

**DEVELOPING A CONTENT - BASED INSTRUCTION  
ENGLISH MODULE OF PROCEDURE TEXT FOR  
FASHION DESIGN PROGRAM OF ELEVENTH GRADE OF  
SMK DARUL AMANAH SUKOREJO-KENDAL**

**THESIS**

Submitted in Partial Fulfillment of the Requirement for  
Degree of Bachelor of Education in English Language Education



By

**NURUL KHASANAH**

1403046065

**EDUCATION AND TEACHER TRAINING FACULTY**

**WALISONGO STATE ISLAMIC UNIVERSITY**

**SEMARANG**

**2018**





KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan (024) 7601295  
Fax. 7615387 Semarang 50185

---

### THESIS STATEMENT

I am, the student of the following identity :

Name : Nurul Khasanah  
Student Number : 1403046065  
Department : English Language Education  
State, that the thesis entitled :

---

DEVELOPING A CONTENT-BASED INSTRUCTION ENGLISH  
MODULE OF PROCEDURE TEXT FOR FASHION DESIGN  
PROGRAM OF ELEVENTH GRADE OF SMK DARUL AMANAH  
SUKOREJO

is definitely my own work, I am completely responsible for the  
content of this thesis. Other writers' opinions or findings included in  
the thesis are quoted or cited in accordance with official standards.



Semarang, November 2018

The Writer

  
Nurul Khasanah  
1403046065





KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
. Prof. Dr. Hamka (Kampus II) Ngaliyan (024) 7601295  
Fax. 7615387 Semarang 50185

---

### **RATIFICATION**

Thesis with the following identity :

**TEACHING ENGLISH PRONUNCIATION BY USING  
MINIMAL PAIR DRILL (An Experimental Study at the Eighth  
Grade of MTs Darul Amanah Kendal in the Academic Year of  
2017/2018)**

Students' Name : Nurul Khasanah

Students' Number : 1403046065

Department : English Language Education

Had been tested in Munasqosyah Session by the team of thesis examiner of Education and Teacher Training Faculty Walisongo Islamic State University and has been accepted as a partial requirement for the degree of Bachelor of Education in English Language Education

Semarang, 29 January 2018

### **THE TEAM OF EXAMINER**

Chair Person

Secretary

Dr. H. Ikhrom, M.Ag

Sayyidatul Fadlillah, M.Pd

Examiner 1

Examiner 2

Dra. Hj. Siti Mariam, M.Pd

Dra. Hj. Ma'rifatul Fadhilah, M.Ed

Advisor

Siti Tarwiyah, S.S, M.Hum



## ADVISOR NOTE

To :

The Dean of Education and Teacher Training Faculty Walisongo  
Islamic State University

*Assalamualaikum wr.wb*

I inform that I have given guidance, briefing, and correction to  
whatever extent necessary of the following thesis :


Title : "DEVELOPING A CONTENT-BASED INSTRUCTION  
ENGLISH MODULE OF PROCEDURE TEXT FOR  
FASHION DESIGN PROGRAM OF ELEVENTH GRADE  
OF SMK DARUL AMANAH SUKOREJO

Name of Student : Nurul Khasanah  
Student Number : 1403046065  
Department : English Language Education

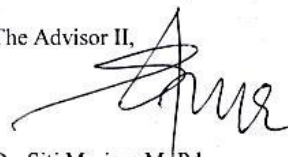
I state that the thesis is ready to be submitted to Education and  
Teacher Training Faculty Walisongo Islamic State University to be  
examined at Munaqosyah session.

*Wassalamualaikum wr.wb*

The Advisor I,

  
Siti Tarwiyah, S.S, M.Hum  
NIP : 19721108199903 2001

The Advisor II,

  
Dr. Siti Mariam M. Pd  
NIP: 19650727199203 2002





## ABSTRACT

Title : **Developing a Content-Based Instruction English Module of Procedure Text for Fashion Design Program of Eleventh grade of SMK Darul Amanah Sukorejo**  
Writer : Nurul Khasanah  
Student's Number : 1403046065

This research is conducted on the basis of English for specific purposes based on students' need analysis in fashion design. The objective of this research is to explain the learning need, the development, and the effectiveness of content based instruction English module of procedure text for fashion design program. Teacher also got constraint on time allocation. This research involved 16 students. The research applied one shot case study. The researcher used R n D design according to Sugiyono. The data collection techniques are questionnaire, interview, and test, post-test of students' writing of procedure text. Meanwhile, the data analysis techniques used descriptive qualitative for analyzing need analysis and statistical analysis (T-test) for measuring students work. The results of this research described as follow; (1) The result of students' Learning need was 87.5% means students need a module related to their major. (2) The development of Content based instruction English module of procedure text for fashion design program was done by using seven steps of development suggested Sugiyono; identifying problems and potentials, collecting data, designing the product, validating the product, revising the product, main field testing of the product, and final revision of the product. (3) The effectiveness of the product was supported by the result of students average score 79.23 higher than the minimum competence criteria. The validation result of external expert was 81.53% means valid. In addition, this content-based instruction English module of procedure text for fashion design program is needed to be implemented in teaching procedure text for fashion design program in SMK Darul Amanah Sukorejo-Kendal.

**Keywords:** *Content-Based Instruction, English Specific Purposes, Fashion design.*



## MOTTO

أَفَمَنْ يَعْلَمُ أَنَّمَا أُنْزِلَ إِلَيْكَ مِنْ رَبِّكَ الْحَقُّ كَمَنْ هُوَ أَعْمَىٰ إِنَّمَا  
يَتَذَكَّرُ أُولُوا الْأَلْبَابِ ﴿١٩﴾

*“Then is he who knows that was has been revealed to you from your lord is the truth like one who is blind? They will only be reminded who are the people of understanding.”<sup>1</sup>*

(QS. Ar-Ra’d: 19)

---

<sup>1</sup> Kementrian Agama RI, *Syamil Qur'an Bukhara dan Terjemahannya*, (Bandung: Syamil Qur'an) p. 252



## **DEDICATION**

In the name of Allah the Beneficent and the Merciful, this thesis is dedicated to:

1. SMK Darul Amanah Sukorejo Kendal, May this module will be beneficial for teaching learning.
2. Mrs. Anis Relawati, S.Pd as English teacher of the eleventh grade of fashion design program.
3. All of Students of SMK Darul Amanah Sukorejo- Kendal especially the eleventh graders.

All of my Dearest friend in English Language



## ACKNOWLEDGMENT

First and foremost, I would like to express gratitude to Allah SWT, the almighty God for this blessing in leading me to accomplish this thesis entitled developing English module of procedure text for fashion design program of eleventh grade of SMK Darul Amanah Sukorejo.

*Shalawat* and *salam* is dedicated to the prophet Muhammad who has brought us from the darkness to the brightness.

I realize that I cannot complete this thesis without help from others. Many people have helped me during writing this thesis and it would be impossible to mention all of them. In this chance I would like to express my deep appreciation to:

4. Dr. H. Raharjo, M.Ed.St as the dean of Tarbiyah Faculty of Walisongo state University Semarang.
5. Dr. H. Ikhrom, M. Ag as the Head and Sayyidatul Fadlilah, M. Pd as the secretary of English Education Department.
6. Siti Tarwiyah, M.Hum and Dr. Siti Mariam, M.Pd as my advisors for her best guidance and precious suggestions in completing this thesis.
7. All the lectures of English Education Department who provided me with skill and knowledge.
8. The Principal of SMK Darul Amanah, Mufti Haris, S.Pd who has given me permission for doing this research and Mrs. Anis Relawati, S.Pd as English teacher of the eleventh grade of fashion design program.
9. The deepest gratitude for my lovely parents (Mr. Sudirman Noreng and Mrs. Wakhinah) and my lovely brother and sisters M. Ryan Riadi Noreng, Khairini Nursafitri, and Nada Mufida who always give unconditional love for the sincere prayers.
10. Dearest friends, PBI B 2014 who have given me wonderful memories in my life.
11. Tatimatul Ianah, S.Pd and Umami Mukhayyaroh, S.Pd,

12. Lubab, Mami, Ana,Visa, and Aryani thank you for the warm love
13. Ari Khoirul Arifin, Ainis Mufarriha, and Tiara Ahmad who has been giving me special support and pick me special martabak keju, roses, and Winnie the Pooh.
14. All of my friends in boarding house Kolong Langit; sanda, khusnul, mbk Novia, MbK Heni, MbK Mila, MbK Resty, Anggit, mbk Lugik, Nisa, Dwi, Dewi, thanks for the warm love.
15. All my teaching intership friends (PPL) at MTs N Kendal. I will miss every moment with you (Kos Luwing).
16. Posko 10 KKN REGULAR 70 Tangkis and Pak Mustadz, thankyou for the unforgettable moments.
17. Komunitas Tawun Mawu Semarang, thank you for the amazing experiences
18. The last but not the least, those who cannot mentioned one by one, who have supported the writer to finish this thesis.

