making the report	Analyzing and renewing the solutions
		Evaluating the whole project	Serving the final solution

In term of learning materials which have been stated on the Ministry of Education and Culture Regulation No. 24 Year 2016 sub no. 47, includes three types of text namely interpersonal; transactional; and functional text. The texts which are served in grade ten, eleven, and twelve are presented as follow:

Table 2.2 English text types for high school adopted from the Syllabus of Learning Subject for High School (the Ministry of Education and Culture, 2016)

Text type	**Grade**	**Learning materials**
Interpersonal	X	Congratulating and praising (extended), and the responds
Transactional	X	Identity, considering the linguistic features of pronoun, subjective, objective, possessive
		Intension to do something, with the linguistic features of *be going to, would like to*
		Past event with specific time and the event after that, by considering the verb of *simple past tense vs present perfect tense*
	XI	Suggestions and offering expressions, with linguistic features of should and can
		Giving opinion, with the linguistic features of I *think, I suppose, in my opinion*
		Cause-effect, with the linguistic features of *because of ..., due to ..., thanks to ...*
		Passive voice
	XII	Offering services, with the linguistic features of *May I help you?, What can I do for you? What if ...?*
		Conditional sentence

Special functional	X	Announcement of school events
		Song lyrics of the high school students life
	XI	Official invitation on giving and asking information about school/work place event
		Private letter about self or someone's activity
		Song lyrics of the high school students life
	XII	Application letter
		Caption text accompanying picture/photo/table/graphic
		Manual
		Song lyrics of the high school students life
Functional	X	Descriptive text on tourism and historical places
		Recount text on historical event
		Narrative text on legend
	XI	Analytical exposition on actual issues
		Explanation text on natural or social phenomena related to the other subject learning
	XII	Procedure in the form of manual
		News items from newspaper or radio

As attitude, knowledge, and skill are the aspects which are stressed by the curriculum; assessment system also covers those three aspects. Procedures in conducting the assessments are described in detail in the Ministry of Education and Culture Regulation No. 23 Year 2016. There are several steps in conducting attitude assessment. First is by observing students behavior during learning activity, followed by taking note on students' behavior by using observation sheet. Teacher does not need to take note every students' behaviors, the one who need to be noted is the one who is caught teachers' attention whether it is good or bad

attitude. The next step is that analyzing the students' behavior, then following up the analysis during the learning process. At last teacher needs to classify the students' behavior and describe it in brief.

Among those three assessments, the assessment of knowledge and skill share the same steps. Teacher needs to design assessment planning as the prior step. This step includes designing, analyzing and developing the *kisi-kisi* or the sub-materials which will be assessed as well as the instruments. When the instruments are ready, the assessment is carried out. This process is followed by reporting the assessment result by using scale 0-100 as well as the description. Teacher need to carry remedial to those who have not achieved the minimum requirement and carry the enrichment for those who have passed the minimum requirement.

2.2.3 Communicative Language Teaching (CLT) Approach

Communicative Language Teaching (CLT) approach has been introduced in Indonesia since 1980s, in fact it was not implemented accordingly (Arifiandhi, 2015). It is also adopted and pointed out in the 2013 Curriculum especially in English subject (Sahiruddin, 2013). CLT approach is considered as an appropriate approach in teaching English for second language and foreign language as its goal is to make learners be able to communicate using target language. This notion is supported by Lindsay and Knight (2006:2) in which they stated that CLT approach is based on the perspective that language is learnt in order to communicate effectively "in the world outside the classroom."

In addition, Mustapha and Yahaya (2012) argue that fluency and communication ability in variety of context and situation using the target language. Thus, communicative competence is emphasized in this approach. Ying (2010) refers the communicative competence as the learners' language ability in using the target language successfully in the real world communication. In other words, it is the learners' ability to convey as well as interpret the message, and also to negotiate meaning in specific contexts (Breshneh & Riasati, 2014).

Not only focuses on the fluency and communication ability, there are several categories of CLT approach which have been stated by several expert such as Brown (2001), Nunan (1991), Larsen-Freeman (2000), Savignon (2002), and Richard and Rodger (2014). Those categories are presented as follow:

a. Learners learn a language by using it to communicate (Nunan, 1991; Richard & Rodger, 2014). Thus language teaching techniques are constructed in order to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes (Brown, 2001). Classroom should provide opportunities for learners to practice and experience the communication by using the target language in real-life situation with various communicative activities (Larsen-Freeman, 2000; Nunan, 1991).
b. Communication involves the integration of different language skills (Richard & Rodger, 2014). It means that CLT approach does not only focus on oral or speaking skill (Savignon, 2002), but also listening, reading and writing skills. To be able to perform well during the practice, learners should be exposed to

the adequate input. The input does not only come from the teacher, but also can be from reading text, listening to the native speaker, and others. In other words, language is used either productively or receptively (Brown, 2001).

c. Fluency and accuracy are complimentary principles underlying communicative techniques (Brown, 2001). Latter on fluency is taken more important than accuracy so that the learners stay engaged to the language use. Richard and Rodger (2014) support this notion by stating that fluency in an important dimension on communication.

d. Authentic material is put as an important input in CLT approach (Larsen-Freeman, 2000; Nunan, 1991). As the goal of this approach is the learners are able to communicate using target language, they need to be exposed to the authentic usage of the language. One of the purposes of using authentic material is that so that learners are able to use expressions in target language, such as formulaic expressions, and idiom.

e. Grammar is still taught, but les systematically. There are misconceptions of CLT which claims that grammar is not taught in CLT approach. Whereas grammar is important, students need to know and use it well during communication. Although, CLT approach focuses on the communicative function, it does not mean that linguistic structure is not important. Savignon (2002) states that these days there are research reports on the integration of form-focused exercise (teaching grammar) with meaning-focused experiences. Thus, grammar can be taught along with the communication practice.

f. Communication practice cannot be practices through memorization or in isolation, social interaction is needed. In other words, learners should be actively participated during the learning process. In order to create conducive atmosphere during practice, learners need to work in pair or in small group (Larsen-Freeman, 2000). Role-play, dialogue, game, and problem-solving tasks are some of the activities to practice to communicate in target language (Lindsay & Knight, 2006). By practicing with group of people, learners are more engaged to negotiate meaning during the practice (Savignon, 2002).

g. Learning is a process of creative construction and involves trial and error (Richard & Rodger, 2014). As this approach lets the learners to practice using the target language to communicate, errors cannot be avoided. The errors are the natural product of their efforts in learning. Teacher's correction does not need to be done constantly and directly as it can lead to counter-productive, yet it is still needed to give the students feedback.

h. Teacher's role is as facilitator of students' learning, manager of classroom activities, advisor during the activities, monitor of the students' activities, and 'co-communicator' during practice (Breshneh, 2014; Brown, 2001;Richard & Rodger, 2014). Rather than being the conductor, model for the students, and being the one who has the responsibility to make sure that students learn well, teachers have to shift to different view in which they facilitates, aids, associates the students to their successful learning.

2.2.4 English Subject in Vocational High School

SMK functions to prepare and educate the students with knowledge, science and technology as well as vocational skill according to the profession which is demanded by the society (the Government Regulation No. 17 Year 2010 article 76 subsection 2c). Thus, the learning subjects as well as the learning materials should match with their work needs, not to mention English subject.

English in the 2013 Curriculum for vocational high school is one of the important subjects in which the goal is developing students' communicative skills, listening, speaking, reading and writing so that be able to communicate both oral and written (Ahmad, 2014). In vocational high school, English subject is the member of A-grade compulsory learning subject with mostly 3 hour per week in grade ten and eleven; and 4 hour per week in grade twelve (the General Guidance of Elementary and Secondary Education No. 130 Year 2017).

Ideally, English for vocational high school is different to English for general senior high school, as they share different goals. General senior high school students are prepared to go to college after graduation, thus theory-based curriculum is the most appropriate one. On the contrary, vocational high school students are prepared to work after graduate, as result the curriculum is more on the practice (Dewi, 2015) or practical-based curriculum.

Since its goal is preparing the students to enter work place, all the learning aspects should be based on their specific profession. In order to able to perform well in their job, vocational high school students needs practical English which

will be useful in their work life (Faridi, Bahri, & Nurmasitah, 2016). In term of English, English for Specific Purposes is suitable. The English material should be based on their learner's needs; the learning activities should match with the learner's disciplines; and the language features taught should be appropriate to the activities they done (Duddley-Evan & St. John, 1998 in Belyaeva, 2015).

In this knowledge era in which learners should be able to process, make sense and interpret the information they get to develop new ideas and concepts and make them work in new, creative and innovative ways (Djatmiko, 2010); there are a lot of challenges which have to be faced by the learners. For vocational high school students, one of the challenges is the employment skills (Robinson, 2000 in Djatmiko, 2010). Employment skill which is also known as the job-readiness skill covers three aspects namely basic academic skills such as mathematic, languages, knowledge on the discipline, etc.; higher-order thinking skills; and personal qualities (Djatmiko, 2010). In fact, those three aspects cover and are stressed by the current curriculum, the 2013 Curriculum.

2.2.5 Summary

The relevant theories have been reviewed in this section. The first theory which is reviewed is need analysis. This section tells about the functions of need analysis as well as the types of need analysis which are mostly discussed by researchers namely Target-Situation Analysis, Present-Situation Analysis, and Learning-Situation Analysis. Target-Situation Analysis deals with what needs to be learnt by the students in target situation; while Present-Situation Analysis deals with the

readiness of the learning components such as learners, materials, classroom, and others; and the Learning-Situation Analysis deals with the learning strategy. The second section is the 2013 Curriculum which tells on the aspects of the curriculum such as its focuses, its learning activities, its learning approaches, the English material taught in grade ten, eleven, and twelve; and its assessment system. The third part is CLT approach. This section discusses about its focuses as well as its characteristics which are taken from several experts. And the last section is vocational high school or *Sekolah Menengah Kejuruan (SMK).* It tells about the foal of *SMK* in which to prepare students with knowledge and skill on certain disciplines in order to be ready to enter work place.

Those reviewed relevant theories will be used as the fundamental judgment for the findings of this research and will contribute in the discussion of the findings. Dealing with the need analysis which will be conducted, it should cover the three types of the need analysis namely Target-Situation Analysis, Present-Situation Analysis, and Learning-Situation Analysis. The afore mentioned information of need analysis will be used to judge the finding as well as support the discussion of the finding of the need analysis.

The next section is discussed on the 2013 Curriculum in which it focuses on the knowledge, skill, and attitude competences. In order to reach those three components, there are several learning approaches which are proposed such as scientific approach, genre-based approach, project-based approach, and problem-based approach along with their learning steps. Higher-order thinking also takes

part in this curriculum, in which students are expected to be able to analyze and evaluate the information, as well as to generate the information which will be use to create it into meaningful knowledge or product of learning. The explanation of the curriculum aspects will be taken into account in the findings as well as discussion on the alignment of and the gap between the need analysis and the curriculum aspects such as which have been stated in the Ministry of Education and Culture Regulation No. 24 Year 2016. It will also be contributed in the finding and discussion on the alignment of and the gap between the curriculum and the CLT practice in the classroom.

The review of CLT approach serves the information on the characteristics of the approach such as the use of target language during the learning activity, group work, etc. The theory will be used to interpret the classroom observation finding as well as to support the discussion of the alignment of and gap between the need analysis and the classroom practice of CLT approach. Furthermore, it will also be used along with the 2013 Curriculum theory to figure out and discuss the alignment of and gap between the 203 Curriculum learning activities requirements which is stated in the Ministry of Education and Culture Regulation No. 22 Year 2016 with the practice of the CLT approach.

The last theory is vocational high school *(SMK)*. This section tells that SMK is oriented to the work place, so that all the learning aspects such as learning material and activities should be match to the work need. In the Ministry of Education and Culture Regulation No. 60 Year 2014 explains the curriculum for

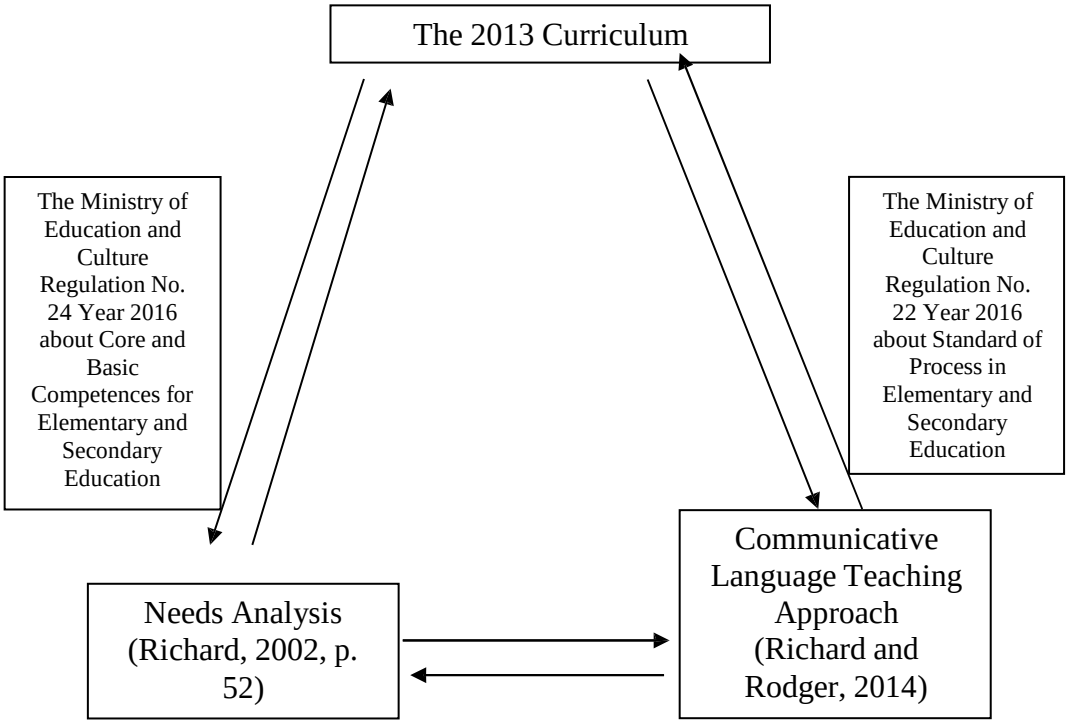
vocational high school. This regulation will be used to support the interpretation and the discussion on the findings of the need analysis, the 2013 Curriculum analysis, and the practice of the CLT approach in the classroom as well as on the alignment of and gap between those three focuses of this research.

2.3 Theoretical Framework

This study is a case study which employs qualitative research to describe the need analysis of the vocational high school learners; to explain the English subject of the 2013 Curriculum in vocational high school; to describe the CLT approach practice in vocational high school; as well as to explain the alignment of and gap between those three focuses. It is motivated by the aims of the vocational high school in which it prepares the students with knowledge and skill to enter work place. To be able to enter work place, students should have employment skills name basic knowledge, high order thinking and personal qualities (Djatmiko, 2010). Appropriate learning material as well as learning activities will help the students to acquire the employment skill.

Thus, it is worthwhile to investigate the needs of the vocational high school's students; and how the needs relevant to the current curriculum, the 2013 Curriculum, also the practice of CLT approach; as well as the gap between the need, the 2013 Curriculum and the CLT practice. The research will be conducted in SMK Negeri 1 Semarang in several programs of study. The following figure in the theoretical framework of this study.

Figure 2.3 Theoretical Framework of the Study



In curriculum of language teaching, needs analysis is important as it serves information on students' abilities, lacks, and preferences as well as what they need to learn and acquire. As stated before that learning material and activity in *SMK* should be based on their discipline, the needs analysis and classroom observation of CLT approach will be taken in one of the *SMK*s in Semarang. The information gathered from students' needs analysis and classroom practice of CLT approach will be investigated along with the 2013 Curriculum, the current curriculum in Indonesia. The investigation is conducted to see the alignment of as well as the gap between students' needs analysis and 2013 Curriculum which is represented in the Ministry of Education and Culture Regulation No. 24 Year 2016 on core competence and basic competence for secondary school. Furthermore, the needs analysis will be related to the CLT approach practice to see how they align and

how the gap is occurred. The classroom practice of CLT approach will be investigated along with the standard of process of the 2013 Curriculum which is represented in the Ministry of Education and Culture Regulation No. 22 Year 2016 in order to draw the alignment of and gap between those two.

CHAPTER V

CONCLUSION, LIMITATION, AND SUGGESTION

This chapter is divided into three-sub-chapters. The first one is conclusions containing the conclusions of the previous chapter. The second sub-chapter is the limitation of my study to be considered as encouragement for the next study. The last one is suggestion for further improvement of learning materials as well as the implementation of the 2013 Curriculum as well as CLT approach in the future.

