ENGLISH TEACHING AND LEARNING AT BALAI LATIHAN KERJA KOMUNITAS NAHDLATUT THALIBIN

THESIS

Submitted in Partial Fulfillment of the Requirements

for Degree of Bachelor of Education

in English Language Education

WALISONGO

By:

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UNIVERSITAS ISLAM NEGERI WALISONGO

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2020

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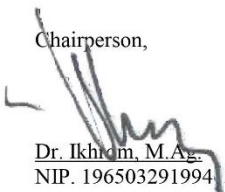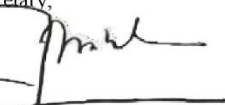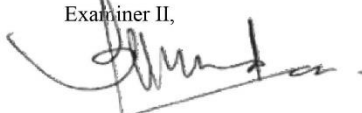
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ABSTRACT

Title	:	English Teaching and Learning at Balai Latihan Kerja Komunitas Nahdlotut Thalibin
Name of Student	:	Moh. Hakim Lutfi
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The recognition of competency-based training has been popular in recent years. A lot of studies reveal the effectiveness of CBT in the term of improving workforce quality and addressing skills mismatch nowadays. Thus, this analytical study aimed to explore how the English teaching and learning process occurred at BLKK PPNT in the light of CBT-based training focused on five major investigations: learning objective, materials, teaching methods, media, and assessment strategies. This was a descriptive qualitative study undertaken at the 4th period of English training of BLKK PPNT in the fiscal year 2020. There were 16 students and one certified instructor that are involved in this study. The data were gained through observation, interview, and documentation. Data analysis was carried out through reducing, displaying, and verifying data by linking them to the existing theory. The result showed that the learning objective was to teach English for front-liners under the Indonesian National Competency Standard *(SKKNI)*, the materials were the modules published by *Ditjen Binalattas* in 2016, the teaching methods implemented shared the same notion with the CBT model, the media utilized were multimedia (audio, visual, and audio-visual), and the assessment strategies were formal and informal assessments in the form of post and final testing. These findings feasibly can be a reflection for other vocational education/training units that take part in the development of CBT in the national education/training systems.

Keywords: *English Teaching and Learning, Technical & Vocational Training, Competency-Based Training.*

MOTTO

كلما هممت ببوح حزني

أخجلني قوله تعالى : ﴿ وَبَشِّـرِ الصَّـابِرِيْنَ ﴾

Every time I feel discouraged,

I recall His promise:

❨but give glad tidings unto those who are patiently persevere❩

Al-Baqarah:155

DEDICATION

This thesis is dedicated to:

(1) All of my family, especially my Mom and Dad, for nursing me
with love and affection.

(2) All of my teachers for supporting me in the educational pathway.

(3) My beloved university, UIN Walisongo Semarang.

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  The researcher realizes that he could not complete this thesis without support, cooperation, help, and encouragement from many people. Therefore, by the honour of this, the researcher would like to express his deepest appreciation to the honourable:

1. Dr. Hj. Lift Anis Ma'shumah, M.Ag. as the dean of Education and Teacher Training Faculty.
2. Sayyidatul Fadlilah, M.Pd. as the head and Dra. Nuna Mustikawati Dewi, M.Pd. as the secretary of English Education Department.
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5. The manager, the instructor, and all of the trainees of BLKK Nahdlatut Thalibin that helped me in collecting data for the research.

6. My beloved family especially my parents (Mr. Kusnan and Mrs. Masti'ah) and all of the Lutfi members.
7. My friends, PBI C 2015 such a blessing to know you all.

Finally, the researcher realizes that this thesis is still far from being perfect, therefore, the researcher will accept happily constructive criticism to make it better. The researcher hopes that this thesis would be beneficial for everyone. Amin.

Semarang, 20th December 2020
Researcher,

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CHAPTER I
INTRODUCTION

This chapter discusses the research background, research questions, research objectives, research scope, and research significance.

A. Background of the Study

We stand on the boundary of a technological revolution that will fundamentally transform how we live, work, and associate with one another. This transformation will be unlike anything humankind has experienced before. In the past few decades, a fourth industrial revolution has emerged, known as Industry 4.0. It is characterized by the introduction of the internet of things (IoT) and Internet of Services (IoS) concepts into manufacturing, which enables smart factories with vertically and horizontally integrated production systems.[1] It connects physical with digital and allows for better collaboration and access across departments, partners, vendors, product, and people. Industry 4.0 leads to the digitalization era. Everything is digital: business models, environments, production systems, machines, operators,

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[1] Jon Kepa Gerrikagoitia and others, 'Digital Manufacturing Platforms in the Industry 4.0 from Private and Public Perspectives', *Applied Sciences*, 9.2934 (2019) <https://doi.org/10.3390/app9142934>. P. 1.

products and services. It is all interconnected inside the digital scene with the corresponding virtual representation.[2]

Indonesia is currently undergoing a transition period towards a knowledge economy and increased competitiveness, growth, and employment performance. Skills gaps are significant obstacles in this respect. One of the Indonesian government ongoing efforts is the development of *free vocational training* through *Balai Latihan Kerja* (or BLK in short). The emphasis and orientation of BLK programs have changed since their first establishment. The mechanisms and systems for implementing competency-based training (or CBT in short) throughout BLK at the central level are in place.[3]

We are now changing our discussion to have an overview of what *Balai Latihan Kerja Komunitas* (BLKK) is. Basically, BLKK is a public vocational training unit devoted to Islamic educational institutions or private Islamic institutions aiming to develop and provide technical and vocational skills training according to the labour demands. By participating in this program, it is profoundly

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[2] V. Alcácer and V. Cruz-Machado, 'Scanning the Industry 4.0: A Literature Review on Technologies for Manufacturing Systems', *Engineering Science and Technology, an International Journal*, 22.6 (2019) <https://doi.org/10.1016/j.jestch.2019.01.006>. P. 899.

[3] World Bank, *Revitalizing Public Training Centers in Indonesia: Challenges and the Way Forward* (Jakarta, 2011) <http://documents.worldbank.org/curated/en/296231468285051705/pdf/629720REVISED00onesia020120low0res0.pdf>. P. 6

expected that the society living around BLKK area can find jobs/occupations, or else they can start their own business and become entrepreneurs based on skills they got through/experience during the training program.

In every business industry, there is a gap between English language skills required and the skills that are actually available. When we refer to a global analysis of English skills in the workplace reports that the highest skills gaps are in countries where English is not an official language, including Indonesia, with almost one in five employers reporting that over 70% of their workforce has a skill gap.[4] According to the EF English Proficiency Index (EF EPI) attempting to rank countries by the average level of English language skills, Indonesia is ranked 74th among 100 countries and regions across the world. It indicates that English proficiency in our country is at a low category level in 2020. Compared to our neighbouring countries, such as the Philippines and Malaysia, both of which are ranked 27th and 30th in sequence. Indonesia is still far behind. Meanwhile, Singapore is in the top 10 with a very high proficiency band.[5]

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[4] James Keirstead and others, 'English at Work: Global Analysis of Language Skills in the Workplace', November, 2016, 42 <www.cambridgeenglish.org/images/english-at-work-full-report.pdf>.

[5] 'EF EPI 2020 - EF English Proficiency Index' <https://www.ef.com/wwen/epi/> [accessed 18 November 2020].

Balai Latihan Kerja Komunitas Nahdhatut Thalibin (BLKK PPNT) is one of the training providers that plays an important role in national skills development and is adequately supported by government policies and funding. BLKK PPNT emerges as one of the solutions attempting to resolve the recent skills mismatch by offering employability training to allow adolescents who are unable to pursue higher education to pursue vocational courses and prepare them for jobs in local industries by implementing competency-based training (CBT) approach.

Heretofore, the effectiveness of UPTD *Balai Latihan Kerja* (BLK) in improving the quality of labour and the factors that influence the effectiveness of UPTD *Balai Latihan Kerja* (BLK) in improving the quality of the workforce had been examined by Yulzain and Jumiati. They exhibited that the role of BLK is quite effective in improving the quality of the workforce.[6] By the same token, Prasetyo et al. validated this claim. They said that the role of BLK is quite significant in providing a future-ready workforce.[7] The selection of teaching materials and the use of methods are very influential in the success of the training. In the CBT system, the unit

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[6] Fahrani Yulzain and Jumiati, 'Efektivitas UPTD Balai Latihan Kerja (BLK) dalam Meningkatkan Kualitas Tenaga Kerja di UPTD BLK Kabupaten Padang Pariaman', *Jurnal Mahasiwa Ilmu Administrasi Publik (JMIAP)*, 1.4 (2019), P. 12.

[7] Heru Prasetiyo, Yoto, and Partono, 'Peran Balai Latihan Kerja (BLK) Jombang dalam Menyediakan Individu yang Siap Kerja dalam Industri Otomotif', *Jupedasmen*, 4.1 (2018), P. 47.

of progression is mastery of specific knowledge and skills and is learner- or participant-centred as explained by Rick Sullivan.[8] Also, Jeonghyun Kim highlights that a competency-based approach is effective, sustainable, and can be customized to address the skill gaps in the rapidly evolving information professions.[9] Lorenz Lassnigg argues that there is hardly any evidence for the effectiveness of competency-based education despite the long period since the 1970s.[10] This is due to only very little attention to testing the assumptions that competency-based education is a worthy educational innovation. That is why this research aims to investigate how the teaching and learning process in BLKK PPNT is conducted.

Another factor causing the research site selection was that BLKK PPNT used new curriculum on the persistence of CBT-based modules. The recent study proves that the use of competency-based

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[8] Rick Sullivan and Noel McIntosh, 'The Competency-Based Approach to Training', *Medical Journal of Indonesia,* 5.2 (1996), P. 95 <https://doi.org/10.13181/mji.v5i2.853>.

[9] Jeonghyun Kim, 'Competency-Based Curriculum: An Effective Approach to Digital Curation Education', *Journal of Education for Library and Information Science Online*, 56.4 (2015), P. 283. <https://doi.org/10.12783/issn.2328-2967/56/4/2>.

[10] Lorenz Lassnigg, Competence-Based Vocational and Professional Education. A Critical Review of the Research Literature on Outcome-Oriented Policy Making in Education, *Sociological Series* (Vienna, 2015), P. 5 <https://doi.org/10.1007/978-3-319-41713-4>.

modules improved the trainees' entrepreneurial competencies.[11] Other supporting factors were the existence of good infrastructures and adequate facilities to support learning process. This was based on the previous research that reveals the importance of such factors. The lack of prior socialization on the implementation of the policy and the ill-prepared planning in the ability of human resources and the appropriateness of supporting infrastructures and facilities can inhibit the CBT implementation.[12]

BLKK PPNT and its advancement orientation absolutely would generate a qualified and competitive national workforce. This issue stood out and had prompted the writer to research a study under the heading *"English Teaching and Learning at Balai Latihan Kerja Komunitas Nahdhatut Thalibin".* The researcher intended to explain how English teaching and learning were conducted according to competency-based training concepts and principles in the terms of learning objectives, learning materials, teaching methods, learning media, and assessment strategies.

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[11] Abdul Muin Sibuea and others, 'Development of Competency-Based Modules Instruction to Improve Entrepreneurship Competence on Labor Training Centre Learner', *Asian Journal of Scientific Research*, 13.1 (2020) <https://doi.org/DOI: 10.3923/ajsr.2020.86.91>.

[12] Wim Johannes Rifdan Winowatan, Anshari, and Kahar Fakhir, 'Implementation of Competency-Based Curriculum Policy at Tourism Polytechnic of Makassar', *Journal of Humanities and Social Science*, 23.2 (2018), P. 36 <https://doi.org/DOI: 10.9790/0837-2302043036>.

B.   Research Questions

The research questions of this study focused on the English language teaching and learning process at BLKK PPNT formulated as follow:

1. What are the learning objectives of English teaching and learning at *Balai Latihan Kerja Komunitas Nahdhatut Thalibin*?

2. What materials are taught for English teaching and learning at *Balai Latihan Kerja Komunitas Nahdhatut Thalibin*?

3. What methods are used for English teaching and learning at *Balai Latihan Kerja Komunitas Nahdhatut Thalibin?*

4. What learning media are used for English teaching and learning at *Balai Latihan Kerja Komunitas Nahdhatut Thalibin?*

5. How does the instructor assess students' competence in English teaching and learning at *Balai Latihan Kerja Komunitas Nahdhatut Thalibin*?

C.   Research Objectives

In line with the research questions, the aims of this research were:

1. to describe the learning objectives of English teaching and learning at *Balai Latihan Kerja Komunitas Nahdhatut Thalibin*.

2. to describe the materials taught for English teaching and learning and learning at *Balai Latihan Kerja Komunitas Nahdhatut Thalibin*.

3. to describe the method used for English teaching and learning at *Balai Latihan Kerja Komunitas Nahdhatut Thalibin.*

4. to describe the media used for English teaching and learning at *Balai Latihan Kerja Komunitas Nahdhatut Thalibin.*

5. to explain the way the instructor assesses the students' competence in English teaching and learning at *Balai Latihan Kerja Komunitas Nahdhatut Thalibin.*

D. Scope of the Research

This research focused on the English teaching and learning process of the 4th period at *Balai Latihan Kerja Komunitas Nahdhatut Thalibin* in the fiscal year 2020, in terms of learning objectives, learning materials, teaching methods, and learning media and assessment strategies. It took place in BLKK PPNT which was located at Jl. Ratu Kalinyamat No. 20, Tayu Wetan, Tayu, Pati, Jawa Tengah.

E. Significances of the Research

The results of this research were expected to give benefits in many aspects as follow:

1. Theoretical Benefit

This research's results were expected to contribute to insight into suitable teaching methods or strategies in teaching English for specific purposes, especially in CBT-based training.

2. Practical Benefit

This research's results were expected to help the readers consider before choosing teaching strategy/method to teach English according to the need analysis, problems the students encounter, and possible solutions to solve those problems. Besides, the next researchers can also use this research to get information and reference in conducting the relevant studies.

3. Pedagogical Benefit

    a. For the researcher

        1. Getting a direct experience of how teaching English for specific purposes occurs in a non-formal education setting.

    b. For the students

        1. Students are expected to be highly motivated in learning English.

        2. Students can identify the complexity of teaching-learning concept that they will understand the importance of their engagement in the learning process

    c. For the teacher

1. Teachers can use the result of this study as a reflection or evaluation especially for those who implement CBT-based education.
2. Teachers can improve the quality of teaching English for specific purposes by inventing new innovative ways to apply in their classroom.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents a literature review of teaching and learning process and its components and competency-based training. Some previous researches related to this research and the conceptual framework of this study are also presented.

A. Literature Review

1. Teaching and Learning Process

We tend to think that teaching is all about teachers and their role. The most significant aspects of the educational process are the students and what they learn. Education has always been awash with new ideas about teaching and learning. It may lead us to figure out what teaching and learning mean. As we review educational literature, we find many differences in theories and definitions.

As cited in Rajagopalan's journal, Edmund Amidon (1967) defines teaching as an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities.[1] According to Brown, teaching may be defined as showing or helping

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[1] Isola Rajagopalan, 'Concept of Teaching', *Shanlax International Journal of Education,* 7.2 (2019), P. 6. <https://doi.org/10.34293/education.v7i2.329>.

someone learn how to do something, giving instructions, guiding in the study of something, and providing knowledge, causing them to know or understand.[2] Meanwhile, Susan states that learning is a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning.[3] Learning is viewed as a cognitive individual process happening within the individual and then moves to the social dimension.[4] It would be endless if we talk about teaching and learning definitions because there is no concrete definition fully describing what actually teaching and learning means.

As various definitions of teaching and learning above, it can be simplified that the teaching-learning process means a process that contains a series of actions of teachers and students based on reciprocal relationships that take place in educational situations to achieve certain goals.

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[2] T. D. Terrell and H. Douglas Brown, *Principles of Language Learning and Teaching,* (New York: Pearson Education, 2007), P. 7. <https://doi.org/10.2307/414380>.

[3] Susan A. Ambrose and others, *How Learning Works: 7 Research-Based Principles for Smart Teaching* (San Francisco: Jossey-Bass, 2010), P. 10.

[4] Norita Purba, 'The Role of Psycholinguistics in Language Learning and Teaching', *Tell : Teaching of English Language and Literature Journal,* 6.1 (2018), P. 47 <https://doi.org/10.30651/tell.v6i1.2077>.

To conduct a teaching and learning process, we need to prepare a lesson plan first. Referring to Moore's outline, the components of the learning plan include learning objectives (competence and competency indicator), lesson materials, learning activities, tools/media, teaching method, and evaluation of learning.[5] Many educators indicate that these components play a valuable role in the design and delivery of a lesson. Here are some relevant explanations related to learning plan components:

a.   **Learning Objective**

The first component in lesson planning is determining the objectives of learning. They usually describe what students will be expected to learn by the end of a lesson. They also ideally describe a direction for the students to acquire new knowledge, skill, and attitudes.

Before the teaching and learning process occurs, the teacher needs to formulate the learning objective that must be achieved by the students by the end of the learning process. According to Bloom's Taxonomy of education's Objectives, learning objectives must be formulated into three domains. Those are cognitive (knowledge), affective (behaviour), and

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[5] Kenneth D. Moore, *Classroom Teaching Skill* (New York: McGraw Hill, 2010), P. 126.

psychomotor (skill) domains.[6] This is because an effective learning objective should include 5 elements: who, will do, how much or how well, of what, and by when. The mnemonic SMART is used to describe a well-written learning objective. It stands for specific (states exactly what the learner will be able to do), measurable (can be observed by the end of learning training session), attainable (for participant within the scheduled time and specified conditions), relevant (to the need of the participant and the organization), and time-bound (achievable by the end of the training session).[7]

Basturkmen considers that the main purpose of the teaching-learning process is enabling learners to acquire information in its general sense. Concerning ESP, there are five broad objectives in learning:[8] 1) to reveal subject-specific language use. 2) to develop target performance competencies. 3) to teach underlying knowledge. 4) to develop strategic competence. 5) to foster critical awareness.

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[6] Benjamin S. Bloom, *Taxonomy of Educational Objectives* (USA: Addison-Wesley Publishing Company, 1956), P. 18.

[7] Lyn Ashmore and Denise Robinson, *Learning, Teaching and Development: Strategies for Action* (London: SAGE Publications Ltd, 2015), P. 51-52.

[8] Helen Basturkmen, *Ideas and Options in English for Specific Purposes* (New Jersey: Lawrence Erlbaum Associates Publisher, 2006), P. 133 <https://doi.org/10.4324/9781410617040>.

In conclusion, learning objectives provide a clear purpose which students learning efforts are focused on. Learning objectives should be used to guide students as they learn through the course and to assess their learning process.

b. Learning Materials

In education, learning material is used for teaching a course. It is important to significantly increase student achievement as a source to support student learning. That is why it is included in lesson plan compositions as it is a part of learning resource necessarily needed by both teacher and student in the educational process.

Learning material is a spectrum of educational materials that teachers use in the classroom to support specific learning objectives, as set out in lesson plans or syllabus.[9] Teaching material is a key component in language teaching. It plays an important role in teaching practices. It is a resource of what will be taught and learned, source of activities for learner practice and communication interaction, reference source for the learner on grammar, vocabularies, etc. The

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[9] Beth Lewis, 'TLM or Teaching Learning Materials Definition', 2019 <https://www.thoughtco.com/tlm-teaching-learning-materials-2081658> [accessed 18 November 2020].

source of stimulation the ideas for classroom activities, syllabus, and learning support.[10]

Learning material can be categorized into two genres: authentic material (not produced for language teaching purposes) and created material (tailored specifically for language teaching purposes).[11] While Meskill adds the third genre, namely, homemade material (teacher/student-produced). In tandem with an understanding of the learners, teacher ingenuity can work to produce materials far superior to commercially produced fare.[12]

The most commonly used learning material is textbooks. A textbook is a book containing a comprehensive compilation of content in a branch of study with intention of explanation. Here are some criteria for a good textbook:[13]

1. The book should be according to the individual difference of students.

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[10] Jack C. Richards, *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Press, 2001), P. 251.