Finally, I realize that this thesis is still far from the being perfect; therefore, I will happily accept constructive criticism in order to make it better. I hope that this thesis would be beneficial to everyone, Amin.



<b>Cover .....</b>	<b>i</b>
<b>A Thesis Statement.....</b>	<b>ii</b>
<b>Ratification Note.....</b>	<b>iii</b>
<b>Approval Note.....</b>	<b>iv</b>
<b>Abstract.....</b>	<b>v</b>
<b>Motto .....</b>	<b>vi</b>
<b>Dedication .....</b>	<b>vii</b>
<b>Acknowledgement .....</b>	<b>viii</b>
<b>Table of Content.....</b>	<b>x</b>
<b>List Of Table.....</b>	<b>xiii</b>
<b>List of Appendix .....</b>	<b>xiv</b>

## **CHAPTER I      INTRODUCTION**

A. Research Background.....	1
B. Research Question.....	6
C. Objective of Research .....	6
D. Pedagogical Significances of the Research.....	7
E. Specification of Product.....	8

## **CHAPTER II      LITERATURE REVIEW**

A. Previous Research .....	10
<b>B. Review of Related Literature.....</b>	<b>15</b>
1. English in SMK .....	15
2. English for Specific Purposes .....	22

3. Content Based Instruction.....	27
4. General Concept of Writing .....	30
5. General Concept of Text .....	32
6. General Concept of Module .....	<b>34</b>
7. General Concept of Genre.....	38
8. General Concept of Procedure Text.....	
9. The Importance of Teaching Writing ProcedureText in Fashion Design.....	41
10. General Concept of Module .....	43
C. Logical Framewor .....	50

### **CHAPTER III RESEARCH METHOD**

A. Research Design.....	53
B. Research Setting.....	57
C. Research Procedure .....	57
1. Identifying Problem and Potential .....	58
2. Collecting Data .....	59
3. Designing a Content Based Instruction English Module of Procedure Text for Fashion Design Program .....	60
4. Validating Content Based Instruction English Module of Procedure Text for Fashion Design Program .....	<b>61</b>
5. Revising Content Based Instruction English Module of Procedure Text for Fashion Design Program .....	<b>62</b>
6. Main Field Testing of Content Based Instruction English Module of Procedure Text for Fashion Design Program	62

7. Final Revision of Content Based Instruction English Module of Procedure Text for Fashion Design Program	62
D. Data Collection Technique.....	63
E. Data Analysis Technique .....	64

#### **CHAPTER IV RESEARCH FINDING AND ANALYSIS**

A. Need Analysis of Content-Based Instruction English Module	71
B. Development, and Effectiveness of a Content Based Instruction English Module of Procedure Text for Fashion Design Program .....	79
C. The discussion of need analysis, development, and effectiveness of a Content Based Instruction English Module of Procedure Text for Fashion Design Program	95
D. ....	

#### **CHAPTER V CONCLUSIONS AND RECOMMENDATIONS**

A. Conclusions .....	99
B. Suggestions.....	101

#### **BIBLIOGRAPHY.**

#### **APPENDICES**



## **LIST OF TABLES**

Table 3.1	: Procedure of Development by Sugiono
Table 3.2	: The Level of Validity Criteria
Table 3.3	: The Scoring Manual
Table 4.1	: The Result of Necessities
Table 4.2	: The Result of Lacks
Table 4.3	: The Result of Wants
Table 4.4	: The Result of Input
Table 4.5	: The Result of Procedure
Table 4.6	: The Result of Setting
Table 4.7	: The Result of Teacher's Role
Table 4.8	: The Result of Learner's Role
Table 4.9	: The Result of Experts' Validation
Table 4.10	: The Result of T-count
Table 4.11	: The Result of T-table



## **LIST OF APPENDIX**

- Appendix 1 : Lesson Plan (Experimental Class)
- Appendix 2 : Lattice of Need Analysis
- Appendix 3 : Need Analysis
- Appendix 4 : Teacher's Instrument
- Appendix 5 : The result of Teacher's Instrument
- Appendix 6 : List of Members of Experimental class
- Appendix 7 : List of students' writing score
- Appendix 8 : Normality Result of Post Test of Experimental Class
- Appendix 9 : Sample of students' writing assignment
- Appendix 10 : Module Validity Instrument
- Appendix 11 : Approval of External Validator
- Appendix 12 : Content-based instruction English Module of procedure text
- Appendix 13 : Documents of teaching learning process
- Appendix 14 : License of research
- Appendix 15 : Research approval





# CHAPTER I

## INTRODUCTION

This chapter discusses background of research, question of the research, objective of the research, significance of the research, specification of product, assumption and limitation of development.

### A. Background of The Study

In English teaching, teacher is expected to design appropriate material related to students' condition. It means teacher have to understand students' need. The need of students is different each other. Some students need more skills, another students' need more competence, and the other students need more knowledge. According to Hutchinson and Waters analysis of students' need often describe as the first stage before establish a course design.<sup>1</sup> In conclusion, analysis of students' need means an effort to measure students' condition before arranging the materials.

The term of need in teaching learning was introduced by Michael West in 1920s. Need refers to particular thing that should be done and need a solution. Iwai stated that the term need analysis regard as activity that is involved in collecting information that will serve as basis for developing curriculum or material. The word "activity" in the statement intend as learning process in the class, problem and challenge in teaching learning. While, the word

---

<sup>1</sup> Hutchinson and Water, *English for Specific Purposes; A learning centered- approach*, (New York: Cambridge University Press, 1987) p. 53

“*developing*” expresses that all aspects that mentioned before need to be resolved.

Therefore, teacher who analyze students’ need have to understand ESP, especially students’ specific purposes. The word “*specific*” is described as students’ area.<sup>2</sup> For example, students who were studying in fashion design major need specific material related to the major. The area of fashion design is draping, pattern making, sewing techniques, body measurement, etc. Actually, the teacher is required to provide a module or book for enhancing student competence.

According to Hutchinson cited in Simions’ journal, English for specific purpose is an approach to language teaching in which all decisions as content and method are based on learners’ reason for learning.<sup>3</sup> So, ESP makes students more competent in their area, because it gives preparation for students to face target area. In the beginning of the background, mentioned that first thing in learning process is need analysis. Teacher identifies what things that must be studied and what students have to do to improve skills in English.

Vocational school is an educational institution that focuses on developing specific skill. The main purpose of SMK is students

---

<sup>2</sup>Mehdi Haseli Songhori, *Introduction to Needs Analysis*, (Kermen: University of Baft, 2008) p. 3

<sup>3</sup> Simion Minodora Otilia, *Need Analysis in English for Specific Purposes*, (Romania: University of Targu-Jiu, 2015), p. 54

can be competent person due to their major. Based on Indonesian government rule number 17 years 2010 article 80, the study program in SMK categorized into seventh: medicine, graph design, technology and communication, agribusiness and agrotechnology, art and tourism, business and management, and useful skill for social life.<sup>4</sup> The basic competence in vocational high school focuses on developing communicative competence. It means students not only study in the classroom but also practice and apply it.

There are two kinds of communication, oral and writing. Oral is how person can speak publicly with the listener. While, writing is an ability in expressing idea, opinion, and feeling to someone by written language.<sup>5</sup> When we speak to other, they may directly understand what we are talking about. Moreover, writing needs more effort to make the reader understand. Here, the problem is people easy to talk, but difficult to write. The problem also comes to the students of vocational school, so they need additional learning source such as a module.

The important of writing is explained in Islamic concept. Allah reminds human to write and study what they don't understand. In the holy qur'an at surah Al-alaaq (96): 4-5

---

<sup>4</sup> Peraturan Pemerintah No 17 tahun 2010, *Pengelolaan dan Penyelenggaraan Pendidikan*, (Jakarta; Indonesia), p. 57

<sup>5</sup> Dalman, *Ketrampilan Menulis*, (Jakarta, PT. Raja Grafindo Persada: 2016) p.4

*“He Who taught (the use of) the pen, Taught man that which he knew not.”(Al-alaq; 4-5)*

Module is a learning source which is designed systematically based on the certain curriculum and packaged in a small learning and enables to be learnt independently in the certain time<sup>6</sup>. Module is compiled systematically and comprehensively which contain a set of learning experience, and designing to facilitate students in mastering specific learning aim<sup>7</sup>. Thus module makes students learn independently (self-instruction). It is the important character of module. Because of a module contains of complete and comprehensive material and learning experience, it makes students independent with another learning source.