4.1. Conclusion

Based on the research questions that have been stated in previous chapter, there are five conclusions that some conclusions that be drawn. Firstly, the students' needs shows that the students are aware on the importance of English for their graduation as well as for their future. They also realize that they are lack of English skill especially in speaking. Meanwhile, the teaching learning activity has accommodated their needs, although it has not shown maximum result of their proficiency. The analysis also discovers the students' preference for their learning, it is found that they wish to have more speaking practices as well as more group works. It is also discovered that they prefer to have learning material which relates to their programs.

Secondly, the implementation of the 2013 Curriculum in vocational high school more or less has been accordance with the regulation, although some of parts have not met the required yet. In term of lesson plan which is made by the teacher, it

is found that some parts are incomplete, for example the learning indicators, learning goals, learning materials, and learning method. Meanwhile, the learning activity as well as the assessment have been design in accordance to the regulation. During the implementation in the classroom, it is shown that the teacher has tried applying scientific approach, although the learning method remains Grammar Translation Method. Active learning is also conducted as the students participate during the learning process by asking and answering teacher's questions as well as gathering the information regarding to the material learnt. Learning through the environment is also occurred during the process of gathering information. The students also perform their work in front of the class and their friends. As for the assessment, the teacher are able to conduct behavior, knowledge as well as skill assessment although the skill assessment is only in the form of speaking performance.

The teaching learning approach in the classroom can be said that has not represent CLT approach as the soul of it in which familiarizing the student to communicate using English by practicing it has not been done intensively. The communication is still going one way that is from the teacher toward the students. In addition, the lack of authentic material and group work also hinder the implementation of CLT approach. As the teacher has not been familiar to the approach, the teaching style shows the traditional way in which the teacher conduct and lecture the class instead of facilitating and guiding the students.

The alignment of the students' needs and the 2013 Curriculum lays on the sufficient time allotment of the English subject; the learning activity in which the

teacher always comes, opens and ends the learning process on time; giving the students time and chances to observe, to ask questions, to gather information and to perform their work. Furthermore, it is also happened in promoting active learning by collaborating with learning from surrounding. At the end of the learning process it is found that the teacher also gave feedback and enrichment for the students. Meanwhile, the alignment of the students' needs and the classroom practice of CLT approach happened in the fact that the teacher tries to make use of English in every occasion during the learning process as well as giving model in speaking English. Furthermore, the alignment of the 2013 Curriculum and the classroom practice of CLT can be seen through the idea of active learning in which the students participate actively during the learning process, the process trial and error also occurs.

The gaps between the students' needs and the 2013 Curriculum occurs in the lack of productive skill practice such as speaking and writing practice, the use of learning media, and the learning materials. As CLT approach focuses on training the students to be able to master English by using it as the communication tools, the 2013 Curriculum also provide the spot for it; yet it is missing during the practice in the classroom. In addition, the learning media which should be used by the teacher should be able to help the students to have adequate model and example as well as input for their practice. This part is also missing in the reality as authentic media is barely used. The last gap is in the learning materials which is considered un-match to the students' program.

4.2. Suggestion

Based on the findings presented in the previous chapter, I would like to purpose some suggestions for the next study. After knowing the needs of vocational high school students toward English for their future in which they need to get more practical English, the teacher as well as the school authority should try to meet the students' needs by adjusting and expanding the learning materials, methods, as well as the learning activity. As the students are expected to be able to perform active English in their communication, it is needed for the teacher to plan and conduct learning activity which trigger and stimulate them to always practice using English in every occasion.

The 2013 Curriculum is having a lot of upgraded aspects which a lot of teacher found it difficult to apply such as the HOTS, the scientific approach, the learning methods, and the assessments. Those positive aspects will be meaningless if during the implementation in the school is not as being expected. In order to get more satisfying result, teacher's training should be conducted regularly so that the teachers are able to understand clearly what the curriculum's and the government's intention as well as broaden their horizon.

5.3. Limitation

In order to give contribution to research development in the fields of students' needs, curriculum as well as CLT approach; I mentioned the limitations of my study. The students' needs which is explained in my study does not completely cover the needs of vocational high school students. It lacks of the detail in the learning materials which they want to have during the learning process. Furthermore, in order to get

more detail information on it, the students' needs should also be conducted toward the alumni, teacher, the stakeholders as well as the industry or the employers of the vocational high school graduate. In addition, my investigation on the classroom practice of CLT approach does not include the kinds of learning strategy which have been done and or which might be done to support the implementation of CLT approach in the class. Furthermore, I did not conduct detail investigation on teacher's understanding and experience on CLT approach, thus the information on this issue is limited.

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Peraturan Menteri Pendidikan dan Kebudayaan No.23 Tahun 2016

Peraturan Menteri Pendidikan dan Kebudayaan No. 24 Tahun 2016

Peraturan Pemerintah No. 17 Tahun 2010

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APPENDICES

Appendix 1

QUESTIONNAIRE FORM

I. Personal Background

Name	:
Class	:
Program	:

II. Self Analysis of English Proficiency

Not do well 1 2 3 4 5 Do well

No.	Items	(1)	(2)	(3)	(4)	(5)	Comment
1.	Listening						
2.	Reading						
3.	Pronunciation						
4.	Conversation						
5.	Vocabulary						
6.	Writing						

III. Importance and Goal

1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), 5 (strongly agree)

No.	Items	(1)	(2)	(3)	(4)	(5)
7.	After graduation, I would like to work					
8.	English is important for my future					

IV. Language Skill Priority

1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), 5 (strongly agree)

No.	Items	(1)	(2)	(3)	(4)	(5)
9.	I learn English so that I can use it correctly.					

10.	I learn English to get more vocabularies.					
11.	I learn English to improve my listening skill.					
12.	I learn English to improve my speaking skill					
13.	I learn English to improve my reading skill.					
14.	I learn English to improve my writing skill.					
15.	I learn English to improve my score in exams.					
16.	I learn English so that I can answer the question in job interview well.					
17.	I learn English so that I can be employed in international company					
18.	I learn English so that when I work I can communicate with my colleges from other countries.					

V. Learning Activities

1 (never), 2 (seldom), 3 (sometime), 4 (often), 5 (always)

No.	Items	(1)	(2)	(3)	(4)	(5)
19.	My teacher starts and finishes the class on time.					
20.	My teacher greets us in the beginning of the class.					
21.	My teacher checks and sets our seat in learning process.					
22.	My teacher gives us motivation in every meeting.					
23.	My teacher asks about and reviews the previous meeting's material					
24.	My teacher tells us the goals of every meeting.					
25.	My teacher puts us in group to work and learn together.					
26.	My teacher lets us ask everything related to the learning material.					

27.	My teacher lets us gather information on the learning material.					
28.	My teacher lets us practice and discuss with our group member to finish the tasks.					

29.	My teacher gives us time to present our findings and work.					
30.	My teacher discusses the tasks given.					
31.	My teacher talks and explains in English.					
32.	My teacher obliges us to talk and communicate in English.					
33.	My teacher relates the learning material to our surrounding or environment.					
34.	My teacher lets us use any media to gather information.					
35.	My teacher uses various learning media and method.					
36.	My teacher gives correction and feedback to our work.					
37.	My teacher encourages us to practice speaking English.					
38.	My teacher evaluates the class activities when the class will end.					
39.	My teacher gives enrichments for the learning material.					
40.	My teacher informs us next meeting's planning.					

VI. Obstacle in Learning and Practicing English

1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), 5 (strongly agree)

No.	Items	(1)	(2)	(3)	(4)	(5)

41.	I have no partner to practice.					
42.	My environment does not support me practicing English.					
43.	My teacher rarely speaks English.					
44.	My English vocabulary is limited.					
45.	I confuse in using grammar.					
46.	I have no motivation in practicing English.					
47.	Teaching learning process in English class is boring.					
48.	Too much theory and lack of practice during learning process.					
49.	I am afraid of making mistake.					
50.	The time allotment for English class is insufficient.					
51.	I have no chance to practice my English skills.					

VII. Preferences

1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), 5 (strongly agree)

No.	Items	(1)	(2)	(3)	(4)	(5)
52.	I prefer working in group rather than individual.					
53.	I prefer my teacher gives me a lot of models or examples.					
54.	I prefer my teacher uses English during the lesson.					
55.	I prefer having a lot of practices especially conversation.					
56.	I prefer my teacher teaches using various media.					
57.	I prefer learning material which relate to my discipline.					

Appendix 2

QUESTIONNAIRE RESULT (Item No. 1-9)

Email Address	Nama	Kelas	Jurusan	[Listening (Mendengarkan)]	[Reading (Membaca)]	[Pronunciation (Pelafalan)]	[Conversation (Percakapan)]	[Vocabulary (Kosakata)]	[Writing (Menulis)]	[Setelah lulus saya ingin bekerja.]	[Bahasa Inggris penting untuk masa depan saya.]	Saya mempelajari Bahasa Inggris ... [agar dapat menggunakannya dengan benar.]
				PSA	PSA	PSA	PSA	PSA	PSA	TSA	TSA	TSA
arizalilham06@gmail.com	arizal	12 BUMA	TAB	4	4	4	2	3	3	5	4	4
hafid.aziz14@gmail.com	Hafidz aziz	12	Buma	3	4	4	3	4	4	4	5	4
ramadhanyudith48@yahoo.co.id	Yudith Ramadhan	XII BUMA	MESIN	4	4	3	3	3	3	5	4	5
nikosetiono15@gmail.com	Niko Setiono	XII - BUMA	TKR	3	4	3	3	3	4	5	4	4
alifmustaqim09@gmail.com	ALIF MUSTAQIM	XII BUMA	TEKNIK PEMESINAN	4	4	4	4	4	4	4	4	4
alifmustaqim09@gmail.com	ALIF MUSTAQIM	XII BUMA	TEKNIK PEMESINAN	4	4	4	4	4	4	4	4	4
alifmustaqim09@gmail.com	ALIF MUSTAQIM	XII BUMA	TEKNIK PEMESINAN	4	4	4	4	4	4	4	4	4
ridwannaufalafif@yahoo.com	Ridwan naufal afif	XII BUMA	Listrik	3	3	3	2	3	3	4	3	3
ilhammukti51545@gmail.com	Muhammad Ilham Mukti Al-Khafizh	XII BUMA	Teknik Kendaraan Ringan	3	4	3	3	3	3	5	4	4
irhamwisnu04@gmail.com	Ircham wisnu aji pratama	12	Buma school	3	3	3	3	3	3	3	3	3
sokpuitis591@gmail.com	Ali bryandhito rosandi indriaswara	XII BUMA	TAV	3	3	3	3	3	3	3	4	3
yoviadi36@gmail.com	Yovi adi saputra	XII BUMA	BUMA	3	4	3	4	3	4	5	5	4
bs081566@gmail.com	Bagas Setiawan	XII BUMA	TEKNIK ALAT BERAT	3	4	3	2	2	4	4	3	4
yokank024@gmail.com	Yokama	12BUMA	Listrik	3	3	3	3	4	4	5	5	4
adindayeojaelf@gmail.com	Adinda dian pratita	XI	Teknik Elektronika Industri	3	4	3	3	3	4	5	5	4
christiandanielsihnugroho@gmail.com	Christian Daniel Sih Nugroho	XI	Elektronika Industri	4	4	4	4	3	4	5	5	4
irfanprasetyo653@gmail.com	Irfan Prasetyo	XI TAV 2	Teknik Audio Video	3	3	3	3, 5	4	5	5	4	4
panjinur12345@gmail.com	Panji Nurcahyo	11	Teknik Elektronika Industri	4	4	3	3	3	3	4	5	4
anggipr262@gmail.com	ANGGI PUTRI AGUSTI	XI TAV 2	TEKNIK AUDIO VIDEO	5	5	5	5	4	5	5	5	5
dyaf2132@gmail.com	Dyah ayu fitriadesi	XI	Teknik Elektronika Industri	3	3	3	3	3	3	5	4	4
rayfaldiananda@gmail.com	Rayfaldi ananda an-naafi	11	Elektronika industri	2	3	4	2	3	3	4	3	2, 5
della.cindi2018@gmail.com	Della Cindi Laura	XI-TEI	Teknik Elektronika Industri	3	3	3	3	2	3	5	4	3
aguspriambudi08@gmail.com	Agus Priambudi	XI	TEKNIK ELEKTRONIKA INDUSTRI	4	4	3	3	3	3	5	5	5
azharipohong19@gmail.com	Muhammad Azhari	11	Teknik elektronika industri	2	3	3	3	2	3	3	4	4
fitrianinurandini24@gmail.com	Fitriani Nur Andini	XII TAV 1	Teknik Audio Video	3	3	2	2	2	3	5	3	4
handokoguntur11@gmail.com	Handoko Guntur Listiawan	XII TAV 1	Teknik Audio Video	3	5	4	4	1	4	5	3, 4	3
rasyid09@icloud.com	Ramadhan Ar Rasyid	12	Pemesinan	4	4	4, 5	4	4	4	5	5	5
rafli2618@gmail.com	Daffa Aufarul Arkan	X	TEI	3	3	3	3	3	3	4	3	4
khoirulhuda961@gmail.com	khoirul nur huda	XI	TAV	3	3	1, 3	3	3	3	4	4	4
vanpersieazhar@yahoo.com	Aiddin Azhar Al-Tsaqif	XI TAV 1	Teknik Audio Video	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3	5	5	5
wildanzufar456@gmail.com	Seva Putra Ardana	10	Teknik elektronika industri	2	2	2	2	2	2	4	4	3
rafifalay14@gmail.com	Pramana rafif	XI	Teknik elektronika industri	5	5	3	4	5	5	4	5	4
mariskaasr15@gmail.com	Mariska Sri Ratih	12	Instalasi pemanfaatan tenaga listrik	3	3	3	3	3	3	3	4	4
muhammadfarnanda940@gmail.com	Silananda Kharisma Pujangga	XI TITL 3	Listrik	3	3	3	3	3	3	3	4	4
nengtias75@gmail.com	WAHYU NING TIAS	X	PSPT	3	4	3	3	3	4	5	4	4
inayakaweee@gmail.com	Inayah kurniawati	X	PSPT	4	5	4	5	4	5	3	4	5

Email Address	Nama	Kelas	Jurusan	[Listening (Mendengarkan)]	[Reading (Membaca)]	[Pronunciation (Pelafalan)]	[Conversation (Percakapan)]	[Vocabulary (Kosakata)]	[Writing (Menulis)]	[Setelah lulus saya ingin bekerja.]	[Bahasa Inggris penting untuk masa depan saya.]
				PSA	PSA	PSA	PSA	PSA	PSA	TSA	TSA
harisoutsiderz@gmail.com	Haris Setiawan	XII	Pemesinan 1	3	4	3	3	2	3	3	5
achmadfaizin603@gmail.com	Achmad faizin	lulus smk Tahun ini	T.Audio Video	2	1	3	2	1	4	3	2
aditya15juli@gmail.com	Dwi Aditya	12	TIPTL	1	2	1	1	2	2	3	4
bulan19@gmail.com	Bulan desy purwaningsih	X	PSPT	4	3	3	3	3	4	4	3
bjmhaikal021@gmail.com	Muhammad Ridwan	XII	Listrik	2	2	2	2	2	3	4	3
ihsanabbas961@gmail.com	Ihsan Abbas	Lulus	Teknik Audio Video	3	3	3	3	3	4	5	3
alviandimas2000@gmail.com	Alfiandimasjiwandono	12	Listrik	3	3	3	2	2	3	5	5
fergozableng94@gmail.com	Firnanda Zera Latifa	X	PSPT	3	4	3	4	3	4	4	5
handii498@gmail.com	Handi Irawan	12	Listrik	3	4	3	4	3	4	5	4
dwiariyani469@gmail.com	Dwi ariyani	X	Produksi dan siaran program televisi	3	4	3	3	3	4	5	5
pamujiagung16@gmail.com	agung pamuji utomo	12	teknik audio video	3	4	3	3	3	3	5	5
tithaindriyana04070@gmail.com	titha indriyana	xii	listrik 1	2, 4	3	2	3	3	3	5	3
syahruladam.ar@gmail.com	Syahrul Adam risaldi	XII	TITL	3	4	3	3	3	3	3	4
dimasgaluh00@gmail.com	Dimas Galuh junianto	12	Teknik audio video	4	4	4	4	4	4	5	3
muhammad.farras.fm@gmail.com	Farras	12	Audio Video	3	3	3	3	3	3	3	5
rayhanbagusjp@gmail.com	Rayhan Bagus Jati Pratama	XI Teknik Alat Berat	Teknik Alat Berat	5	4	5	5	4	5	3	4
dhikokusuma@gmail.com	Dhiko Kusuma Wardana	Teknik Pemesinan 1	Teknik Pemesinan	3	4	3	2	3	4	2	5
tegararyanto77@gmail.com	Tegar aryanto	XII	LISTRIK	4	3	3	2	3	4	5	5
devi77078@gmail.com	Devi Nur Azizah	X	TEI	5	5	5	5	5	5	5	5
firzhanasari@gmail.com	Firzhan asari n.p	X	PSPT	4	4	3	3	3	3	3	4
syahruladam.ar@gmail.com	Syahrul Adam risaldi	XII	TITL	3	4	3	3	3	3	3	4
aisyahgita0@gmail.com	Aisyah Gita Syahrani	XII	Audio video	3	3	1	3	3	4	4	3
syafibarky32@gmail.com	Syafi	X	Tav1	4	4	4	4	3	4	4	3
refalprayogi1@gmail.com	refal prayogi	tp 2	teknik pemesinan	3	3	2	2	3	3	5	3
insansetyadi999@gmail.com	Insan setyadi	XI-TIPTL-2	Tekhnik instalasi pemanfaatan tenaga listrik	2	2	2	2	2	3	4	3
fikridarmawan331@gmail.com	Fikri Darmawan	XII TIPTL 2	TIPTL	3	4	3	3	3	4	5	5
capurbarus666@gmail.com	harry raka	12	listrik	3	3	3	3	3	3	5	5
hokage.syarif@gmail.com	Muhammad Syarif Afrizal	XII	Instalasi pemanfaatan tenaga listrik	3	3	3	3	3	3	4	5
capurbarus666@gmail.com	harry raka	12	listrik	3	3	3	3	3	3	4	4
bagoesferdianto03@gmail.com	Bagoes Rachmat Ferdianto	12	Teknik Instalasi Pemanfaatan Tenaga Listrik	3	3	3	3	3	3	5	5
therev1236@gmail.com	Achmad Rifa'i	XII TIPTL 2	TIPTL	3	3	3	3	3	3	5	3
ryanmahendra530@gmail.com	Ryan	XII	Teknik Instalasi Pemanfaatan Tenaga Listrik	3	3	3	3	3	3	5	4