[11] David Nunan, *The Learners-Centred Curriculum* (Cambridge: Cambridge University Press, 1998), P. 99 .

[12] Carla Meskill, *Teaching and Learning in Real Time: Media, Techologies and Language* (Houston: Athelstan, 2002), P. 63.

[13] M. F. Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools, & Techniques* (Jaipur: Sunrise Publishers & Distributors, 2008), P. 65.

2. The book should be according to the objectives of teaching English.
3. The subject matter should be well graded.
4. Exercise work and practical work should be given at the end of the chapter.
5. It must develop moral qualities in the students.
6. There should be no printing mistake.
7. It must not be very costly.
8. The paper should be qualitative.
9. The cover should be attractive and qualitative.

The use and the implementation of good quality educational materials in teaching-learning processes is, without any doubt, one of the key components of the teacher's didactic efforts.

According to Cunningsworth, four aspects underlie specific criteria for choosing learning materials:[14]

1. They should correspond to the learner's needs seen from the aims and objectives of the language program.
2. They should reflect the uses (present or future) which learners will make use of the language. They help to equip students to use language effectively for their purposes.

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[14] Alan Cunningsworth, *Choosing Your Coursebook* (Oxford: Macmillan Education, 1998), P. 15-17.

3. They should take account of students' needs as learners and should facilitate their learning processes.
4. They should have a clear role as a support for learning. They should mediate between the target language and the learner.

By knowing these characteristics, it is expected that in preparing learning materials, we realize that they are more flexible following students' needs. Instruction, practice, and feedback are also required to be included as well. Understanding how far the interest and the talent of students is a must for a teacher so that the student could be motivated to learn independently as well as be able to control the competencies that have been determined.

c. **Learning Activities**

In a student-centred approach, learning activities are influential. This is broadly due to the encompassing methods of teaching that shift the focus of instruction from the teacher to students.

Learning activities refer to teacher-guided instructional tasks or assignments for students. The term teaching strategy and learning activity do not exclusively imply active or passive instruction. For instance, a teacher may choose a lecture teaching strategy where the students are expected to listen as their learning activity simply. In contrast, a teacher

may choose a problem-based teaching strategy where the students are expected to discover that they need to learn something to solve the problem as their learning activity.[15]

Whatever we believe about learning activities, their main objective is all the same, that is to support learning outcomes. Learning activities should be prepared well. Whether they are passive or active activity, they must be adjusted according to the need and the objective of learning outcome.

d. Learning Media

Teaching material and instructional material play an important role in the teaching-learning process. Thus, the use and selection of teaching aids must be considered carefully to achieve the desired learning objectives. Several types of learning media can be utilized in teaching English. We might already know these types of learning media or tools that we can utilize in the classroom.

In general, there are 6 basic categories of media used in learning: 1) text, 2) audio, 3) visuals, 4) video (motion), 5)

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[15] Jones and Barlett Publisher, '*Active Teaching Strategies and Learning Activities*' <http://samples.jbpub.com/9780763749453/49451_CH09_FINAL.pdf> [accessed 18 November 2020].

manipulatives (objects), and 6) people.[16] The most commonly used medium text that may be displayed in any format such as whiteboard, computer screen, book, poster, and so on. Another medium that is often used as learning media is audio, including anything that can be heard including human voice, music, mechanical engine sounds, and noises. Visual media are such as diagrams on a computer screen, drawings on a whiteboard, photographs, graphics in a book, cartoons, and so on. Video is a visual as well as the audio medium that shows motion and can be stored on DVDs or flash drives, streamed from the Internet, be in the form of computer animation, and so on. Real objects or models are learning media in the form of three dimensions that can be touched and handled by students. The last are people who are critical to learning. Students learn from teachers, other students, and adults.

Meanwhile, Patel and Jain summaries the types of media in their book into several kinds as follow:[17]

1.   Audio aids: audio cassette player, radio, microphone, and podcast

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[16] *Sharon E. Smaldino and others, Instructional Technology and Media for Learning* (USA: Pearson Education, 2019), P. 5-6.

[17] M. F. Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools, & Techniques* (Jaipur: Sunrise Publishers & Distributors, 2008), P. 59-66.

2.   Visual aids: boards, charts, maps, pictures, drawings, static and working modal, film strip, slide projector, OHP, and transparencies.

3.   Audio-Visual aids: video compact disc player, television, film projector, language laboratory, and computer-assisted learning.

Several important things need to be considered in choosing and developing learning media. The process of selecting existing media or developing new media is based on context, expectations, conditions of performance, available resources, culture, and practicality. The learning media selection is determined by the following reasons:[18]

1.   Learning media is chosen to improve the quality of learning.

2.   Learning media is chosen to present and reinforce the most essential knowledge and skills.

3.   Learning media is chosen to accommodate differences in student characteristics. Variations in the use of different types of learning media will facilitate the different styles of learning possessed by students (auditory, visual, and kinesthetic).

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[18] Robert Maribe Branch, *Instructional Design: The ADDIE Approach* (New York: Springerl, 2009), P. 98.

Basically, anything that enhances the learning experience is called a teaching medium. Teaching media are extremely important to instruction. We must be selective in the use of these learning media/tools to create an effective teaching and learning atmosphere.

e. **Teaching Methodology**

Teaching methodology has a big impact on the teaching and learning process. The success of the teaching and learning process can be seen from the achieved learning outcomes. In other words, the use of innovative methods of teaching is very influential in the classroom.

The teaching method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which based upon, the selected approach (Anthony in Richards, 2001). According to Douglas, a method is a generalized set of classroom specifications for accomplishing linguistic objectives. There are many kinds of methodology in language teaching as a foreign language. They are Grammar Translation Method, Content-based learning, Community Language Learning,

Total Physical Responses, Communicative Language Teaching.[19]

Language teaching methodology has undergone a lot of changes. It has shifted from traditional ways, such as lectures, spell repetition, and grammar worksheets, to specific and efficient ways that fulfil the demand of modern learners. In general, everything we teach needs to be relevant to the students' environment.

f.   Learning Evaluation

In education, evaluation plays an enormous role in the teaching-learning process. Checking students' understanding of the subject matter is critical to the learning process. It is necessary to evaluate whether the educational goals and standards of the lesson have matched or not.

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offer a comment, or tries out a new word or structure, a teacher subconsciously makes an assessment of the students' performance, knowing that their responses are being measured and evaluated. There is no assessment strategy that is intrinsically better than another since the

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[19] T. D. Terrell and H. Douglas Brown, *Principles of Language Learning and Teaching,* (New York: Pearson Education, 2007), P. 16.

assessment choice depends on its relevance to the particular competencies to are going to be assessed. 6 main assessment strategies are frequently used to measure an individual's competence. These include 1) formal and informal assessments, 2) summative and formative assessments, 3) direct assessments, and indirect assessments.[20]

As a teacher, we should always be gathering information about how much a student understands the lesson being taught. Evaluation is needed to know to what extent the student understands course materials. Both formal and informal assessment can be implemented as our learning evaluation.

2. Teaching English for Specific Purposes

There is nothing specific about ESP methodology. The principles that underlie good ESP methodology are the same as those underlie English language teaching methodology in general. Similarly, at the level of techniques, the ESP teacher can learn a lot from General English practice. The teacher who has come to ESP from EGP doesn't need to think that a whole new methodology must be learned. The classroom skills and techniques acquired in EGP teaching can be usefully employed

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[20] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (USA: Pearson Education, 2004), P. 4-6.

in the ESP classroom.[21] But somehow, both of them a distinction that has important implications for ESP teachers to understand. This is because EGP focuses on students' general English language abilities whereas ESP focuses on specific skills and needs of learners' professional/academic needs.

3.   Technical and Vocational Education and Training

In the long term, changing technology and demographics could influence the demands of English. Business demand for English is predicted to continue growing. As English is still becoming an international language, being able to speak English is now turning a basic urge for everyone. Thus, developing a proficient speaking skill is a challenge for English teachers. This is corroborated by Widiati and Cahyono's statement regarding the importance of teaching English-speaking skills. They reckon that the teaching of speaking skills is highly important nowadays, proven by the large number of students who want to study English to be able to use English for communicative purposes.[22]

If we consider the scope of English teaching and learning, it is not only taught in formal schools but also the area of works.

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[21] Tom Hutchinson and Alan Waters, *English for Specific Purposes: A Learning-Centred Approach* (Cambridge: Cambridge University Press, 1987), P. 142.

[22] Utami Widiati and B. Yudi Cahyono, 'The Teaching of EFL Speaking in the Indonesian Context: The State of the Art', *Bahasa dan Seni,* 34.2 (2006), P. 269.

Therefore, it makes studying English emphasize two main purposes of directing two main subjects: *English for General Purposes* (EGP) and *English for Specific Purposes* (ESP). Nowadays, ESP is a major activity around the world.[23] Every pedagogical classroom decision to be implemented into classroom practice must be established logically based on intended learning goals and objectives. These learning goals and objectives would reflect the ultimately expected competencies for the graduates to master. Unlike in EGP, in ESP, teaching-learning activities could be far more complex as English as the means of communication is not the only aspect to set up the expected competencies in a professional context.[24] The vast majority of our communication is oral. Most of our students will be asked to speak face to face with a variety of audiences: classmates now, and someday co-workers, clients, team members, staff, and many others. Thus, there is presently a pressing need for more trained and knowledgeable employees to serve in such a hotel industry or any other sectors.

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[23] Budasi, *English for Specific Purposes* (Jogjakarta: Graha Ilmu, 2015), P. 1.

[24] Alif A. N. M. Akbar and Gunadi H. Sulistyo, 'The Current Learning Competences of English for Vocational High School Graduates: Do They Really Cater for the Real-Life Professional Needs', *The International English Language Teachers and Lecturers Conference (INELTAL),* 1987, 2018, P. 189.

The Indonesian government is investing more in the national development of education and training system to close these gaps and to transform the Indonesian technical vocational education and training system (TVET) into one that provides demand-driven and practice-oriented programs, aimed at improving employability and participation in lifelong learning. Indonesia's TVET system comprises vocational education and vocational training. The former is regulated by the national education system act and is under the charge of the Ministry of Education and Culture and the Directorate General of Higher Education. The latter is regulated by law no. 13 of 2003 on manpower act and government regulation on national training for work system (government regulation No. 31 of 2006).[25] Substantially, the vocational experience can be obtained in three ways including enrolling in formal vocational education, receiving vocational training, or a combination of both. In other words, someone pursues vocational training to improve his technical skills upon graduation from a vocational school. One of the ongoing efforts promoted by the Indonesian government is the development of *free vocational training* through *Balai*

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[25] Suzaina Kadir, Nirwansyah, and Bianca Ayasha Bachrul, *Technical and Vocational Education and Training in Indonesia: Challenges and Opportunities for the Future*: Lee Kuan Yew School of Public Policy – Microsoft Case Study Series (Singapore: Lee Kuan Yew School of Public Policy, 2016), P. 14.

Latihan Kerja (or BLK in short). The emphasis and orientation of BLK programs have changed since their first establishment. The mechanisms and systems for implementing competency-based training (or CBT in short) throughout BLK at the central level are in place.[26] According to the government's policy, all BLK should provide technical and vocational training based on SKKNI (National Working Competency Standard of Indonesia). It means that all instructors must be well-educated and trained in the area of competency-based training (CBT) methods and have legal expertise certification of competence.[27] All teachers must complete a certification process that requires them to have a four-year higher education degree. The teachers are certified in line with the standards developed by the National Standards Board (BNSP). It is based on the Teacher Law of 2005.[28]

4. Competency-Based Training (CBT) in Indonesia

Competency-based teaching and learning have been recognized in many education systems in recent years. It is a system that challenges the traditional practice of focusing on content without paying attention to skill mastery.

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[26] World Bank, *Revitalizing Public Training Centers in Indonesia: Challenges and the Way Forward* (Jakarta, 2011), P. 6.

[27] *Peter van Rooij, Balai Latihan Kerja di Indonesia* (Jakarta, 2011), P. 11.

[28] UNESCO-UNEVOC, *World TVET Database Indonesia, UNESCO-UNEVOC International Centre for TVET* (Germany, 2013), P. 9 <http://www.unevoc.unesco.org/wtdb/worldtvetdatabase_blz_en.pdf>.

As the name implies, competency-based training (CBT) is a structured training and assessment approach that allows individuals to acquire the skills and knowledge to perform simple or complex tasks to a specified standard.[29] According to the decision of the Indonesian Minister of Manpower and Transmigration No. 8 of 2014, lesson plans are essential for trainers as they bridge the module template to the actual delivery of CBT. A lesson plan is a written document compiled by the instructor before learning takes place and outlines the key features of the lesson to be given. Determining its components, lesson plan, at least, includes:

a. Training Objectives

We need to know that competencies can be anything from a set of knowledge, skills, behaviours, attitudes, and characteristics that lead to producing distinguished results. Job competence is each individual's capability that covers aspects of knowledge, skills, and work attitude that accords with prescribed standards.[30]

CBT is, therefore, a form of training that is specifically focused on achieving competence. The emphasis of CBT is on

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[29] Ruba Jaradat, *Competency-Based Training (CBT): An Introductory Manual for Practitioners* (Jordan: International Labour Organization, 2020), P. 12.

[30] Indonesian Act No. 13 Year 2003, Manpower, Chapter 1, Article 10.

performing rather than knowing.[31] CBT is replacing traditional training and learning methods, which are often undertaken within a course or subject. These have tended to mostly focus on knowledge without the mastery of real-life industry skills or any consideration for labour market performance. Instead, CBT attempts to be market-relevant, since it is based on information about the needs of the labour market and, in return, signals to employers the available skills and employability of jobseekers.[32] In formulating training objectives, it is important to include Bloom's taxonomy and SMART aspects. So that learning outcomes are specific and measurable. The learning objectives should be based on the need analysis by referring to the national standard curriculum.

b. Teaching Methods

The curriculum in CBT should be based on the verified occupational profile or industry/nationally approved competency standards for the given occupation (in this case, SKKNI). The curriculum serves as an essential guide for trainers, holding them accountable for the skills to be learned, as well as a means for measuring student performance.[33] A

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[31] Graeme Dobson, *A Guide to Writing Competency Based Training Materials* (Melbourne: National Volunteer Skills Centre, 2003), P. 8 <https://www.k4health.org/sites/default/files/Guide to Writing Competency Based Training Materials.pdf>.

[32] Jaradat, *Competency-Based Training …*, P. 13.

[33] Jaradat, *Competency-Based Training …*, P. 34.

learner guide is essentially a learning package that directs trainees through all learning activities for a given competency, divided into modules. Learner guides should promote critical thinking, problem-solving, and fault finding in learning activities, and use clear, concise, short sentences and unified text formatting.[34] In training conduction, CBT's common methods include lectures, visual lectures, demonstration, questioning, discussion, and practice. There are four stages in the teaching and learning process: 1) Introduction/preparation, 2) Elaboration, 3) Application, 4) Assessment.

c. Training Tools/Media

The instructor should incorporate "tell", "show", and "do" steps in every learning lesson for learners to have an opportunity to process information according to their preferred learning modalities. Educationists have shown that people use three different senses or modalities to process information: auditory, visual, and tactile. Therefore, to accommodate these three learning modalities, an effective instructor will ensure that training offers a mix of modalities that best suit the ways that individuals process information, and encourage them to adopt various approaches towards skill acquisition.[35] That's why the selection of training media should be based on the

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[34] Jaradat, *Competency-Based Training* …, P. 38.

[35] Jaradat, *Competency-Based Training* …, P. 48-49.

learners' characteristics to accommodate differences in learning styles.

d. Assessment Strategies

In competency-based training, a key emphasis is on the learners' ability to demonstrate that they are competent in various ways and over a period of time.

Competency-based assessment is the process of collecting evidence and making judgments against set criteria. In the VET sector, the criteria are based on the performance an individual is expected to demonstrate in the workplace.[36]

The learner must demonstrate his or her mastery of that single skill before continuing to the next unit. Once students can demonstrate the mastery of a given competency, they then proceed to the next unit. These skills are put together into modules and typically the learner would receive a form of qualification and certification at the end of the training.

B. Previous Research

A lot of research had been done on English teaching and learning. The researcher had reviewed to support his study as references. Among those was a need analysis study conducted by Arif Mahbub. It discussed English teaching in a vocational school. It was conducted by using a multi-method approach that involved

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[36] Dobson, *A Guide to Writing …*, P. 18.

both quantitative and qualitative research methods. The data were gathered through a questionnaire and interviews. This research investigated the vocational school students' needs on the implementation of English teaching and learning that focused on the target needs and learning needs. There were several deficiencies in the practices of English teaching-learning at this school. Thus, it could be interpreted that the practices of English teaching seemed not to work effectively as they failed to meet the learners' expectations regarding their target needs and learning needs.[37]

Since the research used a mixed-method approach which involved both quantitative and qualitative research methods, it produced a richer and more comprehensive understanding of the research area and enabled us to compare and contrast results and gain much deeper insights. But somehow, the findings of this study could not be generalized for other classes within the same site of the study since it only took several students that were purposively selected as they were deemed representative to present in-depth data the writer sought to study.

Unlike my research, this study focused on different research objectives. Like other educational matters, need analysis can be a vital asset for teachers of English for specific purposes (ESP) to

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[37] Arif Mahbub, 'English Teaching in Vocational High School: A Need Analysis', *JEELS*, 5.2 (2018), 229–58.

identify their learners' key requirements or needs and determine the areas in which they are lacking skills. This was essential to meet learners' needs, regardless of the formality or non-formality of education itself.

Another study by Muhamad Taridi analysed the teaching and learning process's implementation as one of the process standards in the 2013 Indonesian curriculum. The research was appropriately undertaken as qualitative research with a case study approach. In collecting the data, interview, observation, and document review were used. The findings described the analysis of the implementation of the teaching and learning process which are classified into introductory, core, and closing activities. The concerned problems found and emerged are; 1) the teachers' weaknesses in keeping update with the latest technology, 2) lack of technological tools provided by the school, 3) number of the students in one classroom and space limitation of the room, 4) less opportunity to practice for the students, and 5) situational problems (the crowd).[38]

Since this was a case study, it provided detailed rich qualitative information. Nevertheless, this research dealt with only

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[38] Muhamad Taridi, 'English Teaching and Learning Process Analysis in Accordance with the 2013 Indonesian Curriculum', *IJER (International Journal of Educational Research)*, 1.1 (2016), 10–16 <https://doi.org/10.30631/ijer.v1i1.8>.

one case, it is slightly hard to be sure if the case study investigated is representative of the wider body of similar instances as a basis for generalization.

The similarity was that both of these researches were conducted in a descriptive qualitative method and both described English teaching and learning process. What made it different from my research was the research objectives. This research was conducted to explore the English teaching and learning process at the school following the 2013 Curriculum while this research was to explore the English teaching and learning process in BLKK which was based on competency-based training.

Next, a study by Mark B. Ulla presented the experiences of Filipino university and college English teachers and their perceptions on the teaching of English as a foreign language in Thailand. This study was qualitative research that relies heavily on in-depth interview. Findings showed that Filipino teachers were positive about teaching English to Thai students. But they perceived that English language teaching is challenging due to students' lack of interest in the English language, lack of exposure to and support for an English-speaking environment, unclear and unsuitable

English language curriculum, and lack of teacher professional development.[39]

It is clear that the research objectives and method were different from the current research. Although it reported English teachers' experiences and perceptions in Thailand, the findings may not be completely representative of Filipino teachers and other nationalities teaching English in the country. But this research provided a new light on issues in English language teaching that its implications were not addressed only to the educational institutions in Thailand but also to the ASEAN region where English is mostly taught as a foreign language.

Another relevant study is a research and development study aimed at developing competency-based entrepreneurship modules instruction to improve participants' entrepreneurial competencies at the labour training centre. Sibuea et al. (2020) conducted this study by implementing Borg and Gall's research and development.[40] As many as 150 trainees were divided into 2 groups in which the

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[39] Mark B. Ulla, 'English Language Teaching in Thailand: Filipino Teachers' Experiences and Perspectives', *Issues in Educational Research*, 28.4 (2018), 1080–1094.