To prepare professional human resources, SMK with some kinds of program ready to enter the field of endeavor. In this case, the role of ESP is very important by giving them appropriate material based on their major.

SMK Darul Amanah is an institution based on Islamic boarding school. It is providing two programs, they are multimedia and fashion design. The school is located in Sukorejo-Kendal. The school commits to prepare professional human resource who master science and the religion values. Here, man students obligate to enter multimedia program and girls obligate to enter fashion design

---

<sup>6</sup> Purwanto, et al, *Pengembangan Modul*, (Jakarta: Pustekkom, Depdiknas, 2007), p. 9

<sup>7</sup> Daryanto, *Menyusun Modul Bahan Ajar untuk Persiapan Guru dalam Mengajar*, (Yogyakarta: Gava Media, 2013), p. 9

program. As the writer explains before, ESP help students to master their major and be ready to enter field of work.

Based on the explanation above the writer was interested to conduct a research under the title DEVELOPING A CONTENT-BASED INSTRUCTION ENGLISH MODULE OF PROCEDURE TEXT FOR FASHION DESIGN PROGRAM (a study at the eleventh grade of SMK Darul Amanah Sukorejo in the academic year of 2018/2019).

This research focuses on analyzing students need and develop appropriate module in learning English based on fashion design program. Students in SMK usually used the same textbook with students in other major. In fact, different major also had different need in learning English. For instance, fashion design combines two skills in one major. They are forced to make product and present it. Automatically, fashion design students' pass some steps before make a product. For instance, doing body measurement, in measuring someone, students have to write the explanation how to do it. The way they do the measurement should be write accurately. Therefore, besides mastering their particular major, crucial to have effective communication skill included writing.

By conducting this research, the writer tries to develop an appropriate module which helps students of SMK Darul Amanah improving their English skills, especially related to their major (fashion design).

## **B. Research Question**

The problem of this research was focused on:

1. What is the learning needs of the XI grade of Fashion design program at SMK Darul Amanah in the academic year of 2018/2019?
2. How is the development of content-based instruction English module of procedure text for fashion design at SMK Darul Amanah in the academic year of 2018/2019?
3. How high is the effectiveness of content-based instruction English module of procedure text for fashion design at SMK Darul Amanah in the academic year of 2018/2019?

## **C. Objective and Significance of the Research**

### **1. Objectives of the Research**

- a) To analyze the learning needs of the XI grade of Fashion design program at SMK Darul Amanah in the academic year 2018/2019.
- b) To develop English module of procedure text for fashion design at SMK Darul Amanah in the academic year 2018/2019.
- c) To explain how high the effectiveness of content-based instruction English module of procedure text for fashion design at SMK Darul Amanah in the academic year 2018/2019.

## **2. Significance of the Research**

- a) For the teacher
  - 1) Informing students' need
  - 2) Developing appropriate material for learning English based on students' major
  - 3) As the reference to improve the teaching learning process
- b) For the school
  - 1) As a reference in teaching writing skill for fashion design program, if it is necessary can be applied in another major
  - 2) As the report and archives
- c) For the student
  - 1) Stimulating students' activeness during learning process and create students centered atmosphere
- d) For the next researcher
  - 1) The writer hopes that the next researcher can develop the English material for other major

## **D. Specification of Product**

This research developed an English module for fashion design program with the specification as follow:

1. The materials were developed in the form of Module which related to the fashion design program
2. The material of module is about procedure text based on content instruction-based which supports fashion design major

3. This module was designed for XI graders SMK Darul Amanah Sukorejo-Kendal based on the implementation of K-13 containing 5 stages of learning; observing, questioning, exploring, associating, and creating. The module also inputs the activity of communicating and reflecting to measure students' understanding
4. The content of the module was be divided into three parts; the first part is introduction which contains preface, table of content, core and basic competences, framework of content, and the learning aims. The second part is material presentation which is containing observing, questioning, exploring, associating, creating, communicating, and reflecting. Then, the last part is closing which contains references.
5. The module accommodates some learning materials which build students' creativity such as; dress pattern making with a draping technique, the procedure of sewing hand, how to make baby blanket, how to make accessories using button (brooch and picture frame)

## **E. Assumption and Limitation of Development**

### **1. Assumption of Development**

- a) This module was become source of teaching learning for students in vocational school in the major of fashion design program
- b) The purpose of this module is enhancing students' motivation in learning English as compulsory subject



- c) This module helps student to develop their creativity and skill to face the target area

## **2. Limitation of Development**

- a) This module only discusses additional materials in the major of fashion design
- b) This module only explains the core competence of procedure text especially in the scope of fashion design
- c) This module was assessed by English teacher and students' questionnaire as the suggestion

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents, the previous research, review of related literature, and logical framework.

#### **A. Review of Previous Research**

Considering the topic discussed in this research, there are some researches which had conducted related to this topic.

First, the research written by Choirul Rohmah<sup>10</sup>(07202241039) in 2015 entitled “*Developing English Learning Material for Grade X Students of Marketing Study Program at SMK Muhammadiyah 2 Bantul*.”

There are 32 students become the subject of research. The study was a research and development. The steps of research were collecting data and information (need analysis), writing the syllabus, and developing the material, evaluating, and writing the last material. There are two kind of questionnaires in this research, students’ Questionnaire and validation of expert judgement. The questionnaires for students is about the goal of learning English, necessities, and students’ weakness.

---

<sup>10</sup> Choirul Rohmah, *Developing English Learning Material for Grade X Students of Marketing Study Program at SMK Muhammadiyah 2 Bantul*, (Yogyakarta: Yogyakarta State University, 2015)

Based on the need analysis result in the term goal 75% students need to learn English to use expression and response in English both formally and informally. The expression and response above mean utterance related to marketing program. 78% students of marketing study program want to enter the field of work after finishing their school. They need to learning English material to support their future job. Therefore, 6 % students want to build their own business in the future.

Then, in the aspect of necessities which related to English learning material most of the students (94%) preferred English learning materials which contain expressions and responses to communicate in English fluently to support their future job. For the weaknesses, most of the students (84%) revealed that sometimes they did not know how to use the terms or expressions in certain context appropriately. Fifty percent of the students confessed that they did not know how to use English grammar correctly.

The strengthen point from the research is the researcher developed three unit materials in vocational high school, there are: starting up, listening and speaking, reading and writing, evaluation, learning journal, summary, and glossary. The topic of material related to communication in workplace. The input of material is in the form of dialogue, short functional text, and

genre text. Students of marketing major in SMK Muhammadiyah 2 Bantul can improve their knowledge, skills, and competency in using and practicing English fluently and appropriately. The weaknesses from the research are the research based on writers' own material (material development). In the writing material, it only focused on the result than process during writing.

Lately, many researchers who do research on marketing and management, many of them create module for students in that major. otherwise, research about fashion design is rarely found. Due to the reason, the writer is interested in creating a module for fashion design program.

The similarities with this research is research design. Both of them apply research and development, while the differences are subject of research and object of research. This research using XI graders of SMK Darul Amanah Sukorejo focuses on developing English module for fashion design program, while object of previous research was English material in general.

Second, a research written by Yohana Dian Ratna P.<sup>11</sup>(10202244056) in 2015 entitled "*Developing English*

---

<sup>11</sup> Yohana Dian Ratna P. <sup>11</sup>(10202244056) "*Developing English Learning Materials for Grade X Students of Beauty Program*", (Yogyakarta: Yogyakarta State University, 2015)

*Learning Materials for Grade X Students of Beauty Program”.*

The subject of research is students from SMK N 3 Magelang in academic year 2014/2015. The research was R & D design. There are two types of questionnaire that used in this research, first is need analysis and second is material evaluation questionnaire.

The product of the research is there units of materials. Each unit has twenty-five tasks which are divided into 3 parts: introduction, lesson proper and reinforcement. The input was in form of spoken, written text, and grammar explanation. Then, the writer sets activity such as role play, discussion to encourage students' motivation. The task in the module is individual task, pair, and groups. Therefore, based on the content, language, presentation, and layout, the module is valid and appropriate for teaching learning in vocational high school.

The strength point in the research is the module was useful for students' future job. The writer uses CBI (content based-instruction) which is supporting the content of learning, besides free to explore knowledge. In the other hand, the writer focuses on giving task for students to measure their understanding.