(Item No. 10-20)

Timestamp	Email Address	Nama	Kelas	Jurusan	Saya mempelajari Bahasa Inggris ... [agar dapat menggunakannya dengan benar.]	Saya mempelajari Bahasa Inggris ... [agar mengetahui banyak kosakata.]	Saya mempelajari Bahasa Inggris ... [untuk meningkatkan kemampuan mendengarkan (listening) saya.]	Saya mempelajari Bahasa Inggris ... [untuk meningkatkan kemampuan berbicara (speaking) saya.]	Saya mempelajari Bahasa Inggris ... [untuk meningkatkan kemampuan membaca (reading) saya.]	Saya mempelajari Bahasa Inggris ... [untuk meningkatkan kemampuan menulis (writing) saya.]	Saya mempelajari Bahasa Inggris ... [untuk meningkatkan nilai ketika ujian.]	Saya mempelajari Bahasa Inggris ... [agar saya dapat menjawab pertanyaan berbahasa Inggris ketika wawancara pekerjaan.]	Saya mempelajari Bahasa Inggris ... [agar saya dapat dipekerjakan di perusahaan multinasional.]	Saya mempelajari Bahasa Inggris ... [agar dapat berkomunikasi dengan rekan kerja dari negara lain.]	Guru saya ... [memulai dan mengakhiri pembelajaran tepat waktu.]
					TSA	TSA	TSA	TSA	TSA	TSA	TSA	TSA	TSA	TSA	PSA
8/3/2018 10:03:32	arizalilham06@gmail.com	arizal	12 BUMA	TAB	4	4	4	4	4	4	4	4	4	4	4
8/3/2018 10:04:08	hafid.aziz14@gmail.com	Hafidz aziz	12	Buma	4	4	3	5	5	5	4	4	3	5	3
8/3/2018 10:05:42	ramadhanyudith48@yahoo.co.id	Yudith Ramadhan	XII BUMA	MESIN	5	4	4	4	4	4	5	4	5	5	4
8/3/2018 10:06:58	nikosetiono15@gmail.com	Niko Setiono	XII - BUMA	TKR	4	4	4	4	4	4	4	4	4	4	4
8/3/2018 10:08:05	alifmustaqim09@gmail.com	ALIF MUSTAQIM	XII BUMA	TEKNIK PEMESINA	4	4	4	4	4	4	4	4	4	4	4
8/3/2018 10:08:38	alifmustaqim09@gmail.com	ALIF MUSTAQIM	XII BUMA	TEKNIK PEMESINA	4	4	4	4	4	4	4	4	4	4	4
8/3/2018 10:08:41	alifmustaqim09@gmail.com	ALIF MUSTAQIM	XII BUMA	TEKNIK PEMESINA	4	4	4	4	4	4	4	4	4	4	4
8/3/2018 10:08:52	ridwannaufalafif@yahoo.com	Ridwan naufal afif	XII BUMA	Listrik	3	3	3	3	3	3	4	4	4	4	4
8/3/2018 10:10:05	ilhammukti51545@gmail.com	Muhammad Ilham Mukti Al-Khafizh	XII BUMA	Teknik Kendaraan Ringan	4	4	4	5	4	4	5	5	5	5	4
8/3/2018 10:10:59	irhamwisnu04@gmail.com	Ircham wisnu aji pratama	12	Buma school	3	3	3	3	3	3	3	3	3	3	3
8/3/2018 10:16:44	sokputis591@gmail.com	Ali bryandhito rosandi indriaswara	XII BUMA	TAV	3	3	3	3	3	3	3	3	3	3	3
8/3/2018 11:39:54	yoviadi36@gmail.com	Yovi adi saputra	XII BUMA	BUMA	4	4	5	5	4	4	5	2	3, 5	5	5
8/3/2018 12:39:05	bs081566@gmail.com	Bagas Setiawan	XII BUMA	TEKNIK ALAT BERAT	4	4	3	4	4	4	5	4	4	3	4, 5
8/3/2018 13:00:01	yokank024@gmail.com	Yokama	12BUMA	Listrik	4	4	4	4	4	4	4	4	4	4	5
8/3/2018 16:23:59	adindayeojaelf@gmail.com	Adinda dian pratita	XI	Tekhnik Elektronika Industri	4	4	5	5	4	4	5	5	5	5	3
8/4/2018 2:06:09	christiandanielsihnugroho@gmail.com	Christian Daniel Sih Nugroho	XI	Elektronika Industri	4	4	4	5	4	4	4	5	5	5	4
8/4/2018 7:27:06	irfanprasetyo653@gmail.com	Irfan Prasetyo	XI TAV 2	Teknik Audio Video	4	4	4	3	4	5	3	4	4	5	4
8/4/2018 7:27:11	panjinur12345@gmail.com	Panji Nurcahyo	11	Teknik Elektronika Industri	4	4	4	5	4	4	5	4	4	4	4
8/4/2018 7:33:52	anggipr262@gmail.com	ANGGI PUTRI AGUSTI	XI TAV 2	TEKNIK AUDIO VIDEO	5	5	5	5	5	5	5	5	5	5	3
8/4/2018 9:30:47	dyaf2132@gmail.com	Dyah ayu fitriadesi	XI	Teknik Elektronika Industri	4	4	4	4	4	4	4	4	4	4	3
8/4/2018 13:05:40	rayfaldiananda@gmail.com	Rayfaldi ananda an-naafi	11	Elektronika industri	2, 5	2, 5	2, 5	2, 5	2, 5	2, 5	1, 4	1, 4	1, 4	1, 4	3
8/4/2018 22:32:30	della.cindi2018@gmail.com	Della Cindi Laura	XI-TEI	Teknik Elektronika Industri	3	3	4	4	4	3	4	5	5	5	4
8/5/2018 19:06:03	aguspriambudi08@gmail.com	Agus Priambudi	XI	TEKNIK ELEKTRONIKA INDUSTRI	5	5	4	5	5	4	5	5	5	5	4
8/5/2018 19:11:57	azharipohong19@gmail.com	Muhammad Azhari	11	Teknik elektronika industri	4	4	4	4	4	4	5	5	5	5	5
8/21/2018 10:06:39	fitrianinurandini24@gmail.com	Fitriani Nur Andini	XII TAV 1	Teknik Audio Video	4	4	4	4	4	4	5	4	4	4	4
8/21/2018 10:06:44	handokoguntur11@gmail.com	Handoko Guntur Listiawan	XII TAV 1	Teknik Audio Video	3	3	4	4	4	4	3	5	5	5	4
8/21/2018 10:09:54	rasyid09@icloud.com	Ramadhan Ar Rasyid	12	Pemesinan	5	5	5	5	5	5	5	5	5	5	5
8/21/2018 10:12:05	rafli2618@gmail.com	Daffa Aufarul Arkan	X	TEI	4	4	4	5	5	4	5	5	3	5	3
8/21/2018 10:16:45	khoirulhuda961@gmail.com	khoirul nur huda	XI	TAV	4	4	4	5	5	4	4	5	4	5	4
8/21/2018 10:27:03	vanpersieazhar@yahoo.com	Aiddin Azhar Al-Tsaqif	XI TAV 1	Teknik Audio Video	5	5	5	5	5	5	5	5	5	5	5
8/21/2018 10:29:49	wildanzufar456@gmail.com	Seva Putra Ardana	10	Teknik elektronika industri	3	4	4	4	4	4	4	4	4	4	4
8/21/2018 10:30:33	rafifalay14@gmail.com	Pramana rafif	XI	Teknik elektronika industri	4	5	5	5	5	5	5	5	5	5	2
8/21/2018 10:39:38	mariskaasr15@gmail.com	Mariska Sri Ratih	12	Instalasi pemanfaatan tenaga listrik	4	4	4	4	4	4	4	5	5	5	4
8/21/2018 10:39:39	muhammadfarnanda940@gmail.com	Silananda Kharisma Pujangga	XI TITL 3	Listrik	4	4	4	4	4	4	4	4	4	4	4
8/21/2018 10:51:44	nengtias75@gmail.com	WAHYU NING TIAS	X	PSPT	4	4	4	4	4	5	5	5	5	5	3
8/21/2018 10:54:46	inayakaweee@gmail.com	Inayah kurniawati	X	PSPT	5	5	5	5	5	5	5	5	5	5	4
8/21/2018 10:58:25	Ajipramuja7897@gmail.com	AJI PRAMUJA	XII	Teknik Audio Video	5	4	4	4	4	4	4	4	4	4	3, 5

Timestamp	Email Address	Nama	Kelas	Jurusan	Saya mempelajari Bahasa Inggris ... [agar dapat menggunakannya dengan benar.]	Saya mempelajari Bahasa Inggris ... [agar mengetahui banyak kosakata.]	Saya mempelajari Bahasa Inggris ... [untuk meningkatkan kemampuan mendengarkan (listening) saya.]	Saya mempelajari Bahasa Inggris ... [untuk meningkatkan kemampuan berbicara (speaking) saya.]	Saya mempelajari Bahasa Inggris ... [untuk meningkatkan kemampuan membaca (reading) saya.]	Saya mempelajari Bahasa Inggris ... [untuk meningkatkan kemampuan menulis (writing) saya.]	Saya mempelajari Bahasa Inggris ... [untuk meningkatkan nilai ketika ujian.]	Saya mempelajari Bahasa Inggris ... [agar saya dapat menjawab pertanyaan berbahasa Inggris ketika wawancara pekerjaan.]	Saya mempelajari Bahasa Inggris ... [agar saya dapat dipekerjakan di perusahaan multinasional.]	Saya mempelajari Bahasa Inggris ... [agar dapat berkomunikasi dengan rekan kerja dari negara lain.]	Guru saya ... [memulai dan mengakhiri pembelajaran tepat waktu.]
					TSA	TSA	TSA	TSA	TSA	TSA	TSA	TSA	TSA	TSA	PSA
8/21/2018 11:01:09	Rahularya.ra48@gmail.com	Rahul Arya Hidayatullah	12	Teknik Audio Video	5	4	4	5	4	4	4	4	4	4	4
8/21/2018 11:05:41	arisaefudin001@gmail.com	Ari Saefudin	X (10)	PSPT (Program Siaran Produksi Televisi)	4	5	4	5	5	4	4	4	5	5	5
8/21/2018 11:10:34	adimucholaftul11@gmail.com	Adi Mucholafatul Rizki	XII TAV 1	Teknik Audio Video	2, 4	5	5	5	5	5	5	5	3	4	4
8/21/2018 11:21:13	riobrian2@gmail.com	Rio fajar abriyansyah	12	Listrik	5	5	5	5	5	5	5	5	5	5	5
8/21/2018 11:22:04	suryaardian19@gmail.com	Surya Nanda Ardian	XII Tav	Tav(audio video)	4	4	4	4	4	4	4	4	4	4	5
8/21/2018 11:25:56	wahyukukuh65@gmail.com	wahyu kukuh prakoso	12 TIPTL 2	TIPTL	5	5	5	5	5	5	5	5	5	5	4
8/21/2018 11:28:33	yuanbeni38@gmail.com	Yuan beni kuncoro aji	XII-TIPTL2	Teknik Instalasi Pemanfaatan Tenaga Listrik	4	4	4	4	4	4	4	4	4	4	5
8/21/2018 11:38:14	anggibram00@gmail.com	Anggi Bramasto	XII TAV1	Teknik Audio Video	5	5	5	5	5	5	5	5	5	5	3
8/21/2018 11:44:34	ricoadeprakoso2179@gmail.com	Rico Ade Prakoso	XII TAV 1 (Alumni)	Teknik Audio Video	3	3	3	3	3	3	3	3	3	3	4
8/21/2018 11:48:55	harisoutsiderz@gmail.com	Haris Setiawan	XII	Pemesinan 1	5	5	5	5	5	5	5	5	5	5	4
8/21/2018 11:54:10	achmadfaizin603@gmail.com	Achmad faizin	lulus smk Tahun ini	T.Audio Video	2	2	3	3	2	1	5	5	3	4	4
8/21/2018 11:56:41	aditya15juli@gmail.com	Dwi Aditya	12	TIPTL	3	3	3	3	4	4	4	4	4	4	3
8/21/2018 11:58:58	bulan19@gmail.com	Bulan desy purwaningsih	X	PSPT	4	4	4	4	4	4	4	4	4	4	2
8/21/2018 12:06:06	bjmhaikal021@gmail.com	Muhammad Ridwan	XII	Listrik	4	4	3	4	4	4	4	4	3	4	5
8/21/2018 12:06:26	ihsanabbas961@gmail.com	Ihsan Abbas	Lulus	Teknik Audio Video	3	4	4	4	4	4	4	4	4	4	4
8/21/2018 12:07:22	alviandimas2000@gmail.com	Alfiandimasjiwandono	12	Listrik	3	3	3	4	4	4	5	5	5	5	4
8/21/2018 12:15:04	fergozableng94@gmail.com	Firnanda Zera Latifa	X	PSPT	5	5	5	5	5	5	3	4	3	5	3
8/21/2018 12:15:49	handii498@gmail.com	Handi Irawan	12	Listrik	5	3	5	5	4	3	3	4	5	5	4
8/21/2018 12:18:18	dwiariyani469@gmail.com	Dwi ariyani	X	Produksi dan siaran program televisi	5	5	4	5	5	5	5	5	4	5	3
8/21/2018 12:47:03	pamujiagung16@gmail.com	agung pamuji utomo	12	teknik audio video	4	4	4	4	4	4	4	4	4	4	4
8/21/2018 13:37:21	tithaindriyana04070@gmail.com	titha indriyana	xii	listrik 1	4	4	4	4	4	4	5	5	5	5	2
8/21/2018 14:39:53	syahruladam.ar@gmail.com	Syahrul Adam risaldi	XII	TITL	4	3	4	4	4	4	4	4	4	4	5
8/21/2018 14:40:01	dimasgaluh00@gmail.com	Dimas Galuh junianto	12	Teknik audio video	3	3	3	3	3	3	3	3	3	3	5
8/21/2018 15:06:15	muhammad.farras.fm@gmail.com	Farras	12	Audio Video	5	5	5	5	5	5	5	5	5	5	3
8/21/2018 15:32:24	rayhanbagusjp@gmail.com	Rayhan Bagus Jati Pratama	XI Teknik Alat Berat	Teknik Alat Berat	4	4	5	5	5	5	4	4	4	5	3
8/21/2018 16:39:34	dhikokusuma@gmail.com	Dhiko Kusuma Wardana	Teknik Pemesinan 1	Teknik Pemesinan	4	4	4	5	5	4	5	5	5	5	3
8/21/2018 17:31:01	tegararyanto77@gmail.com	Tegar aryanto	XII	LISTRIK	5	4	4	4	4	4	5	5	4	5	4
8/21/2018 18:29:53	devi77078@gmail.com	Devi Nur Azizah	X	TEI	5	5	5	5	5	5	5	5	5	5	4
8/21/2018 18:49:44	firzhanasari@gmail.com	Firzhan asari n.p	X	PSPT	5	4	4	5	5	4	4	4	5	5	2
8/21/2018 19:27:30	syahruladam.ar@gmail.com	Syahrul Adam risaldi	XII	TITL	4	4	4	4	4	4	4	4	4	4	4
8/21/2018 20:53:34	aisyahgita0@gmail.com	Aisyah Gita Syahrani	XII	Audio video	4	4	4	4	4	4	4	4	4	4	4
8/21/2018 23:47:30	syafibarky32@gmail.com	Syafi	X	Tav1	4	4	3	4	5	4	5	5	5	5	5
8/22/2018 18:20:31	refalprayogi1@gmail.com	refal prayogi	tp 2	teknik pemesinan	4	3	4	3	3	3	3	5	4	5	3
8/23/2018 21:11:12	insansetyadi999@gmail.com	Insan setyadi	XI-TIPTL-2	Tekhnik instalasi pemanfaatan tenaga listrik	4	4	4	4	4	4	4	4	4	4	4
8/26/2018 19:03:09	fikridarmawan331@gmail.com	Fikri Darmawan	XII TIPTL 2	TIPTL	5	5	4	4	4	4	5	5	4	4	3
8/26/2018 19:03:14	capurbarus666@gmail.com	harry raka	12	listrik	5	4	5	5	5	5	1, 5	5	5	5	2
8/26/2018 19:06:15	hokage.syarif@gmail.com	Muhammad Syarif Afrizal	XII	Instalasi pemanfaatan tenaga listrik	5	5	5	5	5	5	5	5	5	5	5
8/26/2018 19:14:24	capurbarus666@gmail.com	harry raka	12	listrik	4	4	4	4	4	4	4	4	4	4	3
8/26/2018 19:18:02	bagoesferdianto03@gmail.com	Bagoes Rachmat Ferdianto	12	Teknik Instalasi Pemanfaatan Tenaga Listrik	5	5	5	5	5	5	5	5	5	5	3
8/26/2018 19:39:52	therev1236@gmail.com	Achmad Rifa'i	XII TIPTL 2	TIPTL	4	4	4	4	4	4	5	5	5	5	5
8/27/2018 8:11:32	ryanmahendra530@gmail.com	Ryan	XII	Teknik Instalasi Pemanfaatan Tenaga Listrik	3	3	3	3	3	3	3	3	3	3	3

