

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the data interpretation from questionnaires, interviews, classroom observations and material evaluation that had been conducted.

4.1. Data Descriptions

This study was conducted to get the data about the relevance of speaking materials to the speaking needs of *Teknik Komputer dan Jaringan* students in vocational schools in Jakarta. The researcher can get the information about students' needs through questionnaires, interviews, meetings, observation, task analysis, collecting learners' language samples, case studies, and analysis of available information (Richard, 2002). In this study, the researcher used questionnaires, interviews, and classroom observations. Questionnaires and interviews were considered more effective to analyze the students' needs and classroom observation was conducted to support those data.

The data were collected by distributing the questionnaires and conducting the interviews in fifteen vocational secondary schools in Jakarta that have a *Teknik Komputer dan Jaringan* major. The questionnaires were distributed to the *Teknik Komputer dan Jaringan* students, practitioners and the English teachers, along with

the interviews. The questionnaires given to the students, practitioners and the teachers were about the materials needed and activities needed.

The questionnaires were administered to 392 students from 15 of XI and XII grade *Teknik Komputer dan Jaringan* classes in 15 Vocational High Schools, to 13 teachers which chosen randomly and also to 4 practitioners. Table below shows how many students filled in the questionnaire from each school.

No.	Nama Sekolah	Jumlah Murid
1	SMK Kapan Pintar	17
2	SMK Negeri 26 Jakarta	30
3	SMK Karya Guna	20
4	SMK Wisata Indonesia	36
5	SMK Negeri 22 Jakarta	30
6	SMK Negeri 4 Jakarta	28
7	SMK Malaka	24
8	SMK Negeri 1 Budi Utomo	27
9	SMK Al-Hidayah	26
10	SMK Informatika Yasma	13
11	SMK Negeri 36 Jakarta	30
12	SMK Bakti Idhata	31
13	SMK Cyber Media	26
14	SMK Walisongo	25
15	SMK Negeri 43 Jakarta	29

The data collections were collected in all vocational schools mentioned above. The interviews were also conducted to 13 *Teknik Komputer dan Jaringan* students and 13 English teachers of 15 vocational schools and to four practitioners in order to support the data gained from the questionnaires. The questionnaire and interview were conducted in *Bahasa Indonesia* to avoid any misinterpretations and to ease the

respondents in filling out the questionnaire (the questionnaires and interviews for students and teachers are attached in the appendix). In addition, the researcher also conducted classroom observation in 7 vocational schools to support the data gained from the questionnaires and interviews. Lastly, the writer also analyzed an English textbook which was mostly used by the teachers in public vocational secondary schools. The book is *Bahasa Inggris Kurikulum 2013*, XI grade (Elementary Level) in semester 2, written by Mahrukh Bashir, which was published by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud* in year 2014. The textbook was evaluated by referring to English basic competences of vocational secondary schools for elementary level and using objective analysis adapted from Hutchinson and Waters (1987).

4.2. Findings of the Study

The charts in these findings represent the results of the students' answers, teachers' answers and practitioners' answers through the questionnaires given. Through the questionnaires and interview, the researcher gained the data of the students' needs analysis.

4.2.1. Needs Analysis

The Part I of the students' and practitioners' questionnaires represented the materials needed for their speaking skill. Meanwhile the first part of teachers' questionnaire represented the speaking materials which were given to the students.

The two first charts below are about the speaking materials needed by the students and given by the teachers that were made based on the *SKKNI*, English for computer book and macro micro speaking skills by Brown.

Materials seem to have a crucial role in exposing learners to the language for students who only have one source for reaching their English knowledge which implies that the materials need to present real language (Dudley-Evans and St. John: 1998), some learning materials to students that are questioned by the researcher are those also provided in syllabus applied in Vocational Secondary School in Jakarta and the other are macro micro speaking skills by Brown. The chart below presents the information about whether or not the speaking materials needed by students.

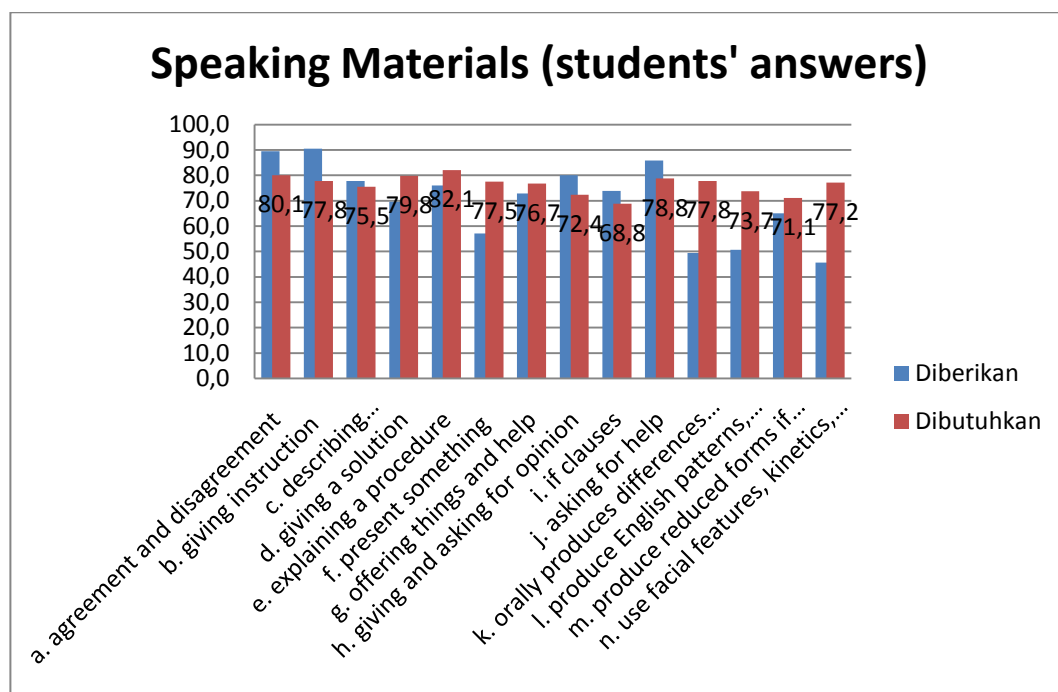


Chart 1 - Speaking Materials Needed (Students)

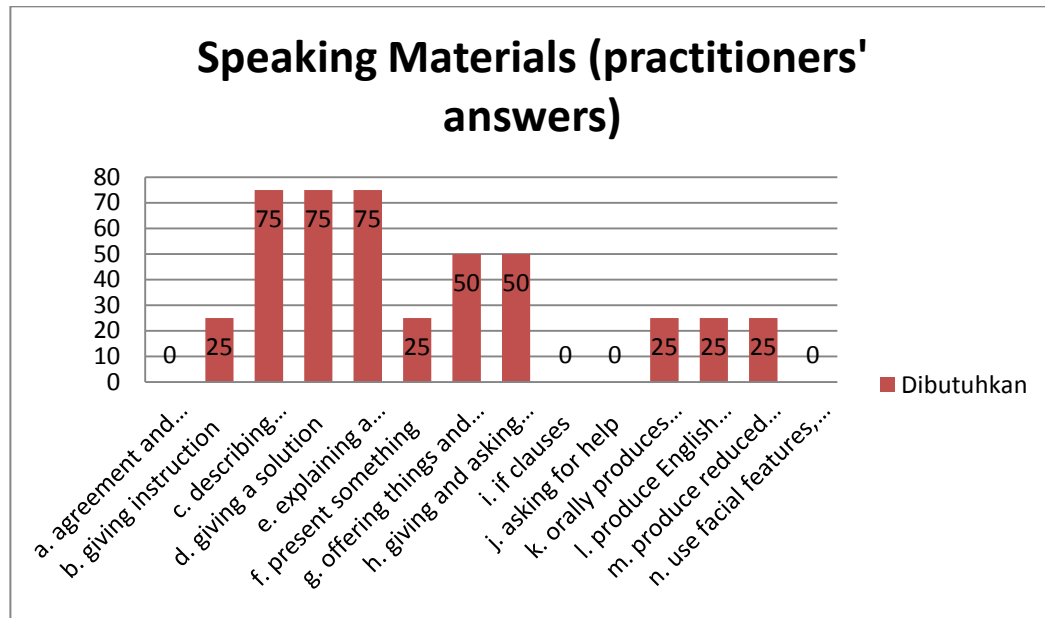


Chart 2 - Speaking Materials Needed (Practitioners)