The similarities with this research were design and object of the research. Both of research applies R&D design and

developing students' source of learning. However, the subject of research is different each other.

Third, a research written by Ana Masruroh (11201241024)<sup>12</sup> in 2015 entitled "*Developing Writing Module of Short Story Based on Experiential Learning in Junior High School*". The researcher used Research and Development Design. The steps of research were collecting information, designing product, developing product. Then, the data collection are questionnaire, interview, analyzing textbook, product validation, and test.

The subject of research was three schools in Purworejo-Central Java, SMP N 6 Purworejo, SMP N 17 Purworejo, and MTs N Purworejo. Total students who became the subject were 92 students.

The result of this research showed (i) students were difficult in writing a short story, especially looking for the idea. The textbook used by the teacher wasn't appropriate because students need more additional material. (ii) the module entitled "lets' write a short story" it was divided into three parts; introducing story, motivating students, and applying the steps of

---

<sup>12</sup> Ana Masruroh (11201241024), "*Developing Writing Module of Short Story Based on Experiential Learning in Junior High School*", (Yogyakarta: Yogyakarta State University, 2015)

experiential learning in writing short story. This research was validated by teacher in aspect of language 4,66 (very good), aspect of material development 4, 68 (very good), and aspect of graphic 4,71 (very good), and (iii) this module is available to be used.

The strength from the research is the writer succeeded in making new source for junior high school. The module based on experiential learning. The writer used contextual learning which is adapted to students' condition. Then, the module was validated by the expert and it's appropriate for students. However, the writer develops the material of short story which is not the main point in syllabus. Short story is too difficult for junior high school students. We can say that it is difficult to reach the goal of research.

The similarities with this research was design and object of research, both are using R&D and developing writing module. The differences were subject and theme of writing module.

## **B. Review of Related Literature**

### **1. English in SMK**

#### **a) English Curriculum in SMK**

Based on the governments' rule about national education system number 20 years 2003, curriculum is set of plans and arrangement of goals, teaching contents, learning materials, and also procedures which are used for guidelines in the learning process.

In the beginning of 2013, the minister of education and culture has launched a new curriculum namely curriculum 2013 (K13). This curriculum is developed considering 14 principles:<sup>13</sup>

- 1) From informing to learning
- 2) From teacher as learning resources into multi sources
- 3) From a textual approach to a process of strengthening a scientific approach
- 4) From content based learning to competency based learning
- 5) From partial learning to integrated learning
- 6) From learning that emphasizes single answer to multidimensional answer
- 7) From verbal learning to apply learning
- 8) Improvement and balance of hard skills and soft skills

---

<sup>13</sup>Hilman Syarief, <http://www.academia.edu/14-prinsip-pembelajaran-kurikulum-2013>./ accessed in 23<sup>rd</sup> march 2018 at 8.15 PM



- 9) The learning emphasizes cultural value and empowerment of students as lifelong education
- 10) The learning emphasizes implementation values with a role model, build a will, and develops students creativity
- 11) The learning takes place at home, school, and community
- 12) The learning applies principles that everyone can be a teacher, anyone can be student, and everywhere is class
- 13) The use of information and communication technology to improve efficiency and effectiveness of learning
- 14) Confession of individual differences and cultural background

In the beginning of 2016 the ministry of education and culture revised content of core competence, from four competencies-based into two competencies-based. The core competence is the elements which is organized the basic competence and the learning process to achieve the goals of study. Therefore, the basic competence developed the accumulative principle.<sup>14</sup>It means each component in the curriculum reinforce each other. The

---

<sup>14</sup> Permendikbud Nomor 22 Tahun 2016 Tentang “*Standar Proses Pendidikan Dasar Dan Menengah*” (Jakarta: Indonesia)

formulation of core competences is stated into two notations;

- a) 3<sup>rd</sup> core competence (KI-3) for the core competence of knowledge
- b) 4<sup>th</sup> core competence (KI-4) for the core competence of skills

However, there are three points that become the focus on learning in K-13; affective (attitude), knowledge (cognitive), and skills (psychomotor). Attitude refers to students know why, knowledge refers to what students know, and skill refers to students know how. In the K-13, students are expected to be productive, innovative, and creative. Although two competencies-based are deleted, the assessment includes attitude point. It means, the character education is not deleted permanently.

Curriculum 2013 recommends scientific approach, thematic integrated, and inquiry based learning in the learning process to develop students' ability in producing a work based on project based learning. In the curriculum 2013, there are five stages of learning; observing, questioning, experimenting, associating and communicating.<sup>15</sup>

---

<sup>15</sup> Peraturan Pemerintah RI No 81 A Tahun 2013 tentang Implementasi Kurikulum, (Jakarta, Indonesia)

- 1) Observing stage includes activity of listening to spoken texts (audio/video) and reading short/long functional texts, including an observation sheet, in order to explore their social functions, text structure, and language features.
- 2) Questioning stage includes activity of reconstructing concepts of social functions, text structure, language features of the observed texts.
- 3) Experimenting stage includes activity of internalization of the learned concepts by applying them in real language use in the class, i.e. producing texts similar to what they observe.
- 4) Associating stage includes activity of employing the concepts of social functions, text structure, language features to other similar texts to strengthen the concepts.
- 5) Communicating stage includes activity of showing their knowledge of social functions, text structure, language features and language skills of producing texts orally and in writing.<sup>16</sup>

In 2017 government re-arrange new thinking skill namely HOTS (higher order thinking skill), it is a concept of education reform based on learning

---

<sup>16</sup> E.S Safah, M. Muslim, *Teaching Language Process Skills by Using The 5-Stage Learning Cycle* (IOP Publishing, 2016) p. 3

taxonomies. The idea is that some types of learning require more cognitive processing than others but also have more generalized benefits. In other words, HOTS is the highest part in Bloom's taxonomy in cognitive domain.

Higher order thinking involves learning of complex judgmental skill such as critical thinking and problem solving. There were three stages in HOTS, analyzing, evaluating, and creating. The aims of three stages in HOTS is preparing students better for the challenge both in academic life and adult's work and responsibility in daily basis.<sup>17</sup> In short, HOTS is appropriate for students in vocational school.

The goal of English in vocational school is developing student communicative skills. Communicative skill is not only how students speak but also how students can write accurately. In this case, the students are expected to master the four skills of English (listening, speaking, reading, and writing). Herny Explains, in vocational high schools' curriculum, the lessons are divided into three groups; normative, adaptive, and productive lesson. In the Standard of

---

<sup>17</sup> Benindiktus Tanujaya, dkk, *The Relationship between HOTS and Academic Performance of Students in Mathematics Instruction*, (C.C.S.E: Jakarta, 2017) p.78

Content, English lesson is taught as an adaptive subject. This subject is preparing students to communicate using English in particular contexts according to their program.<sup>18</sup> From the explanation, we can state that the characteristics of English in vocational school and senior high school is different. Vocational school has opportunity in designing their own lesson plan, syllabus, and module based on students' need.

b) Fashion Design Program

Fashion design is a skill competence emphasizing the field of cloths manufacturing in the management and organization of fashion businesses and be able to compete in developing professional skills in the field of clothing.<sup>19</sup> Fashion design program has purposes to design a professional worker in the field of clothing.

Fashion design program combines two skills in one major. students are required to master communicative skill. As mention before, communicative skill is not only about how to speak but also how to write accurately. In fashion design, students have to make a product related to their major. They are learning how to

---

<sup>18</sup> Herny Istiqomah, *The Development of English Syllabus and Lesson Plans at SMK Negeri 8 Malang*, (Malang; State University of Malang) p. 2

<sup>19</sup><http://www.fibre2fashion.com/industry-article/2860/what-is-fashion-design?page=1> accessed in 25<sup>th</sup> October 2017 at 9.14 PM

cutting, sewing, finishing, doing body measurements, etc.<sup>20</sup> Therefore, beside mastering their particular major, crucial to have effective communication skill including writing. It is expected that the graduation from fashion design program later will be good in developing their skills especially in field of fashion.

Due to the particular fashion design competences, students in this major must have specific need and purpose in learning English. Teacher should focus on arranging the specific material to support students achieving the goals.

## **2. English for Specific Purposes (ESP)**

### **a) The Definition of English Specific Purposes (ESP)**

According to Hutchinson ESP is an approach to language teaching in which all decisions as to content and methods are based on the learner's reason for learning.<sup>21</sup> The reason for learning related to their specific need. For instance, a marketing learning English to master the way he presents the product.