(Item No. 21-32)

Email Address	Nama	Kelas	Jurusan	Guru saya ... [memberi salam disetiap awal pelajaran.]	Guru saya ... [memeriksa dan mengatur tempat duduk disetiap pertemuan.]	Guru saya ... [memberikan motivasi disetiap pertemuan.]	Guru saya ... [menanyakan dan mengulang materi dipertemuan lalu.]	Guru saya ... [memberitahu tujuan pembelajaran.]	Guru saya ... [menempatkan kami dalam kelompok untuk bekerja dan belajar bersama.]	Guru saya ... [mempersilahkan kami bertanya mengenai materi pembelajaran.]	Guru saya ... [mempesilahkan kami mengumpulkan informasi berkaitan dengan materi.]	Guru saya ... [mempersilahkan kami untuk berlatih dan berdiskusi dengan anggota kelompok untuk menyelesaikan tugas.]	Guru saya ... [memberi kami waktu untuk mempresentasikan hasil kerja dan temuan kami.]	Guru saya ... [mendiskusikan tugas yang diberikan.]	Guru saya ... [berbicara dan menjelaskan materi menggunakan Bahasa Inggris.]
				PSA	PSA	PSA	PSA	PSA	PSA	PSA	PSA	PSA	PSA	PSA	PSA
arizalilham06@gmail.com	arizal	12 BUMA	TAB	4	3	4	4	4	4	4	4	4	4	4	4
hafid.aziz14@gmail.com	Hafidz aziz	12	Buma	5	4	5	5	5	4	5	4	4	4	4	4
ramadhanyudith48@yahoo.co.id	Yudith Ramadhan	XII BUMA	MESIN	5	3	4	4	5	4	4	4	4	4	4	4
nikosetiono15@gmail.com	Niko Setiono	XII - BUMA	TKR	4	4	4	4	4	4	4	4	4	4	4	4
alifmustaqim09@gmail.com	ALIF MUSTAQIM	XII BUMA	TEKNIK PEMESINA	4	4	4	4	4	4	4	4	4	4	4	4
alifmustaqim09@gmail.com	ALIF MUSTAQIM	XII BUMA	TEKNIK PEMESINA	4	4	4	4	4	4	4	4	4	4	4	4
alifmustaqim09@gmail.com	ALIF MUSTAQIM	XII BUMA	TEKNIK PEMESINA	4	4	4	4	4	4	4	4	4	4	4	4
ridwannaufalafif@yahoo.com	Ridwan naufal afif	XII BUMA	Listrik	4	4	4	4	3	3	4	3	4	4	4	3
ilhammukti51545@gmail.com	Muhammad Ilham Mukti Al-Khafizh	XII BUMA	Teknik Kendaraan Ringan	5	3	4	5	5	4	5	4	4	3	3	5
irhamwisnu04@gmail.com	Ircham wisnu aji pratama	12	Buma school	3	3	3	3	3	3	3	3	3	3	3	3
sokpuitis591@gmail.com	Ali bryandhito rosandi indriaswara	XII BUMA	TAV	5	4	3	4	4	3	4	4	4	4	4	5
yoviadi36@gmail.com	Yovi adi saputra	XII BUMA	BUMA	5	2	3	3	3	1	3	3	2	3	3	3
bs081566@gmail.com	Bagas Setiawan	XII BUMA	TEKNIK ALAT BERAT	3	3	4	4	4	3	4	4	3	4	4	4
yokank024@gmail.com	Yokama	12BUMA	Listrik	5	5	5	3	4	3	5	3	3	3	3	4
adindayeojaelf@gmail.com	Adinda dian pratita	XI	Tekhnik Elektronika Industri	5	1	3	3	4	3	5	3	3	3	3	3
christiandanielsihnugroho@gmail.com	Christian Daniel Sih Nugroho	XI	Elektronika Industri	5	2	3	4	4	3	4	3	4	4	4	5
irfanprasetyo653@gmail.com	Irfan Prasetyo	XI TAV 2	Teknik Audio Video	5	4	5	5	5	4	5	5	4	5	5	4
panjinur12345@gmail.com	Panji Nurcahyo	11	Teknik Elektronika Industri	4	2, 3	2	3	4	2	4	2	2	3	2	3
anggipr262@gmail.com	ANGGI PUTRI AGUSTI	XI TAV 2	TEKNIK AUDIO VIDEO	5	5	5	5	5	3	5	5	5	2	5	5
dyaf2132@gmail.com	Dyah ayu fitriadesi	XI	Teknik Elektronika Industri	4	3	4	4	4	4	4	4	4	4	4	4
rayfaldiananda@gmail.com	Rayfaldi ananda an-naafi	11	Elektronika industri	3	3	3	4	3	2	4	4	3	4	3	4
della.cindi2018@gmail.com	Della Cindi Laura	XI-TEI	Teknik Elektronika Industri	4	4	3	3	4	2	4	4	2	2	2	4
aguspriambudi08@gmail.com	Agus Priambudi	XI	TEKNIK ELEKTRONIKA INDUSTRI	5	4	5	5	5	4	5	4	4	4	5	4
azharipohong19@gmail.com	Muhammad Azhari	11	Teknik elektronika industri	5	4	4	5	5	5	5	5	5	5	5	5
fitrianinurandini24@gmail.com	Fitriani Nur Andini	XII TAV 1	Teknik Audio Video	5	3	3	4	3	3	4	4	4	4	4	3
handokoguntur11@gmail.com	Handoko Guntur Listiawan	XII TAV 1	Teknik Audio Video	5	3	5	3	4	4	5	5	5	3	3	2
rasyid09@icloud.com	Ramadhan Ar Rasyid	12	Pemesinan	5	5	5	5	5	5	5	5	5	5	5	5
rafli2618@gmail.com	Daffa Aufarul Arkan	X	TEI	4	2	3	3	3	2	3	3	2	2	2	3
khoirulhuda961@gmail.com	khoirul nur huda	XI	TAV	4	4	4	3	4	4	4	4	4	4	4	3
vanpersieazhar@yahoo.com	Aiddin Azhar Al-Tsaqif	XI TAV 1	Teknik Audio Video	5	5	5	5	5	5	5	5	5	5	5	5
wildanzufar456@gmail.com	Seva Putra Ardana	10	Teknik elektronika industri	4	4	4	4	4	4	4	4	4	4	4	4
rafifalay14@gmail.com	Pramana rafif	XI	Teknik elektronika industri	5	2	2	5	5	5	5	5	5	4	5	5
mariskaasr15@gmail.com	Mariska Sri Ratih	12	Instalasi pemanfaatan tenaga listrik	5	2	2	4	4	4	4	4	4	4	4	4
muhammadfarnanda940@gmail.com	Silananda Kharisma Pujangga	XI TITL 3	Listrik	4	4	4	4	4	4	4	4	4	4	4	4
nengtias75@gmail.com	WAHYU NING TIAS	X	PSPT	4	3	3	3	3	3	4	4	4	4	4	3
inayakaweee@gmail.com	Inayah kurniawati	X	PSPT	5	4	2, 5	3, 4	3	4	5	5	5	5	5	3
Ajipramuja7897@gmail.com	AJI PRAMUJA	XII	Teknik Audio Video	5	4	4	4	3	4	4	5	5	5	5	5
Rahularya.ra48@gmail.com	Rahul Arya Hidayatullah	12	Teknik Audio Video	5	4	5	5	4	4	5	4	3	3	4	2

Email Address	Nama	Kelas	Jurusan	Guru saya ... [memberi salam disetiap awal pelajaran.]	Guru saya ... [memeriksa dan mengatur tempat duduk disetiap pertemuan.]	Guru saya ... [memberikan motivasi disetiap pertemuan.]	Guru saya ... [menanyakan dan mengulang materi dipertemuan lalu.]	Guru saya ... [memberitahu tujuan pembelajaran.]	Guru saya ... [menempatkan kami dalam kelompok untuk bekerja dan belajar bersama.]	Guru saya ... [mempersilahkan kami bertanya mengenai materi pembelajaran.]	Guru saya ... [mempersilahkan kami mengumpulkan informasi berkaitan dengan materi.]	Guru saya ... [mempersilahkan kami untuk berlatih dan berdiskusi dengan anggota kelompok untuk menyelesaikan tugas.]	Guru saya ... [memberi kami waktu untuk mempresentasikan hasil kerja dan temuan kami.]	Guru saya ... [mendiskusikan tugas yang diberikan.]	Guru saya ... [berbicara dan menjelaskan materi menggunakan Bahasa Inggris.]
				PSA	PSA	PSA	PSA	PSA	PSA	PSA	PSA	PSA	PSA	PSA	PSA
arisaefudin001@gmail.com	Ari Saefudin	X (10)	PSPT (Program Siaran Produksi Televisi)	5	4	4	4	5	5	4	5	5	4	3	2
adimucholaftul11@gmail.com	Adi Mucholafatul Rizki	XII TAV 1	Teknik Audio Video	5	4	4	4	4	4	4	4	4	4	4	4
riobrian2@gmail.com	Rio fajar abriyansyah	12	Listrik	5	5	5	4	5	4	5	5	5	4	4	5
suryaardian19@gmail.com	Surya Nanda Ardian	XII Tav	Tav(audio video)	5	4	5	4	5	3	5	5	3	3	5	2
wahyukukuh65@gmail.com	wahyu kukuh prakoso	12 TIPTL 2	TIPTL	5	5	5	5	5	5	5	5	5	5	5	5
yuanbeni38@gmail.com	Yuan beni kuncoro aji	XII-TIPTL2	Teknik Instalasi Pemanfaatan Tenaga Listrik	5	3	3	3	4	3	4	4	4	4	4	2
anggibram00@gmail.com	Anggi Bramasto	XII TAV1	Teknik Audio Video	3	1	4	4	3	4	3	3	4	5	5	5
ricoadeprakoso2179@gmail.com	Rico Ade Prakoso	XII TAV 1 (Alumni)	Teknik Audio Video	4	2	4	4	4	3	4	4	3	3	3	2
harisoutsiderz@gmail.com	Haris Setiawan	XII	Pemesinan 1	5	2	4	3	5	4	5	4	3	3	4	4
achmadfaizin603@gmail.com	Achmad faizin	lulus smk Tahun ini	T.Audio Video	5	3	5	5	4	5	5	5	5	5	5	3
aditya15juli@gmail.com	Dwi Aditya	12	TIPTL	3	4	3	3	4	3	3	3	4	3	4	3
bulan19@gmail.com	Bulan desy purwaningsih	X	PSPT	4	3	4	3	4	3	4	4	4	4	4	1
bjmhaikal021@gmail.com	Muhammad Ridwan	XII	Listrik	5	5	4	4	5	4	4	4	4	4	4	4
ihsanabbas961@gmail.com	Ihsan Abbas	Lulus	Teknik Audio Video	5	2	4	5	5	4	5	5	4	4	5	3
alviandimas2000@gmail.com	Alfiandimasjiwandono	12	Listrik	5	5	5	5	5	5	5	5	5	5	5	5
fergozableng94@gmail.com	Firnanda Zera Latifa	X	PSPT	5	2	4	2	4	5	5	5	5	5	3	1
handii498@gmail.com	Handi Irawan	12	Listrik	5	2	3	3	4	4	3	4	5	4	4	3
dwiariyani469@gmail.com	Dwi ariyani	X	Produksi dan siaran program televisi	5	3	4	4	3	3	5	4	4	4	4	2
pamujiagung16@gmail.com	agung pamuji utomo	12	teknik audio video	4	3	4	3	4	3	3	3	3	3	3	3
tithaindriyana04070@gmail.com	titha indriyana	xii	listrik 1	5	1	3	3	3	3	4	4	5	4	4	4
syahruladam.ar@gmail.com	Syahrul Adam risaldi	XII	TITL	5	5	5	5	5	4	4	3	4	4	5	4
dimasgaluh00@gmail.com	Dimas Galuh junianto	12	Teknik audio video	5	4	5	5	4	5	5	5	5	5	5	4
muhammad.farras.fm@gmail.com	Farras	12	Audio Video	5	3	5	4	4	3	4	4	4	4	4	4
rayhanbagusjp@gmail.com	Rayhan Bagus Jati Pratama	XI Teknik Alat Berat	Teknik Alat Berat	4	4	5	4	4	5	5	4	4	5	5	3
dhikokusuma@gmail.com	Dhiko Kusuma Wardana	Teknik Pemesinan 1	Teknik Pemesinan	5	2	3	3	3	3	5	5	4	5	4	4
tegararyanto77@gmail.com	Tegar aryanto	XII	LISTRIK	4, 5	2	3	4	3	3	5	3	3	3	3	3
devi77078@gmail.com	Devi Nur Azizah	X	TEI	5	4	4	5	5	4	5	5	4	4	4	4
firzhanasari@gmail.com	Firzhan asari n.p	X	PSPT	3	2	2	3	2	3	4	3	3	4	4	2
syahruladam.ar@gmail.com	Syahrul Adam risaldi	XII	TITL	4	4	4	4	4	4	4	4	4	4	4	4
aisyahgita0@gmail.com	Aisyah Gita Syahrani	XII	Audio video	5	1	3	3	4	4	4	3	4	4	3	4
syafibarky32@gmail.com	Syafi	X	Tav1	5	3	5	5	5	5	5	5	5	5	5	3
refalprayogi1@gmail.com	refal prayogi	tp2	teknik pemesinan	4	3	3	4	4	3	4	3	3	3	2	3
insansetyadi999@gmail.com	Insan setyadi	XI-TIPTL-2	Tekhnik instalasi pemanfaatan tenaga listrik	4	3	3	4	4	3	4	4	3	4	3	4
fikridarmawan331@gmail.com	Fikri Darmawan	XII TIPTL 2	TIPTL	2	1	2	3	2	2	4	2	3	2	3	2
capurbarus666@gmail.com	harry raka	12	listrik	4	4	4	5	5	3	5	5	3	3	3	4
hokage.syarif@gmail.com	Muhammad Syarif Afrizal	XII	Instalasi pemanfaatan tenaga listrik	5	5	5	5	5	5	5	4	3	3	4	4
capurbarus666@gmail.com	harry raka	12	listrik	3	3	3	3	3	3	3	3	3	3	3	3
bagoesferdianto03@gmail.com	Bagoes Rachmat Ferdianto	12	Teknik Instalasi Pemanfaatan Tenaga Listrik	5	3	4	5	5	4	5	5	5	3	5	5
therev1236@gmail.com	Achmad Rifa'i	XII TIPTL 2	TIPTL	5	5	5	5	5	5	5	5	5	5	5	5
ryanmahendra530@gmail.com	Ryan	XII	Teknik Instalasi Pemanfaatan Tenaga Listrik	4	3	3	3	3	3	3	3	3	3	3	3

(Item No. 33-45)