As the chart 1 above, we can tell that most of the materials are needed by students such as point (a) agreement and disagreement, and point (e) explaining a procedure. More than 80% students think that they need these materials, but only (69%) students were taught it. There is a gap of point (d) giving a solution that show almost (80%) students need it but only (69%) think they were taught it, point (n) use facial features, kinetics, body languages, and other non verbal cues along with verbal language to convey meanings, (77.2%) students stated they need this materials but only (45.6%) students were taught it, for point (m) produce reduced forms if words and phrases, (71.1%) students stated they need this materials but only (65%) students were given it and also (73.7%) students stated they need this material of point (l) produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours, but only (50.7%) students think they were

taught it and so does other points, we can find in the chart that there are more than (77%) student stated they need the materials of point (k) orally produces differences among the English phonemes and allophonic variants, point (g) offering things and help, point (f) present something (tools or applications), but only (49%) students think they were taught them. Meanwhile, for point (b) giving instruction and so does point (c) describing place/things/someone, point (h) giving and asking for opinion, point (i) if clauses and point (j) asking for help, we can see most of students were given these materials by their teachers but they were not really needed it.

It can also be clearly seen that among all the options given in the students' questionnaire, the materials which had the highest needed percentage were point (a) agreement and disagreement and point (e) explaining a procedure. This can be assumed that some students could not predict well and understanding what they would need in their future work field. It is supported by the chart 2 above of the practitioners' answers that (75%) of them agree that point (e) explaining a procedure are the materials needed in their workplace but not for point (a) agreement and disagreement, none of the practitioners said they need it. Point (c) describing place/things/someone, (d) giving solution, and (e) explaining a procedure, are the materials most of the practitioners need.

Here is the example of an interview with the practitioner as a programmer from Bandung Digital Valley.

Interviewer : "Biasanya melakukan percakapan bahasa inggis kapan dan dimana?"

Practitioner : “Biasanya conference, kayak kemaren dari google worldwide developer biasanya disana ada sesi dimana saling berinteraksi video call kayak kelas kuliah, ada orang yang harus ngajarin dan ngejelasin prosedur step by step trus ada Tanya jawab juga. Dunia IT juga ada remot untuk komunikasi jarak jauh jadi hampir kayak chatting untuk misalnya ada project bareng biasanya namanya slack chatting.”

Interviewer : “Anak TKJ mungkin langsung jadi programmer ga?”

Practitioner : “Biasanya anak TKJ cuma memperbaiki jaringan doang, jadi jaringan udah siap terus ada error sedikit atau harus ada yang diubah sedikit tapi kalau untuk set up jaringan itu mesti butuh pengalaman.”

To fulfill the students’ speaking needs, the teachers should provide speaking materials that are appropriate to students’ speaking needs. The next chart below is about the percentage of speaking materials given by the teachers in all schools being researched which was the first part of part 1 in the teachers’ questionnaire.

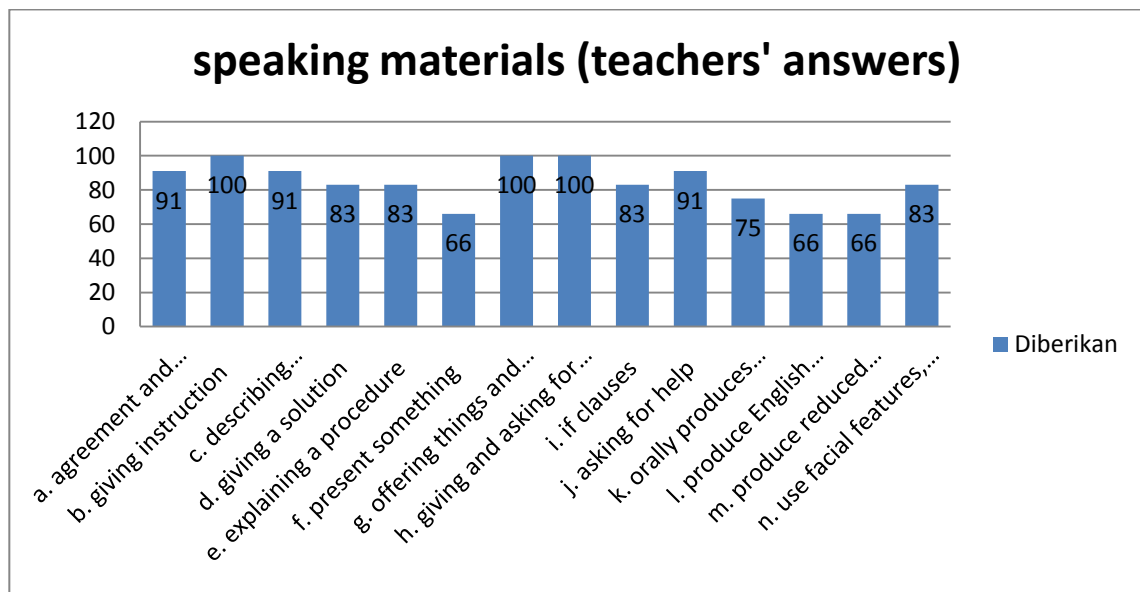


Chart 3 - Speaking Materials Given (Teachers)

Despite the difference between students’ and practitioners’ answers in the questionnaire related to the speaking materials needed, in the chart 3 it can be seen

that most of the teachers were agreed to all the statements given in the first part of the questionnaire which means that most of the teachers taught all the materials stated. (100%) of all teachers agree that they taught about (b) giving instruction, (g) offering things and help, and (h) giving and asking for opinion. Materials (a) agreement and disagreement, (c) describing place/things/someone and (j) asking for help, were being taught by (91%) of teachers. While point (d) giving solution of a problem, (e) explaining a procedure, (i) if clauses, and (n) use facial features, kinetics, body languages, and other non verbal cues along with verbal language to convey meanings were taught by more than (80%) of teachers, (75%) of teachers were taught (k) orally produces differences among the English phonemes and allophonic variants and other options (f) present something (tools or applications), (l) produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours, and (m) produce reduced forms if words and phrases are taught by (66%) of all teachers. 4 of 13 teachers stated other material that they are given to the students is singing a song. It can be proved through the observation conducted in the classroom when the teachers were teaching speaking; the writer found that the teacher taught about singing a song. The teacher gave a lyric of a song and then asked students to repeat after the teacher and then sing it together. The teacher also asked students to speak up telling what song is about. For the activity, the teacher asked students in pairs or group to sing a song in front of the class.