According to Richards the aims of learning ESP are: preparing non-native speaking students for study in the English-medium academic context; preparing those

---

<sup>20</sup> Ernawati, dkk, *Tata busana Jilid 1 untuk Sekolah Menengah Kejuruan*, (Departemen Pendidikan Nasional, 2008), p. 2-3

<sup>21</sup> Hutchinson and Water, *English for Specific Purposes*; ... p. 10

already fluent or who have mastered general English, but now need English for specific usage in employment, such as engineers, scientists, or nurses; responding to needs of materials of English for Business Purposes; and teaching immigrants, English needed to deal with their job situations. Hence in ESP, language is learnt not for its own sake or for sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments.<sup>22</sup>

Moreover, most of students learn English not for mastering language itself, but they learn English to enter field of work. In short, ESP helps students to master the skills and to develop their ability related to their major. We can conclude that ESP has characteristics that are ESP is based on a particular context and ESP is based on the learners' specific needs.

#### b) Need Analysis

Need analysis was introduced into language teaching during ESP movement. First thing we have to do before conducting learning process is analyzing students' need. In the term of teaching learning "Need" refers to students' right. The right for studying, mastering, and analyzing needs. Need analysis may take place in the

---

<sup>22</sup> Chams Eddine LAMRI, *English for Specific Purposes (1<sup>st</sup> semester)*, (Algeria: University of Tlemcen, 2016) p. 8

beginning, during, or after a language program. Usually, the form of need based on assumption of planning course and its development. Therefore, need analysis helps students to achieve goals of learning.<sup>23</sup>

The result of need analysis is used by the teacher for measuring what students want more. For instance, teacher analyzes students need in fashion design program; the result of need analysis is analyzing students' need, purpose in learning English, students' opinion toward learning material, skills that students want to develop, etc.

There are two types of need analysis; the target need and the learning need.<sup>24</sup>

#### 1) Target need

According to Hutchinson and Waters target need is what learners need to do in target situation. Every learner has target in learning English, automatically they will survive to reach the goals. Target situation can be drawn as "job or workplace". Furthermore, Hutchinson and Waters divide target needs into several terms: necessities, lacks, and wants. Necessities are what learners have to know in order to

---

<sup>23</sup> Jack C. Richards, *Curriculum Development in Language Teaching*, (U. S: Cambridge University press, 2001), p. 51-55

<sup>24</sup> Chams Eddine LAMRI, *English for Specific Purposes...* p. 11-13



function effectively in target situation while lacks are what obstacles and difficulties are faced by students in learning English and wants are students' opinion and students' purpose personally in learning English.

## 2) Learning Need

The master of ESP, Hutchinson and Waters, explained learning need as way to think about routes that can be taken to learn English in specific purposes. According to Nunan in his book task-based language teaching, learning needs depend on what students want to learn. Nunan underlines some points in learning need such as input, procedure, setting, teacher's role and learner's role.<sup>25</sup>

From the explanation above, we can conclude that target need and learning need are two components that must be subsisted in the instrument which used in analyzing students need.

## c) The objectives of ESP

Helen Barstukmen in her book *"Ideas and opinion in English for Specific Purposes"* explained there are five objectives in learning English for specific purposes.<sup>26</sup>

---

<sup>25</sup> David Nunaa, *Task-based Language Teaching*, (UK: Cambridge University press, 2004) p. 47

<sup>26</sup> Helen Barstukmen, *Ideas and Opinion in English for Specific Purposes*, (London: Lawrence Erlbaum Associates, 2006), p. 133

- 1) To reveal subject-specific language, this objective focuses on how English can be applied in target situation and what knowledge that students want to study more.
- 2) To develop target performance competencies, this objective focuses on develop students' skill related to their major. it is expected that students can be professional in the workplace. Teaching learning in the classroom should be concerned what students need most because it will be applied in the target situation.
- 3) To teach underlying knowledge, this objective focused on the disciplinary concept in learning language. It means language not only applied in the target situation but learners have to understand the function of language itself.
- 4) To develop strategic competence, this objective focused on the context of situation and language knowledge. How the way learners can communicate effectively, orally and writing.
- 5) To foster critical awareness, this objective focused on increasing students' awareness. In the target situation, learners will face some norms or regulation. The situation force students to understand the target language, attitudes, and how to act properly.

The objective of English for specific purposes create courageous in teacher and syllabus designer to create specific *material* for students. Students in vocational school need specific material to support them in target situation, not only material but teacher should select appropriate method of teaching and also the media.

### **3. Content Based Instruction (CBI)**

#### **a) The Definition of Content Based Instruction**

In the process of teaching and learning teachers need methods and approaches relevant to theme of learning. Methods and approaches make students easier to achieve learning objectives. When the learning objectives are achieved then goal of learning is created. So, teacher should consider what methods and approaches were suitable for teaching in the classroom.

Suharso cited in Crandall and Tucker explained the definition of Content based instruction is an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes within the context of teaching a second or foreign language.<sup>27</sup> In short, Content based instruction is a method that usually used in teaching learning process which combines subject

---

<sup>27</sup> Suharso, *Pembelajaran Bahasa Inggris Melalui Content-Based Instruction*, (Yogyakarta: Universitas Negeri Yogyakarta, 2015) p. 3

matter content with language skill. Using CBI as an approach is not new idea, experts have been developed for a content relevant to a particular profession or academic discipline.

The contribution of content based instruction is that it incorporates the learning of language with the learning some other content.<sup>28</sup> In Indonesia which English as foreign language (EFL), CBI can be a great approach that help students to understanding the materials.

#### b) The Principles of Content Based Instruction

The use of specific material from particular subject can maximized students' understanding because CBI provides various activities and methods for students' learning process. In fact, students are faced with the real live situations such as job opportunities, studying in the university, getting food and the situation might find easier to acquire and to use the target language. Nunan cited in Brinton explained five principles of Content based instruction,<sup>29</sup> first principle is based on instructional decisions on content rather than language

---

<sup>28</sup> Diane Larsen, *Techniques and principles in language teaching*, (Oxford: Oxford University Press, 2002) p.137

<sup>29</sup> David Nunan, *Task-Based Language Teaching*, (U.K: Cambridge University press, 2004) p. 132

criteria. The second is based on integrated skill. Then, involving students' activeness in every step of learning. Fourth is the content should be relevant to the students' need. The last principle is selecting authentic tasks and texts.

With the principles of CBI, students may find something interesting in the learning process. It can be the methods, materials, or situation of the class. Then, students can communicate using target language and also explore the world knowledge widely.

#### c) The Design of Content Based Instruction

The first thing in content based instruction is model of syllabus (syllabus design) related to the topic of material. Syllabus is a specification of what is to be included in a course.<sup>30</sup> Syllabus include the schools' identity (name of school, class, semester), core and basic competences, theme, materials, activities, source of learning, and assessment.<sup>31</sup> It means before going to teach the students, teachers have to learn syllabus content in order to master the materials itself. Then, teacher should create cooperation and coordination among students

---

<sup>30</sup> R.R. Jordan, *English for Academic Purposes*, (U.K: Cambridge University press, 2009) p.56

<sup>31</sup> Permendikbud Nomor 22 Tahun 2016 tentang "Standar Proses Pendidikan Dasar Dan Menengah" (Jakarta: Indonesia)

because improvement of language skill is the objective of content based instruction class.

#### **4. The General concept of Writing**

##### **a) The Definition of Writing**

Writing is an ability in expressing idea, opinion, and feeling to someone by written language.<sup>32</sup> Writing also can be a creative activity which have purposes such as; conveying messages, convinced people, or entertain someone. According to Donald Graves, there are five process of writing that should be passed. First is prewriting, second is drafting, third is revising, fourth is editing, and the last is publishing.

Writing is one of the important skill in English language (beside listening, speaking, and reading). In the syllabus of teaching English, there always form of writing. It means students have to do writing in the learning process while this skill is the most difficult activity. It called difficult because writing itself considers into communicative activity but students have to write down in the paper.

---

<sup>32</sup>Dalman, *Ketrampilan Menulis*, (Jakarta, PT. Raja Grafindo Persada, 2016) p.4

The goal of writing is student can make a product of text, but remember that students have to pass some process.<sup>33</sup>

b) The Process of Writing

As mentioned above, Donald Grave explained five processes of learning:

- 1) Prewriting, in this process the writer has to generate their ideas. Listing, brainstorming, outlining, silent thinking.
- 2) Drafting, in this process the writer writes the idea in the paper. It can be the outlining of the topic.
- 3) Revising, this process is the important one, here the writer should check their sentence and adding parts, taking parts away, changing.
- 4) Editing, in this step the writer checks the punctuation, grammatical, and the accurate.
- 5) Publishing, in the last step the writer shares with audience or teacher.