Email Address	Nama	Kelas	Jurusan	Guru saya ... [menyuruh kami untuk berbicara dan berkomunikasi dalam Bahasa Inggris.]	Guru saya ... [menghubungkan materi pembelajaran dengan lingkungan dan fenomena sekitar kita.]	Guru saya ... [mempersilahkan kami menggunakan berbagai media untuk mengumpulkan informasi.]	Guru saya ... [menggunakan berbagai macam media seperti PPT, video, internet dalam kegiatan pembelajar	Guru saya ... [memberikan kritik dan masukan atas hasil kerja kami.]	Guru saya ... [menyemangati kami untuk berlatih berkomunikasi dalam Bahasa Inggris.]	Guru saya ... [mengevaluasi kegiatan pembelajaran ketika jam pelajaran akan selesai.]	Guru saya ... [memberikan pengayaan berkaitan dengan materi pembelajaran.]	Guru saya ... [memberikan informasi mengenai materi yang akan dibahas dalam pertemuan selanjutnya.]	Saya susah mempelajari Bahasa Inggris karena ... [saya tidak memiliki partner untuk berlatih berbicara menggunakan	Saya susah mempelajari Bahasa Inggris karena ... [lingkungan saya tidak mendukung saya berlatih menggunakan Bahasa	Saya susah mempelajari Bahasa Inggris karena ... [guru saya jarang berbicara dalam Bahasa Inggris.]	Saya susah mempelajari Bahasa Inggris karena ... [kosakata Bahasa Inggris saya sedikit.]
				PSA	PSA	PSA	PSA	PSA	PSA	PSA	PSA	PSA	TSA	TSA	TSA	TSA
arizalilham06@gmail.com	arizal	12 BUMA	TAB	4	4	4	4	4	4	4	4	4	4	4	4	4
hafid.aziz14@gmail.com	Hafidz aziz	12	Buma	5	5	5	5	5	5	5	4	5	5	5	4	3
ramadhanyudith48@yahoo.co.id	Yudith Ramadhan	XII BUMA	MESIN	4	4	4	4	4	4	4	4	4	3	3	3	1
nikosetiono15@gmail.com	Niko Setiono	XII - BUMA	TKR	4	4	4	4	4	4	4	4	4	3	3	3	3
alifmustaqim09@gmail.com	ALIF MUSTAQIM	XII BUMA	TEKNIK PEMESINA	4	4	4	4	4	4	4	4	4	3	2	2	3
alifmustaqim09@gmail.com	ALIF MUSTAQIM	XII BUMA	TEKNIK PEMESINA	4	4	4	4	4	4	4	4	4	3	2	2	3
alifmustaqim09@gmail.com	ALIF MUSTAQIM	XII BUMA	TEKNIK PEMESINA	4	4	4	4	4	4	4	4	4	3	2	2	3
ridwannaufalafif@yahoo.com	Ridwan naufal afif	XII BUMA	Listrik	3	3	3	3	4	4	4	4	4	4	4	2	4
ilhammukti51545@gmail.com	Muhammad Ilham Mukti Al-Khafizh	XII BUMA	Teknik Kendaraan Ringan	4	4	4	4	4	4	4	4	4	3	3	3	3
irhamwisnu04@gmail.com	Ircham wisnu aji pratama	12	Buma school	3	3	3	3	3	3	3	3	3	3	3	3	3
sokpuitis591@gmail.com	Ali bryandhito rosandi indriaswara	XII BUMA	TAV	5	4	5	4	5	4	4	5	4	2	3	2	3
yoviadi36@gmail.com	Yovi adi saputra	XII BUMA	BUMA	2	2	1	2	1, 3	2, 3	3	3	4	4	3	1	3
bs081566@gmail.com	Bagas Setiawan	XII BUMA	TEKNIK ALAT BERAT	3	4	4	3	3	4	4	3	3	4	3	2	4
yokank024@gmail.com	Yokama	12BUMA	Listrik	4	3	4	3	3	4	4	4	4	4	3	2	3
adindayeojaelf@gmail.com	Adinda dian pratita	XI	Tekhnik Elektronika Industri	3	3	3	2	4	5	2	3	5	5	5	2	4
christiandanielsihnugroho@gmail.com	Christian Daniel Sih Nugroho	XI	Elektronika Industri	4	4	4	4	4	4	4	4	4	4	4	4	4
irfanprasetyo653@gmail.com	Irfan Prasetyo	XI TAV 2	Teknik Audio Video	5	5	5	4	4	4	5	5	4	5	4	1	5
panjinur12345@gmail.com	Panji Nurcahyo	11	Teknik Elektronika Industri	2	2	1	1	3	2	2	2	2	3	2	2	3
anggipr262@gmail.com	ANGGI PUTRI AGUSTI	XI TAV 2	TEKNIK AUDIO VIDEO	5	5	5	3	3	3	3	5	5	4	2	2	3
dyaf2132@gmail.com	Dyah ayu fitriadesi	XI	Teknik Elektronika Industri	4	4	4	4	4	4	4	4	4	2	2	2	3
rayfaldiananda@gmail.com	Rayfaldi ananda an-naafi	11	Elektronika industri	3	3	4	4	4	4	3	3	3	5	4	3	4
della.cindi2018@gmail.com	Della Cindi Laura	XI-TEI	Teknik Elektronika Industri	4	3	2	3	1	3	3	4	2	2	3	2	5
aguspriambudi08@gmail.com	Agus Priambudi	XI	TEKNIK ELEKTRONIKA INDUSTRI	4	4	4	4	5	5	5	4	4	3	4	2	3, 5
azharipohong19@gmail.com	Muhammad Azhari	11	Teknik elektronika industri	4	4	4	4	5	5	5	5	4	3	3	2	5
fitrianinurandini24@gmail.com	Fitriani Nur Andini	XII TAV 1	Teknik Audio Video	3	3	4	4	4	3	3	4	3	4	4	3	5
handokoguntur11@gmail.com	Handoko Guntur Listiawan	XII TAV 1	Teknik Audio Video	2	3	3	3	3	2	3	3	3	5	5	3	4
rasyid09@icloud.com	Ramadhan Ar Rasyid	12	Pemesinan	5	5	5	5	5	5	5	5	5	1	1	1	1
rafli2618@gmail.com	Daffa Aufarul Arkan	X	TEI	3	2	2	2	2	3	2	3	3	3	3	3	4
khoirulhuda961@gmail.com	khoirul nur huda	XI	TAV	3	3	4	3	3	4	4	4	4	2	2	1	1
vanpersieazhar@yahoo.com	Aiddin Azhar Al-Tsaqif	XI TAV 1	Teknik Audio Video	5	5	5	5	5	5	5	5	5	5	5	5	5
wildanzufar456@gmail.com	Seva Putra Ardana	10	Teknik elektronika industri	4	4	4	4	4	4	4	4	4	4	4	4	4
rafifalay14@gmail.com	Pramana rafif	XI	Teknik elektronika industri	5	5	5	5	3	5	5	5	5	5	5	5	5
mariskaasr15@gmail.com	Mariska Sri Ratih	12	Instalasi pemanfaatan tenaga listrik	4	4	4	2	4	4	4	4	4	3	3	2	4
muhammadfarnanda940@gmail.com	Silananda Kharisma Pujangga	XI TITL 3	Listrik	4	4	4	4	4	4	4	4	4	4	4	4	4
nengtias75@gmail.com	WAHYU NING TIAS	X	PSPT	3	3	4	4	4	4	3	3	3	3	3	3	3
inayakaweee@gmail.com	Inayah kurniawati	X	PSPT	2	5	5	5	5	3	5	3	4	5	4	4	5
Ajipramuja7897@gmail.com	AJI PRAMUJA	XII	Teknik Audio Video	4	4	5	4	4	4	4	4	3	3	4	2	5
Rahularya.ra48@gmail.com	Rahul Arya Hidayatullah	12	Teknik Audio Video	3	3	4	3	3	4	4	4	4	4	3	4	4

Email Address	Nama	Kelas	Jurusan	Guru saya ... [menyuruh kami untuk berbicara dan berkomunikasi dalam Bahasa Inggris.]	Guru saya ... [menghubungkan materi pembelajaran dengan lingkungan dan fenomena sekitar kita.]	Guru saya ... [mempersilahkan kami menggunakan berbagai media untuk mengumpulkan informasi.]	Guru saya ... [menggunakan berbagai macam media seperti PPT, video, internet dalam kegiatan pembelajar	Guru saya ... [memberikan kritik dan masukan atas hasil kerja kami.]	Guru saya ... [menyemangati kami untuk berlatih berkomunikasi dalam Bahasa Inggris.]	Guru saya ... [mengevaluasi kegiatan pembelajaran ketika jam pelajaran akan selesai.]	Guru saya ... [memberikan pengayaan berkaitan dengan materi pembelajaran.]	Guru saya ... [memberikan informasi mengenai materi yang akan dibahas dalam pertemuan selanjutnya.]	Saya susah mempelajari Bahasa Inggris karena ... [saya tidak memiliki partner untuk berlatih berbicara menggunakan	Saya susah mempelajari Bahasa Inggris karena ... [lingkungan saya tidak mendukung saya berlatih menggunakan Bahasa	Saya susah mempelajari Bahasa Inggris karena ... [guru saya jarang berbicara dalam Bahasa Inggris.]	Saya susah mempelajari Bahasa Inggris karena ... [kosakata Bahasa Inggris saya sedikit.]
				PSA	PSA	PSA	PSA	PSA	PSA	PSA	PSA	PSA	TSA	TSA	TSA	TSA
arisaefudin001@gmail.com	Ari Saefudin	X (10)	PSPT (Program Siaran Produksi Televisi)	1	3	5	2	3	3	2	3	4	3	4	2	5
adimucholaftul11@gmail.com	Adi Mucholafatul Rizki	XII TAV 1	Teknik Audio Video	4	4	4	4	4	4	4	4	4	4	4	4	5
riobrian2@gmail.com	Rio fajar abriyansyah	12	Listrik	5	4	5	4	4	4	5	4	5	2	2	2	3
suryaardian19@gmail.com	Surya Nanda Ardian	XII Tav	Tav(audio video)	2	5	5	5	5	4	4	5	5	4	4	2	4
wahyukukuh65@gmail.com	wahyu kukuh prakoso	12 TIPTL 2	TIPTL	5	5	5	5	5	5	5	5	5	5	5	1	5
yuanbeni38@gmail.com	Yuan beni kuncoro aji	XII-TIPTL2	Teknik Instalasi Pemanfaatan Tenaga Listrik	3	4	4	4	4	5	4	5	5	3	2	2	3
anggibram00@gmail.com	Anggi Bramasto	XII TAV1	Teknik Audio Video	4	4	4	4	5	5	5	5	5	4	4	3	1
ricoadeprakoso2179@gmail.com	Rico Ade Prakoso	XII TAV 1 (Alumni	Teknik Audio Video	2	3	3	3	3	2	4	4	4	3	3	3	3
harisoutsiderz@gmail.com	Haris Setiawan	XII	Pemesinan 1	3	2	2	1	3	4	4	4	4	3	4	2	3
achmadfaizin603@gmail.com	Achmad faizin	lulus smk Tahun ini	T.Audio Video	1	5	5	3	4	5	4	5	5	2	4	1	4
aditya15juli@gmail.com	Dwi Aditya	12	TIPTL	3	3	3	3	3	2	3	3	3	3	4	3	3, 4
bulan19@gmail.com	Bulan desy purwaningsih	X	PSPT	1	3	5	5	3	3	3	3	3	3	3	3	3
bjmhaikal021@gmail.com	Muhammad Ridwan	XII	Listrik	2	3	2	2	4	4	4	4	5	3	4	2	4
ihsanabbas961@gmail.com	Ihsan Abbas	Lulus	Teknik Audio Video	3	4	3	4	5	3	4	4	4	3	4	4	4
alviandimas2000@gmail.com	Alfiandimasjiwandono	12	Listrik	5	5	5	5	5	5	5	5	5	5	4	5	4
fergoableng94@gmail.com	Firnanda Zera Latifa	X	PSPT	1, 3	3	4	3	4	2	2	3	3	4	4	2	2
handii498@gmail.com	Handi Irawan	12	Listrik	5	2	4	2	3	4	3	3	4	4	5	1	3
dwiariyani469@gmail.com	Dwi ariyani	X	Produksi dan siaran program televisi	3	3	4	3	3	4	4	3	4	3	3	3	3
pamujiagung16@gmail.com	agung pamuji utomo	12	teknik audio video	3	3	4	3	4	3	3	3	4	4	4	4	4
tithaindriyana04070@gmail.com	titha indriyana	xii	listrik 1	4	4	4	4	4	4	4	4	4	3	3	3, 4	3
syahruladam.ar@gmail.com	Syahrul Adam risaldi	XII	TITL	4	4	4	5	4	4	4	4	4	3	3	2	3
dimasgaluh00@gmail.com	Dimas Galuh junianto	12	Teknik audio video	4	4	4	5	5	4	4	5	5	5	5	4	4
muhammad.farras.fm@gmail.com	Farras	12	Audio Video	4	4	4	4	4	4	4	4	4	4	4	2	2
rayhanbagusjp@gmail.com	Rayhan Bagus Jati Pratama	XI Teknik Alat Berat	Teknik Alat Berat	3	5	5	5	5	5	5	5	5	3	3	3	3
dhikokusuma@gmail.com	Dhiko Kusuma Wardana	Teknik Pemesinan 1	Teknik Pemesinan	2	3	5	3, 4	3	3	3	3	3	3	4	4	2
tegararyanto77@gmail.com	Tegar aryanto	XII	LISTRIK	3	3, 4	4	3	3	4	3	3	3	1	1	2	5
devi77078@gmail.com	Devi Nur Azizah	X	TEI	4	5	4	3	3	4	4	4	4	3	3	3	3
firzhanasari@gmail.com	Firzhan asari n.p	X	PSPT	3	3	3	2	4	4	4	4	3	4	4	3	3
syahruladam.ar@gmail.com	Syahrul Adam risaldi	XII	TITL	4	4	4	4	4	4	4	4	4	3	3	2	3
aisyahgita0@gmail.com	Aisyah Gita Syahrani	XII	Audio video	3	4	3	2	2	3	3	3	3	2	3	2	3
syafibarky32@gmail.com	Syafi	X	Tav1	3	3	5	3	5	3	5	5	5	3	3	3	2
refalprayogi1@gmail.com	refal prayogi	tp 2	teknik pemesinan	3	3	3	3	3	3	2	3	3	3	3	3	3
insansetyadi999@gmail.com	Insan setyadi	XI-TIPTL-2	Tekhnik instalasi pemanfaatan tenaga listrik	3	4	3	4	3	4	3	4	3	3	3	3	3
fikridarmawan331@gmail.com	Fikri Darmawan	XII TIPTL 2	TIPTL	1	2	3	2	3	2	2	3	2	4	4	2	3
capurbarus666@gmail.com	harry raka	12	listrik	3	2	3	2	4	4	3	3	4	3	4	3	3
hokage.syarif@gmail.com	Muhammad Syarif Afrizal	XII	Instalasi pemanfaatan tenaga listrik	4	4	3	3	4	5	5	4	4	3	4	1	5
capurbarus666@gmail.com	harry raka	12	listrik	3	3	3	3	3	3	3	3	3	3	3	3	3
bagoesferdianto03@gmail.com	Bagoes Rachmat Ferdianto	12	Teknik Instalasi Pemanfaatan Tenaga Listrik	4	3	3	3	4	5	5	4	5	3	3	1	4
therev1236@gmail.com	Achmad Rifa'i	XII TIPTL 2	TIPTL	5	5	5	5	5	5	5	5	5	3	3	3	3
ryanmahendra530@gmail.com	Ryan	XII	Teknik Instalasi Pemanfaatan Tenaga Listrik	3	3	3	3	3	3	3	3	3	3	3	3	3

(Item No. 46-57)