[40] Sibuea, Abdul Muin, Dadang Mulyana, Rahmad Husein, and Diky Setya Diningrat, 'Development of Competency-Based Modules Instruction to Improve Entrepreneurship Competence on Labor Training Centre Learner', *Asian Journal of Scientific Research*, 13.1 (2020) <https://doi.org/DOI: 10.3923/ajsr.2020.86.91>

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experimental one was facilitated with competency-based modules and the control group was facilitated with textbooks or job sheets. The study proved that the use of competency-based modules improved the trainees' entrepreneurial competencies.

The strength of this research is clear that it could elevate the entrepreneurial competencies of participants in the labour training centre by developing competency-based modules. However, it still needs to involve regularly testing and validation. Based on the small scope the research took place, a bias population or poorly formulated research can result in inaccurate feedback.

This research has a contribution to building the theoretical construction of this research in the sense of learning material necessity for elevating training outcome. It shares the same notion of the research question in this study in the term of CBT-based modules for vocational training which might lead to the same implications for CBT development. While the differences can be seen from many aspects: the research method, its objective, and field area.

The next relevant research was conducted by Winowatan et al. (2018).[41] It was to examine and analyse the implementation of

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[41] Wim Johannes Rifdan Winowatan, Anshari, and Kahar Fakhir, 'Implementation of Competency-Based Curriculum Policy at Tourism Polytechnic of Makassar', *Journal of Humanities and Social Science*, 23.2 (2018) <https://doi.org/DOI: 10.9790/0837-2302043036>.

competency-based curriculum policy and factors supporting and inhibiting its implementation at Makassar Tourism Polytechnic. This study was qualitative research with a case study method. Techniques of data collection included in-depth interviews and document study. The results indicated that the implementation of CBC policy generally had been running well although it was not yet optimal due to two factors: the lack of prior socialization on the implementation of the policy and the ill-prepared planning in the ability of human resources and the appropriateness of supporting infrastructures and facilities.

The research was only used 2 data collection: interview and documentation without including participant observation. This could be the weakness of this study. The finding supported that the implementation of CBC needs competent human resources and appropriate infrastructures and facilities. Other than using a qualitative approach, this study has the same notion as one of my research questions dealing with teaching methods and learning media. But the objective of both pieces of research shares different purposes.

C. Conceptual Framework

The theoretical framework leads to a conceptual framework, which means a specific exploration of an aspect of the theoretical framework. The theoretical and conceptual framework explains the path of research and grounds it firmly in theoretical constructs. Both

frameworks' overall goal is to make research finding more meaningful and acceptable to the theoretical constructs in the research field and ensure generalisability.[42]

As highlighted in the headline of this research, the purpose of this study was to investigate the English teaching and learning process at BLKK PPNT. To create an effective English teaching and learning process, complete components were necessary to plan before learning conduction. Learning components comprises several compositions that should be interconnected to one another to manifest an effective teaching and learning atmosphere. This research was constructed from theories attained from the number of literature reviews and previous researches exhibited above. In other words, they were used to arrive at a hypothesis. It illustrated what the researcher expected to find through the research.

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[42] Dickson Adom, Emad Kamil Hussain, and Joe Adu Agyem, 'Theoretical and Conceptual Framework : Mandatory Ingredients af A Quality Research', *International Journal of Scientific Research*, 7.1 (2018), P. 438.

Figure 2.1. *Conceptual Framework*

English Teaching-Learning Process of BLKK PPNT

Observation – Interview - Documentation

Learning Objectives

Assessment Technique

Learning Materials

Learning Media

Teaching Methods
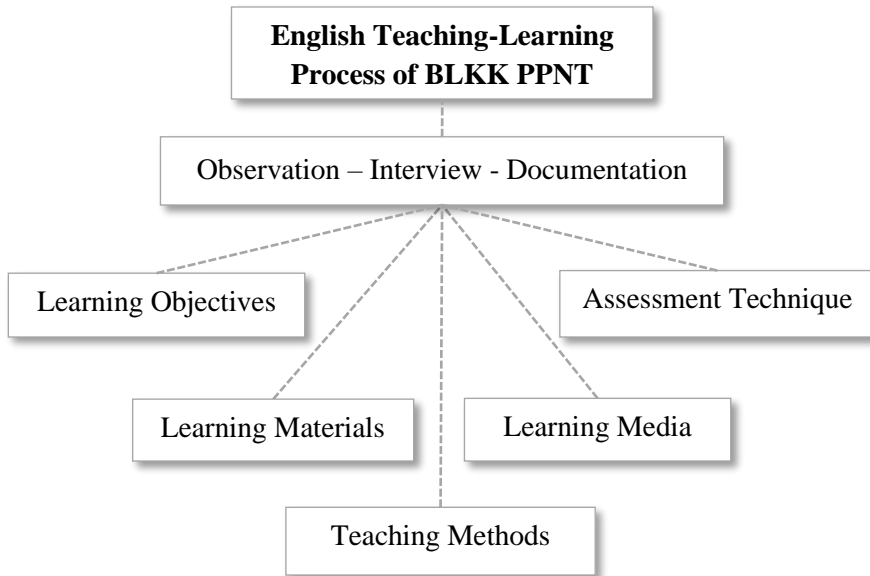
CHAPTER III
RESEARCH METHOD

This chapter presents the research design, research setting, method of collecting data, instrument of the research, and method of analysing data.

A. Research Design

This study was descriptive qualitative research that the data was analysed by using descriptions. Here, the researcher described and explained the English teaching and learning process at *Balai Latihan Kerja Komunitas Pondok Pesantren Nahdlatut Thalibin* (BLKK PPNT). According to Creswell, one of the characteristics of qualitative research is data for description analysed using text analysis.[1] Descriptive research is not targeted to test a certain hypothesis, but it describes the phenomenon, situation, and condition during the research.[2] So, the research procedure was only to collect, present, analyze data, then draw them into a conclusion.

B. Research Setting

This research took place in Balai Latihan Kerja Komunitas Pondok Pesantren Nahdlatut Thalibin (BLKK PPNT) started from 12th November 2020 to 09th December 2020. It was located at Jl.

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[1] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson Education, 2012), P. 16.
[2] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 1996), P.10.

Ratu Kalinyamat No. 20, Tayu Wetan, Tayu, Pati. It was firstly operated in 2019.

Table 3.1. *Research Schedule*

No	Research Progress	October				November				December			
		1	2	3	4	1	2	3	4	1	2	3	4
1.	Preliminary study			■	■								
2.	Writing the Research Proposal					■	■						
3.	Collecting Data							■	■	■	■		
4.	Analysing Data											■	

Primary sources contain first-hand information. It means the author's account on a specific topic or event that s/he participated in. They may also come from interviews and surveys. The primary sources of this study were:

1. Tutor/instructor of BLKK PPNT.

2. Relevant files or documents of BLKK PPNT:

    a. Curriculum Design

    b. Handbooks/Modules

    c. Attendance List

    d. Lesson Plan

    e. Job Sheet

    f. Assessment Sheet

    g. Assessment Rubric

C. Method of Collecting Data

In collecting data, the researcher did the following three techniques:

1. Observation.

Observation is one of the data collection techniques commonly used in this research. According to Creswell, observation is the process of gathering open-ended, first -hand information by observing people and places at a research site.[3] The researcher observed at BLKK PPNT to record teacher and student activity in the classroom setting. The observer tried to be objective in personal involvement with the research subject through participant observation.

In this stage, the researcher observed the process of English teaching-learning in the classroom. The class was observed carefully until the researcher could identify the learning objective being attained, the learning materials being taught, the teaching methods being implemented, the learning aids being utilized, and the assessment strategies being used. This observation used classroom observation guidelines (*see Appendix 1*). Indicators listed in the guideline helped the observer identify particular skills or techniques in the classroom which illustrated the characteristics of a good teaching-learning process.

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[3] Creswell, *Educational Research* …, P. 213.

Beforehand, the writer had conducted an initial exploration of the topic to better comprehend what types of sources were available and become familiar with the overall topic of interest. The preliminary research was conducted on 23rd October 2020.

2. Interview

To collect elicit data, an interview was conducted. The interview has been defined as a meeting of two persons to exchange information and idea through questions and responses resulting in communication and joint construction of meaning about a particular topic.[4] The respondents were expected to answer in detail to elicit the data or information needed by this process.

In this case, the researcher interviewed the instructor of BLKK PPNT since they spend much time participating, experiencing, and undergoing the real condition in which they were involved. That's why they were included in the primary source of this study as their response would be answering the research questions that probably could not be found and confirmed through observation. This interview was important to check the accuracy of - to verify or refute – the impressions the researcher

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[4] Sugiyono, *Metode Penelitan Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2015). P. 231.

had gained through observation as suggested by Fraenkel and Wallen.[5] The interview questions were listed (*see Appendix 6*).

3. Documentation

One of the essential techniques required in data collection is documentation. It is to make the data presented more understandable as evidence providing relevant information in the research. Documents might consist of public and private records that the researcher has obtained about a site or participant in a study. They provided valuable information in helping the researcher understands the central phenomena in qualitative research. The documents represent a good source for text (word) data, providing the advantage of being in the participants' language and words, who have usually given thoughtful attention to them. They are also ready for analysis without the necessary transcription that was required with observational or interview data.[6]

The researcher did a document review to absorb information about learning materials. Some relevant documents were also understudied to complement the research findings. Here was the list of documents that were attached in this research:

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[5] Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, *How to Design and Evaluate Research in Education* (New York: Mc Graw-Hill, 2012), P. 445.
[6] Creswell, *Educational Research …*, P. 223.

Table 3.2. *Documentation List*

No.	Data	Document	Checklist	
			Included	Excluded
1.	Learning materials	Curriculum Design	✓	
		Handbook/modules	✓	
2.	Teaching methods	Attendance List	✓	
		Lesson plan	✓	
3.	Assessment strategies	Job Sheet	✓	
		Assessment Sheet	✓	
		Assessment rubric	✓	

D.   Instruments of the Research

The instruments in this study were observation guideline (*see Appendix 1*), interview questions *(see Appendix 6)*, and documentation that functioned as a data collector for the following:

1. Learning Objectives

The interview was the best way to absorb information about the learning objectives of training at BLKK PPNT. The list of interview questions is attached in the appendix. The data for the learning objective can be attained from document review (*see Appendix 12*).

2. Learning Materials

Besides through observation, learning material could be identified through document review as well (*see Appendix 9*).

3. Teaching Methods

To answer this question, the researcher observed and analysed the teaching methods and strategies during observation (*see Appendix 2, 3, 4, & 5*). Anything that could not be found during this stage was verified through the interview (*see Appendix 7*).

4. Learning Media

The researcher got the information about what kinds of media being used in the classroom through observation (*see Appendix 2, 3, 4, & 5*) and interviews (*see Appendix 7*).

5. Assessment strategies

Observing classroom activity and interviewing the instructor properly answered this research question (*see Appendix 2, 3, 4, 5 & 7*). If possible, the researcher asked for a sample of the students' assessment for detailed data complementary (*see Appendix 10 & 13*).

E. Method of Analysing Data

Data analysis systematically searches and arranges the interview transcripts, field notes, and other materials that the researcher accumulates to increase the researcher's own understanding of them and enable the researcher to present what the researcher has discovered to others.[7] This is the most crucial part of

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[7] Sugiyono, *Metode Penelitian* …, P. 334.

any research as it summarizes collected data. It involves the interpretation of data gained through the use of analytical and logical reasoning to determine patterns. The following stages were tempted by the researcher:

1. Data Reduction

Reducing the data means resuming, choosing the main of data, focusing on the important things, looking for the theme and pattern. By doing so, the reduced data gives a clear explanation, and it is easier for the researcher to collect the next data, and look for it if it is needed.[8] This refers to the process whereby the mass of qualitative data is reduced and organized through coding, writing summaries, or discarding irrelevant data. The data here can be in the form of interview transcripts, field notes, observations, and so on.

The mass data collected from the observation, interview, and document review findings were organized, reduced, and reconfigured in this context. The observation data was in the form of fieldnotes. The researcher simply discarded the unnecessary data and wrote summaries related to the issues being addressed. The same analysis was done with the gained interview data. The interview results were transcribed and reduced, then later translated into English. The document review gave a clear

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[8] Sugiyono, *Metode Penelitian* …, P. 338.

explanation of the learning materials used at BLKK PPNT. After going through these steps, the researcher displayed the data.

2. Data Display

The reduced data were presented in a form of a brief description. It was based on Miles and Huberman (1984) in Sugiyono about this that the most frequent form of display data for qualitative research data in the past has been narrative text.[9]

In this research, the researcher presented the data by using the past narrative. Here, he arranged the data in a sequence of neat narrative texts to make it understandable.

3. Conclusion/ Verification

To ensure reliability and validity in qualitative analysis, this process was required. In qualitative research, the characteristic of the conclusion is temporary. It can change if the researcher did not discover strong evidence to support the data. However, if the conclusion in the previous data can be evidenced by validity and consistency when the researcher is going back to the field, the conclusion is credible.

In this context, the researcher drew a preliminary conclusion from the data display that dealt with the research objectives starting from the objectives, material contents, kinds

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[9] Sugiyono, *Metode Penelitian …*, P. 341.

of methods applied and media being used, and assessment conducted at BLKK PPNT. Next, the data were linked to certain theories and previous studies about English for specific purposes as the verification mechanism before concluding the outline in this research.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher describes English teaching-learning at *Balai Latihan Kerja Komunitas Nahdlatut Thalibin* (BLKK PPNT).

A. BLKK PPNT Profile

The emphasis and orientation of BLK programs have changed since their first establishment. In essence, Balai Latihan Kerja (BLK) 's emergence is not a new movement in Indonesia. It is worth noting that BLK firstly emerged from the idea of manifesting a centre of the vocational training program in the field of industry in 1953. But in 1960, this program was directed to become a training centre for employees. And finally, in 1970, it was transforming into a technical and vocational training centre (*Balai Latihan Kerja*) up to the present day.

Balai Latihan Kerja Komunitas (BLKK) itself is a vocational training unit established in a religious educational institution or private religious institution aimed at providing technical and vocational training following the demands of the labor market so that the community of the surrounding area can receive and tap into it as an opportunity to get basic skills which consequently might lead them into finding jobs or becoming entrepreneurs. BLKK is a part of the Ministry of Manpower and Transmigration program that has

been started since 2017 started with establishing 50 units of BLKK which annually is multiplying. In 2018, 75 units were established. The greater number is drastically enhancing in 2019 signed with 1.000 units establishment. And this year, 2020, it is expected to build up to 2.000 new units of BLKK.

There are so many interesting programs available to be selected by the institutions that propose to run BLKK programs in their institution. But one institution deserves one unit of BLKK running only one specific program, such as Automotive Engineering, Welding Engineering, Agricultural Processing, Husbandry and Fishery, Woodworking, Information and Communication Technology, Sewing, Refrigeration, Electrical Engineering, Creative Industry, and Language Program. The institution selected by the institution independently requires analysis of the closest possible society potentials found in the surrounding area.

Nahdhatut Thalibin is one of the private religious institutions in Pati, Central Java, Indonesia. It manages Islamic Boarding School, Elementary School, Junior High School, Senior High School, and Marine Vocational High School. After completing the requirements of proposing the BLKK program, it has been authorized to hold a training program and legally has the right to receive the incentive from the government in the form of funding covering to build a new unit workshop building, training tools, and

media, operational funding, free training program for trainees, and basic education and training for instructors and manager. BLKK PPNT building is located at Jl. Ratu Kalinyamat No. 20, Tayu Wetan, Tayu, Pati. It is firstly operated in October 2019.

BLKK PPNT is organized in such a way that the President is at the top. Then the directors of specific areas are right under that position followed by managers and so on. Mr. Nur Salim S.Pd.I serves as the manager of BLKK PPNT. There are 3 teachers, usually called instructors, in the teaching-learning process. But only 1 instructor among them is officially certified by the National Standards Board (BNSP). It indicates that instructors there must be well-educated and trained in competency-based training methods and have legal expertise certification of English competency.

BLKK PPNT has a vision that is to make this unit to be a professional, competent, and qualified English language course institution which enables to prepare human resources who can compete in workplace. Meanwhile, the missions are: 1) to become an institution that is superior and has high integrity, 2) to educate students to have good and correct English language skills, 3) to improve human resources and the community economy, 4) to develop organizational, administrative, and cultural systems in English language learning to create accomplished workforces.

B. Finding

After researching English teaching and learning (ETL) at BLKK, the researcher found several findings. They are presented as follow:

1. Objective of ETL at BLKK PPNT

As previously explained, the programs of BLKK diverse, and only one speciality can be held by each institution. Based on the need analysis, BLKK PPNT is committed to helping its society stay ahead of the language learning curve, especially in English. It braces this commitment with a well-planned comprehensive training program designed to help the learners become competent in English communication skills. As the result, BLKK PPNT program focuses on a language program majoring in English for office. It didn't come with no reason that today this major is a fundamental field to acquire.

The first component in lesson planning is determining the objectives of learning. It is important to provide a clear purpose which students learning efforts are focused on. This program was designed by *Bina Instruktur dan Tenaga Pelatihan* (INTALA) of the Ministry of Manpower and Transmigration. The English teaching and learning objectives of BLKK PPNT can be seen from two aspects: general and specific objectives.

The general objective of English training at BLKK PPNT is to provide free training to increase youth employability by

preparing future-ready workforce competent in English communication skill, in this focus, English for front liners (*see Appendix 8*). Front liner is the term used for describing someone who works on the front lines of a business operation, primarily in customer service roles. Front-line employees represent the face or voice of a business and become the first who interact with customers. Hence, they are expected to be ambassadors of the business. Empowerment of frontline employees is important because they are the direct point of contact for visitors and as such need the autonomy to deal effectively with visitors' concerns.

Then, the specific objective of English training at BLKK PPNT is to improve the trainees' skill upon the completion of training session in the use of foreign language educationally and their ability to operationally use English in daily conversations at work such as greetings, introduction, making telephone calls, basic daily conversation at work, basic business correspondence, and also giving a presentation on the persistence of social customs, decency norms, and professional etiquette (*see Appendix 7*). In other words, this leads to the development of the ability to communicate in English to build a relationship with foreign institutions in the workplace. In this case, the intended training is directed to provide English communication skills for front liners. By having excellent communicative skills, the

graduates are expected to be competent at specific target performance competencies following the need of the labour market to compete with other job seekers.

2. Materials of ETL at BLKK PPNT

BLKK PPNT is an institutional unit under the direction of *Unit Pelaksana Teknik Dinas* (UPTD)/ Technical Implementing Service Unit of Semarang. It represents that all technical manuals of the program are regulated by the decision of *Direktur Jenderal Pembinaan Pelatihan dan Produktivitas* (Ditjen Binalattas)/ Directorate General of Training and Productivity Development of Indonesian Ministry of Manpower.

According to the technical manuals, BLKK should provide technical and vocational training curriculum based on SKKNI. The learning materials for competency-based training (CBT) are classified into two divisions. The former is considered competency units including 6 units. These are related to specific technical knowledge and training known as basic abilities/hard skills that the trainees should acquire through practice, repetition, and education. Then the latter is considered competency non-units comprising of 4 units (*see Appendix 8*). These are related to the personality traits of the trainees recognized as soft skills. In the workplace, soft skills are considered to be a complement to hard skills. Both types of skills are necessary to successfully perform and advance in most jobs.