A good writing can be done by students if the grammar and punctuation is right. In the other hand students have to know the position of each word, which

---

<sup>33</sup> Andrew P. Johnson, *Teaching Reading and Writing*, (U. S. A; Library of Congress Catalog, 2008) p. 179-180

one is the subject, which one is the predicate, which one is the object, etc.

### c) Assessing Writing

Assessment is the gathering information about students learning. It can be used for formative purposes to render a judgment of the quality of students' work. In assessing writing there are four point: idea, schematic structure, linguistic feature, and mechanism.<sup>34</sup> Idea is related to relevance, clarity, quantity, development, and persuasiveness, schematic structure is back to organization and analysis, linguistic features related to choice and arrangement of words, then mechanism is the specific errors in punctuation, grammar, etc.

## 5. The General Concept of Text

### a) Definition of The Text

According to *Oxford Advanced Learners' Dictionary* the definition of text is main written or printed part of the book or page contrasted with notes.<sup>35</sup> Halliday and Hasan explain definition of text refers to the term of reference, substitution, ellipsis, conjunction, and lexical cohesion. Inside the text, there are language features,

---

<sup>34</sup> Ana Munoz, dkk, *Guidelines for Teaching and Assessing Writing*, (Centro de Idiomas: EAFIT Universidad), p.7

<sup>35</sup> A. S Hornby, *Oxford Advanced Learners' Pocket Dictionary*, (New York: Oxford University Press, 1987), p. 459



grammatical, and function of the text. Different text has different language feature, grammatical, and structure. In short, text is a passage which is written with a language feature, and structure.

#### b) Type of the Text

According to Mark Anderson and Kathy Anderson, there are two types of texts:<sup>36</sup>

##### 1) Literary Text

Literary text comes from the original tribes in Australia, Aboriginal. This text includes the aboriginal dreaming stories, movie script limericks, fairy tales, plays, novel, song lyrics, mimes, soap operas. Those constructed to appeal to our emotion, creativity, and also imagination. We can express our feeling with this text, crying, laughing, sad, or happy, etc. The main text included this kind of text is narrative, drama or poetic.

##### 2) Factual text

Factual text refers to our factual life. It can explain our daily life, activity, or information. The main text includes in this type is; recount, explanation text, procedure, etc. Besides the main text that

---

<sup>36</sup> Mark Anderson and Kathy Anderson, *Text Types in English 1*, (South Yarra: Macmillan Education Australia, 1997), p. 1-3

mentioned, there are 13 genre texts that used for teaching learning in the school.

## **6. The General Concept of Genre**

### **a) The Definition of Genre**

According to *Mariam Webster Dictionary* the definition of genre is particular type or category of literature or art. Swales explains the definition of genre as a comparison class of communicative events,<sup>37</sup> which contained some set of communicative purposes. Gerot and Wignell describe genre representing human's life, event, and news. The concept of genre is based on the idea that members of community usually have a little difficulty in recognizing similarities of text they use frequently and are able to draw on their repeated experiences which such texts to read, understand and perhaps write in relative easily.

Genre can be recognized from three rhetorical structures. They are social function, schematic structure, and language or linguistics features. It differs in terms of their social purposes which a culture interact. They also

---

<sup>37</sup> Swales, J. M, *Genre Analysis: English in Academic and Research Settings*. Cambridge (England); New York: Cambridge University Press, p.58

differ with respect to the stages or schematic structure through which the social processes are achieved. For example, Recounts, which retell an event, tend to use past tense, material processes, and particular participants.<sup>38</sup>

b) Kind of Genre

Each genre has specific language features and structure of the text, meanwhile the function of each text is also different. According to Linda Garot and Peter Wignell, there are 13 kinds of genre:<sup>39</sup>

1) Spoof

Spoof is a kind of text that retell an event with a humorous twist. The generic structure of the text is orientation, events, and twist.

2) Recount

Recount is a kind of text that retells events to entertain or informing to others. The generic structure of the text is orientation, events, and re- orientation.

---

<sup>38</sup> Linda Garot and Peter Wignell, *Making Sense of Functional Grammar*, ... p. 190-191

<sup>39</sup> Linda Garot and Peter Wignell, *Making Sense of Functional Grammar*, ... p. 192-219

### 3) Report

Report is a kind of text that describes the way things are, it can be natural, manmade, social phenomena, natural disaster, etc. the generic structure of the text is general classification and description.

### 4) Analytical Exposition

Analytical exposition is a kind of text that persuades the reader to something that happen (in a case). The generic structure of text is position, preview, argument, and reiteration.

### 5) News item

News item is a kind of text that inform readers about the newsworthy or important news. The generic structure of the text is newsworthy events, background events, and sources.

### 6) Anecdote

Anecdote is a kind of text that tells about unusual or amusing incident. The generic structure of the text is abstract, orientation, crisis, reaction, and coda.

### 7) Narrative

Narrative is a kind of text that amuses, entertains, and deals with actual or vicarious experience in different ways. The generic structure of the text is orientation,

evaluation, complication, resolution, and re-orientation.

#### 8) Procedure

Procedure is a kind of text that describes how something is accomplished through a sequence of steps. The generic structure of the text is goal, material, and steps.

#### 9) Description

Description is a kind of text that describes particular person, place or things. The generic structure of the text is identification and description.

#### 10) Hortatory exposition

Hortatory exposition is a kind of text that persuades the reader to something should or should not be the case. The generic structure of the text is thesis, arguments, and recommendations.

#### 11) Explanation

Explanation is a kind of text that explains some process in natural, social phenomena, work formation, etc. the generic structure of the text is a general statement and sequences explanation.

## 12) Discussion

Discussion is a kind of text that presents an issue. The issue can be a trend, disaster, or newsworthy. The generic structure of the text is issue, argument, and conclusion.

## 13) Reviews

Reviews is a kind of text that criticizes something for the audiences. The generic structure of the text is orientation, interpretative recount, evaluation, evaluative summation.

Thirteen kinds of genre have different social function, language features and also generic structure.

## 7. The General Concept of Procedure Text

### a) The Definition of Procedure Text

Procedure text is kind of genre text that describes how something accomplished through sequence of steps. Mark and Kathy Anderson explain the definition of Procedure text in *Text Types English* 3, Procedure Text is piece of text that explains to the readers how to do something. The purpose is providing instructions in making something, doing

something, or getting somewhere.<sup>40</sup> In short, procedure text explains something with the sequences or the ways to do it. The process of procedure text can be seen in our daily life. For instance, how to make a cake, how to make a blog, how to drive car, etc. By procedure text people are easy to do something.

The activities in fashion design program can be explained by using procedure text, such as how to sewing, how to do body measurement, etc. students will be easy to understand the point because sometimes students are difficult to express what they want to do. In fashion design, students' daily activity is related to how they make a gown, sewing, do measurement, etc. By using procedure text, students will easily apply this way to their target area.

According to Anderson, the language features are:<sup>41</sup>

- 1) Sentence begins with action verb
- 2) Sequence words or temporal conjunction (first, second, next, then, etc)
- 3) Adverb of Manner explains how the action

---

<sup>40</sup> Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Macmillan Education Australia, 1997), p. 28

<sup>41</sup> Mark Anderson and Kathy Anderson, *Text Types in English 3*, ... p. 28

- 4) Technical language or precise terms.

Generally, the generic structures of procedure text are goal, materials, and steps. Goal is an introductory statement giving the aim or goal. List of material is the part of main point in the procedure text. Sometimes, the form of list material can be a paragraph. Steps is sequence of the activities.

- b) The Example of Procedure Text

### **How to Charge Hand Phone Battery**

#### **Materials:**

Charger

Hand phone

Electric Socket

#### **Steps:**

1. First, Connect the charger to your hand phone, the flash symbol on the charger plug must face upward.
2. Then, Wait until the battery icon appears on the screen.
3. Charge the battery approximately 5 hours or until the battery icon indicates that the battery is fully charged.



4. Last, Remove the charger by pulling out from your hand phone.<sup>42</sup>

## **8. The Importance of Teaching Writing Procedure Text in Fashion Design**

In the 21<sup>st</sup> century, teaching language is characterized by globalization and the development of technology. First sign of development teaching is the new method that comes from other media and source. There are four skills that have to be mastered by the students; listening, speaking, reading, and writing. Listening is an ability to hear and accept information. Speaking is an ability to communicate and to express idea to other. Reading is an ability to understand information while writing is an ability to express idea into written language. so, writing can be called as active and productive skill where is developed by exercises.