Email Address	Nama	Kelas	Jurusan	Saya susah mempelajari Bahasa Inggris karena ... [saya bingung menggunakan grammar.]	Saya susah mempelajari Bahasa Inggris karena ... [saya tidak memiliki motivasi untuk berlatih Bahasa Inggris.]	Saya susah mempelajari Bahasa Inggris karena ... [pembelajaran Bahasa Inggris di kelas membosankan.]	Saya susah mempelajari Bahasa Inggris karena ... [terlalu banyak teori dan terlalu sedikit latihan selama kegiatan pembelajara	Saya susah mempelajari Bahasa Inggris karena ... [saya takut melakukan kesalahan.]	Saya susah mempelajari Bahasa Inggris karena ... [waktu untuk pembelajaran Bahasa Inggris tidak cukup.]	Saya susah mempelajari Bahasa Inggris karena ... [saya tidak mempunyai kesempatan untuk berlatih berbahasa Inggris.]	Saya lebih senang ... [bekerja dalam kelompok daripada sendiri.]	Saya lebih senang ... [jika guru saya memberikan banyak model dan contoh berkaitan dengan materi pembelajaran.]	Saya lebih senang ... [jika guru saya menggunakan Bahasa Inggris selama kegiatan pembelajaran.]	Saya lebih senang ... [banyak latihan khususnya percakapan (conversation).]	Saya lebih senang ... [jika guru saya menggunakan berbagai macam media dalam kegiatan pembelajaran.]	Saya lebih senang ... [belajar materi yang berhubungan dengan jurusan saya.]
				TSA	TSA	TSA	TSA	TSA	TSA	TSA	LSA	LSA	LSA	LSA	LSA	LSA
arizalilham06@gmail.com	arizal	12 BUMA	TAB	4	4	4	4	4	4	4	4	4	4	4	4	4
hafid.aziz14@gmail.com	Hafidz aziz	12	Buma	2	4	4	5	4	5	5	5	5	5	5	5	5
ramadhanyudith48@yahoo.co.id	Yudith Ramadhan	XII BUMA	MESIN	2	4	2	2	2	3	2	5	4	3	3	4	5
nikosetiono15@gmail.com	Niko Setiono	XII - BUMA	TKR	3	3	3	3	3	3	3	3	3	3	3	3	3
alifmustaqim09@gmail.com	ALIF MUSTAQIM	XII BUMA	TEKNIK PEMESINAN	3	2	2	2	2	2	2	4	4	4	4	4	4
alifmustaqim09@gmail.com	ALIF MUSTAQIM	XII BUMA	TEKNIK PEMESINAN	3	2	2	2	2	2	2	4	4	4	4	4	4
alifmustaqim09@gmail.com	ALIF MUSTAQIM	XII BUMA	TEKNIK PEMESINAN	3	2	2	2	2	2	2	4	4	4	4	4	4
ridwannaufalafif@yahoo.com	Ridwan naufal afif	XII BUMA	Listrik	3	3	3	3	4	3	3	4	4	3	3	3	3
ilhammukti51545@gmail.com	Muhammad Ilham Mukti Al-Khafizh	XII BUMA	Teknik Kendaraan Ringan	3	3	3	3	3	3	3	4	4	3	3	3	4
irhamwisnu04@gmail.com	Ircham wisnu aji pratama	12	Buma school	3	3	3	3	3	3	3	3	3	3	3	3	3
sokputitis591@gmail.com	Ali bryandhito rosandi indriaswara	XII BUMA	TAV	3	2	3	3	2	3	3	3	4	5	5	5	4
yoviadi36@gmail.com	Yovi adi saputra	XII BUMA	BUMA	3	3	3	2	3	2	2	4	4	4	5	4	5
bs081566@gmail.com	Bagas Setiawan	XII BUMA	TEKNIK ALAT BERAT	3	2	2	2	3	4	2	4	4	3	4	4	4
yokank024@gmail.com	Yokama	12BUMA	Listrik	4	1	2	3	2	4	2	3	3	4	4	4	4
adindayeojaelf@gmail.com	Adinda dian pratita	XI	Tekhnik Elektronika Industri	2	2	2	4	2	2	2	4	4	4	4	4	4
christiandanielsihnugroho@gmail.com	Christian Daniel Sih Nugroho	XI	Elektronika Industri	3	4	4	4	4	3	5	5	4	4	4	5	5
irfanprasetyo653@gmail.com	Irfan Prasetyo	XI TAV 2	Teknik Audio Video	5	4	4	4	5	4	4	3	4	4	4	4	4
panjinur12345@gmail.com	Panji Nurcahyo	11	Teknik Elektronika Industri	3	2	3	3	2	3	2	4	3	3	3	4	3
anggipr262@gmail.com	ANGGI PUTRI AGUSTI	XI TAV 2	TEKNIK AUDIO VIDEO	3	2	3	3	5	3	3	5	5	5	5	3	5
dyaf2132@gmail.com	Dyah ayu fitriadesi	XI	Teknik Elektronika Industri	3	2	2	3	3	2	2	4	4	2	4	3	5
rayfaldiananda@gmail.com	Rayfaldi ananda an-naafi	11	Elektronika industri	4	2	3	5	4	4	4	3	5	2	4	4	5
della.cindi2018@gmail.com	Della Cindi Laura	XI-TEI	Teknik Elektronika Industri	5	2	4	4	4	2	2	3	4	3	5	3	2
aguspriambudi08@gmail.com	Agus Priambudi	XI	TEKNIK ELEKTRONIKA INDUSTRI	3	1, 3	4	3	4	2	3	3	3	3	3	4	4
azharipohong19@gmail.com	Muhammad Azhari	11	Teknik elektronika industri	3	3	3	3	3	3	3	4	4	4	4	4	4
fitrianinurandini24@gmail.com	Fitriani Nur Andini	XII TAV 1	Teknik Audio Video	5	3	5	5	2	4	2	3	3	4	4	2	3
handokoguntur11@gmail.com	Handoko Guntur Listiawan	XII TAV 1	Teknik Audio Video	5	3	4	5	5	4	5	4	3	3	3	4	4
rasyid09@icloud.com	Ramadhan Ar Rasyid	12	Pemesinan	1	1	1	1	1	1	1	4	4	4	4	3	3
rafli2618@gmail.com	Daffa Aufarul Arkan	X	TEI	4	2	3	3	2	2	2	5	4	3	3	4	4
khoirulhuda961@gmail.com	khoirul nur huda	XI	TAV	2	1	1	1	2	2	1	5	4	4	4	4	4
vanpersieazhar@yahoo.com	Aiddin Azhar Al-Tsaqif	XI TAV 1	Teknik Audio Video	5	5	5	5	5	5	5	3	3	3	3	3	3
wildanzufar456@gmail.com	Seva Putra Ardana	10	Teknik elektronika industri	4	4	4	4	4	4	4	4	4	4	4	4	4
rafifalay14@gmail.com	Pramana rafif	XI	Teknik elektronika industri	4	5	1	5	5	5	5	4	5	3	2	4	4
mariskaasr15@gmail.com	Mariska Sri Ratih	12	Instalasi pemanfaatan tenaga listrik	4	3	2	2	4	2	4	2	4	4	4	4	4
muhammadfarnanda940@gmail.com	Silananda Kharisma Pujangga	XI TITL 3	Listrik	4	4	4	4	4	4	4	4	4	4	4	4	4
nengtias75@gmail.com	WAHYU NING TIAS	X	PSPT	2	2	1	1	1	3	1	5	4	3	3	5	5
inayakaweee@gmail.com	Inayah kurniawati	X	PSPT	1	1	4	4	5	4	5	5	5	2	5	4	5
Ajipramuja7897@gmail.com	AJI PRAMUJA	XII	Teknik Audio Video	3	3	2	3	4	4	2	5	5	3	3	4	5
Rahularya.ra48@gmail.com	Rahul Arya Hidayatullah	12	Teknik Audio Video	3	2	3	4	3	3	3	3	5	3	3	4	3

Email Address	Nama	Kelas	Jurusan	Saya susah mempelajari Bahasa Inggris karena ... [saya bingung menggunakan grammar.]	Saya susah mempelajari Bahasa Inggris karena ... [saya tidak memiliki motivasi untuk berlatih Bahasa Inggris.]	Saya susah mempelajari Bahasa Inggris karena ... [pembelajaran Bahasa Inggris di kelas membosankan.]	Saya susah mempelajari Bahasa Inggris karena ... [terlalu banyak teori dan terlalu sedikit latihan selama kegiatan pembelajara	Saya susah mempelajari Bahasa Inggris karena ... [saya takut melakukan kesalahan.]	Saya susah mempelajari Bahasa Inggris karena ... [waktu untuk pembelajaran Bahasa Inggris tidak cukup.]	Saya susah mempelajari Bahasa Inggris karena ... [saya tidak mempunyai kesempatan untuk berlatih berbahasa Inggris.]	Saya lebih senang ... [bekerja dalam kelompok daripada sendiri.]	Saya lebih senang ... [jika guru saya memberikan banyak model dan contoh berkaitan dengan materi pembelajaran.]	Saya lebih senang ... [jika guru saya menggunakan Bahasa Inggris selama kegiatan pembelajaran.]	Saya lebih senang ... [banyak latihan khususnya percakapan (conversation).]	Saya lebih senang ... [jika guru saya menggunakan berbagai macam media dalam kegiatan pembelajaran.]	Saya lebih senang ... [belajar materi yang berhubungan dengan jurusan saya.]
				TSA	TSA	TSA	TSA	TSA	TSA	TSA	LSA	LSA	LSA	LSA	LSA	LSA
arisaefudin001@gmail.com	Ari Saefudin	X (10)	PSPT (Program Siaran Produksi Televisi)	5	1	2	1	4	3	2	2	3	5	4	4	4
adimucholaftul11@gmail.com	Adi Mucholafatul Rizki	XII TAV 1	Teknik Audio Video	5	4	4	5	4	4	3	4	4	4	4	4	4
riobrian2@gmail.com	Rio fajar abriyansyah	12	Listrik	3	2	2	2	2	2	2	5	4	5	4	4	5
suryaardian19@gmail.com	Surya Nanda Ardian	XII Tav	Tav(audio video)	4	3	2	3	2	3	2	4	4	2	3	5	4
wahyukukuh65@gmail.com	wahyu kukuh prakoso	12 TIPTL 2	TIPTL	5	1	5	5	1	1	5	5	5	1	5	5	1
yuanbeni38@gmail.com	Yuan beni kuncoro aji	XII-TIPTL2	Teknik Instalasi Pemanfaatan Tenaga Listrik	2	1	3	2	2	2	2	3	3	3	3	3	3
anggibram00@gmail.com	Anggi Bramasto	XII TAV1	Teknik Audio Video	3	1	2	1	1	4	4	3	3	5	5	5	5
ricoadeprakoso2179@gmail.com	Rico Ade Prakoso	XII TAV 1 (Alumni)	Teknik Audio Video	3	3	3	3	3	3	3	4	3	3	4	4	4
harisoutsiderz@gmail.com	Haris Setiawan	XII	Pemesinan 1	2	2	2	2	2	4	2	3	4	2	2	3	3
achmadfaizin603@gmail.com	Achmad faizin	lulus smk Tahun ini	T.Audio Video	5	4	3	5	3	5	3	3	1	2	2	4	2
aditya15juli@gmail.com	Dwi Aditya	12	TIPTL	3	3	3	3	3	4	3	4	3	3	3	3	4
bulan19@gmail.com	Bulan desy purwaningsih	X	PSPT	3	3	3	3	3	3	3	3	3	3	3	4	5
bjmhaikal021@gmail.com	Muhammad Ridwan	XII	Listrik	4	1	2	2	2	2	2	4	4	4	4	3	5
ihsanabbas961@gmail.com	Ihsan Abbas	Lulus	Teknik Audio Video	4	4	4	4	4	4	4	4	4	4	4	4	4
alviandimas2000@gmail.com	Alfiandimasjiwandono	12	Listrik	5	4	5	4	5	4	5	3	3	3	3	3	5
fergozableng94@gmail.com	Firnanda Zera Latifa	X	PSPT	4	1	4	3	5	4	3	3	3	3	5	3	3
handii498@gmail.com	Handi Irawan	12	Listrik	3	2	4	3	4	3	5	3	4	4	4	4	3
dwiariyani469@gmail.com	Dwi ariyani	X	Produksi dan siaran program televisi	4	3	3	3	4	3	3	5	5	2	2	5	5
pamujiagung16@gmail.com	agung pamuji utomo	12	teknik audio video	4	2	3	4	1	3	3	4	4	3	4	3	3
tithaindriyana04070@gmail.com	titha indriyana	xii	listrik 1	4	3	3	3	3	3	3	3	4	3	3	3	3
syahruladam.ar@gmail.com	Syahrul Adam risaldi	XII	TITL	3	2	2	3	2	3	3	4	4	4	4	4	4
dimasgaluh00@gmail.com	Dimas Galuh junianto	12	Teknik audio video	4	4	4	4	4	4	4	3	4	5	4	4	4
muhammad.farras.fm@gmail.com	Farras	12	Audio Video	3	2	3	3	2	2	3	4	4	4	4	4	4
rayhanbaguspj@gmail.com	Rayhan Bagus Jati Pratama	XI Teknik Alat Berat	Teknik Alat Berat	3	3	3	3	3	3	3	5	5	4	4	5	4
dhikokusuma@gmail.com	Dhiko Kusuma Wardana	Teknik Pemesinan 1	Teknik Pemesinan	2	1	2	2	2	2	2	4	4	3	4	4	4
tegararyanto77@gmail.com	Tegar aryanto	XII	LISTRIK	5	2	3	4	3	2	1	5	5	4	4	4	4
devi77078@gmail.com	Devi Nur Azizah	X	TEI	3	3	3	3	3	3	3	4	4	3	4	4	4
firzhanasari@gmail.com	Firzhan asari n.p	X	PSPT	3	2	2	3	2	3	3	4	4	3	4	4	4
syahruladam.ar@gmail.com	Syahrul Adam risaldi	XII	TITL	3	3	3	3	3	3	3	3	3	4	4	4	4
aisyahgita0@gmail.com	Aisyah Gita Syahrani	XII	Audio video	3	3	4	3	3	2	2	4	4	4	4	4	2
syafibarky32@gmail.com	Syafi	X	Tav1	3	1	1	1	1	1	1	5	5	3	5	5	5
refalprayogi1@gmail.com	refal prayogi	tp 2	teknik pemesinan	3	3	3	3	3	3	3	3	3	3	3	3	3
insansetyadi999@gmail.com	Insan setyadi	XI-TIPTL-2	Tekhnik instalasi pemanfaatan tenaga listrik	3	3	3	3	3	3	3	3	3	3	3	3	4
fikridarmawan331@gmail.com	Fikri Darmawan	XII TIPTL 2	TIPTL	3	2	3	2	2	3	3	4	4	3	4	4	4
capurbarus666@gmail.com	harry raka	12	listrik	4	2	3	3	2, 3	4	2	2	3	3	3	3	3
hokage.syarif@gmail.com	Muhammad Syarif Afrizal	XII	Instalasi pemanfaatan tenaga listrik	4	1	2	3	4	3	3	4	4	3	4	3	3
capurbarus666@gmail.com	harry raka	12	listrik	3	3	3	3	3	5	5	2	3	3	3	3	3
bagoesferdianto03@gmail.com	Bagoes Rachmat Ferdianto	12	Teknik Instalasi Pemanfaatan Tenaga Listrik	4	3	2	2	4	4	5	3	3	4	4	3	4
therev1236@gmail.com	Achmad Rifa'i	XII TIPTL 2	TIPTL	3	3	3	3	3	3	3	5	5	3	3	5	3
ryanmahendra530@gmail.com	Ryan	XII	Teknik Instalasi Pemanfaatan Tenaga Listrik	3	3	3	3	3	3	3	4	3	3	3	3	3

Appendix 3

QUESTIONS LIST OF INTERVIEW FOR STUDENTS

No.	Questions Guidelines	Questions
1.	Students' background information, English proficiency.	What is your name?
		What grade and program are you?
		How is your English?
		How often do you use English?
2.	Students' goals and interest.	What will you do after your graduation?
		Where do you want to continue your journey?
		Why do you choose it?
3.	Students' experience during learning activities.	What have you learnt in you English lesson so far?
		How is English used in the lesson?
		How often do you practice to communicate in English during lesson?
		How often does your teacher put you in group work?
		What are you doing during the group work?
		How often do you have listening practice?
		How often do you have reading practice?
		How often do you have writing practice?
		Is the learning material useful for you? Why?
		How often does your teacher use media during the lesson?
4.	Students' preference about learning material, activities, and language practice.	What do you think if your teacher talking using English?
		What is you opinion on having a lot of listening and speaking practices?
		Which one do you prefer general English or specific English? Why?
		Do you prefer working in group or individual? Why?

Appendix 4

STUDENTS' INTERVIEWS TRANSCRIPT (September 10th 2018)

QUESTIONS	YV	YK	DN	PJ	EK	TR
What is your name?	My name is Yovi	I am Yokama	my name is dian	my name is panji nur cahyo	my name is eka	my name is tiara
What grade and program are you?	12 BUMA	12 BUMA (Industry)	11 grade electrical industry	I'm from grade 11 electrical industry	11 TAV 2	11 TAV 2
How is your English?	I think I'm in intremediate level	in beginner	average	average	intermediate	intermediate
How often do you use English?	honestly in my daily life English is rarely used. Because in my family, we usualy use Javanese. So, I use English just in English class at school. I'm low at speaking.	I like to listen English songs. When I listen to the song I also read the lyrics. But when I comes to speaking, I'm very low at it. although, when there is someone talking in English, I understand some.	not often. It is used in class when our teacher uses English. Also when watching movies.	rarely. Mostly when I played games. They use English, and I need to know what the meaning of it. that's when I use English. But when someone talking, I cannot fully understand.	for me, sometimes when I talk to my friends I mix it with english.	if we use scale, I'm in 4-5. so sometimes I use English in my daily.
What will you do after your graduation?	since we are grade 12, we have been selected to be omployed in a company named BUMA which deals with mining. So we are intensively trained to work in this company. So my goal is working	work. We have selected in this BUMA company. But I also want to continue my study too.	I want to continue my study abroad. But I also consider to work, if I'm not able to continue my study.	me, I want to continue my study. But I have financial problem. So my plans are work first then when I have saving to continue in collage I will.	I want to get scholarship to continue my study in the best collage in semarang which in line with my recent program.	for me, I want to work first. Then continue my college in the same program.
Why do you choose it?	there is saying that SMK is 'sekolah mikir kerjo' means work-oriented school. we have been trained to be able to work after graduation. So, I think that's the reason	we have been prepared to do so.	altough we have been trained to work, in term of communicating using English, we still far from the standard	We are need to be prefessional, so that we can show our ability. And also the payment is higher than in indonesia.	in my program, we work in the backstage of broadcast. So I think what I have learnt here is still not enough, that's why I need to know more.	in my opinion, in our program, there is little chance to get to work directly. Since we have to compete with collage graduatees. So, I think I need to broaden my knowledge too.
Where do you want to continue your journey?	working in a company, especially in mining or mechine nationally or international	working in inetrnational company, and continue my study	both in indonesia or other countries are fine. But when I were in the international company, my relation can be broader than in indonesia	in international.	college in semarang	in semarang or indonesia
Is English important for you?	yes, because when we work we have to read manual which mostly written in English.	important, especially when we work in multinational company	I think english is important for me. Because I have a wish to study abroad. Also when I work, I can read the manual and communicate with co-worker.	Important, because if we can speak English well, we have another point to be employed in the company we want.	very important, especially in our program. There are a lot of tools and broadcast program which using English wether in the manual or in the process. thus we need to know.	very important. I am in the audio video program in which we make a lot of programs or videos which sometime need English to make it more eye-chatching. So we need to know terms in English.