In BLKK PPNT, the instructor used modules as learning material. Sometimes, she also added supplementary material accessed from internet platforms like Google and YouTube videos (*see Appendix 7*). The learning materials used in BLKK PPNT were created materials (the modules specified with prescribed standard) and authentic materials (audios, videos, and songs). The modules used for English teaching and learning are written in both Indonesian and English. For the competency unit, six modules are printed separately. Each module consists of one unit. Each unit provides exercises and practical work. Usually, an assessment is conducted at the end of each unit to measure students' development. There are two kinds of assessment to test students' achievement. Those are written test and practical test. Here are the content materials of modules used for English teaching learning at BLKK PPNT:

1. Unit I: Greetings

    This unit contains how to greet someone according to time context, greet people formally and informally, and greet people that we haven't seen for a long time. Some greeting expressions are provided for examples. This unit also provides materials about how to start a simple daily conversation or small talk. Short dialogues are provided as an example.

2. Unit II: Introductions

The material contents of this unit are self-introduction, introducing others, and introducing an institution/companies. Some expressions for introduction are listed. The use of these expressions is given in some dialogue examples.

3. Unit III: Making Telephone Calls

This unit explains how to make, receive, and transfer business telephone calls professionally. It also explains how to end telephone calls. Some telephoning expressions are provided. These expressions are related to how to start a conversation on phone, offer helps, ask caller's identity, ask the caller to hold, connect someone via phone, ask to be called back, ask for clarification, take or leave a message, confirm a message, and end a conversation.

4. Unit IV: Basic Daily Conversations at Work

This unit provides a brief insight into a grammatical structure in English. Some sentences are organized in such a way to show the use of present, past, and future tense. Some expressions for giving suggestions, giving opinions, offering helps, and apologizing.

5. Unit V: Basic Business Correspondence

This unit requires the students' writing competence in business correspondence. There are four types of the letter

explained in this unit. These types include letters of inquiry, letters of offer, letters of order, and letters of request.

6. Unit VI: Giving Presentation

This unit requires the students' communicative speaking ability. This unit explains how to give a good presentation in English. Some learning topics are like opening a presentation, presenting the presentation objective, delivering presentation materials, and closing the presentation properly.

3. Methods of ETL at BLKK PPNT

Determined by classroom observation and instructor interview, here is the list of the most common methods used in English language teaching and learning at BLKK PPNT:

a. Cooperative learning

The instructor used this method to teach the introduction unit a few days from the first training day (*see Appendix 2*). One of the cooperative techniques was the three-step interview. She started the class with some questions dealing with the students' personal information. By doing so, she intended to construct the students' knowledge about introductions in English. Then she outlined some information that should include in the self-introductions and explained some examples of expressions/sentences in introductions

(both formal & informal situation) and demonstrated the dialogue example from the module. She reinforced the example by showing a conversational video streamed from YouTube.

After that, she grouped the learners into 4 groups where each consisted of 4 people. She asked the student to interview their group member by using the target language. She provided the interview topic. The topic was about to elicit 5 facts about their partner. She set the time duration and gave time to think about their answer. In pair, learner A interviewed learner B. Then the pairs switched roles. Learner B interviewed learner A. So did learner C and D. After finished, each student, in turn, shared with their team what they elicit from their partner interview for receiving any correction or feedback. In the last stage, each team came to the front of the class. Each member of the team was supposed to mention one fact about his/her each group member.

b.   Communicative Language Teaching

This method was applied almost in every learning activity at BLKK PPNT by using a role-play technique (*see Appendix 7*). For example, in teaching how to make a telephone call (*see Appendix 3*), this method was quite effective to be implemented. One of the strategies in CLT being used for teaching was role-play. It was a learning

structure where the trainees could immediately apply the content of learning in a relevant and real-world context. As the graduates were expected to be front liners, the instructor made them work in pairs and do a role-play where one trainee acted as a customer/phone caller and another acted as a receiver.

Beforehand, the instructor discovered the stages needed to do when making a phone call. New terms and expressions of telephoning were firstly introduced via Power-Point presentation. Then she broke down the dialogue example according to those stages. Then the video of telephoning was also played so that the trainees had a concept for their role-play. The learners were allowed to freely chose the topic talked on the telephone as long as their role didn't change. One acted as a customer and another acted as a front liner. They worked and discussed with their partner about the scenario they would present and wrote their dialogue which then submitted to the instructor to receive feedback. After that, they did a practical demonstration and performed their role-play in front of the class.

c.   Grammar Translation Method

The use of GTM was focused on the learners' reading and writing skills. It was used to teach basic business correspondence (*see Appendix 4*). One of the business letter

types being taught at that time was the inquiry letter. The instructor provided some letter examples from the module and asked them to read then translate the text. After that, a discussion occurred. The students were asked to elicit some phrases/sentences indicating an inquiry letter. Then, other examples of phrases/sentences used in inquiry letters were displayed via PowerPoint slides.

Another type of business letter was an ordering letter. The method to teach this lesson was the same as the previous one. Then, she compared the differences between these two types of letters. The class was divided into 4 groups. The instructor gave exercises through a game. The game was to arrange the random paragraph into a complete letter form. After finished, the trainees were paired up and asked to choose one of these types, then begin a correspondence with their partner.

d. Project-Based Learning

This method was used for teaching presentations (*see Appendix 5*). The instructor presented the 4 stages of doing a presentation. They were opening, stating the goal, material presentation, and closing. She streamed an example of a video presentation. The instructor put the trainees into 4 groups consisting of four learners. They were asked to elicit some

expressions indicating the opening, stating the goal, material presentation, and closing. Then a discussion occurred.

After that, the instructor announced that at the end of this unit, they had to do a presentation on a certain topic in the class. The presentation was about conducting a meeting in a company. The topic of the presentation was not determined by the instructor. The point was that they had to present something by the end of the unit session. This took a series of meetings. They had to firstly research a certain role they were going to play. They made the scenario for their presentation. After that, they had to make a PowerPoint slide as the media for their presentation. Finally, they did a practical demonstration of the class at the end of the unit session.

e. Direct Method

The Instructor used a direct method for every meeting (*see Appendix* 7). The direct method was used to drill some English expressions dealing with specific topics. The instructor asked the learners to repeat her pronunciation in some sentences so that they become familiar with producing the same sounds. When the learner mispronounced a word/phrase, the teacher fixed it immediately.

4. **Media of ETL at BLKK PPNT**

To achieve desired learning objectives, the use and the selection of teaching media must be considered carefully. In BLKK PPNT, the instructor mostly used PowerPoint slides to teach in class to visually create content-rich presentations with multimedia. It helped the students to better understand the idea or topic of the lesson. Appropriate use of PowerPoint could enhance the teaching and learning experience for both teachers and students. The use of PowerPoint software was meaningfully supported by the use of computer and language laboratory.

Another media used by the instructor was a copy-board. She used the board in many ways in the classroom. It was also a helpful tool to keep her on track with the lesson. Not just for writing up her explanation, she also used it for giving instructions or reinforcing oral instructions. Sometimes, she also used it to write up a new vocabulary. Here were the other media utilized for each method:

a. Cooperative Learning

In teaching introductions, the instructor used the same media as mentioned above unless in the use of video streamed from Youtube. The video was about how to do an introduction. Videos engaged students all of ages and abilities. Knowing that they could understand a real person talking in English was a

milestone for them. It was meant to motivate them with authentic learning content.

b.   Communicative Language Teaching

There were no significant differences in media used to implement this method. As a real training for teaching how to make a telephone call, the instructor used the telephone to develop the students' auditory skills. The telephone was used for the students' role-play and practices after the lesson delivery. After the simulation, they had to record their performance once more to be submitted as an indirect assessment.

c.   Grammar Translation Method

In teaching basic business correspondence, the instructor utilized a language lab so that the students could use the computers to facilitate their learning activity. They could use the computers to write business letters and search references on the internet to get references for the determined genre of letters.

d.   Project-Based Learning

By the same token, the use of computers was also emphasized in presentation class. Here, the students were expected to be able to make their own PowerPoint slides which then they could show to perform in a group presentation. The media for the students' presentation were an LCD projector.

Sometimes, the instructor also allowed the use of mobile phones in the classroom in a certain condition. For instance, when the learning process involved problem-solving or group discussion. Or else, the learners could use the computer to google or research a certain topic of learning (*see Appendix 7*).

e. Direct Method

In teaching English expressions, she used the module as a learning resource. She drilled the students' pronunciation for many times to get a better result. She also used PowerPoint slides to exhibit some additional lessons that the students could not find in the coursebook. She also used an audio player to listen to example dialogues as an authentic learning resource. The teaching and learning process mostly took place in the language laboratory room. The teaching activities became more effective and alive.

Concluded from the finding above, the learning media used for the teaching and learning process at BLKK PPNT are copy-board, PowerPoint software, LCD projector, telephone, mobile phone, audio system, computer, and language laboratory.

5. **Assessment Strategies of ETL at BLKK PPNT**

English teaching and learning at BLKK PPNT used informal assessments (*see Appendix 7*) to know the extent to

which the students understand course materials. The assessment was continuous in every meeting (formative assessments). Here were some formative assessment examples:

a. Cooperative Learning

The identified assessment while implementing this method was in the form of oral evaluation. The oral evaluation occurred at any time in the classroom process. It was like throwing short questions to check the students' comprehension toward a particular topic being addressed to the whole class or directly pointing out the individual names to answer questions.

During the three-step interview implementation, the instructor observed the students' behaviour and maintained the learning process run well (prosed-based). When students perform in front of the class, she commented on their performance. This was done by saying: "nice!" or "good!" to show praises or asking them to try once more if they did mistakes.

b. Communicative Language Teaching

In CLT, the trainees work in pairs to perform a role-play. They ought to make a dialogue first on a piece of paper then submit it to the instructor to get feedback. The correction included the topic appropriateness, short or lengthy, words choice, and grammatical structures. When the dialogue seemed

inappropriate, the instructor asked them to revise. This process could happen several times before the trainees could fix the mistakes. Once the dialogue was approved, they could practice it to the class (direct assessment).

During the practical demonstration, she let the paired team finish their dialogue. When some words were unclear/ mispronounced or some structures sounded unnatural, she let them repeat. This repetition could happen once a time or within a span of time filled with other pairs' performance. When they had achieved goal completion, she directly commented on the students' performance with praises.

c.   Grammar Translation Method

At this time, the skill focus being addressed was writing competency. In teaching basic business correspondence, the instructor paired up the trainees and assigned them to write their own letters corresponding to their partner. The letters were then submitted, which would later be given back with correction and feedback (indirect assessment).

d.   Project-Based Learning

Since the learning activity was based on project completion, the assessment was conducted at the end of the learning episode (project-based assessment). The instruction was upon the completion of the training session, the trainees

should have been ready to do English presentation. This assessment took longer than any other assessments because the project needed to be completed in a series of sessions.

e. Direct Method

The evaluation strategy implemented for this method was by giving direct feedback. For example, when drilling the trainees about English expressions the trainees mispronounced a word, the instructor directly corrected.

Besides using formative assessments, the instructor also used summative assessments.[1] They were conducted at the end of the learning period (post-test and final test). Post-testing was conducted at the end of each unit competency. Since there were six units in this training, the assessments were conducted 6 times. Theory/knowledge summative assessments were developed through a written test. This was aimed to know and measure the students' cognitive/knowledge aspects. While attitude and skill summative assessments were developed through practical demonstration/simulation. This was intended to know and measure the students' psychomotor/skill and affective/behavioural aspects observed through their targeted language performance by using an observation checklist.

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[1] Based on Interview with Ms. Haiz Tafdhila as the English instructor

Final assessments were the last evaluation carried out at the end of the training episode. The concept of this assessment was the same except the written test was typically unused. Interview and question-based assessment were used to replace the written test. Oral testing was used as a supporting strategy for assessing performance and validating written tests. The other method was practical demonstration/simulation. This was to evaluate the competencies as part of real work scenarios resembling a real workplace as much as possible.

C. Discussion

The findings above are analysed comprehensively arranged in the following descriptions:

1. Analysis of ETL Objectives at BLKK PPNT

The specific objective of English teaching and learning at BLKK PPNT is appropriate and suitable for the students' level and need. The learning objective is to improve the trainees' skill upon the completion of training session in the use of foreign language educationally and their ability to operationally use English in daily conversations at work such as greetings, introduction, making telephone calls, basic daily conversation at work, basic business correspondence, and also giving a presentation on the persistence of social customs, decency norms, and professional etiquette.

According to Bloom (1958:18), a learning objective must be formulated into 3 domains including the cognitive (knowledge), affective (attitude), and psychomotor (skills) categories. The word "educationally" indicates the cognitive domain, the word "operationally" indicates the psychomotor domain, and the phrase "on the persistence of social customs, decency norms, and professional etiquette" indicates the affective domain. It ideally describes a direction for the students to acquire new knowledge, skill, and attitudes at the same time. The English teaching and learning objective of BLKK PPNT corresponds to Bloom's taxonomy of educational objectives.

Furthermore, Ashmore & Robinson (2015:51-52) emphasize incorporating SMART (specific, measurable, attainable, relevant, and time-bound) elements in learning objective formulation. The phrase "the trainees' skill" and "their ability" states the specific element of who will do. "In the use of foreign language" and "to operationally use English" indicate what will do. It is specific and measurable. "on the persistence of social customs, decency norms, and professional etiquette" indicates that the learners will be able to do the prescribed skill and ability within the scheduled time and specified conditions which mean it is attainable. The phrase "in daily conversations at work such as greetings, introduction, making telephone calls, basic daily conversation at work, basic business correspondence,

and also giving a presentation" shows that it is relevant to the learners' need. Lastly, the phrase "upon the completion of the training session" is time-framed that it is achievable by the end of the training session. This objective includes 5 elements of SMART.

It means that this objective is based on the decision of the Indonesian Minister of Manpower and Transmigration No. Kep.27/MEN.II/2009 concerning stipulation on Indonesian national competency standards (SKKNI). It says that SKKNI is a competency model that sets out the specific skills, knowledge, and behavioural requirements that enable an employee to perform their job successfully. Based on this discussion, it can be inferred that the English teaching and learning objective of BLKK PPNT is in line with Bloom's taxonomy of educational objectives and including SMART elements in it. It is also based on Indonesian national competency standards (SKKNI).

2. Analysis of ETL Materials at BLKK PPNT

The analysis of learning materials at BLKK PPNT is adopted from Cunningsworth's specific criteria (1998:15-17) on choosing a book for learning material. First of all, learning material should correspond to the learner's needs seen from the language program's aims and objectives. The contents of the modules mentioned earlier (greetings, introduction, making telephone calls, basic daily conversation at work, basic business

correspondence, and also giving a presentation) corresponded to learners' need seen from the objective of the training which is to provide English training for future front-line employees.

Furthermore, when referring to Basturkmen's consideration (2006:133) on teaching and learning ESP, there are 5 main broad objectives. The first objective is to reveal the subject-specific language. This means to show how language is used in the target environment. The modules were completed with some information and examples about how English should be used in a front-line setting. It was suitable for this program's learning objective that was to reveal subject-specific English language used as a front-line employee.

The second objective of teaching ESP is to develop target performance competencies. Teaching-learning process oriented toward this objective introduces language operationally in terms of what people do with language and the skills they need to do it. For instance, in Unit 2: *Introductions*, the learning topic was about how to do self-introduction in English. But it was not limited to only show how English was used for introduction, but also to show how to keep up self-appearances. Another example, in Unit 3, the lesson was about *Making Telephone Calls*. A hypothetical needs analysis of this lesson revealed that a front liner's competencies were to ask questions to elicit personal identity from customers/callers on phone. This indicated that the

lesson didn't merely reveal English expressions used to ask for the caller's identity, but also to introduce the basic skills the trainees needed to know as a receiver while questioning the caller, such as particular insight related to professional etiquette and manners in telephoning.

The third purpose of teaching ESP includes teaching underlying knowledge. It can simply aim at making the students familiar with ways of thinking in their target language. To give an example, in Unit 4 discussing *Basic Daily Conversation at Work*, a sub-chapter explaining some ways to apologize could be classified as cultural knowledge material. As explained here, there were 3 categories of ways to say sorry according to what kinds of mistake have been done:

Table 4.1. *Example of Cultural Knowledge*

No.	Category	Examples	Expressions
1.	Small Mistakes	- Yawning or sneezing in the middle of speaking. - Leaving a conversation that is unfinished yet. - Leaving table before the colleague finishes eating. - Passing through a crowd.	- Excuse me! - Excuse me, please! - Would you excuse me?

| 2. | Middle Mistakes | - Stepping on someone's foot unintentionally.
- Accidentally bumping into someone. | - I am sorry.
- I am very sorry.
- I am terribly sorry.
- I am awfully sorry. |
| 3. | Big Mistakes | - Breaking deals.
- Being late.
- Hurting someone's feeling. | - I apologize, sir/madam!
- I do apologize.
- I must apologize to you.
- Please forgive my rudeness. |

The fourth teaching ESP objective is to develop strategic competence. It refers to the ability to overcome difficulties when communication breakdowns occur. Good material development should include instances of communication breakdowns and repair strategies in dialogue examples. The researcher found some communication breakdowns and repair strategies examples in this module. For example, in unit III: *Making Telephone Calls,* there was a topic about how to ask for clarification by paraphrasing. It was an interpretive strategy that involved paraphrasing of the interlocutor's whole message. The example would be "So you are saying …". After paraphrasing, asking for confirmation "is that correct?" was required. Another example of developing strategic competence in this unit was asking for repetition by interruptions. The example was "I am sorry, I didn't

follow you" or "Could you repeat that once more please?". This was a very useful strategy for learners to clarify what they had heard and to ask the interlocutor to help if they misunderstood something.

The last objective is to foster critical awareness. Bloom's thinking prompts are questions related to six critical thinking level as follow: (i) Knowledge, (ii) Comprehension, (iii) Application, (iv) analysis, (v) synthesis, and (vi) evaluation. There is a general suggestion that critical thinking should be taught directly and explicitly. Every module had been completed with a Job Sheet and Assessment Sheet. So, it depended on the way teacher fosters students' critical awareness in the classroom. In CBT, the competency was typically divided into small units that are dedicated to the mastery of a specific competency. This could be the reason for dividing the module into 6 units. The learner must have demonstrated his or her mastery of that single skill before continuing to the next unit. Once the students were able to demonstrate the mastery of a given competency, they then proceeded to the next unit. In conclusion, the learning materials of English teaching and learning at BLKK PPNT was based on the learning objective of ESP.

Secondly, choosing a coursebook should consider the learning content. Learning material should reflect the uses which learners will make use of the language. The content materials in

the modules could help to equip students to use language effectively for their purposes in the workplace environment because the modules were divided into small units dedicated to the mastery of specific competency (*see Appendix 8*).

It doesn't seem to be fair if the researcher only presents a positive tone regarding learning materials used at BLKK. Every light has its shadow. According to Patel and Jain, a good handbook should be well graded before publication. After analysing the material contents, the researcher found some typographical errors. By the same token, ungrammatical structures were also found in some parts of the modules. These grammatical errors deal with definite/indefinite articles, prepositions, tenses, passive forms, etc.

The sentence *"I am English teacher"* might sound unnatural. There should be a definite article *"an"* before the singular noun *"English teacher"*. Some more unusual structure was like in the sentence *"I live at Jakarta."*. This structure would not be wrong grammatically but native speakers would use the preposition *"in"* rather than *"at"* in their spoken language. In another example dialogue, the question *"Where do you study?"* was inaccurate when the answer was *"I graduated from Tokyo University"*. Such a question should use past form since the context was in a job interview which means that the interviewee was expected to finish his/her study already. In another context,

incorrect passive structures caused ambiguity. *"I have been called by Mr. Lancover."* sounded much better than *"I have called by Mr. Lancover yesterday"*. This structure caused misperception between *"who called"* and *"whom being called"*. The adverb "*yesterday*" was unnecessarily added in the last sentence or it could simply use past passive structure instead. Other examples are presented in the following table:

Table 4.2. *Ungrammatical Structures*

No.	Original Texts	Corrections
1.	I suggest <u>you to stay</u> at home.	I suggest <u>you stay</u> at home.
2.	I recommend <u>you to get</u> a new driving license.	I recommend <u>you get</u> a new driving license.
3.	I think <u>this shoes is</u> much prettier than <u>that one</u>.	I think <u>these shoes are</u> much prettier than <u>those ones</u>.
4.	We were <u>classmates the Junior High School.</u>	We were <u>classmates in Junior High School.</u>
5.	<u>Let us</u> look for it around the school.	<u>Let's</u> look for it around the school.