In the classroom, the role of teacher is needed. Teacher is expected to help students in developing their writing skill. Due to in the writing process students are much rather think of idea than focus on the elements. The elements of writing are unity, coherence, cohesion, and also the grammatical.<sup>43</sup> Teacher should motivate, giving suggestion to the students to write as good as possible.

---

<sup>42</sup> <http://www.kursusmudahbahasainggris.com/2013/09/15-contoh-procedure-text-terlengkap-dan.html> accessed in 3<sup>rd</sup> November 2017 at 12.49 PM

<sup>43</sup> Dalman, *Ketrampilan Menulis*, (Jakarta,...p.5

The focus of writing is a product and a process of writing itself. In fact, teacher more focused on the product of writing than the process. It is because teacher just focuses on the goal of learning process than students understanding. Generally, students may difficult to begin the idea of writing. The process of writing is not easy as we imagine. The other reason is the time allocation. Therefore, teacher who teaches writing should improve the method of teaching.

Teaching learning is an activity that has educative value, It is not only students, book, media, classroom and teacher but also includes an interaction. An education which is held with warm interaction formulating the goal of teaching learning. Vocational school can be called by school of target area. It means after graduation from school, students can enter to the work area. The preparation before entering to the working area is students should master skills and it forces to be professional.

Students' of Fashion design learning comprehension skill related to the course that emphasizes the field of cloths manufacturing in the management and organization of fashion businesses. In this major, students learn how to make clothing, sewing, pattern making, body measurement, etc. It means students of fashion design will need procedure text especially related to the major such as how to sewing and the sequence steps.

In doing body measurement, sewing, pattern making, there are sequence steps that should be passed. From the statement above, the appropriate way to teach writing in the vocational school for fashion design program is procedure text. Procedure text is kind of genre text that describes how something is accomplished through a sequence of steps. By using procedure text students can write the way they do the activity of their major easily.

## **9. The General Concept of Module**

### **a) The Definition of Module**

In teaching learning process, there are several elements that should be completed. The elements of learning process are teacher, students, and media. Teacher needs media when they are teaching. The source of learning can be a book, internet, games, module, etc. Module is summarizing from materials of teaching that can be used by students. According to Nasution cited from Asep Sunantri, module is formulated materials which is complete and standing unit itself and consists of a series of learning activities that are structured for helping students achieve a set of goals.<sup>44</sup>

---

<sup>44</sup> Asep Sunantri, *Pengembangan Modul Pembelajaran Menggunakan Learning Content Development System (Lcnds) Pada Materi Usaha Dan Energi*, (Lampung: University of Lampung, 2016), p. 8

Module can be simplified as learning material which structural and planned and used personally by students, because module is standing unit which consists of sequence learning activity to help students achieve the goals of learning. In vocational high school, module helps students to reach specific skill. For instance, in general English material procedure text only explained something general such as how to make ice tea. In fact, vocational students' area is not making ice tea but they need something more related to their major and module can be the solution.

The main purpose of developing module is improving the efficiency and effectivity of learning activity. In the book "*Panduan Pengembangan Bahan Ajar*" by National education department explains the purposes of developing module:<sup>45</sup>

- 1) Providing appropriate learning material based on the curriculum which considers students' need (based on students' characteristics and setting or environment)
- 2) Helping students to get alternative material beside textbook
- 3) Facilitating teacher in teaching learning process

---

<sup>45</sup> Departemen Pendidikan Nasional, *Panduan Pengembangan Bahan Ajar*, (Jakarta: 2008), p. 11

- 4) Improving students' motivation and enthusiasm in learning process; improving their skill in specific area.

b) The Characteristics of Module

The module designed to improve students' motivation in learning English. Developing module should concert to the characteristics, there are five characteristics of module self-instruction, self-contained, stand alone, adaptive and user friendly.<sup>46</sup>

1) Self-instruction

This is the important characteristic allowing students to study independently. To reach self-instruction, a module should:

- (a) Contain the learning goals and describing basic and core competences.
- (b) Contain systematic materials in specific activity so that students are easy to understand.
- (c) Contain the illustration and examples which supporting the learning material.
- (d) Subsist the exercise and tasks for measuring students' understanding.

---

<sup>46</sup> Daryanto, *Menyusun Modul (Bahan Ajar untuk Persiapan Guru dalam Mengajar)*, (Yogyakarta:Gava Media,2013), p. 9-11

- (e) Contextual, means the material related to the situation, task or context of students' activity and environment.
- (f) Use simple and communicative language.
- (g) Contain the learning summary
- (h) Contain assessment instrument for students' self-assessment.
- (i) Contain feedback so that students can measure their understanding
- (j) Contain information and reference for additional learning.

2) Self-contained

The module can be called self-contained if the learning material required by students is contained in the module. The purpose of this concept gives students opportunity to learn the material thoroughly.

3) Stand alone

Stand-alone means the module does not depend on others media or material.

4) Adaptive

Adaptive means the module should follow the development of science and technology.

5) User friendly

Every instruction in teaching learning should be clear and can be understood. The use of simple language and common terms is the form of user friendly.

c) The ways in Arranging module

In arranging module, the writer should concert to the principles, there are need analysis, developing design of module, implementation, assessment, evaluation, validation, and quality assurance. The sequences of developing module are deciding the learning strategies and media, producing the module, and developing assessment. Arranging module adjusted to the lesson plan compiled by the teacher. The content of module adapted to students need for measuring specific skill. Furthermore, module is recommended to have two until four (2/4) learning activities or adapted to basic and core competence.

Daryanto explains the ways in arranging module as follows:<sup>47</sup>

1) Need Analysis

---

<sup>47</sup> Daryanto, *Menyusun Modul (Bahan Ajar Untuk Persiapan Guru dalam Mengajar)*, ... p. 19-23

In the term of teaching learning “Need” refers to students’ right. The activity of need analysis analyzes the syllabus and lesson plan to get information which is related to students’ competences. The purpose of need analysis is to identify and to set the title of the module for specific program.

The steps in analyzing students’ need as follows:

- a) Setting one program for the limitation. For instance, one material, one semester, etc.
- b) Checking the lesson plan and syllabus.
- c) Identifying and analyzing the basic competence from the material.
- d) Identifying and analyzing what the students need the most.
- e) Then, start to design the module based on students need.

## 2) Design of the module

Proper module should have lesson plan, learning strategies, techniques, and also media of teaching.

## 3) Implementation



Implementation of the module in teaching learning based on the sequence of module, so that students can reach the goal of teaching learning.

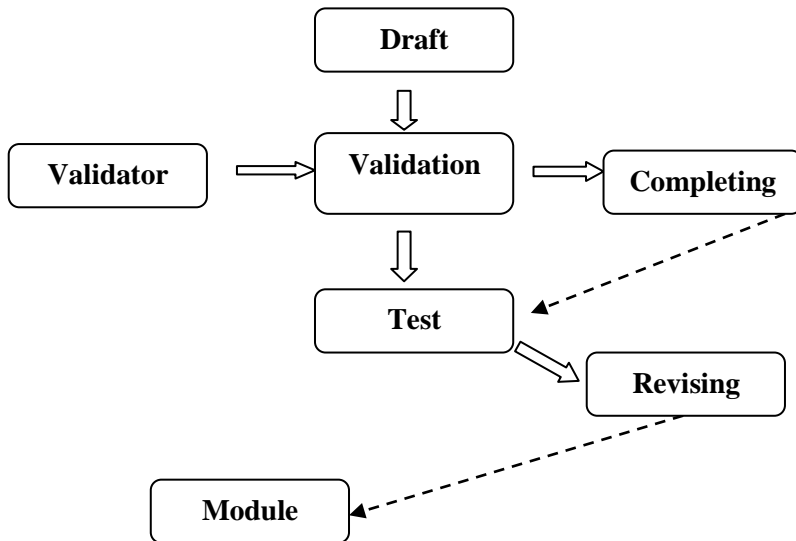
#### 4) Assessment

The purpose of assessment is measuring students' understanding of the module.

#### 5) Evaluation and Validation

Appropriate module has evaluation and validation. The purpose of evaluation is to explain and to measure implementation of learning based on the modules' development. In this case, the writer has to make instruments for teacher and students. Then, the evaluation will be objective.

While, validation is a process to examine the suitability of the module with the basic and core competence. If the content of module is appropriate. It means the module can be the learning source. The way to do validation is using an expert and teacher.