However, through the interview, it was found that most of the students admitted that their teacher taught the general English materials more often than the specific ones. Most of the teachers also admitted that they still taught the general English materials since it is provided by the used curriculum. For example, while learning about describing a process, the teacher gave them a video to watch about zombie instead of a video about micro tic. There are also the examples from the students' interview.

Interviewer : “Apakah anda pernah belajar bahasa inggris yang topiknya sesuai dengan jurusan anda? (Misalnya mengenai jaringan computer dll) hal tersebut diperlukan atau tidak?”

Students A : “Belom pernah kaya gitu ka. Topiknya umum aja tapi sebenarnya itu perlu sih yang berkaitan sama jurusan kita biar kita tau dan membantu kita kedepannya.”

Interviewer : “Apakah anda pernah belajar bahasa inggris yang topiknya tidak sesuai dengan jurusan anda? (Misalnya mengenai resep dll) hal tersebut diperlukan atau tidak?”

Students A : “Pernah memang biasanya nggak sesuai dengan jurusan kita, seperti misalnya menonton video tapi videonya malah tentang zombie gitu.”

Interviewer : “Apakah anda pernah belajar bahasa inggris yang topiknya sesuai dengan jurusan anda? (Misalnya mengenai jaringan computer dll) hal tersebut diperlukan atau tidak?”

Students B : “Engga pernah, sesuai buku aja apa adanya. Tapi itu perlu sih sebenarnya buat kerja”.

Interviewer : “Apakah anda pernah belajar bahasa inggris yang topiknya tidak sesuai dengan jurusan anda? (Misalnya mengenai resep dll) hal tersebut diperlukan atau tidak.”

Students B : “Iya Engga terlalu berkaitan dengan TKJ. Tapi itu perlu sih yang garis besar umumnya, tapi lebih penting yang spesifik sesuai jurusan.”

Student A and Student B stated that the teacher usually only taught, the materials provided in the textbook. Meanwhile based on the interview with the teachers, most of them admitted that they needed to teach all the materials provided in the syllabus in order to meet the students' needs for midterm test, final term test, and national examination which all the questions were in general aspect. Besides, some of them also stated that they did not have enough time to design or choose the materials to be related to each major they were taught by dint of time to teach English only 2 hours in a week and a number of classes they handled. For example, there was a teacher who handled all classes in the same grade with different majoring. The teacher did not always have enough time to divide the materials to be specific and related for each major every time she was teaching; therefore the teacher only took what was provided in the textbook.

There are also the examples from the teachers' interview one of them is presented below;

Interviewer : "Menurut ibu, cara mengajar ibu tergolong dalam General English atau English for Specific Purposes?"

Teacher : "Saya termasuk general English karena saya mengikuti kurikulum 2013 yang 2 jam general English. Kalo untuk ESP itu mungkin kalo mau, juga tergantung sekolahnya dan dilakukan diluar jam bahasa inggris."

The next charts below describe about the percentage of the grammar materials needed by the students and practitioners for their English speaking skill.

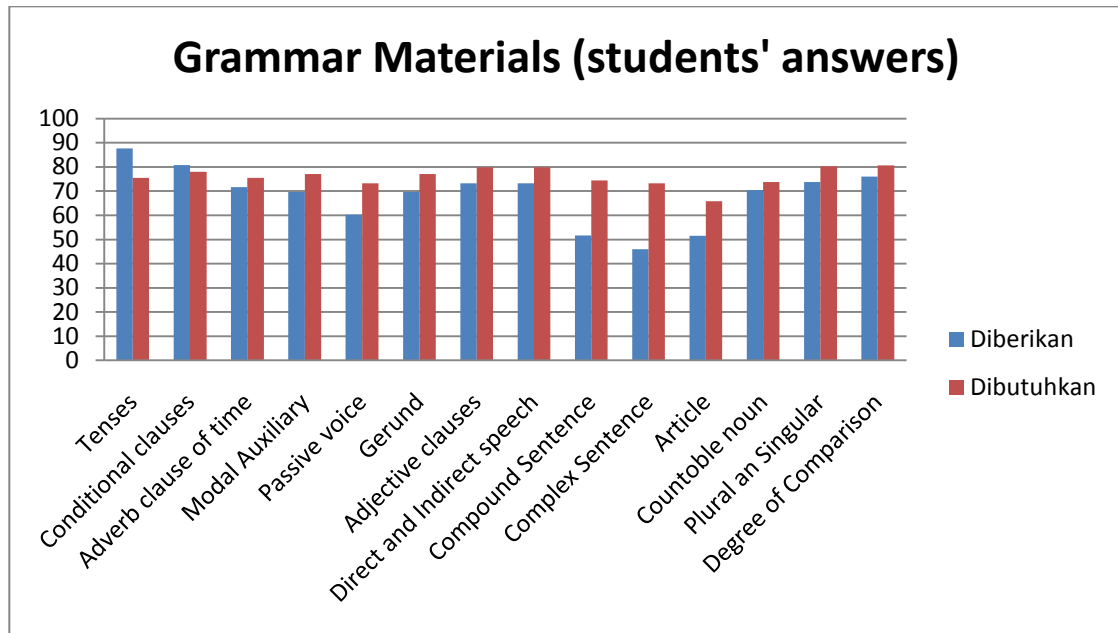


Chart 4 - Grammar Materials Needed (Students)

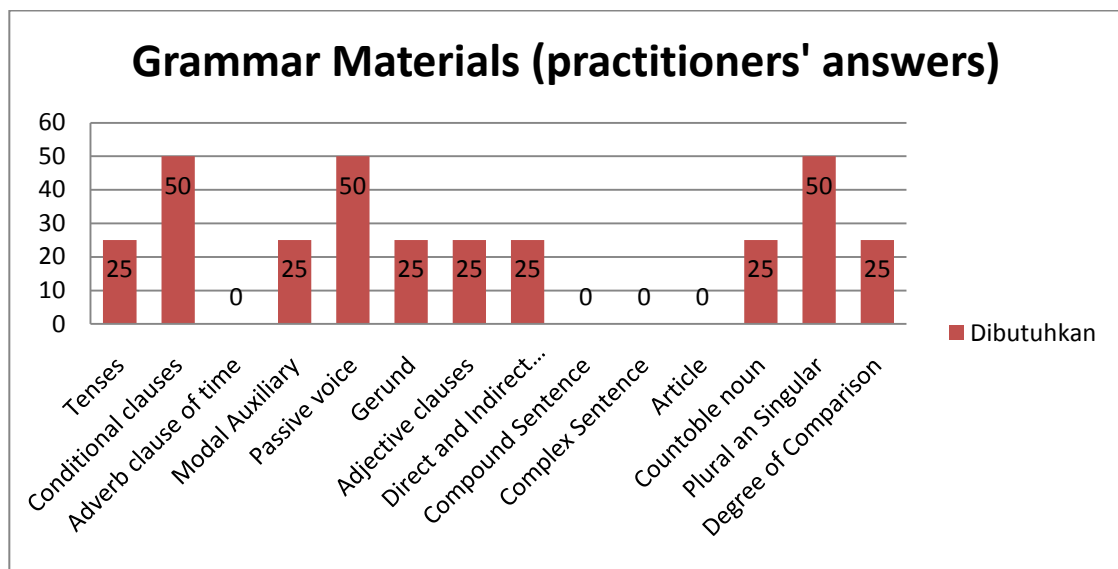


Chart 5 - Grammar Materials Needed (Practitioners)