Inter-language issues were unfortunately inevitable as well. In chapter 1 for example, the researcher identified that the use of "*I'm fine, thank you*" was exemplified a couple of times as a response to "*How are you?*". The language transfer of this conversation might sound unfamiliar in English use because in the native speaking country it is not applicable in daily

conversation. People would prefer to say *"I'm good"* or *"not too bad"* in their daily expressions. These text structures might seem to be transcribed from a conversation in an Indonesian way. So, they might sound unnatural and arise ambiguity in the nature English of language. The table below presented a variety of inter-language problems identified in the instructional materials:

Table 4.3. *Inter-Language Issues*

No.	Original Texts	Corrections
1.	Would you like <u>to borrow me</u> your car?	Would you like <u>to lend me</u> your car?
2.	She got <u>grade "A"</u> on her English examination.	She got <u>an A</u> on her English examination.
3.	<u>I think that you look so tired. You need refreshing.</u>	<u>You look so tired. I think you should stop for a break.</u>

There must be a bunch of other ungrammatical structures or even inter-language issues in these modules. But it was not the researcher's capability to do further research regarding these issues because it was not the focus of this study. However, the subject matter should have been well graded before it is published, especially when it is intended for academic purposes. Besides, in the interview session, the instructor had informed the researcher about some printing mistakes in the training modules. She explained that the modules had never been revised since its

first publication in 2016, so it is normal and acceptable when it has printing mistakes.

The third criteria of a good coursebook were that learning material should take account of students' needs as learners and should facilitate their learning processes. The modules were completed with specific unit competency based on the prescribed standards. They could effectively facilitate the learning process. Every module provided exercises and job sheets (*see Appendix 10*) which made it easier for the students to do self-evaluation on their competency.

For the last criteria, learning material should have a clear role as a support for learning. Like the role of the teacher, the module could mediate between the target language and the learner. The information in the module was written in the native language. (*see Appendix 9*). It makes the explanation clear and understandable for the students.

Broadly based on the research finding and its analysis, the learning modules were regarded as created materials, and videos and songs were regarded as authentic materials in relevance to Nunan's theory (1998:99). The modules meet Cunningsworth's criteria of coursebook selection (1998:15-17). It can be inferred that the materials taught at BLKK PPNT were perfectly matched and relevant to the trainees' needs and training objectives and were aligned with the 5 broad learning objectives concerning

ESP. When analysed by using Patel's and Jain's criteria of good coursebook (2008:65), the modules also meet all of the criteria except in one aspect: that the modules were not well graded. However, mistakes detected in some learning points could be insignificant when the instructor could identify those errors and make corrections in his/her teaching delivery. The most important thing is that they were based on the verified occupational profile or industry/nationally approved competency standards for the given occupation, in this case, SKKNI.

3. **Analysis of ETL Methods at BLKK PPNT**

Language teaching has undergone a lot of changes. It has shifted from traditional ways, such as lectures, spell repetition, and grammar worksheets, to specific and efficient ways that fulfil the demand of modern learners. In general, everything we teach needs to be relevant to the students' environment. This is due to the focal point of the teaching and learning process is the students themselves.

The teaching methods used in English teaching and learning at BLKK PPNNT were Cooperative Learning (CL), Communicative Language Teaching (CLT), Grammar Translation Method (GTM), Task-Based Learning (TBL), and Direct Method (DM). The implementation of these methods was appropriate for the material's and learners' characteristics. The instructor used not only one method in one meeting. She made a

fusion by combining two or more methods in her class. Even not all of each method principles were implemented well in her teaching process, but the methods being used could facilitate the students' learning effectively and shared the same notion with the competency-based training model which seeks to develop functional communication skills and demonstrates mastery of performance objective. Here is some analysis of the strengths and weaknesses of each method implemented at BLKK PPNT for English teaching and learning episodes:

a. Cooperative Learning (CL)

The implementation of the CL method was suitable for teaching introductions. The determined topic was also an interesting point for the trainees. It was to find out their fellow facts through using the Three-Steps Interview strategy. They felt enthusiastic during the class. They also could learn from their fellow students in group work.

However, the use of this method didn't ensure the trainees didn't fall into the native language during the learning activity. The learners tended to learn at different speeds. It made group work take longer than individual learning. The instructor ought to give some extra time for the trainees to finish their work. Some groups of learners might also struggle to work in a group.

b. Communicative Language Teaching (CLT)

One of the CLT techniques mostly used as a teaching method was a role-play. The use of role-playing was very useful for trainees' language development. It was based on the learning objectives and material characteristics. It helped them to develop social skills as they collaborate with others. It also helped them to acquire a specific competency in the target language.

c. Grammar Translation Method (GTM)

Despite some limitations in GTM had been admitted, the use of GTM was, however, still a good way to start the journey of any language learner. The use of the GTM method sought to minimize misunderstanding between the instructor and the trainees. The instructor worked with the students on vocabulary using the native language. Students answered questions about the passage and the instructor called out each student to read their answer and corrected it. Grammar rules were presented first then applied to exercises. It was good for the students' vocabulary building.

As the opposite of DM, GTM was an unnatural method. It neglected speech so that no much attention was paid to oral work. It made the students' passive listeners in the teaching and learning process. But when referring to the objective of

learning and learning material characteristics, GTM is properly implemented.

d. Project-Based Learning (PBL)

PBL activities reflected and replicated real life in the workplace that the learner might need to do/perform. The use of PBL allowed the learners to use whatever language they want to speak as long as they are able to complete the task.

The task was not completed in a single class but in a series of classes because the students needed to make a good PowerPoint presentation and prepare the material for their presentation performance. The implementation of this method was time-consuming but it was suitable for the learning objective and the material characteristic

e. Direct Method (DM)

In DM, the order of teaching was observing, listening, speaking, reading, and writing. This was the natural order of learning a language. The method made use of demonstration and conversation. It helped in teaching idioms and short expressions. It gave fluency of speech because a lot of attention was paid to oral training. It also could improve learners' pronunciation. The use of audio-visual aids made the lesson interesting.

But somehow, DM was difficult to apply in the class since there was no use of the native language. It was difficult for the students to understand the explanation because it required linguistic minded students. So, only some students who were linguistically minded could profit from the use of this method.

4.   Analysis of ETL Media at BLKK PPNT

According to Branch (2009:98), the selection of learning media should be determined by some factors and for some reasons. For the first reason, learning media is chosen to improve the quality of learning. The computer had changed the world of classroom presentation. Presentation software such as PowerPoint enabled us to present visual material dynamically and interestingly. In fact, computer software offered a more interactive option where the instructor could mix text and visual materials with audio/video files integrated into one presentation. The use of language laboratory also made both teacher and students feel at ease. It enabled them to do a variety of digital activities. it provides practice entertainingly and interactively to acquire the 4 main language skills: listening, speaking, reading, and writing because it used more resources and varied activities than in a traditional classroom.

The students could get exposure to spoken language in a variety of sources. In fact, listening to recorded audio material

is still common for teachers and students today. However, recorded material is now available in digital formats which means can be played directly from the computer. A search engine like Google and YouTube provides us with a huge variety of ESL podcast/video material. These kinds of media were also used for the teaching and learning process at BLKK PPNT. The use of a telephone could also train the students' speaking and listening skills at the same time. In some cases, it could as well train their ability for writing because they needed to write something down as a note while doing a telephone call.

For the second reason, learning media is chosen to present and reinforce the most essential knowledge and skills. The most flexible piece of classroom equipment at BLKK PPNT was the copy-board. Teachers could frequently write things up on the copy-board during the lesson. They might be words/topics that the teacher wanted the students to remember, phrases/expressions that students had not understood before, or phrases/sentences being elicited from students to build up a lesson composition. The copy-board was used for the explanation as well, for example, to show the differences between formal and informal expressions. The copy-board was ideal for such uses. Moreover, what appears on the board could be saved or printed directly so that anything written up or

displayed there could be seen again or reviewed next time by both teacher and students.

Last, learning media is chosen to accommodate differences in student characteristics, especially due to students' various learning styles (auditory, visual, and kinaesthetic). According to Smaldino theory (2019:5-6), generally, there are 6 basic categories of media used in teaching and learning at BLKK PPNT: 1) text: book, copy-board, and computer screen, 2) audio: music/song and recorded material and audio system, 3) visuals: pictures/graphics in a book or on a computer screen, 4) video (motion): videos streamed from the internet, 5) manipulatives (objects): telephone and makeup kit, and 6) people: instructor and trainees.

There are many types of media in each category. The physical forms in which messages are incorporated and displayed are called media formats. Media formats include, for example, copy-board and book (text and visuals), PowerPoint slides and LCD projector (text and visuals), DVDs (video and audio), telephone (audio and realia) and mobile phone, computer multimedia, and language laboratory (audio, text, and video). To simplify this classification, audio, visual, and audio-visual can be used. Each has different strengths and

limitations in terms of the types of messages that can be recorded and displayed.

In conclusion, the selected media at BLKK PPNT was properly optimized to improve the learning quality by presenting and reinforcing the most essential knowledge and skills without appearing repetitive to the learners. Various types of media such as audio, visual, and audio-visual were suitable for the learning material characteristics and could accommodate the learners' different learning styles as suggested by Branch.

5. Analysis of ETL Assessment Strategies at BLKK PPNT

The researcher found that the assessment used in English teaching-learning at BLKK PPNT was efficient based on observation and interview. Practically, the instructor used informal assessment to evaluate the learning outcomes including formative, summative, direct, and indirect assessments as suggested by Brown (2004:4-6). The evaluations were reflected through direct comments like reviewing mispronounced words or ungrammatical structures or through direct feedback by complimenting the students. These included saying "nice" or "good" as a response to the students' performance in the class. Sometimes, indirect assessment can include an assessment of the end project, written assessment.

The researcher found that the assessment instruction was clear and used an appropriate scoring rubric based on document review. The instructor assessed the cognitive aspect (written test) and the affective and psychomotor aspect (process-based, project-based, interview-question based, and simulation). It means that the assessment technique was based on the learning objectives and following the assessment standard based on the Indonesian Minister of Manpower and Transmigration decision No. Kep.27/MEN.II/2009 concerning stipulation on Indonesian national competency standards (SKKNI).

D. Limitation of the Study

The researcher realizes that this research had not been done optimally and probably has some potential limitations. Study limitations can exist due to constraints on research design or methodology. That is why the findings of this study have to be seen in the light of some limitations. The following are some major methodological issues that impact the conclusions the researcher draws from the research:

Firstly, there was a lack of previous research studies concerning the same notion. Prior research relevant to this study, especially in the language teaching context, was very little. It affected the theoretical foundations for the research questions the researcher investigated. Secondly, the limitation was time

constraints. A qualitative study needs a long-time period to gain representative data. When the same research is conducted for a longer time, a different result would be possibly drawn. By this limitation, the researcher realizes the result of this study cannot describe the learning objectives, teaching methods, learning materials, learning media, and assessment strategies in English language teaching ideally and learning at *Balai Latihan Kerja Komunitas Pondok Pesantren Nahdlatut Thalibin.*

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter includes the most important point of the whole discussion in this study. Conclusion and suggestions are presented here.

A. Conclusion

From all findings and their analysis, the researcher has drawn a conclusion dealing with the objective, learning material, teaching method, learning media, and English teaching and learning assessment at BLKK PPNT. The conclusion is generated as follow:

The learning objective was to teach English for front liners. The objective had incorporated Bloom's taxonomy (Bloom:1958) comprising of the three domains of learning objective (knowledge, behaviour, and skill) and the mnemonic SMART elements (Ashmore & Robinson: 2015) and was in line with the Indonesian National Competency Standard (SKKNI).

The learning materials were created materials (modules published by *Ditjen Binalattas* in 2016) and authentic materials (video/audio streamed from YouTube and music/song). The learning materials had met the 5 objectives of teaching ESP (Basturkmen:2006) and corresponded to the learners' needs and levels (Cunningsworth:1998).

The implemented teaching methods were Cooperative Learning (CL), Communicative Language Teaching (CLT), Grammar Translation Method (GTM), Project-Based Learning

(PBL), and Direct Method (DM). These methods were appropriate with the material's and learners' characteristics, which shared the Competency-Based Training approach (Dobson:2003).

The learning media were audio (audio system, telephone), visual (copy-board), and audio-visual media (Modules, PowerPoint slides, LCD projector, mobile phone, computer, and language laboratory). These media are regarded as multimedia (Smaldino et al.:2019), improving learning quality and accommodating the students' different styles (Branch:2009).

The assessment strategies were using formal and informal assessments including formative, summative, direct, and indirect assessments (Brown:2004). The cognitive aspects were evaluated through theoretical assessment (written test) while affective and psychomotor aspects were measured through process-based, project-based, interview and question-based, and simulation.

These findings reinforce Moore's theory regarding the necessity of formulating a lesson plan as it gives a sense of direction to standards. The quality of lesson planning determines how efficiently classroom duration is maximized and how much content the students can learn. A lesson plan doesn't have to be lengthy. It just matters to consider the existence of those elements, so that teaching and learning process occurs at a maximum rate.

B. Suggestion

Based on the result and study limitation in this research, the researcher has some suggestions:

1. For the Instructor

   The implementation of the teaching method had been suitable for the class. But at some points, the instructor should have implemented all principles of certain methods being used so that learning output can be attained as prescribed standard.

2. For the Training Provider

   In terms of training conduction, the training provider management should have provided "*On the Job Training program*" instead of just providing "*Off the Job Training program*". So that the graduates' competency development can be tested whether or not it has met the standard needed in the working environment.

   In the term of testing and certification, the training provider management should have used third-party testing and certification to guarantee fairness and transparency.

3. For the Next Researcher

   The future researchers should find relevant studies which share the same notion as the recent study as much as possible. This could help to build theoretical constructions

better than this one. The future researchers should consider as well the research duration. This recent study only took a month for data collection. The longer it takes, the better the result can be exhibited. This is because qualitative research is a time-consuming process to gain representative data.

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APPENDICES
APPENDIX 1 (Observation Guideline)

No.	Aspects	Indicators	Checklist	Note
1.	Learning materials	Learning material is based on the learning objectives and the learners' needs.		
		Learning material reflects effective language use for their purposes.		
		Learning material facilitates the learning process.		
		Learning material can mediate between the learners and the target language.		
2.	Teaching method	The teaching method is suitable for the learning material characteristics.		
		The teaching method is based on learners' characteristics.		
		The teaching method can effectively facilitate the learning process.		

		The teaching method is based on learners' level and teaching/learning situation.		
3.	Learning media	Learning media are used to enhance the quality of the learning episodes.		
		Learning media are used to present and reinforce essential knowledge/skills.		
		Learning media accommodate various learning styles.		
4.	Assessment	Assessment is based on learning objectives.		
		Clear instruction is used in the assessment.		
		An appropriate scoring rubric is used in the assessment.		

APPENDIX 2 (Observation I)

	Saturday, 14th of November 2020	
	Indicators	**Note**
Learning materials	Learning material is based on the learning objectives and the learners' needs.	The learning material being observed is about how to do *self-introduction* in English. It is based on the learning objectives. The trainees need to learn a good self-introduction way in English.
	Learning material reflects effective language use for their purposes.	The lesson has a clear view of what learners need to learn in introductions for relevant situations.
	Learning material facilitates the learning process.	The lesson is broken down into manageable units and sequences from easier to more difficult items so that it can facilitate the learning process.
	Learning material can mediate between the learners and the target language.	The lesson is learnable at the learners' level of proficiency. It provides exercises and activities designed to promote fluency in the use of English.
Teaching method	The teaching method is suitable for learning material characteristics.	CL and CLT are suitable for lesson characteristics.
	The teaching method is based on the learners' characteristics.	Concerning the trainees' various characteristics, CL and CLT are based on their characteristics.
	The teaching method can effectively facilitate the learning process.	The use of the Three-Steps Interview can effectively facilitate the learning process.

	The teaching method is based on learners' level and teaching/learning situation.	The methods are appropriate for the learning situation.
Learning media	Learning media are used to enhance the quality of the learning episodes.	Copy-board, PowerPoint sides, computer, and language laboratory are used according to learning material characteristics.
	Learning media are used to present and reinforce essential knowledge/skills.	Those media are used to display learning content as well as to reinforce the information with different media without repetition.
	Learning media can accommodate various learning styles.	Those media can facilitate various learners' styles of learning (auditory, visual, and kinaesthetic).
Assessment	Assessment is based on learning objectives.	The instructor assessed the trainees based on the learning objective through process-based evaluation.
	Clear instruction is used in the assessment.	The instruction is clearly announced orally and reinforced by writing on the board.
	An appropriate scoring rubric is used in the assessment.	The scoring rubric used is appropriate for assessment.

APPENDIX 3 (Observation II)

Sunday, 6th December 2020		
	Indicators	**Note**
Learning materials	Learning material is based on the learning objectives and the learners' needs.	The learning material being observed is about making a telephone call in English. It is based on the learning objectives. The trainees need to learn how to make a phone call professionally in English.
	Learning material reflects effective language use for their purposes.	Some strategic competencies provided in the modules are helpful for the students to make them easier to understand the target language.
	Learning material facilitates the learning process.	The stages of the material level are in order. From the easiest to the hardest, from familiar to unfamiliar items.
	Learning material can mediate between the learners and the target language.	Based on the trainees' level, the lesson is suitable for them.
Teaching method	The teaching method is suitable for learning material characteristics.	Communicative Language Teaching (CLT) is suitable for the lesson characteristics and shared the Competency-Based Training approach.
	The teaching method is based on the learners' characteristics.	CLT is based on the trainees' characteristics where they are set in a condition where they have to communicate in the determined scenario.
	The teaching method can effectively facilitate the learning process.	The role-play technique and drilling method (Direct Method) can effectively facilitate the learning process.

	The teaching method is based on learners' level and teaching/learning situation.	The method is appropriate for the learning situation.
Learning media	Learning media are used to enhance the quality of the learning episodes.	Copy-board, PowerPoint sides, computer, language laboratory, and telephone are used to improve the learning quality based on the learning material characteristics.
	Learning media are used to present and reinforce essential knowledge/skills.	The use of board and PowerPoint slides are to present material. The use of oral drilling and video is to reinforce the material.
	Learning media accommodate various learning styles.	Those media include audio, visual, and audio-visual items that can accommodate differences in the classroom settings.
Assessment	Assessment is based on learning objectives.	The instructor assessed the trainees based on the learning objective through simulation and project-based.
	Clear instruction is used in the assessment.	The instruction is clearly announced orally reinforced by writing the instruction on the board.
	An appropriate scoring rubric is used in the assessment.	The scoring rubric used is appropriate for assessment.

APPENDIX 4 (Observation III)

Monday, 7th December 2020		
	Indicators	**Note**
Learning materials	Learning material is based on the learning objectives and the learners' needs.	The learning material being observed is basic business correspondence. It is based on the learning objectives and the learners' needs.
	Learning material reflects effective language use for their purposes.	The authentic example of letter types was used to reflect the present or future use of the target language.
	Learning material facilitates the learning process.	The learning material was arranged in a sequence where types, forms, and parts of the letter are exhibited clearly.
	Learning material can mediate between the learners and the target language.	With the provided example and game given by the instructor, learning material mediates the learning episodes.
Teaching method	The teaching method is suitable for learning material characteristics.	GTM is suitable with the lesson characteristic which is focused on reading and writing.
	The teaching method is based on the learners' characteristics.	GTM is based on the trainees' characteristics where they can learn English through translation.
	The teaching method can effectively facilitate the learning process.	GTM can effectively facilitate the learning process because new terms are explained in the native language. The use of the native language makes the lesson delivery easy to be perceived by the trainees.