QUESTIONS	YV	YK	DN	PJ	EK	TR
What have you learnt in you English lesson so far?	mostly grammar. But also dialogues	mostly grammar and dialogues	dialogues	dialogues	grammar, dialogues, games too	dialogues, texts
How is English used in the lesson?	my teacher usually used English, but we as students rarely use it in class. Most of us are lack of courage to try and practice using English.	sometime our teacher uses English, but we are not. because we are afraid of making mistakes	about 25-40% of our class hours my teacher uses English. Every meating she always slips one or some vocabulary	barely. I get nervous and shy when I use English since I cannot speak well.	in our class we often uses english. Like with our friends, our teacher also talks in english sometime	I think it is almost 50% of our lesson uses english.
How often do you practice to communicate in English during lesson?	usualy when we have task to present something inf ort of the class, English is a must to be used.	english is mostly used when we are having presentation.	we rarely have chance to use English. Except dialogue practice, and direction practice	I barely practice to communicate using English. I get nervous and shy when I use English since I cannot speak well.	sometimes I practice my English especially when I talk to my friends. but I'm not brave enough to talk in english to the teacher. I'm afraid of making mistake.	quite sometime. When I talk with my chairmate.
How often does your teacher put you in group work?	mostly individual.	mostly individual task	when I was 10 grade, most of our tasks were individual works. But when we are in 11 grade some are in group.	in grade 11 some are in individual and some are in group	mostly individu	mostly individu, but we also have been working in group too.
What are you doing during the group work?	working in group is difficult for us, since we have friends who maybe are training in other place, so that we cannot gather to finish the job.	discussion. but not all members can join	discussion, deviding the jobs.	mostly discussion	deviding jobs	deviding jobs
How often do you have listening practice?	we have a lot of practices of it, since our teacher also sometime talks in English	quite a lot, from our teacher, music	never have	we listen to our teacher talking english. But we barely have listening practice.	sometime	sometime.
How often do you have reading practice?	most of our jobs dealing with how to operate and do something, so reading practice is a common for us. We have to read manual in work place too.	very often. We mostly read manual, how to operate the mechine, how to do something, etc.	my teacher always gives us text during our lessons	reading text, we have a lot of it. and it helps a lot in vocablary	mostly using text	using reading
How often do you have writing practice?	seldom	seldom	seldom	seldom	seldom	seldom
Is the learning material useful for you? Why?	the manual is very helpful. And also listening, we are able to improve our vocabulary	mostly useful. To make use us to English	we mostly deal with programming, and it is in English. So the text is useful.	the reading text is very helpful.	yes	yes

QUESTIONS	YV	YK	DN	PJ	EK	TR
How often does your teacher use media during the lesson?	My teacher rarely uses media. But when she used one, mostly PPT.	rarely.	no. my teacher naver uses media. She mostly talks and lectures us during the lesson.	no	sometimes. PPT mostly, and video.	sometime.
What do you think if your teacher talking using English?	half-half. Not fully in english. Because mostly we still lack of english	I wish my teacher talks more in English so that we are used to English.	half english half indonesia. But I also wish, not only teacher but also students are using english actively.	honestly I like it. because we don't have place to practice english beside the school. So, I agree to it.	I agree. We need to know how to say the words, and in school we have teacher to be our model.	I think it's 75 in english in 25 in indonesia. We only have one class of english, while the other are in bahasa indonesia. So we need to practice talking in english, both to our friends and teacher.
What is you opinion on having a lot of listening and speaking practices?	I totally agree. Because it will be useful for us in the future. And adding our specification.	I agree. Since we will also use it in our work. At least in manual.	I do agree. So we can practice what we learn directly.	I agree. Grammar is like the theory. But listening and speaking is like the application of the theory.	I agree. In my opinion, if we are used to listen and speak in English we will have no problem in understanding something, especially in our program which dealing with mostly programming in English	I agree. By having a lot of listening practice and speaking, we know how to say the word in english. Because so far there are a lot of words in english which we don't know how to sya it. so we say it using our own way or say it as it written.
Which one do you prefer general English or specific English? Why?	for me, because my goal is working in mining company, so specific english. Because there are a lot of terms which are not used carelessly. So we need to know what it is.	specific english. We can learn general english from everywhere and easier. But when we work in inductry we have to know the specific term of in our work place.	I prefer both, we also need general English to be able to speak casully. But we also have to understand the terms which specific to our program	I prefer general, because it is easier to be practiced. and it is easier to be said.	I think both. When we work we need to know the terms, but also need to be able use english for chatting casually with our peer	general, because we can use it in our daily life.
Do you prefer working in group or individual? Why?	team. When we have a lot of works, we can devide the jobs, and it makes the work lighter to do, so it can finish quickly. Sometime, when we work in group we help each other. there are some people who are afraid on asking to teacher, so we can ask to our friend more comfortably	individual. I like peace in doing my work. When working with team, there are a lot of voices which sometime make our jobs slow. Also when I asked my friends something, sometime the answer is not right.	for me, I prefer in group. When we work in group we can save time. if it is individual work sometime we are confuse. But in group we can ask each other.	in group. It's easier, faster and when we have discussion, it is easier and lively. So we will not get bored.	individu. It's a lot easier for me to finish the job rather than waiting our friends to do their part.	individu. It is more effective than in group. Sometime when I work in group, there are friends who are not doing their jobs.

Appendix 5

LIST OF QUESTIONS FOR TEACHER INTERVIEW

No..	Questions guidelines	Questions
1.	Teacher's background information, qualification, experience	What is your name?
		How long have you been a teacher?
		What is your qualification?
		Are you civil worker?
		Are you part of *MGMP*?
		How is your English?
2.	Teacher's opinion on English subject of the 2013 Curriculum fro vocational high school	How do you see the English subject of the 2013 Curriculum in vocational high school?
		How does the curriculum support students' future?
		What have you done to cover up the lack of this curriculum so that the students are well prepared?
		During the implementation of the curriculum, what difficulties are significance for you?
3.	Teacher's teaching style, methods and media	Which one do you prefer teacher-centered or students-centered learning? Why?
		How often do you use English in your class? Why?
		Which one do you prefer working individually or in group? Why?
		When do you put your students in group?
		How do you use media during your class?
		How is the textbook used in your class?
		Do you use other authentic sources to help you?
4.	Teacher's knowledge on CLT approach	Are you familiar with CLT approach?
		What do you know about it?
		Have you applied CLT approach in you class?

		How is the implementation of it?
5.	Teacher's experience of CLT approach	What do you do when you encounter problem in implementing CLT in your class?
		Which of the assessments of the 2013 Curriculum which have been conducted in your class?
6.	Assessment of the 2013 Curriculum	How do you conduct behavior assessment?
		How do you conduct knowledge assessment?
		How many times do you conduct it?
		How do you conduct skill assessment?
		Which one is mostly done, speaking or writing assessment?
		What problems do you find during conducting those assessments?

TEACHER'S INTERVIEW TRANSCRIPT

What is your name?	my full name is Hasti Murningsih Mulyaningtyas.
How long have you been a teacher?	I've been teaching since 1986 up to now, so it has been thirty two years.
What is your qualification?	I graduated from IKIP Negeri Semarang in 1985 with the degree of Bachelor of Education
Are you civil worker?	I am a civil worker
Are you part of *MGMP* ?	yes, i'm
How is your English?	I do not use it all the time. just in some occation such as when I talk to my fellow who are good in speaking.
How do you see the English subject of the 2013 Curriculum in vocational high school?	everytime we get syllabus, I think they have special goal, what they want to get from it. but sometime the arrangers are not the persons who work in education field, like teacher. Thus they don't relly know what the students' needs, the teachers' need in the reality. as you know for vocational high school, they need to know many terms in their disciples. but now in our syllabus, it's just the same for SMA, there is no different at all. i don't know the reason. but in my opinon if the material for SMK is made as the same as SMA it is not appropiate. as you know that the learning material deals with genres, and i think for vocational high school they does not need to know many genres, just the ones that will be used in their discipline. because after they graduate they will find job, not many of them who will continue in college.
How does the curriculum support students' future?	there are a lot of material which are not in line with their specialty. Thus I think it does not support students of vocational high school needs and does not help much to their future.
What have you done to cover up the lack of this curriculum so that the students are well prepared?	I still follow the curriculum as we still have UN which will be faced by the students, thus I think i still need to give them texts and other material in the syllabus. and related to their program, I decided to also find material which have correlation with their program. And also inserting some of the term that might be usefull for them. also about the manual.
During the implementation of the curriculum, what difficulties are significance for you?	for me it's about the learning material. Since there are a lot of texts which will not be used to their future, I don't really stress it to my students. I ,also, to familiarize the students with English. I still use English as I'm English teacher.
Which one do you prefer teacher-centered or students-centered learning? Why?	I think both, because for me and my students they still need my explanation and guidance before they do their task. For example about conditional sentence, I need to give them example first and explain to them what it is about and after that they can do the exercise.
How often do you use English in your class? Why?	when I start and giving instruction mostly I use English. But when I'm explaining the material I still use Bahasa Indonesia as I need my students understand the material. I also insert some expression during my explanation.
Which one do you prefer working individually or in group? Why?	it depends on the difficulty of the material, the method. Sometime some of the students like to try to do some tasks alone and for students that are low, I try to make them to work with group.
When do you put your students in group?	when the material are difficult for them to learn alone especially for students which need more guidance.
How do you use media during your class?	honesty no. I think if I can prepare it well, I can show them and I can use it in time given. But I need a lot of time to prepare it as I don't really expert on ICT. When I have the material such as the video or for the listening, I will try to use it.
How is the textbook used in your class?	fortunetely, all of my students have the textbook from the government. And also other books. When I think the textbook is lakc of excercises, I use other exercise from other books.
Do you use other authentic sources to help you?	I rarely used authentic source. But I use other material which comes from other books in which some fothem are taken from internet or other.

Are you familiar with CLT approach?	I've heard about it. But I don't realy understand about it.
What do you know about it?	all I know is that this is the learning approach in which we teach English in communicative way
Have you applied CLT approach in you class?	I am not sure whether I have implemented in my class
How is the implementation of it?	as my undersanting, I have tried to make my students actively in speaking, active in answering the questions, to do all the exercise.
What do you do when you encounter problem in implementing CLT in your class?	mostly I try to solve it alone. I also discuss it with other teachers.
Which of the assessments of the 2013 Curriculum which have been conducted in your class?	I have tried to conduct all of the assessment either it is behavior, knowledge or skill assessment. it just that some of those assessment do not conducted regularly.
How do you conduct behaviour assessment?	I take behavior score by considering students' effort during the learning program, or when doing the task gives.
How do you conduct knowledge assessment?	I usually having knowledge assessment when the material has finished being explained. Sometimes I use quizzes or when I have much time to prepare I make questions for the test. Sometimes I also uses direct-spoken test to score their understanding
How many times do you conduct it?	It depends on the material. It could be conducted after the material has been explained means in every meeting after the material is finished. Sometimes after the KD has been delivered to the students. But it is not always conducted in every KD, when I fell that the material is too short or too easy for the students, i usualy mix it with the next material which relates to it.
How do you conduct skill assessment?	For skill assessment I consider the material or KD first, when it require skill assessment, then I take it. but when I think it cannot be carried out in certain material or KD then I do not do it.
Which one is mostly done, speaking or writing assessment?	Mostly writing assessment, for example making application letter or making dialogue. But the script of the dialogue also sometime can be performed as speaking assessment. the reason why I do more writing assessment since it is easy to be scored. meanwhile for speaking assessment, i know that most of the students are having difficulty to express their feeling or opinion since they can be considered lack of self confidence also competence to speak in English. instead of forcing them to speak with the result their bad mark, i prefer writing assessment.
What problems do you find during conducting those assessment?	One is about time. I need to consider the time well as we know that our students had a lot of agenda such as training at the work place or working at the workshop. I need also time to prepare the test items well if I want to conduct it well. The assessment in K13 is different with the previous curriculum, thus to adjust it is quite hard especially for behavior and skill assessment which in every KD must be taken. and in skill assessment, i am facing dificulty in conducting speaking assessment as i explain before.

DOCUMENT ANALYSIS GUIDELINE

No.	Aspects	Incomplete	Partially complete	Complete	Notes
A. Identity					
1.	Write the unit of education				
2.	Write the grade and semester				
3.	Write the learning subject and the learning theme				
4.	Write the number of meeting				
B. Designing the Indicators					
5.	The indicators are accordance to the output standard (*SKL*), core competences (*KI*) and basic competence (*KD*)				
6.	The indicators cover the attitude, knowledge and skill competences				
7.	The indicators use operational verb which represents certain attitude				
8.	The indicators contains a certain observable attitude				
9.	The indicators include higher-order thinking skills (analyzing, evaluating or creating)				
10.	The indicators cover the factual, conceptual, procedural, and or meta-cognitive knowledge				
C. Determining the Learning Goals					
11.	The goals are relevant to the basic competence and indicators				

12.	The goals cover knowledge, behavior, and skill competences				
D. Learning Materials					
13.	The material is relevant to the goals				
14.	The material is relevant to the learners' potential				
15.	The learning material is contextual				
16.	The material is accordance to the learners' physical, emotional, intellectual, social, and spiritual development				
17.	The material is actual				
18.	The material is relevant to the learners' needs				
E. Learning Media and Sources					
19.	Using the textbook designed by government				
20.	Using other sources such as books, news, internet to support the material				
21.	Considering surrounding as one of the learning sources				
22.	The media is in line with the learning goals				
23.	The media is accordance to the learners' and school's				

	characteristics				
24.	The media helps learners to acquire the material				
25.	The media facilitates the scientific approach learning				
26.	The media is empowering ICT				
27.	The media and source use authentic ones				
F. Learning Method					
28.	The method is in line with the goals				
29.	The method is based on the scientific approach				
30.	The method is based on the discovery learning, problem-based, or project-based learning				
31.	The method encourages the learners to do trial and error				
32.	The method encourages the learners to communicate using English				
33.	The method encourages the learners to actively participate in the learning process				
34.	The method encourages the learners to work in group				
G. Learning Activity Plan					

35.	The activities show opening, main, and closing activities				
36.	Explaining the goals				
37.	Planning students' observation activity				
38.	Planning students' questioning activity				
39.	Planning students' exploring activity				
40.	Planning students' associating activity				
41.	Planning students' communicating activity				
42.	Planning follow up activities such as remedial and enrichment				
43.	Planning group work				
H. Assessment					
44.	Assessing the learning indicators fulfillment				
45.	Measuring students' attitude, knowledge, and skill				
46.	Designing authentic assessment				
47.	Designing the test instrument				
48.	Designing the scoring guidance				

Appendix 8

LESSON PLAN ANALYSIS

NO.	A1	A2	A3	A4	B5	B6	B7	B8	B9	B10	C11	C12	D13	D14	D15	D16	D17	D18	E19	E20	E21	E22	E23	E24	E25	E26	E27	F28	F29	F30	F31	F32	F33	F34	G35	G36	G37	G38	G39	G40	G41	G42	G43	H44	H45	H46	H47	H48
	Identity				Designing the Indicators						Determining the Learning Goals		Learning Materials						Learning Media and Sources									Learning Method								Learning Activity Plan										Assessment				
LP 1 , X 3.1 (June 28th 2018)	v	v	v	v	v	v	v	v	x	v	v	v	v	x	x	x	v	v	v	v	x	v	v	v	v	v	x	v	v	v	v	v	v	v	v	v	v	v	v	v	v	vx	v	v	v	v	v	v
	all the components of identity is completed				B6 partially (without attitude). B7&B8 contain observable verb, yet partially as "menjelaskan" does not easy to be assessed well. B9, still using LOTS (menyebutkan, membaca, menjelaskan). B10 partially, only covers conceptual knowledge.						the goals are using the form of ABCD		D13 the brief material is not presented. D14, the material is too easy for VHS, does not covers the necessary information such as the specialty, covers basic self identity. D17 partially. D18, the material does not support their need to be more precise on their specialty. Only regular material, none in remidial and enrichment						E19, textbook is used as the primary source. E20, anothour source is internet, yet do not attach the address, no specific address. E21, is not stated in the lesson plan. E22, using various media such as LCD, computer, PPT. E23, yes. E24, should be. E25 yes, facilitate. E26 yes, E27, the authentic is doubted. the PPT is not attached.								The learning model used is discovery learning with lecturing, role-play, and demonatration as the learning method. F32 partially, as the role-play is used as well as demonstration.								the learning activity planning has been accordance to the learning model, discovery learning, which also put the students on group during practices. Yet, there is no follow up activity.									H45 partially, none on attitude.				
LP 2 , X 3.2 (July 5th 2018)	v	v	v	v	v	v	v	v	v	v	v	v	v	x	v	x	v	x	v	v	x	v	v	v	v	v	x	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
	all the components of identity is completed				B6 partially (without attitude). B7&B8 contain observable verb, 'identify', ect. B9, uses identify and conclude as the HOTS. B10 partially, only covers conceptual knowledge.						the goals do not use the format of ABCD		D13 the brief material is not presented. D14, D17 partially. D18, the material does not support their need to be more pricise it will rarely used on their work life. Although it is meant to maintain interpersonal relation.						as the example of the text is not presented, the authenticity can not be measured. E20, it is stated that the other source is internet, yet the exact address is not cited. Moreover, the PPT is not attached.								The learning model used is discovery learning with lecturing, role-play, and demonatration as the learning method. F32 partially, as demonstration and discussion are the methods during the learning process.								the learning activity planning has been accordance to the learning model, discovery learning, which also put the students on group during practices. The remedian program is designed									H45 partially, none on attitude.				