The writer analyzed about the grammar needs because grammar was one of the aspects for English speaking skill. In chart 4 above, it can clearly be seen that most of the students agree to all of the statement about grammar materials given in

the first part of the questionnaire. Most of the students were agree that they need to learn the grammar aspects in speaking such as tenses (75.5%), conditional clauses (78%), adverb clause of time (75.5%), modal auxiliary (77%), passive voice (73.2%), gerund (77%), adjective clauses (79.8%), direct and indirect speech (79.8%), compound sentence (74.4%), complex sentence (73.2%) article (65.8%), countable noun (73.7%), plural and singular (80.3%), and degree of comparison (80.6%). In the interview, most of them stated that they needed to be able to speak grammatically well in order to be confident while talking with native or even non native speakers. Even though learning grammar should be even for each topic, there were still one or two topics which got the highest percentage. As based on the students' questionnaire, the topic which got the highest percentage was degree of comparison (80.6%), while for the practitioners' questionnaire, the materials which got the highest needed percentage were conditional clauses, passive voice, and plural and singular (50%). However, there was no specific reason in which those materials were agreed by most of the practitioners as grammar was not the focused variable in this study and only the supporting aspect for speaking.

Here are some lines from the interviews conducted which shows that the students and practitioners were agree that grammar was important and needed for their English speaking skill.

Interviewer : “Menurut anda apakah grammar dan vocabulary penting dikuasai ketika sudah berada dalam dunia kerja? Lebih baik berbicara secara tertata dan rapih atau tidak perlu tertata namun lawan berbicara mengerti?”

Student : “Penting sih, lebih baik berbicara secara tertata dan rapih grammarnya kalo bisa kenapa engga.”

Interviewer : “Lebih penting mana? Grammar nya benar atau yang penting bisa dimengerti?”

Practitioner : “Lebih penting untuk bisa dimengerti. Karena, iya indahnya adalah kalau kita menggunakan bahasa inggris yang baik dan benar, kita menggunakan struktur grammar yang tepat, which is itu masih kekurangan saya. Saya masih banyak tidak bisa disitu dan ya itu area yang masih harus diimprove. Dan memang dari company kita disupport juga untuk diminta ambil kursus. Bahkan saya sudah sampai disuruh ambil kursus, artinya sudah tidak bisa menolak karena menurut mereka saya harus improve di area itu. Walaupun sebenarnya so far mereka tidak ada masalah dengan yang ada. Cuma kalau saya bisa improve its better.”

Nevertheless, there still were few practitioners who stated that they did not pay much attention to their grammar while speaking English with foreigners as long as the interlocutors understood what they talk about. The chart 6 below represents the percentage of grammar materials given by the teachers.

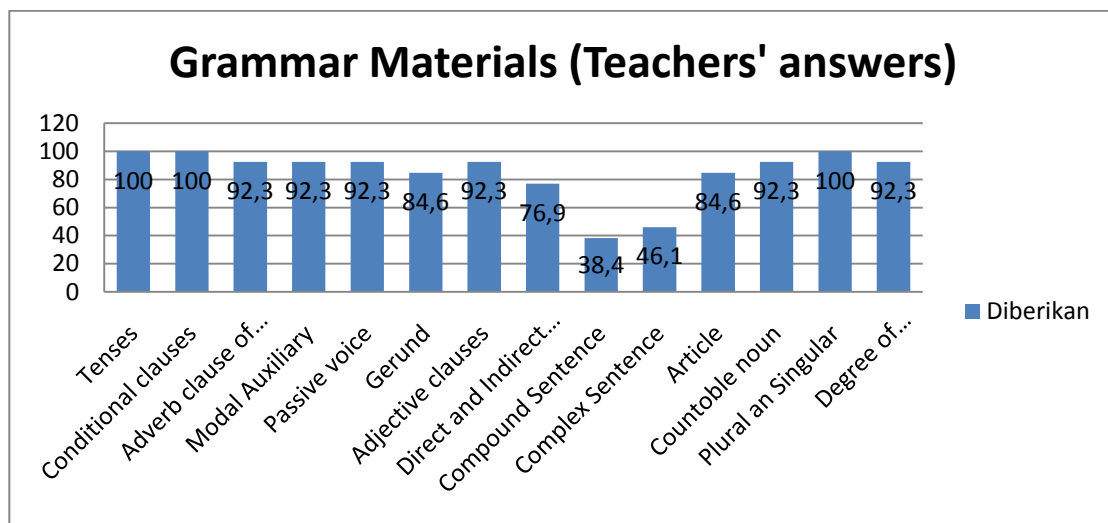


Chart 6 - Grammar Materials Given (Teachers)

Based on the results gained from the questionnaires, it is showed that most of the teachers agree to nearly all of the statements given in this part of the questionnaire. Most of them agree that they taught these grammar aspects in class; tenses (100%), conditional clauses (100%), adverb clause of time (92.3%), modal auxiliary (92.3%), passive voice (92.3%), gerund (84.6%), adjective clauses (92.3%), direct and indirect speech (76.9%), compound sentence (38.4%), complex sentence (46.1%) article (84.6%), countable noun (92.3%), plural and singular (100%), and degree of comparison (92.3%). It can be concluded that most of the teachers taught all the grammar materials which only stated in the syllabus.

The writer also investigated the vocabulary needs of the students and practitioners since the vocabulary is also one of English speaking skill's aspects. The charts below represent the vocabulary materials needed by the students and practitioners in order to be able to speak and interact well in English in their future and current work.

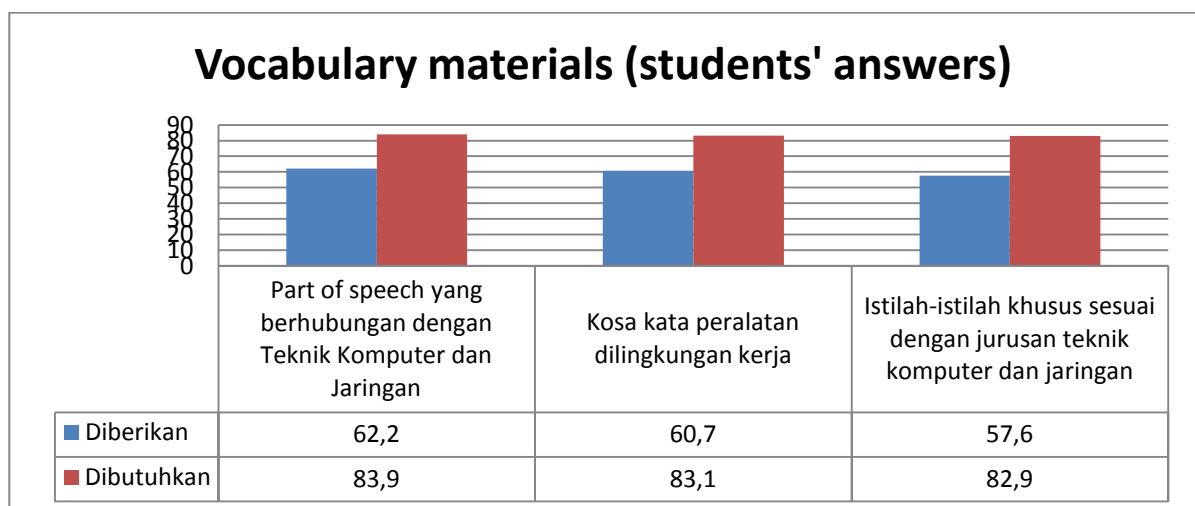


Chart 7 - Vocabulary Materials Needed (Students)