	The teaching method is based on learners' level and teaching/learning situation.	The method is appropriate for the learning situation. The game reinforces the trainees' comprehension of letter structures.
Learning media	Learning media are used to enhance the quality of the learning episodes.	Copy-board, PowerPoint sides, computer, and language laboratory are used to improve the learning quality based on the learning material characteristics.
	Learning media are used to present and reinforce essential knowledge/skills.	The use of media is used to show and exhibit information about types, forms, and parts of the letter and improve their reading and writing skill.
	Learning media accommodate various learning styles.	Those media include audio, visual, and audio-visual items that can accommodate differences in the classroom settings.
Assessment	Assessment is based on learning objectives.	The instructor assessed the trainees based on the learning objective.
	Clear instruction is used in the assessment.	The instruction is clearly announced orally and showed on the computer screen.
	An appropriate scoring rubric is used in the assessment.	The scoring rubric used is appropriate for assessment.

APPENDIX 5 (Observation IV)

Wednesday, 9th December 2020		
	Indicators	**Note**
Learning materials	Learning material is based on the learning objectives and the learners' needs.	Giving a presentation is based on learning objectives. Delivering a good presentation is one of the skills needed by the trainees.
	Learning material reflects effective language use for their purposes.	Learning material reflects effective language use for communicative/presentation purposes.
	Learning material facilitates the learning process.	The examples of specific topic don't include expressions in English so that the learners have to figure out by themselves.
	Learning material can mediate between the learners and the target language.	The lesson is suitable for the trainees' level.
Teaching method	The teaching method is suitable for learning material characteristics.	Project-Based Learning (PBL) is suitable with the lesson characteristics where the trainees are informed that by the end of the unit session, they have to do a presentation project.
	The teaching method is based on the learners' characteristics.	PBL is based on the trainees' characteristics.
	The teaching method can effectively facilitate	PBL can effectively facilitate the learning process because they are encouraged to use language creatively

	the learning process.	and spontaneously through project and problem-solving.
	The teaching method is based on learners' level and teaching/learning situation.	The method is appropriate for the learning situation. The trainees are focused on a relationship that is comparable to real-world activities.
Learning media	Learning media are used to enhance the quality of the learning episodes.	Copy-board, PowerPoint sides, laptop, LCD projector, mobile phone, computer, and language laboratory are used to improve the learning quality based on the learning material characteristics.
	Learning media are used to present and reinforce essential knowledge/skills.	The use of media is very influential to the learning activity for knowledge and skill of reading, writing, listening, and speaking reinforcement.
	Learning media accommodate various learning styles.	Those media include audio, visual and audio-visual items which can accommodate differences in the classroom setting.
Assessment	Assessment is based on learning objectives.	Assessment is based on the project outcome. The instructor assessed the trainees based on the learning objective.
	Clear instruction is used in the assessment.	The instruction is clearly announced orally and repeat several times.
	An appropriate scoring rubric is used in the assessment.	The scoring rubric used is appropriate for assessment.

APPENDIX 6 (Interview Guideline)

1. What is/are the learning objective(s) of English teaching and learning at BLKK PPNT?

2. Is there any textbook used for English teaching and learning at BLKK PPNT?

3. If yes, what textbook is used as learning materials?

4. What methods are implemented to teach English at BLKK PPNT?

5. What teaching media are provided to facilitate the English teaching and learning process at BLKK PPNT?

6. Are there audio, visual and audio-visual media that are used during the learning process?

7. How do you assess the students' achievement at BLKK PPNT?

8. How many times do you assess the students during the training?

APPENDIX 7 (Interview Transcript)

Researcher : What is/are the learning objective(s) of English teaching and learning at BLKK PPNT?

Instructor : To be honest, this is a really hard question for me to answer. *Soalnya untuk jurusan Bahasa kita masuk pilot project jadi masih agak blurry. Sebenernya pelatihan ini bertujuan untuk menyediakan pelatihan Bahasa Inggris secara gratis dimana nantinya lulusan dari sini diproyeksikan bisa menguasai Bahasa inggris buat front liner.*

Intinya, I can say that the objectives of this training lead us to two main objectives. *Sambil baca gak apa-apa ya? Yang pertama tujuan umum yaitu* to provide free training to prepare human resources who are able to compete in the workplace and to increase employability *jika kita merujuk pada peraturan pemerintah. Yang kedua tujuan khusus yaitu* to improve the trainees' skill upon the completion of training session in the use of foreign language educationally and their ability to use English operationally in daily conversations at work such as greetings, introduction, making telephone calls, basic daily conversation at work, basic business correspondence, and also giving a presentation on the persistence of social customs, decency norms, and professional etiquette *jika kita merujuk pada SKKNI.*

Researcher : Is there any textbook used for English teaching and learning at BLKK PPNT?

Instructor : Yes, absolutely. *Kita pakainya module. Itu udah dari sana… pemerintah. Kita tinggal download dan pakai.*

Researcher : If yes, what textbook is used for learning material?

Instructor : *Banyak, ada sekitar 6 unit. Jadi modulenya dipisah-pisah. Yang pertama itu* greetings, *terus* introduction, making telephone calls, basic daily conversation at work, basic business correspondence, *sama yang terakhir* giving presentation. *Tapi menurut saya* "making telephone calls" is like the soul of this training. *Karena semua kompetensi unit bakalan kepakai di bab ini.*

Researcher : What methods are implemented to teach English at BLKK PPNT?

Instructor : *Biasanya saya pakainya ya role-play. Kan kalau di customer service ada praktek telfon menelfon. Jadi saya sering banget pakai metode itu. Karena waktunya singkat, jadi suka saya suruh ngapalin pakai metode drilling. Kalau selain itu paling diskusi, kerja kelompok, kadang juga games.*

Researcher : What teaching media are provided to facilitate the English teaching and learning process at BLKK PPNT? Are there audio, visual, and audio-visual media that are used during the learning process?

Instructor As you can see during your observation, *ada copy-board, ada computer, terus kita juga hampir tiap hari pakai lab Bahasa. Kadang kita juga pakai telephone buat role-play. Disini juga disediakan wifi buat fasilitas pembelajaran. Soalnya kadang saya juga akses YouTube buat materi tambahan dan* listening dialog. *Kadang juga buat listening song. Peserta juga bisa googling buat cari refensi saat mengerjakan tugas.*

Researcher	How do you assess the students' achievement at BLKK PPNT?
Instructor	: *Kita ada 3 aspek yang harus dinilai dalam pelatihan ini. Aspek P (pengetahuan), aspek K (kompetensi), dan aspek S (sikap). Untuk pengetahuan kita pakai tes tertulis. Sedangkan untuk aspek kompetensi dan sikap kita nilainya dari tes praktek.*
Researcher	: How many times do you assess the students during the training?
Instructor	: *Kalau evaluasi kita adaain tiap hari. Kita ada juga* assessment di *tiap akhir unit. Jadi kalo unitnya ada 6 berarti total ada enam kali tes. Terus nanti pas akhir pelatihan juga ada final assessment. Untuk jenis tesnya ada test lisan/wawancara dan praktek yang mana itu menentukan lulus atau enggaknya peserta pelatihan.*

APPENDIX 8 (Training Curriculum)

PROGRAM PELATIHAN BERBASIS KOMPETENSI

Kejuruan Bahasa

1. Nama Pelatihan : Bahasa Inggris
2. Kode Program Pelatihan :
3. Jenjang Program Pelatihan : Non Jenjang
4. Tujuan Pelatihan : Setelah mengikuti pelatihan ini peserta kompeten dalam Bahasa Inggris berdasarkan standar

5. Perkiraan Waktu Pelatihan : 240 Jam Pelatihan (@ 45 menit)
6. Persyaratan Peserta Pelatihan :
   6.1 Jenis Kelamin : Pria – Wanita
   6.2 Umur : Minimal 18 Tahun
   6.3 Kesehatan : Sehat
7. Persyaratan Instruktur
   7.1 Pendidikan Formal : Minimal D3
   7.2 Kompetensi Metodologi : Bersertifikat Metodologi/Akta 4
   7.3 Kompetensi Teknis : Memiliki Kompetensi Teknis di Bidang Adm Perkantoran
   7.4 Pengalaman Kerja :
   7.5 Kesehatan : Sehat Jasmani - Rohani
8. Kurikulum

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KURIKULUM PELATIHAN BERBASISI KOMPETENSI

NO	MATERI PELATIHAN	KODE UNIT	WAKTU PELATIHAN (JP)		
			Penge-Tahuan	Ketera mpilan	Jumlah
I.	**KELOMPOK UNIT KOMPETENSI**				
	1.1 Memberi Salam / Greetings	BHS.IS01.001.01	8	15	23
	1.2 Melakukan Perkenalan / Introductions	BHS.IS01.002.01	8	10	18
	1.3 Melakukan Panggilan Telepon / Making Telepohone Calls	BHS.IS01.004.01	17	45	62
	1.4 Melakukan percakapan sehari-hari tingkat dasar di tempat kerja/ Basic Daily Conversation at Work	BHS.IS01.006.01	20	45	65
	1.5 Korespondensi Niaga Tingkat Dasar / Basic Business Correspondence	BHS.IS02.009.01	10	20	30
	1.6 Melakukan Presentasi /Giving Presentation	BHS.IS03.005.01	6	20	26
	Jumlah I	-	**69**	**155**	**224**
II.	**KELOMPOK NON-UNIT KOMPETENSI**				
	2.1 Soft Skill		4	12	16
	Jumlah II	-	**4**	**12**	**16**
	Jumlah I dan II		**73**	**167**	**240**

MATERI SOFTSKILL

NO	UNIT KOMPETENSI	KODE UNIT	PERKIRAAN WAKTU PELATIHAN		
			PENGETAHUAN	KETERAMPILAN	JUMLAH
1	Menerapkan konsep diri untuk meraih kesuksesan	SS.KD.01.01	3	5	8
2	mengelola diri untuk meningkatkan etos kerja	SS.MD.01.02	2	2	4
3	meningkatkan kualitas penampilan dan sikap profesional	SS.KP.01.04	1	3	4
4	mengaplikasikan keterampilan dasar komunikasi	N.82.11.00.028.02	2	2	4
	TOTAL		8	12	20

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1. Silabus Pelatihan Berbasis Kompetensi

I. Kelompok Unit Kompetensi

1.1 Unit Kompetensi : Memberi Salam / *Greetings*
Kode Unit : BHS.IS01.001.01
Perkiraan Waktu : 10 JP @ 45 menit

Elemen Kompetensi	Kriteria Unjuk Kerja	Indikator Unjuk Kerja	Materi Pelatihan			Perkiraan Waktu Pelatihan (jampel)	
			Pengetahuan	Keterampilan	Sikap	Penge-tahuan	Keteram-pilan
1. Menggunakan kata-kata, ungkapan dan kalimat salam dalam Bahasa Inggris	1.1 Kata-kata, ungkapan dan kalimat memberi salam dilakukan dengan benar. Ungkapan memberi salam disampaikan menurut konteks waktu.	• Dapat menyebutkan macam-macam kata/ungkapan salam. • Mampu menggunakan macam-macam kata/ungkapan salam dalam percakapan sehari-hari • fasih, jelas dan benar dalam menggunakan macam-macam kata/ungkapan salam	Macam-macam kata/ungkapan salam	Menggunakan macam-macam kata/ungkapan salam sesuai dengan konteks waktu	Harus fasih, jelas dan benar dalam menggunakan macam-macam kata/ungkapan salam	2	3
	1.2 Salam diucapkan menurut kaidah	• Dapat menyebutkan macam-macam salam	Cara mengucapkan salam	Mendemonstrasikan Penggunaan salam pada waktu-waktu	Harus terampil dalam menggunakan		

Elemen Kompetensi	Kriteria Unjuk Kerja	Indikator Unjuk Kerja	Materi Pelatihan			Perkiraan Waktu Pelatihan (jampel)	
			Pengetahuan	Keterampilan	Sikap	Pengetahuan	Keterampilan
	dan norma yang lazim.	• Mampu mendemonstrasikan penggunaan salam dalam percakapan sehari-hari • Harus fasih, jelas dan benar dalam menggunakan kata/ungkapan salam		tertentu dalam percakapan sehari-hari	kata/ungkapan salam		
2. Melakukan percakapan singkat (small talk) dalam Bahasa Inggris	2.1. percakapan disampaikan agar tujuan komunikasi tercapai	• Dapat menyampaikan percakapan agar tujuan komunikasi tercapai • Mampu menyampaikan percakapan agar tujuan komunikasi tercapai • Harus fasih, jelas dan benar	Cara menyampaikan percakapan agar tujuan komunikasi tercapai	Menyampaikan percakapan agar tujuan komunikasi tercapai	Harus fasih, jelas dan benar	2	3

Elemen Kompetensi	Kriteria Unjuk Kerja	Indikator Unjuk Kerja	Materi Pelatihan			Perkiraan Waktu Pelatihan (Jampel)	
			Pengetahuan	Keterampilan	Sikap	Penge-tahuan	Keteram-pilan
	2.2. Kata-kata, ungkapan dan kalimat diucapkan dengan santun menurut konteks tempat dan waktu.	• Dapat mengucapkan kata-kata, ungkapan dan kalimat dengan santun menurut konteks tempat dan waktu. • Mampu mengucapkan kata-kata, ungkapan dan kalimat dengan santun menurut konteks tempat dan waktu. • Harus fasih, jelas dan benar	Cara mengucapkan kata-kata, ungkapan dan kalimat dengan santun menurut konteks tempat dan waktu.	Mengucapkan kata-kata, ungkapan dan kalimat dengan santun menurut konteks tempat dan waktu.	Harus fasih, jelas dan benar		
		ASSESSMENT					

1.2 Unit Kompetensi : Melakukan Perkenalan / *Introductions*
Kode Unit : BHS.IS01.002.01
Perkiraan Waktu : 30 JP @ 45 menit

ELEMEN KOMPETENSI	KRITERIA UNJUK KERJA	INDIKATOR UNJUK KERJA	MATERI PELATIHAN			PERKIRAAN WAKTU PELATIHAN	
			Pengetahuan	Keterampilan	Sikap	Pengetahuan	Keterampilan
1. Memperkenalka	1.1 Informasi identitas diri disampaikan	• Dapat mengidentifikasi	• Informasi identitas diri	• menyampaikan Informasi	• jelas • cermat	4	6

ELEMEN KOMPETENSI	KRITERIA UNJUK KERJA	INDIKATOR UNJUK KERJA	MATERI PELATIHAN			PERKIRAAN WAKTU PELATIHAN	
			Pengetahuan	Keterampilan	Sikap	Pengetahuan	Keterampilan
n diri pada orang lain	kepada orang lain	Informasi Identitas diri untuk disampaikan kepada orang lain • Mampu menyampaikan Informasi Identitas diri kepada orang lain • Harus Jelas dan cermat dalam menyampaikan Informasi Identitas diri kepada orang lain	(Personal Information)	Identitas diri kepada orang lain			
	1.2 Kata-kata, ungkapan dan kalimat perkenalan disampaikan dengan benar	• Dapat mengidentifikasi kata/ungkapan/k alimat perkenalan • Mampu menggunakan kata/ungkapan/k alimat perkenalan • Harus fasih dan cermat dalam menggunakan kata/ungkapan/k alimat perkenalan	• kata/ungkapa n/kalimat perkenalan	• Menggunaka n kata/ungkapa n/kalimat perkenalan	• Fasih • Cermat		
2. Memperkenalka n orang lain	2.1 Informasi identitas orang lain disampaikan	• Dapat mengidentifikasi Informasi Identitas orang lain • Mampu	• Informasi Identitas orang lain	• menyampaika n Informasi Identitas orang lain	• fasih • cermat	2	3

ELEMEN KOMPETENSI	KRITERIA UNJUK KERJA	INDIKATOR UNJUK KERJA	MATERI PELATIHAN			PERKIRAAN WAKTU PELATIHAN	
			Pengetahuan	Keterampilan	Sikap	Pengetahuan	Keterampilan
		• menyampaikan informasi identitas orang lain • Harus fasih dan cermat dalam menyampaikan informasi identitas orang lain					
	2.2 Kata-kata, ungkapan dan kalimat untuk memperkenalkan orang lain disampaikan	• Dapat menyebutkan kata/ungkapan/k alimat untuk memperkenalkan orang lain • Mampu menggunakan kata/ungkapan/k alimat untuk memperkenalkan orang lain • Harus fasih dan cermat dalam menggunakan kata/ungkapan/k alimat untuk memperkenalkan orang lain	• kata/ungkapa n/kalimat untuk memperkenal kan orang lain	• menggunakan kata/ungkapa n/kalimat untuk memperkenal kan orang lain	• fasih • cermat		
3. Memperkenalka n institusi atau perusahaan pada pihak lain	3.1 Informasi tentang institusi atau perusahaan disampaikan	• Dapat mengidentifikasi informasi tentang institusi atau	• informasi tentang institusi atau perusahaan	• menyampaika n informasi tentang institusi atau	• fasih • teliti	2	3

ELEMEN KOMPETENSI	KRITERIA UNJUK KERJA	INDIKATOR UNJUK KERJA	MATERI PELATIHAN			PERKIRAAN WAKTU PELATIHAN	
			Pengetahuan	Keterampilan	Sikap	Pengetahuan	Keterampilan
		• Dapat menyebutkan kata/ungkapan/k alimat untuk memperkenalkan institusi/ perusahaan • Mampu menggunakan kata/ungkapan/k alimat untuk memperkenalkan institusi/ perusahaan • Harus fasih dan teliti dalam menggunakan kata/ungkapan/k alimat untuk memperkenalkan institusi/ perusahaan	• kata/ungkapa n/kalimat untuk memperkenalk an institusi/ perusahaan	• menggunakan kata/ungkapa n/kalimat untuk memperkenal kan institusi/ perusahaan	• fasih • teliti		
	3.2 Kata-kata, ungkapan dan kalimat untuk memperkenalkan institusi atau perusahaan disampaikan dengan benar.	• perusahaan • Mampu menyampaikan informasi tentang institusi atau perusahaan • Harus fasih dan teliti dalam menyampaikan informasi tentang institusi atau perusahaan		perusahaan			

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ELEMEN KOMPETENSI	KRITERIA UNJUK KERJA	INDIKATOR UNJUK KERJA	MATERI PELATIHAN			PERKIRAAN WAKTU PELATIHAN	
			Pengetahuan	Keterampilan	Sikap	Pengetahuan	Keterampilan
4. Melaksanakan tata rias wajah dan rambut	4.1. Karakter yang akan dibawakan dikenali	• Dapat mengenali karakter yang akan dibawakan • Mampu mengenali karakter yang akan dibawakan • Harus baik dan benar sesuai dengan karakter yang akan dibawakan	Cara mengenali karakter yang akan dibawakan	Mengenali karakter yang akan dibawakan	Harus baik dan benar sesuai dengan karakter yang akan dibawakan	2	3
	4.2. Rias diri wajah dan rambut dilaksanakan sesuai prosedur	• Dapat melaksanakan rias diri wajah dan rambut sesuai prosedur • Mampu melaksanakan rias diri wajah dan rambut sesuai prosedur • Harus baik dan benar	Cara melaksanakan rias diri wajah dan rambut sesuai prosedur	Melaksanakan rias diri wajah dan rambut sesuai prosedur	Harus baik dan benar		
	4.3. Tata rias wajah dan rambut ditampilkan sesuai dengan karakter	• Dapat menampilkan tata rias wajah rambut sesuai dengan karakter • Mampu menampilkan tata rias wajah rambut sesuai	Cara menampilkan tata rias wajah rambut sesuai dengan karakter	Menampilkan tata rias wajah rambut sesuai dengan karakter	Harus baik dan benar		