LP 3 , X 3.3 (July 12th 2018)	v v v v	v v v v v v	v v	v v x x v x	v v x v v v v v x	v v v v v v v	v v v v v v v v v	v v v v v
	all the components of identity is completed	B6 partially (without attitude). B7&B8 contain observable verb such as 'analyze', but still using 'explaining'which is difficult to be assessed. B9, uses 'analyze' as the HOTS. B10 partially, only covers conceptual knowledge.	the goals are using the form of ABCD	brief material is attached on the lesson plan. Yet it does not presented contextually related to students' future work life. It still focuses on maintaining interpersonal relationship.	as the example of the text is not presented, the authenticity can not be measured. E20, it is stated that the other source is internet, yet the exact address is not cited. Moreover, the PPT is not attached.	The learning model used is discovery learning with discussion and Q&A as the learning method. F32 partially, as discussion is the methods during the learning process.	the learning activity planning has been accordance to the learning model, discovery learning, which also put the students on group during practices. The remedian program is not designed	H45 partially, none on attitude.
LP 4 , X 3.4 (July 19th 2018)	v v v v	v v v v v v	v v	v v v v v v	v v x v v v v v x	v v v v v v v	v v v v v v v v v	v v v v v
	all the components of identity is completed	B6 partially (without attitude). B7&B8 contain observable verb such as 'identify', but using 'chatching' which is difficult to be assessed. B9, uses 'identify' as the HOTS. B10 partially, only covers conceptual knowledge.	the goals are using the form of ABC, without 'Degree'	describing thisng, place and people is relevant to students' potentioal as well as needs especially to their working place.	the sample of the text is presented, yet it doesn't specifically lead to student's program. Further, the source of the text is unknown, thus the authenticity is questioned. E20, it is stated that the other source is internet, yet the exact address is not cited. Moreover, the PPT is not attached.	The learning model used is discovery learning with discussion and observation as the methods. F32 partially, as discussion is taken part.	the learning activity planning has been accordance to the learning model, discovery learning, which also put the students on group during practices. The remedian program is not designed	H45 partially, none on attitude.

| | | |

Appendix 9

CLASSROOM OBSERVATION PROTOCOL

No.	Aspects	Incomplete	Partially complete	Complete	Note
I. Prior Learning Activity					
A. Apperception and Motivation					
1.	Relate the learning material with students' experiences or with the previous material.				
2.	Stimulate students with challenging questions.				
3.	Explain the benefits of the learning material.				
4.	Demonstrate something related to the learning material.				
B. Explaining the Competences and the Planning of the Activity					
5.	Explain competences which will be acquired by the students.				
6.	Explain the planning of the learning activities; such as individual working, group work, and observation.				
II. Core Learning Activity					
A. Learning Material					
7.	Relate the learning				

	material with the learning goals.				
8.	Relate the learning material with other relevant knowledge, technology and reality.				
9.	Explain the learning material correctly.				
10.	Deliver the learning material systematically (easy to tough, concrete to abstract)				
B. The Implementation of Learning Strategy					
11.	Conduct the learning activity which accordance to the assigned competences				
12.	Facilitate the learning activities which include exploration, elaboration and confirmation.				
13.	Conduct the learning activities orderly.				
14.	Able to handle the class well.				
15.	Conduct a contextual learning.				
16.	Conduct the learning				

	activity which is able to develop positive effect (nurturing effect).				
17.	Conduct the learning activity according to the time allotment.				
18.	Create effective learning atmosphere.				
19.	Give chance to the students to do trial and error.				
C. The Implementation of Scientific Approach					
20.	Ask how and why questions.				
21.	Facilitate the students to do observation.				
22.	Trigger the students to ask questions.				
23.	Facilitate the students to practice.				
24.	Facilitate the students to analyze.				
25.	Stimulate the students to think critically.				
26.	Provide the students chances to communicate.				
27.	Provide learning activity which stimulate higher				

	order thinking.				
D. The Use of Sources and Media during Learning Activity					
28.	Use various learning sources such as books, newspaper.				
29.	Use learning media, such as PowerPoint, video.				
30.	Give chance to the students to participate in using learning sources.				
31.	Give chance to the students to participate in using learning media.				
32.	Use authentic learning material.				
E. Students' Participation in Learning Activity					
33.	Develop students' active participation through interactions between teacher, students and learning sources.				
34.	Respond students' positive participation.				
35.	Appreciate students' responses.				
36.	Develop students' enthusiasm during learning activity.				

37.	Give chance to the students to actively participate through group work.				
38.	Give students chance to discuss with their friends.				
F. Language Use					
39.	Use English in giving instruction.				
40.	Use English in explaining the learning material.				
41.	Give chance to the students to practice using English during learning activity.				
42.	Set the class into English learning environment.				
III. Closing Activity					
43.	Reflect or summarize the activities along with the students.				
44.	Giving feedbacks to the students.				
45.	Collect students' work as portfolio.				
46.	Give instruction and brief explanation on the next				

	activities or on the enrichment tasks.				

Appendix 10

CLASSROOM OBSERVATION

<table>
<tr><td rowspan="4">CO 1
(Sept 5th '18) Grade 11 TITL 2</td><td>1A1</td><td>1A2</td><td>1A3</td><td>1A4</td><td>1B5</td><td>1B6</td><td>2A7</td><td>2A8</td><td>2A9</td><td>2A10</td><td>2B11</td><td>2B12</td><td>2B13</td><td>2B14</td><td>2B15</td><td>2B16</td><td>2B17</td><td>2B18</td><td>2B19</td><td>2C20</td><td>2C21</td><td>2C22</td><td>2C23</td><td>2C24</td><td>2C25</td><td>2C26</td><td>2C27</td></tr>
<tr><td>x</td><td>v</td><td>x</td><td>v</td><td>x</td><td>x</td><td>v</td><td>v</td><td>v</td><td>v</td><td>v</td><td>v</td><td>v</td><td>v</td><td>x</td><td>v</td><td>v</td><td>x</td><td>v</td><td>v</td><td>x</td><td>x</td><td>v</td><td>v</td><td>x</td><td>v</td><td>x</td></tr>
<tr><td colspan="6">Relating the learning material with students' experience of study tour</td><td colspan="4">the learning material is conditional sentence</td><td colspan="15">teacher did not using scientific approach orderly. It starts by giving illustration on students' experience going to Bali. Followed by stimulating students to construct sentences to state the ilustration in Bahasa Indonesia. Then the students were asked to translate it in English. then teacher asked the students to analyze the sentence and construct the formula of conditional sentence. after all is explained the students were asked to do the exercises from the worksheet.</td></tr>
<tr><td>2D28</td><td>2D29</td><td>2D30</td><td>2D31</td><td>2D32</td><td>IIe33</td><td>IIe34</td><td>IIe35</td><td>IIe36</td><td>IIe37</td><td>IIe38</td><td>2f39</td><td>2f40</td><td>2f41</td><td>2f42</td><td>3a43</td><td>3a44</td><td>3a45</td><td>3a46</td><td colspan="10" rowspan="3">Note: conventional teacheing, teacher-centered. A lot of exercise done by students in mastering the learning material.</td></tr>
<tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>v</td><td>v</td><td>v</td><td>v</td><td>x</td><td>x</td><td>v</td><td>x</td><td>v</td><td>x</td><td>v</td><td>v</td><td>x</td><td>x</td></tr>
<tr><td colspan="4">the learning source is students' worksheet. There is no other media but textbbook used. The textbook is local made</td><td colspan="4">e33 partially, mostly interaction was between teacher-students-learning source. Teacher responded students' questions as well as trials. Also giving appreciation such as "good" and "good job". There was no group work or peer discussion. mostly the activity is individual.</td><td colspan="4">the teacher used English in the opening and giving instruction. Occationally used English when explaining the material. Students' chance in using English was when they were asked to read teir own sentences duirng the practice.</td><td colspan="4">teacher summirized, reflected as well as gave feedbacks toward students' activities, without giving explanation on next activity. also giving homework as students' enrichment.</td></tr>
<tr><td rowspan="4">CO 2
(Sept 8 '18) 11 TITL 2</td><td>1A1</td><td>1A2</td><td>1A3</td><td>1A4</td><td>1B5</td><td>1B6</td><td>2A7</td><td>2A8</td><td>2A9</td><td>2A10</td><td>2B11</td><td>2B12</td><td>2B13</td><td>2B14</td><td>2B15</td><td>2B16</td><td>2B17</td><td>2B18</td><td>2B19</td><td>2C20</td><td>2C21</td><td>2C22</td><td>2C23</td><td>2C24</td><td>2C25</td><td>2C26</td><td>2C27</td></tr>
<tr><td>x</td><td></td><td>x</td><td>x</td><td>x</td><td>x</td><td>v</td><td>x</td><td>v</td><td>v</td><td>v</td><td>v</td><td>v</td><td>v</td><td>x</td><td>v</td><td>v</td><td>v</td><td>v</td><td>v</td><td>v</td><td>v</td><td>v</td><td>v</td><td>x</td><td>x</td><td>x</td></tr>
<tr><td colspan="4">the teacher mentionedthe topic of the learning material, then straight to the material</td><td colspan="2">teacher started the larning process straight to the material</td><td colspan="4">the teacher explained the material orderly and thoroughly</td><td colspan="15">the teacher did not use scientific approach, but grammar translation method as the focs of the teaching learning process was grammar (conditional sentence). In addition it is taught deductively, without putting it in context or text. So the teacher gave example of conditional sentence either type 1, 2 or 3 in bahasa indonesia, then asked the students to change it into english. after that they discuss the formulas. in this class the teacher used online exercise which had been prepared and shared toward the students. then the students did the task indivudually. the language use in the class still dominated by bahasa indonesia, although english is sometimes used in giving instruction.</td></tr>
<tr><td>2D28</td><td>2D29</td><td>2D30</td><td>2D31</td><td>2D32</td><td>IIe33</td><td>IIe34</td><td>IIe35</td><td>IIe36</td><td>IIe37</td><td>IIe38</td><td>2f39</td><td>2f40</td><td>2f41</td><td>2f42</td><td>3a43</td><td>3a44</td><td>3a45</td><td>3a46</td><td colspan="10" rowspan="3">Note: it was still teacher-centencered. Yet develop HOTS. The strength of this meeting was the teacher engage online media in the teacheing learning for doing exercise. Learning material was taught without context.</td></tr>
<tr><td>v</td><td>x</td><td>x</td><td>x</td><td>x</td><td>v</td><td>v</td><td>v</td><td>v</td><td>x</td><td>x</td><td>v</td><td>x</td><td>x</td><td>x</td><td>x</td><td>v</td><td>x</td><td>x</td></tr>
<tr><td colspan="4">during the learning process, the teacher uses a textbook and online exercise which had been uploaded via social media. Yet there is no media used as well as no authentic material.</td><td colspan="4">2e33 partially, interaction mostly form teacher to students and student to learning material, while among studnets was not happened as most of the time, the learning activity is individual work, no peer or group work. Teacher likes to praise students efforts.</td><td colspan="4">the use of bahasa indonesia dominates the learning process. Thus students' chance to practice their English was limited.</td><td colspan="4">teacher did not sumarize, reflected the whole learning activity. she gave feedbacks toward students' activities, without giving explanation on next activity. also giving homework as students' enrichment.</td></tr>
</table>

CO 3 (Sept 20 '18) 10 TAV 1	1A1	1A2	1A3	1A4	1B5	1B6	2A7	2A8	2A9	2A10	2B11	2B12	2B13	2B14	2B15	2B16	2B17	2B18	2B19	2C20	2C21	2C22	2C23	2C24	2C25	2C26	2C27	
	v	x	x	x	x	x	v	x	x	x	v	v	v	v	x	v	v	v	v	v	x	v	v	v	x	x	x	
	the learning material was about daily conversation on daily activity. this meeting was the continum of the previous meeting in which it was discussion students' exercises.				teacher started the laming process straight to the material		it could be categorized as exploring and associating step of scientific apporach, thus the teacher no longer explaning the material but checking students' understanding and work at the same time				teacher was able to use the time allotment accordancely as well as giving students to try and ask question. Yet students yet had time to practice their speaking skill with their peer. The practice or exercises which was done by the students did not stimulate higher order thinking skill as it is in the form of multiple choice.																
	2D28	2D29	2D30	2D31	2D32	IIe33	IIe34	IIe35	IIe36	IIe37	IIe38	2f39	2f40	2f41	2f42	3a43	3a44	3a45	3a46	Note:								
	x	x	v	x	x	v	v	v	v	x	x	v	x	x	x	v	v	x	v									
	the source used is worksheet which was made by local author. There was no ledia used by the teacher.				2e33 partially, interaction mostly form teacher to students and student to learning material, while among studnets was not happened as most of the time, the learning activity was individual work, no peer or group work. Teacher appreciated students' effort by giving appraisal 'good'						the English mostly used by the teacher, while the students barely used it during the learning process except for reading the questions and answering the exercise.					teacher did not giive summary for the activity, but gave feedback on students' works and trials. It was ended by greeting without giving students a peek on what would they learn in next meeting										
CO 4 (Sept 23rd '18) 10 TAV 2	1A1	1A2	1A3	1A4	1B5	1B6	2A7	2A8	2A9	2A10	2B11	2B12	2B13	2B14	2B15	2B16	2B17	2B18	2B19	2C20	2C21	2C22	2C23	2C24	2C25	2C26	2C27	
	v	x	x	v	x	v	v	v	v	v	v	v	v	v	x	v	v	v	v	x	v	v	v	v	x	v	x	
	the learning material is degree of comparison. This meeting, teacher gave introlude from student' environment as well as giving demonstration.				teacher gave students early information that they would work in pair with their		teacher was able to explain the material orderly to the students				teacher used school environment to relate it wth the learning material. The teacher applied scientific approach such as doing observation, questioning, exploration, as well as communication, but she still explained the whole learning material in prior time before letting the students to do the exploration. students were able to work in pair and explore their surrounding as well as their understanding by doing trials. after the students finished doing exploration and exercises, they had chance to perform in front of the class on thier work. they were asked to read their sentences of degree of comparison.																
	2D28	2D29	2D30	2D31	2D32	IIe33	IIe34	IIe35	IIe36	IIe37	IIe38	2f39	2f40	2f41	2f42	3a43	3a44	3a45	3a46	Note: teacher was able to conduct scientific approach untill communica								
	x	v	v	v	v	v	v	v	v	v	v	v	x	x	x	v	v	x	x									
	environment was used as the learning media so that students were able to apply what they learned toward phenomena that they saw. Teacher also used the tools in the class to demonstrate the material.				teacher gave students time and space for exploring, experimenting and discussing their finding woth their friend. Thus the interaction occurred not only form teacher to students, but also among the students, and students to environment.						english was some times used by teacher when giving instruction, but the students yet had chance to practice using english as they still used bahasa indonesia and Javanese in their conversation duimg the english class.					teacher summarized and gave feedback on the learning activity, but did not gave detail information on what students would learn next meeting.										