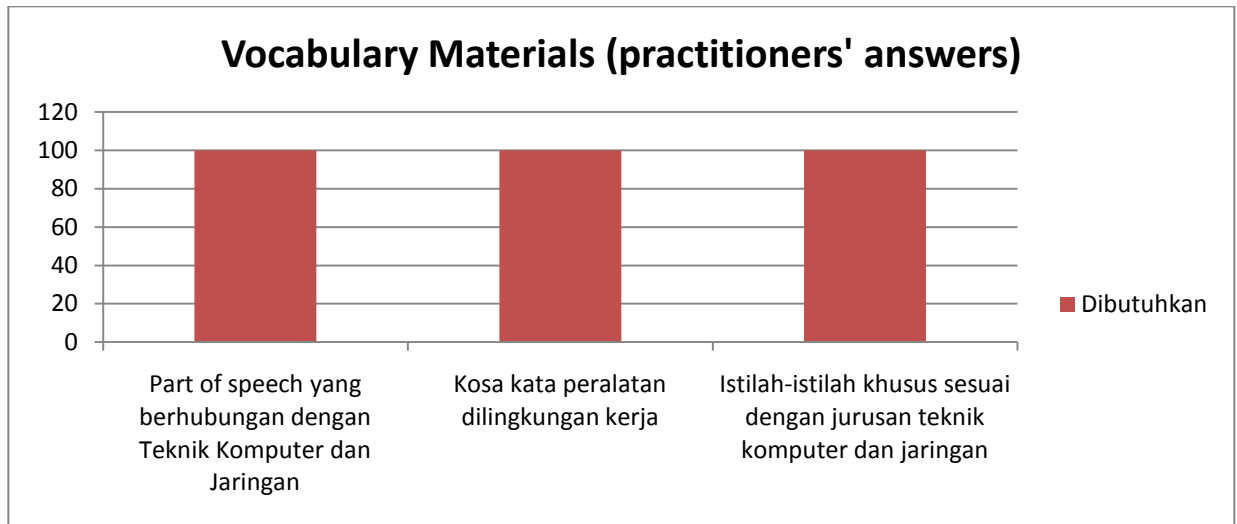


Chart 8 - Vocabulary Materials Needed (Practitioners)

As can be seen in chart 7 above, the results show that most of the students agree that they needed to learn these vocabulary aspect in the class such as; part of speech that related to their major (83.9%), vocabulary related to their major in work place (83.1%), and particular terms which related to *Teknik Komputer dan Jaringan* program (82.9%). Meanwhile chart 8 above which represents the practitioners' answers shows that most of the practitioners agree to all statements given. However, the vocabulary materials which got the highest needed percentage from the practitioners were about part of speech related to their major (100%), vocabulary related to their major in work place (100%) and particular terms which related to *Teknik Komputer dan Jaringan* program (100%) while part of speech related to their major also got the highest needed percentage (83.9%) from the students.

Through the interview, all the practitioners admitted that they need to master English vocabularies related to their own job; for example, IT specialist need to be

able to mention all the name of the tools of the new windows and IT support need to able to state the tools of the computer or name of the networking. The chart 9 below represents the percentage of vocabulary materials given by the teachers in the classroom. It clearly shows that most of the teachers agree that they taught all the vocabulary materials stated in this part of the questionnaire and part of speech related to their major also got the highest given percentage (84.6%) from all of the teachers, but only (62.2%) students think that their teacher taught part of speech related to their major.

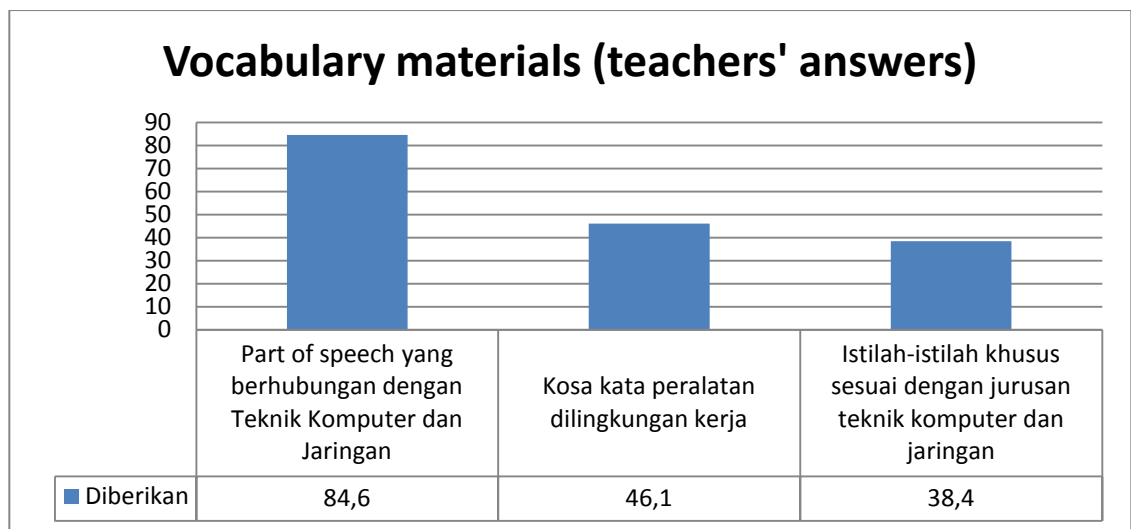


Chart 9 - Vocabulary Materials Given (Teachers)

4.3. Material Evaluation

In this material evaluation, the writer used objective analysis in order to analyze the materials provided by the school. Here, the writer evaluated a textbook which is considered as the mostly used textbook from the fifteen schools being researched using material evaluation checklist adapted from Hutchinson and Waters

(1987). This material evaluation was done in order to be one of the things which could help answering the research question in this study which is to measure the relevance between speaking materials given and students' speaking needs. The textbook was chosen as the main learning material which is used by the teachers based on the preliminary research and the interview conducted. The writer asked each of the teachers personally in order to get the information about the textbooks used by the teachers. As the result, the writer got the information that almost all public schools were using this book.

The book is *Bahasa Inggris Kurikulum 2013*, XI grade (Elementary Level) in semester 2, written by Mahrukh Bashir, which was published by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud* in year 2014 and was designed for *SMA/MA/SMK/MAK* which means for all majors in vocational secondary school. This book is well-structured which in each chapter the writers divided all four skills clearly. The aim of the book is to support secondary school students' capability in English. It focuses on the four language skills which are listening, speaking, reading, and writing. It is also equipped with English vocabulary related to the theme in each chapter. This means that the book was not created specifically only for the *Teknik Komputer dan Jaringan* students, but also for all Secondary school students from any major.