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ELEMEN KOMPETENSI	KRITERIA UNJUK KERJA	INDIKATOR UNJUK KERJA	MATERI PELATIHAN			PERKIRAAN WAKTU PELATIHAN	
			Pengetahuan	Keterampilan	Sikap	Pengetahuan	Keterampilan
5. Mengenakan busana secara rapi dan serasi sesuai dengan tugas		• dengan karakter • Harus baik dan benar					
	5.1. Busana dikenakan secara rapi dan serasi	• Dapat mengenakan busana secara rapi dan serasi • Mampu mengenakan busana secara rapid an serasi • Harus baik dan benar	Cara mengenakan busana secara rapi dan serasi	Mengenakan busana secara rapi dan serasi	Harus baik dan benar	2	3
	5.2. Kerapian dan keserasian tetap dijaga dan dipelihara selama proses pelaksanaan tugas	• Dapat menjaga dan memelihara keserasian dan kerapihan selama proses pelaksanaan tugas • Mampu menjaga dan memelihara keserasian dan kerapihan selama proses pelaksanaan tugas • Harus baik dan benar	Cara menjaga dan memelihara keserasian dan kerapihan selama proses pelaksanaan tugas	Menjaga dan memelihara keserasian dan kerapihan selama proses pelaksanaan tugas	Harus baik dan benar		

ASSESSMENT

			ASSESSMENT		

3.2 Salam penutup diucap-kan menurut SOP	• Mampu menyampaikan kata-kata, ungkapan salam penutup sesuai Standar Instansi. • Harus mengakhiri dan menutup pembicaraaan telepon dengan sopan.	• Kata-kata,ungkapan kalimat untuk memperkenalan institusi atau perusahaan secara benar	• Mengucapkan salam penutup sesuai Standar Instansi

1.4   Unit Kompetensi : Melakukan Panggilan Telepon / *Making Telephone Calls*
Kode Unit : BHS.IS01.004.01
Perkiraan Waktu : 45 JP @ 45 menit

ELEMEN KOMPETENSI	KRITERIA UNJUK KERJA	INDIKATOR UNJUK KERJA	MATERI PELATIHAN			PERKIRAAN WAKTU PELATIHAN	
			Pengetahuan	Keterampilan	Sikap	Pengetahuan	Keterampilan
1. Melakukan panggilan telepon	1.1. Salam, identitas diri, dan Institusi diungkapkan dengan benar	• Mampu mengungkapkan salam, identitas diri dan Institusi dengan benar	• Cara melakukan panggil-an telepon dengan benar	• Melakukan panggilan telepon dengan benar	• Melakukan panggilan telepon dengan sopan, ramah dan tepat.	10	20
	1.2 Orang atau departemen yang dituju disebutkan dengan jelas	• Mampu menyebutkan nama orang, atau departemen yang dituju dengan jelas dan benar	• Ungkapan untuk me-nanyakan/mencari orang atau departemen yang dituju	• Menyebutkan nama orang atau departemen yang akan dituju			

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	1.3. Alasan menelpondi-sampaikan dengan tepat.	• Mampu menyampaikan alasan menilpon dengan tepat. • Harus melakukan panggilan telepon dengan sopan, ramah, dan tepat.	• Alasan menelefon diberikan dengan tepat	• Menyampaikan alasan me-nelpon dengan ungkapan yang benar		
2. Mengakhiri dan pem-bicaraan telepon	2.1. Kalimat kalimat penutup pembicaraan telepon di-ungkapkan	• Dapat mengakhiri pem-bicaraan telepon dengan benar • Mampu mengungkapkan kalimat penutup ber-telepon dengan sopan	• Cara mengakhiri dan menutup pembicaraan bertelepon	• Menutup/ mengakhiri pembicaraan telepon dengan sopan dan benar	Mengakhiri dan menutup pembicaraan telepon dengan sopan, ramah dan tepat.	5	10
	2.2. Salam Penutup di-ungkapkan dengan sopan	• Dapat mengungkapan salam penutup pem-bicaraan sesuai prosedur perusahaan • Mampu mengungkapkan salam penutup dengan sopan. • Harus mengakhiri dan menutup pembicaraan telepon dengan sopan, ramah dan tepat.	• Cara mengungkapkan salam penutup pem-bicaraan telepon	• Mengungkapkan salam penutup pembicaraan dengan benar sesuai SOP		
3. Mempersiapkan naskah/ kalimat sesuai dengan kebutuhan	3.1. Tema dikenali secara baik	• Dapat mengenali tema secara baik • Mampu mengenali tema secara baik • Harus baik dan benar sesuai dengan kebutuhan	• Cara mengenali tema secara baik	• Mengenali tema secara baik	• Harus baik dan benar sesuai dengan kebutuhan	5	10
	3.2. Kalimat dipilih dan disusun sesuai dengan karakter, tema dan target	• Dapat memilih dan menyusun kalimat sesuai dengan karakter, tema dan target • Mampu memilih dan menyusun kalimat sesuai dengan karakter, tema dan target • Harus baik dan benar sesuai dengan kebutuhan	• Cara memilih dan menyusun kalimat sesuai dengan karakter, tema dan target	• Memilih dan menyusun kalimat sesuai dengan karakter, tema dan target	• Harus baik dan benar sesuai dengan kebutuhan	

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	Elemen Kompetensi	Kriteria Unjuk Kerja	Indikator	Sikap Kerja
3.3.	Substansi isi pesan disampaikan kepada penanggungjawab	• Dapat menyampaikan Substansi isi pesan kepada penanggungjawab • Mampu menyampaikan Substansi isi pesan kepada penanggungjawab • Harus baik dan benar sesuai dengan kebutuhan	• Cara menyampaikan Substansi isi pesan kepada penanggungjawab	• Menyampaikan Substansi isi pesan kepada penanggungjawab	• Harus baik dan benar sesuai dengan kebutuhan
4. Melakukan latihan pengucapan sebelum diucapkan	4.1. Kalimat yang tersusun dilafalkan/ dibaca secara komunikatif	• Dapat membaca/ melafalkan kalimat ayng tersusun secara komunikatif • Mampu membaca/ melafalkan kalimat ayng tersusun secara komunikatif • Harus baik dan benar sesuai dengan kebutuhan	• Cara membaca/ melafalkan kalimat ayng tersusun secara komunikatif	• Membaca/ melafalkan kalimat ayng tersusun secara komunikatif	• Harus baik dan benar sesuai dengan kebutuhan
	4.2. Kalimat improvisasi dipersiapkan bila terjadi situasi diluar rencana	• Dapat mempersipakan kalimat improvisasi bila terjadi situasi diluar rencana • Mampu mempersipakan kalimat improvisasi bila terjadi situasi diluar rencana • Harus baik dan benar sesuai dengan kebutuhan	• Cara mempersipakan kalimat improvisasi bila terjadi situasi diluar rencana	• Mempersipakan kalimat improvisasi bila terjadi situasi diluar rencana	• Harus baik dan benar sesuai dengan kebutuhan

ASSESSMENT

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1.5 Unit Kompetensi : Melakukan Percakapan Sehari-Hari Tingkat Dasar Di TempatKerja/ *Basic Daily Conversations At Work*
    Kode Unit : BHS.IS01.006.01
    Perkiraan Waktu : 35 JP @ 45 menit

Elemen Kompetensi	Kriteria Unjuk Kerja	Indikator Unjuk Kerja	Materi Pelatihan			Perkiraan Waktu Pelatihan (Jampel)	
			Pengetahuan	Keterampilan	Sikap	Penge-tahuan	Keteram-pilan
1. Melakukan komunikasi rutin dengan rekan kerja mengenai hal-hal yang berkaitan dengan kegiatan sehari-hari di tempat kerja.	1.1 Saran dan pendapat dikemukakan	• Dapat mengemukakan saran dan pendapat • Mampu mengemukakan saran dan pendapat • Harus dilakukan dengan cermat, teliti dan sopan	• Cara mengemukakan saran dan pendapat	• Mengemukakan saran dan pendapat	• Cermat • Teliti • Sopan	10	15
	1.2 Penjelasan disampaikan.	• Dapat menjelaskan cara menyampaikan penjelasan • Mampu menyampaikan penjelasan • Harus cermat, teliti dan sopan	• Cara menyampaikan penjelasan	• Menyampaikan penjelasan	• Cermat • Teliti • sopan		

Elemen Kompetensi	Kriteria Unjuk Kerja	Indikator Unjuk Kerja	Materi Pelatihan			Perkiraan Waktu Pelatihan (jampel)	
			Pengetahuan	Keterampilan	Sikap	Penge-tahuan	Keteram-pilan
	1.3 Penjelasan ulang diminta.	· Dapat menjelaskan cara meminta penjelasan ulang. · Mampu meminta penjelasan ulang · Harus cermat, teliti dan sopan	· Cara meminta penjelasan ulang.	· Meminta penjelasan ulang	· Cermat · Teliti · sopan		
2. Melakukan komunikasi rutin dengan pelanggan mengenai hal yang berkaitan dengan kegiatan institusi	2.1 Bantuan ditawarkan	· Dapat menjelaskan cara menawarkan bantuan · Mampu menawarkan bantuan · Harus cermat, teliti dan sopan	· Cara menawarkan bantuan	· Menawarkan bantuan	· Cermat · Teliti · Sopan	10	20
	2.2 Permintaan maaf diungkapkan	· Dapat menjelaskan cara mengungkapkan permintaan maaf · Mampu mengungkapkan permintaan maaf · Harus cermat, teliti dan sopan	· Cara mengungkapkan permintaan maaf	· Mengungkapkan permintaan maaf	· Cermat · Teliti · Sopan		

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Elemen Kompetensi	Kriteria Unjuk Kerja	Indikator Unjuk Kerja	Materi Pelatihan			Perkiraan Waktu Pelatihan (Jampel)	
			Pengetahuan	Keterampilan	Sikap	Penge-tahuan	Keteram-pilan
	2.3 Penjelasan diberikan	· Dapat menjelaskan cara memberikan penjelasan · Mampu memberikan penjelasan · Harus cermat, teliti dan sopan	· Cara memberikan penjelasan	· Memberikan penjelasan	· Cermat · Teliti · Sopan		
	2.4 Informasi diberikan	· Dapat menjelaskan cara memberikan informasi · Mampu memberikan informasi · Harus cermat, teliti dan sopan	· Cara memberikan informasi	· Memberikan informasi	· Cermat · Teliti · Sopan		
ASSESSMENT							

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APPENDIX 10 (Learning Material Sample)

Modul Pelatihan Berbasis Kompetensi Sub Golongan Bahasa Inggris	Kode Modul BHS.ISO01.004.01

BAB IV
MELAKUKAN DAN MENERIMA PANGGILAN TELEFON
(Making and Receiving Telephone Calls)

Contoh-contoh kalimat yang lengkap dalam melakukan dan menerima panggilan telefon dapat dilihat pada bagian di bawah ini :

A. SENTENCE PATTERNS *(Pola-pola Kalimat)*

Pola-pola kalimat berikut ini adalah ekspresi atau kalimat-kalimat yang digunakan dalam percakapan telepon baik yang digunakan dalam konteks pembicaraan resmi (formal) maupun pembicaraan tidak resmi (informal). Pembicaraan resmi misalnya pembicaraan di perusahaan atau konteks bisnis yaitu antara dua orang yang tidak saling kenal. Sedangkan pembicaraan tidak resmi misalnya pembicaraan yang terjadi antara sesama teman yang sudah kenal.

1. Receiving calls *(Someone is telephoning you now)*
(Menerima panggilan (seseorang sedang menelefon anda sekarang)

— Answering in an office or private number
You say (Anda katakan)........

Hello. Good morning. Good afternoon. Good evening.	Pt Maju *Mundur, Hernadi* Peter Brook Mona Susanti	speaking. here.
	Muhammad Faried's office. Accounts Department. After Sales Service.	

— Answering by giving a telephone number *(Menjawab dengan memberikan nomor telefon)*
You say (Anda katakan).........

Hello, *Good morning,* Good afternoon,	8373-8174. 9012 Hastings 2018-7234.

You hear *(Anda mendengar)* ....

I'd like to speak to the manager, please. May I speak to Mr. Adam, please ? Is Megawati there ?

— Requesting Identity *(Meminta identitas):* You say *(Anda katakan):*

Who's	calling, please ? speaking, please ?

	calling	him ? her ?

Can	I have your name, *please* ?	
May Who	I ask who's calling, please shall I say is calling ?	?

You hear (*Anda mendengar*) . . . . .

This is	Mrs. Hariman Anggiat.
	Budi Hernadi speaking.

− Asking the caller to hold (*Meminta si penelefon untuk menunggu*)
You *say* (*Anda katakan*) . . . .

Hold the line, Hold on , One moment, Just a moment, Just a minute,	please.	I'll	call her. see if he's free. get him for you.
			She'll be with you right away.
	The line's engaged. He's speaking on the other line.		Will you hold ?

You hear (*Anda mendengar*) . . . .

Yes, I'll hold.

− Connecting the caller to the person who is wanted:
You *say* (*Anda katakan*) . . . .

I'll		put you through to connect you with	the manager. the principal. Mr. Kusuma.
	I'm putting you through		Hardian Sukma.
	It's ringing for you. You're through. Go ahead.		

− If the person being called is not in (*Jika orang yang sedang dipanggil tidak ada*),
You *say* (*Anda katakan*) . . . .

I am afraid, I'm sorry, No, What a pity,	you	can not. (can't) could not. (couldn't) may not. (mayn't)	She He	is	not in right now. outside now. having lunch now. busy at the moment. in America at present. out right now.

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You hear ..

Do you know when	he she	will	be back ? come ? have time ? go to work ? pick me up ? finish his work ? be free ?

– If you do not know, you say *(Jika anda tidak tahu, Anda katakan)* ....

I am sorry, I am afraid,	I have no idea. I don't know.
No, I don't know.	

– If you know,
You *say (Jika anda tahu, Anda katakan)* ....

Yes, I do.	he she	will	be back come have time go to work pick me up finish his work be free	at 8:00 oclock. in ten minutes. in two hours. this afternoon. tonight. tomorrow morning. next week.

– Taking Messages (Memanggil pesan)
:
You say *(Anda katakan)* .....

Can May	**I**	take a message ? have a message ? give him a message ? ask her to call you ?
Would you like to leave a message ?		

Other expressions are *(Ekspresi atau kalimat lain adalah)* :

Would you please	give him a message ? take a message for her ? hold the line ? call me back soon ? telephone her again in ten minutes ? try again later ? repeat that for me ?

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2. Making calls : (You are telephoning someone)
(Melakukan panggilan : (Anda sedang menelefon seseorang)

— Requesting a particular person or service.

You say *(Anda katakan)* ....

Can Could May	I	speak with talk to	Mr. Adam, Mrs. Jones, Ms. Marlina, Miss Rahayu, Deddy,	please ?

Put me through to the Marketing Manager, please.

— The person you want to talk to is in.

You hear *(Anda mendengar)* ....

Yes,		you	can. could. may.

You know the person or service you want,
You *say (Anda katakan)* ....

Hello, is	that the Multi Media Bookstore ? Dadung Awuk in ? Panahatan Sihombing there ? that 865 23 11 ? your uncle in ? Hanna Pertiwi there ?
Garuda Indonesia Airways ? 762 09 18 ?	

- Identyfying yourself *(Mengidentifikasikan atau memperkenalkan diri anda sendiri)*

You want to give your name or the name of your employer or firm in an answer to a request for identity.

Just a minute. **Wait a moment.** **Hold on, please**	I have to	get take	those note books. a pencil. a pen. that piece of paper. the file.
		turn off the water. turn on the computer.	

You hear *(Anda mendengar)* . . . .

> Who's calling, please ?

You say (Anda mengatakan) ………….

This is	Jackson, of Lanzuen's Ltd. Greg Adam. Mrs. Effendy. Mr. John McRoe's secretary. Denni Marsito, of Smith & Co.

> I'm calling on behalf of Mr. Harianja.
> Guruh Parsudi speaking.
> The Untung-Terus Bank calling.
> The Tunnel Chain Garage.

If you do not want to give your name, you can say ….

> It's a personel call.
> It's confidential.

You hear *(Anda mendengar)* . . . .

> Hold the line,
> please. One moment,
> please. I'll put you
> through. I'll connect
> you.

If the receiver of your phone call is a little busy, *You may hear* ….

(Jika si penerima panggilan telefonmu sedikit sibuk, Anda barangkali mendengar)
. . . .

- Requesting the receiver to do something *(Meminta sipenerima untuk melakukan sesuatu)*,
  You *say (Anda mengatakan)* .

Would you please	ask	them her him	call 8-1309-2765? pick me up ? meet me at school ? call me back at 10:00 ?
	tell	them	deliver the message ? return my call ?

Or you can also say (Atau Anda dapat juga mengatakan) …………..

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Would you please have	him her them	call 16-0954-3278 ? come to my house ? meet me at the museum ? call me back at 10:00 ? send me the invitation card ? see me in the airport ?

BAB V

CONTOH-CONTOH PERCAKAPAN
(Samples Of Dialogues)

B. SAMPLES OF DIALOGUES

Contoh Beberapa Dialog dalam percakapan telepon. Tujuan dari memahami kata-kata yang tepat dalam percakapan telepon ini adalah agar kita dapat berbicara dengan jelas, cepat, dan dengan lebih efisien.

Berikut ini diberikan beberapa contoh dialog yang terjadi dalam percakapan telepon. Perhatikan kalimat-kalimat yang berhuruf tebal dan dicetak miring yang merupakan ekspresi atau kalimat yang digunakan dalam percakapan telepon.

Memorize **This** *(hafalkan ini)*:

Dialogue 1 :

Situation: Mr. Richard Anderson is calling up PT. Seinesta Mayapa-da now. This telephone call is received by Miss Mega Sylvia, the secretary to the president director.

Miss Sylvia : Good morning, Mr. Bagio Sulaiman's office. Mega's speaking.

Mr. Anderson: **This is** Richard Anderson of PT. Bangun Kontraktor. **I would like to speak to** Mr. Bagio Sulaiman. **Is he in** ?

Miss Sylvia : I'm sorry Mr. Anderson, but **he is out right** now. **Could you leave a message** ?

Mr. Anderson: Certainly. **Please inform** Mr. Sulaiman **that** PT. Bangun Kontraktor **would like him to** attend the opening of our new office on Jalan Padjadjaran. It is on Wednesday, the 29th of August at 10:45 a.m.

Miss Sylvia : **I have it**. You would like to invite Mr. Sulaiman to the opening of your new office on the 29th of August at 10:45 a.m.

Mr. Anderson: Yes, that is correct. **Please inform** Mr. Sulaiman that an invitation is in a mail. That's all. Thank you very much.

Miss Sylvia : You are welcome, sir.

Dialogue 2 :

Situation : Mr. David Cassidy of Surya Travel Agent wants to make an appointment with Mr. Bonar Tampubolon. This phone call is received by Miss Detty Agustini, Mr. Asep Sunarya's secretary.

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Mr. Cassidy	: Good afternoon. **May I speak to** Mt. Sunarya ?
Miss Agustini	: Good afternoon. **May I know who is speaking**, please ?
Mr. Cassidy	: **This is** David Cassidy form Surya Travel Agent.
Miss Agustini	: I'm sorry Mr. Cassidy. Mr. Asep Sunarya is not in right now. He's in Australia *now*.
Mr. Cassidy	: **Do you know when** he will **be back** ?
Miss Agustini	: Yes, I do. He will be back next week on Tuesday, the 21st of December. **Can I take a message for** him ?
Mr. Cassidy	: Yes, **would you please tell** him that I'd **like to see** him next week on Wednesday, the 23rd of December at 3:30 p.m. ?
Miss Agustini	: All right, Mr. Cassidy. I will.
Mr. Cassidy	: Thank you very much.
Miss Agustini	: You are welcome.

Dialogue 3 :
Situation: Mr. David Cassidy of Surya Travel Agent wants to make an appointment

CONTOH-CONTOH

Telephoning, Making Appointments by Phone

Read and practise the following flashes of conversation.
TELEPHONING

1. A: Hello. Is this five—seven—oh—one—two—four—oh (570-12-40) ?
   B: Speaking.
   A: **Could I speak to** Mr Jones?
   B: One moment, please. **Who shall I say is calling** ?
   A: Mr Barnes.

2. A: Is this 253-22-74?
   B: Sorry, wrong number.
   A: Sorry.
   B: That's all right.

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3. A: B. P. Company. Mr Smith's office.
    B: Hello, could I speak to Mr Smith, please?
    A. I'm sorry, Mr Smith is out now. *Will there be any message*?
    B. Please, tell Mr Smith, Mr Richardson from Manchester called about a new contract.

4. A: Hello.
    B: Hello, is that Mr Russell?
    A: Speaking.
    B: Good afternoon, Mr Russell. This is John Brown (calling).
    A: Good afternoon, Mr Brown.
    B: My wife and *I were wondering if you could* join us for supper on Saturday.
    A: We'd be delighted.

5. Receptionist: Doctor Brown's office.
    Mr Clark   : Good morning. *I want to make an appointment to see* Dr Brown this morning, please.
    Receptionist: Certainly, sir. *Would* 9.45 *be all right*?
    Mr Clark   : Yes, that'll do very well.
    Receptionist: And your name, please, sir?
    Mr Clark   : My name is (Mr) Clark.
    Receptionist: Thank you, sir. Good morning.

6. A: Good morning! *I'd like to make an appointment with* Doctor Green, please.
    B: Certainly, sir. *Is* Friday 11 o'clock *convenient for you*?
    A: Yes, *that'll do very well*.

    Read and dramatize the following dialogues.

MAKING AN APPOINTMENT

Assistant   : Good morning.
Mr Bartel : Good morning. Is this Howard's office?
Assistant: Mr John Howard?
Mr Bartel : Yes. I was wondering whether Mr Howard could see me. My name is Bartel.
Assistant   : Oh, yes, Mr Bartel, Mr Howard had a letter from Mr Watson.
              He said you'd be writing to make an appointment.
Mr Bartel: I decided to call instead. I was rather hoping that perhaps Mr Howard would be able to see me this morning.
Assistant: Oh, I'm very sorry, but I'm afraid Mr Howard has several engagements today.

        He's at a meeting this morning and he has several other appointments this

        afternoon.

Mr Bartel: Then I'd better ask you to make an appointment for me.
Assistant: Yes, certainly. I'll just look in his diary. Now, would Friday at three-fifteen suit you?
Mr Bartel : No, I'm afraid I shan't be in London on Friday.
Assistant: Oh. Then could you manage Monday at eleven o'clock?

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Mr Bartel: Yes, that would be quite all right.
Assistant :   Good. I'll make it for eleven o'clock on Monday, then.
Mr Bartel: Thank you very much. Good morning.
Assistant :   Good morning, Mr Bartel.

APPENDIX 11 (Job Sheet Sample)

BAB I
MELAKUKAN PANGGILAN TELEFON

Sub-Elemen Kompetensi ke-1 ini meliputi 3 bagian ketrampilan yaitu :

(i) Melakukan Panggilan Telepon dengan Benar

(ii) Menyebutkan Nama Orang atau Departemen yang Akan Dituju

(iii) Menyampaikan Alasan Menelefon dengan Ungkapan yang Benar

A. Tugas Teori

Perintah : Jawablah soal di bawah ini

Waktu Penyelesaian : 90 menit

Soal :

1. Berikanlah contoh kalimat 'Melakukan panggilan telefon dengan benar' !

Answer:
1. ....
....

2. Berikanlah contoh kalimat 'Menyebutkan nama orang yang dituju dengan jelas dan benar' !

Answer:
1. ....
....

3. Berikanlah contoh kalimat 'Menyebutkan nama departemen yang dituju dengan jelas dan benar' !

Answer:
1. ....
....

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4. Berikanlah contoh kalimat 'Menyampaikan alasan menelefon dengan ungkapan yang benar'!

Answer:

1. ....

....

Lembar Evaluasi Tugas Teori 'Melakukan Panggilan Telefon' di tempat kerja

Semua kesalahan harus diperbaiki terlebih dahulu sebelum ditandatangani.

No.	Benar	Salah
1.		
2.		
3.		
4.		

Apakah semua pertanyaan Tugas Teori 'Melakukan Panggilan Telefon' di tempat kerja dijawab dengan benar dengan waktu yang telah ditentukan?

YA		TIDAK

	NAMA	TANDA TANGAN
PESERTA	....	....
PENILAI	....	....

Catatan Penilai :

Judul Modul: Melakukan Panggilan Telepon (*Making Telephone Calls*) Buku Kerja Versi: 2015	Halaman: 3 dari 19

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BLK
PP. NAHDLATUT THALIBIN

BALAI LATIHAN KERJA (BLK) KOMUNITAS
PESANTREN NAHDLATUT THALIBIN
Alamat : Jl. Ratu Kalinyamat No. 20 Tayu, ✉ 59155 ☎ 0295 452047

DAFTAR HADIR PESERTA LATIHAN

Program Pelatihan : Bahasa Inggris
Tanggal Pelaksanaan : 12 November s/d 12 Desember 2020
Jumlah Jam Pelatihan : 240 JP
Jumlah Peserta : 16 Orang

| NO | NAMA PESERTA | TANDA TANGAN PESERTA | | | | | | | KEHADIRAN | | | KET. |
		SENIN	SELASA	RABU	KAMIS	SABTU	MINGGU	S	I	A	
1.	Anir Fikria Nilal Muna										
2.	Ahmad Ni'amullah										
3.	Ade Eva Fatma										
4.	Ahmad Nadzif Humami										
5.	Farih Atuzzumma										
6.	Hazib Maulana Amril										
7.	Tukh Fatul Laliiyah										
8.	Muhammad Nizar Alnun										
9.	Sri Nur Cahyati										
10.	Cikal Wisdom Akbar										
11.	Kharis Wijaya										
12.	Khuliyatul Bariroh										
13.	Diyah Ayu Ismawati										
14.	Da'watul Amalia										
15.	Fitria Zahrotul Isti'ana										
16.	Siti Latifatun Istiana										

Pati, ... 2020
Instruktur,

Haiz Tafdhila

Keterangan:
S : Sakit
I : Ijin
A : Alpa

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BALAI LATIHAN KERJA (BLK) KOMUNITAS

PESANTREN NAHDLATUT THALIBIN

Alamat : Jl. Ratu Kalinyamat No. 20 Tayu, ✉ 59155 ☎ 0295 452047
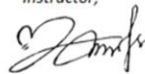
RENCANA SESI PEMBELAJARAN
SESSION PLAN

KODE UNIT KOMPETENSI	BHS.IS01.002.01	BIDANG KOMPETENSI	BAHASA
JUDUL UNIT KOMPETENSI	MELAKUKAN PERKENALAN/ *INTRODUCTIONS*	PENYAJIAN	KE : 1
		WAKTU	225 menit
ELEMEN : 1 *Element*	Memperkenalkan diri pada orang lain	KUK : 1	1.1 Informasi indentitas diri disampaikan kepada orang lain 1.2 Kata-kata, ungkapan dan kalimat perkenalan disampaikan dengan benar

JUDUL /TOPIK : MELAKUKAN PERKENALAN/*INTRODUCTIONS*

TUJUAN PEMBELAJARAN :
Setelah selesai mengikuti pelatihan ini peserta;
1. Dapat mengidentifikasi informasi identitas diri untuk disampaikan kepada orang lain melalui contoh yang disediakan dengan baik dan benar.
2. Mampu menyampaikan informasi identitas diri pada orang lain menggunakan bahasa yang jelas dan fasih dengan baik dan benar.
3. Dapat mengidentifikasi kata/ungkapan/kalimat perkenalan melalui contoh yang disediakan dengan baik dan benar.
4. Mampu menggunakan kata/ungkapan/kalimat perkenalan menggunakan bahasa yang jelas dan fasih dengan baik dan benar.

METODE MENGAJAR *Teaching Method*	1. Ceramah 2. Demonstrasi 3. Tanya Jawab 4. *Cooperative Learning (Three-Step Interview)* 5. Praktek
MEDIA PEMBELAJARAN [media, alat, bahan]	1. Session Plan 2. Materi pembelajaran (PPT) 3. Buku Kerja 4. Hand Out 5. Alat Evaluasi 6. LCD/Laptop (Power Point) 7. Laser Pointer 8. Flashdisk 9. Papan tulis/White board 10. Spidol 11. Kertas HVS A4
PERSIAPAN *Preparation*	1. Persiapan ruang 2. Persiapan alat peraga (media) 3. Persiapan mental dan fisik

PENDAHULUAN [Motivasi]			Waktu
1. Memperkenalkan diri 2. Mengabsen siswa 3. Menyampaikan judul/topik bahasan 4. Mengadakan apersepsi 5. Menyampaikan tujuan, manfaat, skenario dan penilaian pembelajaran			15 Menit

PENYAJIAN [Elaborasi]			
Sub Pokok Bahasan	**Uraian /Kegiatan** *Description/Activities*	**Media** **[Alat, Bahan]**	**Waktu**
1. Pengetahuan yang diperlukan dalam memperkenalkan diri pada orang lain	- Menjelaskan informasi apa saja yang perlu disampaikan saat melakukan perkenalan - Menerangkan beberapa contoh kata/ungkapan/kalimat perkenalan (situasi formal & informal) dan mendemonstrasikan contoh dialog perkenalan diri	• Laptop • LCD Proyektor • Pointer • Handout	30 Menit
2. Keterampilan yang diperlukan dalam memperkenalkan diri pada orang lain	- Menjelaskan secara lisan tentang keterampilan yang diperlukan dalam memperkenalkan diri pada orang lain		
3. Sikap kerja yang yang diperlukan dalam memperkenalkan diri pada orang lain	- Menjelaskan secara lisan sikap kerja yang yang diperlukan dalam memperkenalkan diri pada orang lain		
KESIMPULAN *Summary*	Menyimpulkan pokok materi yang telah disampaikan dalam sebuah kesimpulan yang ringkas	• Laptop • LCD Proyektor • Pointer • Handout • Papan Tulis	5 Menit
APLIKASI *Application*	Membagi peserta pelatihan menjadi 4 kelompok masing-masing terdiri dari 4 orang (A,B,C, & D) Memperkenalkan langkah-langkah *Three-Step Interview* kepada peserta pelatihan: 1. *Peer Interview* (A menginterview B) 2. *Reversing Role* (B menginterview A) 3. *Team Sharing* (A memperkenalkan B kepada C & D dan sebaliknya)	• Kertas HVS	90 Menit
EVALUASI *Evaluation*	Memberikan lembar pertanyaan seputar materi tentang cara memperkenalkan informasi diri kepada orang lain:	Lembar soal beserta lembar jawaban	25 Menit

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	1. Sebutkan apa saja informasi yang disebutkan saat melakukan perkenalan! 2. Berilah contoh masing-masing penggunaannya dalam situasi formal dan informal!			
TUGAS TAMBAHAN *Additional Task*	Memberikan penugasan (PR) kepada peserta untuk mempersiapkan diri untuk memperkenalkan diri di depan kelas menggunakan Bahasa inggris pada pertemuan selanjutnya	Papan Tulis	5 Menit
PEMBERESAN KELAS *Ending*	Instruktur mengarahkan kepada peserta untuk bersiap-siap mengakhiri pertemuan dengan melakukan : 1. Membereskan alat peraga dan peralatan lain yang digunakan pada saat pembelajaran 2. Memberian pesan dan motivasi kepada peserta bahwa materi bahasan akan dilanjutkan pada pertemuan mendatang 3. Memberi ucapan terimakasih dan salam penutup		10 Menit

Pati, 11 Oktober 2019
Instruktur,
Instructor,

(HAIZ TAFDHILA)

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APPENDIX 14 (Assessment Sheet & Rubric Sample)

B. LEMBAR PENILAIAN PRAKTIK

Tugas Unjuk Kerja Melakukan Perkenalan *(Introductions)*

1. Waktu : 60 Menit
2. Daftar alat dan bahan yang diperlukan :

NO.	NAMA BARANG	SPESIFIKASI	KETERANGAN
a.	ALAT		
1)	Laptop		1 buah
2)	LCD		1 buah
3)	Sreen Projector		1 buah
4)	Speaker		1 buah
5)	Handycam		1 buah
b.	BAHAN		
1)	Block Note		16 buah

3. Indikator Unjuk Kerja (IUK):

   a. Mampu menyampaikan informasi identitas diri kepada orang lain

   b. Mampu menggunakan kata/ungkapan/kalimat perkenalan

   c. Mampu menyampaikan informasi identitas orang lain

   d. Mampu menggunakan kata/ungkapan/kalimat memperkenalkan orang lain

   e. Mampu menyampaikan informasi tentang institusi atau perusahaan

   f. Mampu menggunakan kata/ungkapan/kalimat untuk memperkenalkan institusi/ perusahaan

4. Standar Kinerja

   a. Toleransi kesalahan 5 % dari hasil yang harus dicapai.

   b. Waktu standar yang diperlukan untuk membuat dialog dan simulasi dialog adalah 60 menit.

5. Instruksi Kerja

   Abstraksi tugas:

   Anda adalah seorang staf *public relations* di Delta Company. Suatu hari anda dan Manager Pemasaran Delta Company berkunjung di PT Hiori untuk memperkenalkan perusahaan anda yang baru didirikan beberapa bulan yang lalu. Pada pertemuan bisnis tersebut, anda disambut oleh Manager Humas PT. Posisi anda sebaga staf *public relations* bertanggung jawab untuk

memperkenalkan menjelaskan tentang perusahaan kepada rekan bisnis sebagai penjajakan untuk kerjasama. Untuk menyelesaikan tugas ini, ikuti instruksinya di bawah ini.

a. Buatlah konsep dialog dalam bahasa Inggris sesuai abstraksi diatas.

b. Identifikasi informasi identitas diri untuk disampaikan kepada orang lain

c. Gunakan kata/ungkapan/kalimat untuk memperkenalkan diri

d. Identifikasi informasi identitas rekan anda, Manager Pemasaran Delta Company,untuk disampaikan kepada orang lain

e. Gunakan kata/ungkapan/kalimat memperkenalkan rekan anda, Manager Pemasaran Delta Company, kepada pihak PT. Hiori

f. Identifikasi informasi tentang perusahaan anda, Delta Company.

g. Gunakan kata/ungkapan/kalimat untuk memperkenalkan perusahaan anda, Delta Company

h. Praktikan dialog tersebut di depan kelas dengan bantuan teman satu kelompok.

6. Daftar cek lis aktivitas praktik

Kode Unit Kompetensi   : BHS.IS01.002.01

Judul Unit Kompetensi   : Melakukan Perkenalan

Nama Peserta/Asesi   :

INDIKATOR UNJUK KERJA	TUGAS	HAL-HAL YANG DIAMATI	PENILAIAN	
			K	BK
Mampu menyampaikan informasi identitas diri kepada orang lain	Mendemonstrasikan penyampaian informasi identitas diri kepada orang lain	Informasi identitas diri (nama, pekerjaan,dll)		
Mampu menggunakan kata/ungkapan/kali mat perkenalan	Mendemonstrasikan penggunaan kata/ungkapan/kalimat perkenalan	Ungkapan perkenalan		
Mampu menyampaikan	Mendemonstrasikan penyampaian informasi	Informasi identitas orang		

informasi identitas orang lain	identitas orang lain	lain		
Mampu menggunakan kata/ungkapan/kalimat memperkenalkan orang lain	Mendemonstrasikan penggunaan kata/ungkapan/kalimat memperkenalkan orang lain	Kata/ungkapan /kalimat memperkenalkan orang lain		
Mampu menyampaikan informasi tentang institusi atau perusahaan	Mendemonstrasikan penyampaian informasi tentang institusi atau perusahaan	Informasi tentang institusi atau perusahaan		
Mampu menggunakan kata/ungkapan/kalimat untuk memperkenalkan institusi/ perusahaan	Mendemonstrasikan penggunaan kata/ungkapan/kalimat untuk memperkenalkan institusi/ perusahaan	Kata/ungkapan /kalimat untuk memperkenalkan institusi/ perusahaan		

Catatan :

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………...………………………………………

	NAMA	TANDA TANGAN
PESERTA	…………………………………	………………………………
PENILAI	…………………………………	………………………………

C. PENGAMATAN SIKAP KERJA

(Daftar penilaian sikap disusun setiap sikap dalam KUK)

Indikator Unjuk Kerja	No. KUK	Penilaian		Keterangan
		K	BK	
Harus jelas dan benar dalam menyampaikan informasi identitas diri kepada orang lain	1.1			
Harus fasih dan benar dalam menggunakan kata/ungkapan/kalimat perkenalan	1.2			
Harus fasih dan benar dalam menyampaikan informasi identitas orang lain	2.1			
Harus fasih dan benar dalam menggunakan kata/ungkapan/kalimat untuk memperkenalkan orang lain	2.2			
Harus fasih dan jelas dalam menyampaikan informasi tentang institusi atau perusahaan	3.1			

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Harus fasih dan benar dalam menggunakan kata/ungkapan/kalimat untuk memperkenalkan institusi/ perusahaan	3.3			

Catatan :

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....
....

	NAMA	TANDA TANGAN
PESERTA	....	....
PENILAI	....	....

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APPENDIX 16 (Letter of Research Permission)

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.ftk.walisongo.ac.id

Nomor: B - 6066/Un.10.3/D.1/PP.00.9/10/2020   11 Oktober 2020
Lamp : -
Hal   : Mohon Izin Riset
a.n.   : Moh. Hakim Lutfi
NIM   : 1503046119

Yth.
Pimpinan BLK Komunitas PPNT
di Pondok Pesantren Nahdhatut Thalibin

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama   : Moh. Hakim Lutfi
NIM   : 1503046119
Alamat   : Jl. Wonojoyo, RT:04/RW:04, Bulumanis Lor, Margoyoso, Pati
Judul skripsi : *"English Teaching and Learning at Balai Latihan Kerja Komunitas
                Nahdhatut Thalibin"*

Pembimbing :
1. Dr. Siti Tarwiyah, M.Hum.
2. Dr. Hj. Siti Maryam, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset
dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 1
bulan, mulai tanggal 12 Oktober 2020 sampai dengan tanggal 09 Desember 2021.
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

n.a. Dekan,
Wakil Dekan Bidang Akademik

H. Mahfud Junaedi

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

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APPENDIX 17 (Letter of Research Completion)

BALAI LATIHAN KERJA (BLK) KOMUNITAS

PESANTREN NAHDLATUT THALIBIN

Alamat : Jl. Ratu Kalinyamat No. 20 Tayu, ✉59155 ☎0295 452047

SURAT KETERANGAN

No: SPT.2/BLKK-056/VIII/2020

Yang bertanda tangan dibawah ini, menerangkan bahwa:

Nama	: Moh. Hakim Lutfi
NIM	: 1503046119
Fakultas	: Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Walisongo Semarang

telah melakukan riset dengan judul skripsi **"English Language Teaching and Learning at Balai Latihan Kerja Komunitas Nahdlatut Thalibin"** di Balai Latihan Kerja Komunitas Pondok Pesantren Nahdlatut Thalibin selama satu bulan terhitung dari tanggal 12 November 2020 sampai dengan tangal 09 Desember 2020.

Demikian surat keterangan penelitisn ini dibuat, untuk digunakan sebagaimana mestinya.

Rabu, 9 Desember 2020

Pimpinan BLK Komunitas

PP. Nahdlatut Thalibin,

Nur Salim

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CURRICULUM VITAE

A. Personal Information

1. Name   :   Moh. Hakim Lutfi
2. Place/Date Birth   :   Pati, 13th February 1995
3. Address   :   Jl. Wonojoyo, RT:04/RW:04

                              Ds. Bulumanis Lor,

                              Kec. Margoyoso, Kab. Pati
4. Phone Number   :   +6282122458898
5. Email   :   moh.hakimlutfi@gmail.com

B. Educational Background

1. Formal Education:
   a. MI Tarbiyatul Athfal
   b. MTS Perguruan Islam Mathali'ul Falah
   c. MA Perguruan Islam Mathali'ul Falah
   d. Universitas Islam Negeri Walisongo

Semarang, 20th December 2020

Researcher,

Moh. Hakim Lutfi

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