The following table is the results of the material review:

Basic Competence	Speaking Indicators	Chapter	Page	R/ NR
<p>3.6. Students are able to identify the characteristics of a procedural/ instructional text. Students are able to explain the usage of a procedural/ instructional text.</p> <p><i>3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (tips), sesuai dengan konteks penggunaannya.</i></p> <p>4.7. Students are able to tell the information from a procedural/ instructional text, correctly.</p> <p><i>4.7 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (tips).</i></p> <p>4.8 Students are able to edit and revise procedural/instructional text correctly. Students are able to make proper procedural / instructional text.</p> <p><i>4.8 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai context.</i></p>	<p><i>Materi Pokok:</i> <i>Teks prosedur berbentuk manual dan kiat-kiat (tips)</i></p> <p><i>Tujuan komunikasi :</i> menyelesaikan pekerjaan, secara lengkap dan urut.</p> <p><i>Pembelajaran:</i></p> <ul style="list-style-type: none"> • <i>Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis</i> • <i>Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat</i> • <i>Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber</i> 	6	20	R
<p>3.7 Students are able to identify the extract of a scientific report based on the context and usage. Students are able to identify the characteristics of a scientific factual report correctly.</p>	<p><i>Topik</i> <i>Berbagai hal terkait dengan kejadian/ kegiatan/ tindakan ilmiah yang tanpa perlu melibatkan pelakunya</i></p>	7	40	R

<p>Students are able to explain the usage of a scientific factual report correctly.</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.</p> <p>4.11 Students are able to write a scientific report in 200 words minimum, properly. Students are able to do a presentation based on scientific factual report they get, properly.</p> <p>4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>Pembelajaran:</i></p> <ul style="list-style-type: none"> • Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan struktur Passive • Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks simulasi dan kegiatan lain yang terstruktur. • Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran. • Siswa bertanya jawab dengan kalimat passive dalam bahasa Inggris, di dalam dan di luar kelas. 			
<p>3.8 Students are able to explain what conditionals are. Students are able to identify the conditional in context. Students are able to explain the usage of conditionals.</p> <p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di</p>	<p><i>Topik:</i> Berbagai hal terkait dengan mengandaikan keadaan/ kejadian/ peristiwa diwaktu yang akan datang</p> <p><i>Pembelajaran:</i></p> <ul style="list-style-type: none"> • Siswa menirukan contoh-contoh kalimat yang menyatakan dan 	8	58	R

<p><i>waktu yang akan datang, sesuai dengan konteks penggunaannya.</i></p> <p>4.12 Students are able to write text using conditionals form based on context in proper. Students are able to use conditional form orally, based on context in proper.</p> <p>4.12 <i>Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</i></p>	<p><i>menanyakan pengandaian</i></p> <ul style="list-style-type: none"> • <i>Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur.</i> • <i>Siswa berusaha menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran.</i> 			
<p>3.11 Students are able to explain what biography is. Students are able to identify the characteristics of a biography. Students are able to explain the usage of a biography.</p> <p>3.11 <i>Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.</i></p> <p>4.15 Students are able to retell the content of a short/medium length Biography of one known personality with their own language, properly.</p> <p>4.15 <i>Menangkap makna teks biografi pendek dan sederhana tentang</i></p>	<p><i>Pembelajaran:</i></p> <ul style="list-style-type: none"> • <i>Siswa membacakan teks biografi kepada teman dengan menggunakan unsur kebahasaan yang tepat</i> • <i>Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</i> 	9	75	R

<i>tokoh terkenal</i>				
<p>3.12 Students are able to identify the characteristic of song lyrics. Students are able to mention the social function of a song in language perspective.</p> <p><i>3.12 Menyebutkan fungsi sosial dan kebahasaan dalam lagu</i></p> <p>4.16 Students are able to explain the message of a song based on context.</p> <p><i>4.16 Menangkap pesan dalam lagu</i></p>	<p><i>Pembelajaran:</i></p> <ul style="list-style-type: none"> • <i>Siswa menirukan model secara terbimbing.</i> • <i>Siswa membacakan teks lagu dengan pengucapan dan tekanan kata yang tepat</i> • <i>Siswa mendemonstrasikan kemahiran mereka menyanyikan lagu tersebut dengan pengucapan dan tekanan kata yang benar.</i> 	10	101	R

Note:

R / NR: Relevant or Not Relevant the learning materials in the textbook to the English basic competences.

Based on the analysis in the table above, it shows that the *Bahasa Inggris Kurikulum 2013* book, XI grade (Elementary Level) in semester 2, written by Mahrukh Bashir, which was published by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud* in year 2014 and was designed for *SMA/MA/SMK/MAK* is relevant to the English basic competences of vocational secondary school. However, there are still some speaking indicators stated in the syllabus which are not provided in the textbook. There are some English vocabularies and expressions related to the topic provided as well in the textbook in each chapter.

In basic competences 3.6 and 4.7-4.8, it is stated that vocational secondary school students in elementary level are expected to be able to tell the information of,

to explain, and to present a procedural/ instructional text, correctly. The textbook provided recipes as the examples of procedural text. There is also a task for students to make a dialogue between a customer and technical support of gas stove and then present it in front of class. The book is relevant to the basic competence stated in syllabus but this can be considered as irrelevant for *Teknik Komputer dan Jaringan* students' speaking needs since the procedure text provided is recipe which are no related to computer and networking field. It could be the responsibility of the teachers to relate the topic based on *Teknik Komputer dan Jaringan* students' speaking needs.

Basic competences 3.7 and 4.11 stated that students should be able to do a presentation based on scientific factual report they get. The topic provided in textbook is about natural disaster which is no related to *Teknik Komputer dan Jaringan* context. There is a task from the textbook for speaking activity which is role play but, the situation provided in textbook is the interview between a journalist and an interviewee. It is also not related to the *Teknik Komputer dan Jaringan* context although the book is relevant to the vocational secondary school syllabus.

Basic competence 3.8 and 4.12 is about conditional/ if clauses. It stated that the students are expected to be able to use conditional form orally, based on context in proper and the task is answering questions of conditional form and compare it with other students' answers. It is relevant to the vocational secondary school syllabus but doesn't relate to the students speaking needs' majoring in *Teknik Komputer dan Jaringan*.

In basic competences 3.11 and 4.15 secondary school students are expected to be able to retell the content of a short/medium length biography of one known personality with their own words. The speaking task is interviewing other students to write their biography. List of questions are provided in the textbook. The textbook is relevant to the secondary school syllabus but not related to the *Teknik Komputer dan Jaringan* context since the textbook is made to be used to all secondary schools in any major.

The last basic competences are basic competences 3.12 and 4.16. It is stated that students are expected to be able to explain a message based on the song and singing a song and group discussion are the speaking task for them. This speaking material is also not related to *Teknik Komputer dan Jaringan* context.

All tasks provided in textbook aim to improve students speaking skill. Therefore it might be the teachers' responsibility to be as creative as possible to relate it based on students needs' for speaking class. However, the textbook itself is relevant to English basic competences of vocational secondary schools because it provides what is all written in the basic competences.

According to materials evaluation checklist adapted from Hutchinson and Waters (1987), there are five main points underlined in analyzing the book by using objective analysis. They are; audience, aims, content, methodology, and other criteria (price and availability). Here are the results of the speaking materials evaluation.

1. Audience

The book is *Bahasa Inggris Kurikulum 2013*, XI grade (Elementary Level) in semester 2, written by Mahrukh Bashir, which was published by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud* in year 2014 and it is designed for *SMA/MA/SMK/MAK* which means including for all majors in vocational secondary school not only for *Teknik Komputer dan Jaringan* major.

2. Aim

The aim of this book is to support vocational secondary school students' capability in English and to develop their ability in communicating to actively contribute in the association and the civilization of the world. It was showed that this textbook was relevant to the English standard of competences and the English basic competences for vocational secondary school students in elementary level (grade XI). English basic competences are also used by the teachers to develop the mid test or final school test for students in the eleventh grade, so this textbook is relevant to the aim of achieving the English basic competences that prepare students to be able to pass the mid or final school tests well. In the contrary, the purpose to make the students able to understand the specific language in their future workplace is not fulfilled since the aim of this book is to create secondary school students including vocational secondary school in all majors achieving the English basic competences as a requirement for elementary level students. It also has social function purposes for secondary school students to communicate with people in schools, working areas, and

when meeting foreigners and understand most documents and texts in their study and work field in vocational context which is general, not in *Teknik Komputer dan Jaringan* context.

3. Content

The topics in the textbook are divided into 5 chapters and each chapter is structured based on the English basic competences and the topics are set for secondary school in general. The first chapter as a sixth chapter of the book is “The Story of Writing” which focuses on how to write procedural text. In part of speaking section, the book provides the examples of customer and technical support of gas stove conversation. The context of this chapter is more suitable for *Jasa Boga* students than *Teknik Komputer dan Jaringan* students. The next chapter is about “Natural Disaster” which concerns on writing factual information report. For the speaking part, the book provides a role play but, the situation provided is the interview between a journalist and an interviewee. The context of this chapter is matched to be used in broadcasting major than *Teknik Komputer dan Jaringan* major.

Chapter eight “The Last Leaf” is learning all about conditional sentences; Write a text using conditional sentences and write a story using conditional sentences and present it. Answering questions of conditional form and compare it with other students’ answers is the task of speaking section. There are list of questions of conditional form provided in the book which are not related to *Teknik Komputer dan Jaringan* major so, it is not suitable. Continue to the next chapter “Father of

Indonesian Education” that concerns to learn how to write a short biography. The speaking task is interviewing other students to write their biography. List of questions are provided in the textbook. There is no *Teknik Komputer dan Jaringan* context in this chapter. The last chapter of the book is “Meaning through Music”. It focuses on writing lyrics for your song and singing your song in class. This chapter is useful to develop your speaking skill in the case of pronunciation, stress, etc but, there is no *Teknik Komputer dan Jaringan* context.

Based on the descriptions about the speaking materials in the textbook used above, it can be seen that the language description in this textbook is functional and structural. The speaking materials are designed on the social purposes. The textbook also contains language points such vocabularies and expressions. The provided vocabularies are also mostly in general context and limited in the context of *Teknik Komputer dan Jaringan*. Each chapter also provides some word power.

Each chapter of this textbook provides skill-integrated materials since four language skills are available in each chapter. The materials given represent the situation in particular workplace but it is not specific for either *Teknik Komputer dan Jaringan*. It is because the textbook is designed not only for *Teknik Komputer dan Jaringan* students but also for Senior High School and all majors in Vocational Secondary School.

In addition, the writer enclosed the *SKKD* of *Teknik Komputer dan Jaringan* students (Permendiknas, 2009: 28) in vocational secondary schools itself in the table

below in order to prove more effectively that the textbook used in most vocational secondary schools being researched is too general, which is barely related to what the students need based on the basic competences of *Teknik Komputer dan Jaringan*.

STANDAR KOMPETENSI	KOMPETENSI DASAR
1. Menerapkan teknik elektronika analog dan digital dasar	1.2 Menerapkan teori kelistrikan 1.3 Mengenal komponen elektronika 1.4 Menggunakan komponen elektronika 1.5 Menerapkan konsep elektronika digital 1.6 Menerapkan sistem bilangan digital 1.7 Menerapkan elektronika digital untuk komputer.
2. Menerapkan fungsi peripheral dan instalasi PC	2.1 Mengidentifikasi macam-macam peripheral dan fungsinya 2.2 Menyambung/memasang <i>periferal</i> (secara fisik) dan <i>periferal setup</i> menggunakan <i>software</i> 2.3 Melakukan tindakan korektif.
3. Mendiagnosis permasalahan pengoperasian PC dan <i>periferal</i>	3.1 Mengidentifikasi masalah melalui gejala yang muncul 3.2 Mengklasifikasikan masalah berdasarkan kelompoknya 3.3 Mengisolasi permasalahan.
4. Melakukan perbaikan dan/ atau <i>setting</i> ulang sistem PC	4.1 Menjelaskan langkah perbaikan PC 4.2 Memperbaiki PC 4.3 Memeriksa hasil perbaikan sistem PC.
5. Melakukan perbaikan <i>periferal</i>	5.1 Menjelaskan langkah perbaikan <i>periferal</i> yang bermasalah 5.2 Memperbaiki <i>periferal</i> 5.3 Memeriksa hasil perbaikan <i>periferal</i> .
6. Melakukan perawatan PC	6.1 Menjelaskan langkah perawatan PC 6.2 Melakukan perawatan PC 6.3 Memeriksa hasil perawatan PC 6.4 Melakukan tindakan korektif.

7. Melakukan instalasi sistem operasi berbasis graphical user interface (GUI) dan <i>command line interface</i> (CLI)	7.1 Menjelaskan langkah instalasi sistem operasi berbasis GUI (<i>Graphical User Interface</i>) 7.2 Melaksanakan instalasi sistem operasi berbasis GUI sesuai <i>Installation Manual</i> 7.3 Menjelaskan langkah instalasi sistem operasi berbasis <i>command line interface</i> (CLI) 7.4 Melaksanakan instalasi sistem operasi berbasis <i>text</i> sesuai <i>Installation Manual</i> .
8. Melakukan instalasi <i>software</i>	8.1 Menjelaskan langkah instalasi <i>software</i> 8.2 Melaksanakan instalasi <i>software</i> sesuai <i>Installation Manual</i> 8.3 Mengecek hasil instalasi menggunakan <i>software</i> (<i>sampling</i>) 8.4 Melakukan <i>troubleshooting</i> .
9. Melakukan instalasi perangkat jaringan lokal (<i>Local Area Network</i>)	9.1 Menentukan persyaratan pengguna 9.2 Membuat desain awal jaringan 9.3 Mengevaluasi lalu lintas jaringan 9.4 Menyelesaikan disain jaringan.
10. Mendiagnosis permasalahan pengoperasian PC yang tersambung jaringan	10.1 Mengidentifikasi masalah melalui gejala yang muncul 10.2 Menganalisa gejala kerusakan 10.3 Melokalisasi daerah kerusakan 10.4 Mengisolasi permasalahan.
11. Melakukan perbaikan dan/atau <i>setting</i> ulang koneksi jaringan	11.1 Menjelaskan langkah persiapan untuk <i>setting</i> ulang koneksi jaringan 11.2 Melakukan perbaikan koneksi jaringan 11.3 Melakukan <i>setting</i> ulang koneksi jaringan 11.4 Memeriksa hasil perbaikan koneksi jaringan.
12. Melakukan instalasi sistem operasi jaringan berbasis GUI (<i>Graphical User Interface</i>) dan <i>Text</i>	12.1 Menjelaskan langkah instalasi <i>software</i> 12.2 Melaksanakan instalasi <i>software</i> sesuai <i>Installation Manual</i> 12.3 Mengkonfigurasi jaringan pada sistem operasi 12.4 Mengecek hasil instalasi menggunakan <i>software</i> (<i>sampling</i>) 12.5 Melakukan <i>troubleshooting</i> .

13. Melakukan instalasi perangkat jaringan berbasis luas (<i>Wide Area Network</i>)	13.1 Menjelaskan persyaratan WAN 13.2 Mengidentifikasi spesifikasi WAN 13.3 Membuat disain awal jaringan WAN 13.4 Mengevaluasi lalu lintas jaringan 13.5 Menyelesaikan disain jaringan.
14. Mendiagnosis permasalahan perangkat yang tersambung jaringan berbasis luas (<i>Wide Area Network</i>)	14.1 Mengidentifikasi masalah melalui gejala yang muncul 14.2 Memilah masalah berdasarkan kelompoknya 14.3 Melokalisasi daerah kerusakan 14.4 Mengisolasi masalah 14.5 Menyelesaikan masalah yang timbul.
15. Membuat desain sistem keamanan jaringan	15.1 Menentukan jenis jenis keamanan jaringan 15.2 Memasang <i>firewall</i> 15.3 Mengidentifikasi pengendalian jaringan yang diperlukan 15.4 Mendesain sistem keamanan jaringan.
16. Melakukan perbaikan dan/ atau setting ulang koneksi jaringan berbasis luas (<i>Wide Area Network</i>)	16.1 Menjelaskan langkah persiapan untuk setting ulang koneksi jaringan 16.2 Melakukan perbaikan koneksi jaringan 16.3 Melakukan setting ulang koneksi jaringan 16.4 Memeriksa hasil perbaikan koneksi jaringan.
17. Mengadministrasi <i>server</i> dalam jaringan	17.1 Memilih aplikasi untuk <i>server</i> 17.2 Memilih sistem operasi untuk jaringan 17.3 Memilih komponen <i>server</i> 17.4 Menetapkan spesifikasi <i>server</i> 17.5 Membangun dan mengkonfigurasi <i>server</i> 17.6 Menguji <i>server</i> 17.7 Memonitor kinerja jaringan.
18. Merancang bangun dan menganalisa <i>Wide Area Network</i>	18.1 Mengkonfirmasi kebutuhan klien dan perangkat jaringan 18.2 Meninjau masalah keamanan 18.3 Memasang dan mengkonfigurasi produk dan perangkat <i>gateway</i> 18.4 Mengkonfigurasi dan menguji titik jaringan 18.5 Mengimplementasi perubahan.

19. Merancang <i>web</i> data base untuk <i>content server</i>	19.1 Menentukan kebutuhan sistem 19.2 Menentukan prosedur <i>recovery</i> 19.3 Merancang arsitektur basis data 19.4 Mengklasifikasikan penggunaan basis data.
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Students of *Teknik Komputer dan jaringan* graduated are expected to be IT specialist, Technical Support staff, etc. *Kompetensi Dasar* 1 – 19 stated all *Teknik Komputer dan jaringan* students' needs in terms of materials context. Those things are clearly not provided in the English textbook which supposed to be the main source of the students to learn.

4. Methodology

The researcher found that the speaking materials are developed based on text-based learning approach. English language skills are required through continuous learning: starting by improving the competence of knowledge about the types, principles and context of a text, followed by competency skills that present a written and oral texts either well planned or spontaneously with proper pronunciation and intonation and it leads to the formation of attitude of politeness and respect for the beauty of the language.

5. Other Criteria (Price and Availability)

Other criteria which also need to be considered are the price and the availability of the textbook. The textbook was published by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud* in year 2014. The schools were given the textbook from the government to be distributed to students freely or they can download it by

their selves in website of *Kemdikbud*. Therefore, it can be concluded that the price and availability of the textbook are suitable for vocational secondary school students.

4.4 Discussion

By all of the materials analysis, researcher concluded that based on what teachers taught in classroom, ESP is rarely conducted by teachers as they focus on final term test and National Examination that will be given to all major so the materials especially in grade XI and XII are general English. As stated by teachers:

“Masih General English, karena dapet dari sananya juga masih umum, terus kita juga fokuskan untuk nantinya mereka akan menghadapi soal ujian yang ditujukan untuk semua jurusan, karena dari pemerintahnya seperti itu, palingan untuk ESP mereka hanya diberikan istilah istilah khusus tapi hanya diselipkan aja kreatifitas dari gurunya sendiri.”

From that analysis, the materials of teachers able to fulfill students' needs in understanding English in general only and get a good score in school test or national examination but the materials are not enough to help students able to apply themselves in professional communication and also ESP are conducted less than general English. It can be concluded that most materials they need are all in General English although most of teachers agree that specific English is needed by the students as supported by teacher's statement:

“Perlu banget. Kalo misalnya TKJ otomatis ada misalnya presentasi penggunaan alat nah di TKJ itu misalnya merakit ubuntu, itu harusnya di

kelas bahasa inggris diajarin spesifik englishnya cuma karena kurikulumnya 2013 itu general English jadi saya pake yang general aja sesuai di buku.”

The focus skill of this study is on speaking skill. Based on the findings above, firstly it was found that *Teknik Komputer dan Jaringan* students have not really known the understanding of what they actually need for their future work. This might happen because of some factors and one of the factors might be because their teachers do not acquaint what they actually need to work in the first place, since the teachers might teach them only based on the syllabus provided by the government which is general English.

Also, based on the questionnaires given about the speaking materials needed by the students and practitioners, it can be concluded that *Teknik Komputer dan Jaringan* students and practitioners actually need to learn about giving a solution, explaining a procedure and describing place/things/someone mostly. While based on the questionnaires given to the teachers, most of the teachers teach only some materials which is stated in the syllabus. Then for the speaking activities needed that support the materials, based on the questionnaires given to the students, it can be found that the students actually need to practice role play, but for the practitioners, doing presentation with power point is the activity that commonly needed. Meanwhile, based on the teachers' questionnaires it can be concluded that most of the teachers do not do role play and the power point presentation neither, most of them do group discussion.

The writer found out that learning materials for *Teknik Komputer dan Jaringan* students only fulfill the needs of students to pass standard minimum score of school test in each vocational secondary school and National Examination. As the interview the writer conducted, most of them stated that the materials they got in school are enough in terms of helping them get a good score in schools tests or National Examination but not yet, helping them in being confidence in speaking English for their daily life or they future working situations they may have in the future. Although from interviews, most of the teachers use English more than 50% in classroom, many of the students do not have more motivation to speak English more in classroom.

The textbook used in most vocational secondary schools is *Bahasa Inggris Kurikulum 2013* book, XI grade (Elementary Level) in semester 2, written by Mahrukh Bashir, which was published by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud* in year 2014. According to the analysis of provided materials to the English basic competences, it showed that the textbook which was used the most by the teachers was relevant to the English basic competences for elementary level of vocational secondary school. Although the speaking materials needed by the students were provided in this textbook, the topic was still general. All the speaking materials in the textbook were not specifically made for *Teknik Komputer dan Jaringan* students and the vocabularies provided were also limited while the students

needed the vocabularies which related to their major to be taught in their English class, speaking to be exact.

4.5 Limitation of the Study

392 *Teknik Komputer dan Jaringan* students and fifteen teachers from fifteen Vocational Secondary Schools in Jakarta and four practitioners participated in this study as respondents. There were two vocational secondary schools teachers that haven't been interviewed by the writer. There are also two from six practitioners that couldn't given their time for helping this study due to their work occupation. Five from fifteen Vocational Secondary Schools were observed. Limitation of the time is one of the reasons that make those things and the classroom observation couldn't be conducted in all Vocational Secondary Schools. The deeply interviews of further information about the textbook has not been conducted by the writer because of the limited time left. Also, biases may occur, either in the lack of responses from respondents and the accuracy of the responses that are received that is why clear instruction is explained to the respondents before they fill the questionnaire and answer the interview. The data of this study were collected from January to June 2015 from all respondents. The instruments used in this study were far from perfection to get strong evidences concerning the relevance of English speaking materials to the speaking needs of *Teknik Komputer dan Jaringan* Vocational Secondary Schools students in Jakarta.