**Figure 2.1 Ways in Arranging Module**

#### 6) Quality assurance

Operational procedures and instruments of guaranteeing can be a quality of assurance in examining the module.

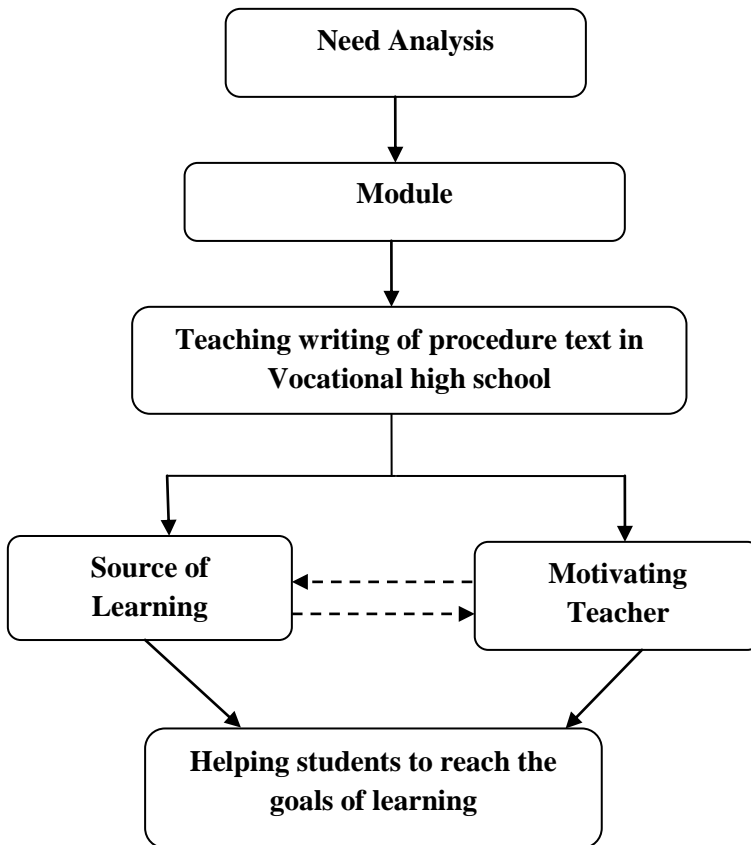
### C. Logical Framework

The main purpose of this research is to develop an appropriate module of procedure text for fashion design program. The reason to conduct the study is there was no appropriate module that is suitable for students of fashion design program. Due to vocational high schools' purpose to create competent person based on their major. Generally, the main source for learning is only

textbook. In the other hand, students in SMK need supporting material to develop their ability especially related to the target area. In target area, they need a skill for supporting their skills. Textbook that used by teacher in teaching English learning is far from specific purposes.

In this case, module can help students to reach the goal of learning. Module is formulated materials which is complete and standing unit itself and consists of a series of learning activities that are structured for helping students achieve a set of goals. Module act as another teaching media. So, students can learn from more than one sources. By using the module, writer hopes that can build students motivation in learning process, improving students' ability in their major, and becoming skillful person.

The explanation can be drawn as below:



**Figure 2.2 Framework of Thought**

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses research design, research setting, data collection technique, and data analysis technique which is conducted to run this research.

#### **A. Research Design**

This research was undertaken to develop Content-Based Instruction English Module of Procedure Text for Fashion Design. Educational R & D is adapted from industry-based development model in which the results of the research will be taken to create new products or procedures, which then are systematically implemented, evaluated, and revised to meet specified criteria of effectiveness, quality, or similar standards.

Educational research and development (R & D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle, which consists of studying research finding pertinent to the product to be developed, developing the product based on these findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field testing stage. In more rigorous program of R & D, this

cycle is repeated until the field-test data indicates that product meets its behaviorally defined objectives.<sup>48</sup>

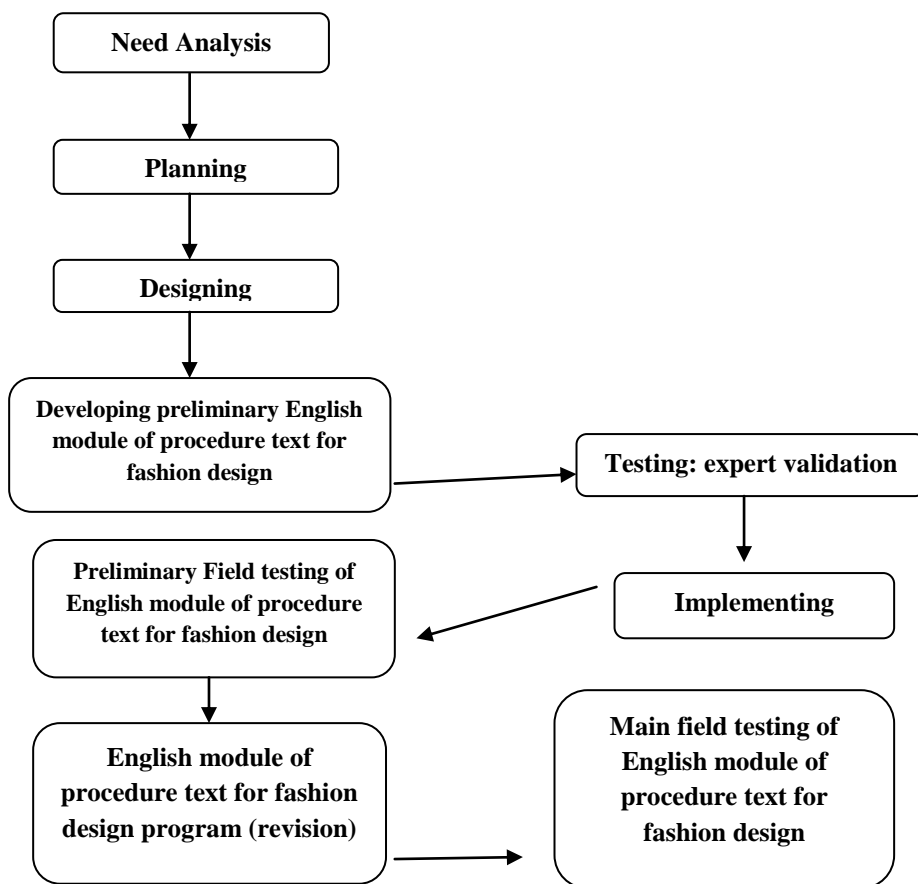
Brog and Gall explained the steps of conducting research and development, there are ten steps as following: the first step is involved research and information collecting or need analysis. It concludes the review of literature and classroom observation. Step 2 and 3 consisted of planning and developing preliminary form of the product. Planning includes defining skills, stating objectives determining course sequence, and the scale of testing product. Developing preliminary form of product included preparation of the materials, handbook, and the instrument of assessment. Then, step 4 is involving the preliminary field testing. The activities in this step is interview, questionnaire and data analyzing from the school. For step 5 conducted main product revision, revision of product as suggested by preliminary field-test result. Step 6 main field testing, main product revision using quantitative data on subject's evaluation. Operational product will be conducting in the step 7, revision of product by field-test result. Next, step 8 and 9 involved the operational field testing and final product

---

<sup>48</sup> Walter R. Brog & Meredith D. Gall, *Educational Research an Introduction; Seventh Edition*, (New York: Longman Inc., 2003), p.569

revision. The last is dissemination and implementation. The product will be validated by an expert and English teacher.<sup>49</sup>

In short, the process of R & D research is six steps. The figure of procedure development drawn as below:



**Figure 3.1 Procedure of Development**

<sup>49</sup> Walter R. Brog & Meredith D. Gall, *Educational Research an Introduction*; ... p. 570-572

The figure above explaining the procedure of research development, the writer simplifies the steps into six.

### **1) Need Analysis**

As mentioned before, the term “Need” refers to students’ right in teaching learning. The activity in need analysis is process identifying and evaluating what students need to learn.

In this research the researcher conducted need analysis by giving questionnaire. The questionnaire is about need and understanding toward fashion design major, learning sources and students’ opinion toward teaching technique used by the teacher, students’ need and understanding toward procedure text.

### **2) Planning**

In this step, the researcher formulated the module of English in the concept that related to fashion design major and making lesson plan.

### **3) Developing preliminary English module of procedure text for fashion design**

In this step, the researcher designed the material of procedure text related to fashion design program.

### **4) English module of procedure text for fashion design program (revision)**



After test, the researcher analyzed the result. Asking for experts' opinion about the module then re-planned the material or media based on students need.

#### **5) Main field testing of English module of procedure text for fashion design program**

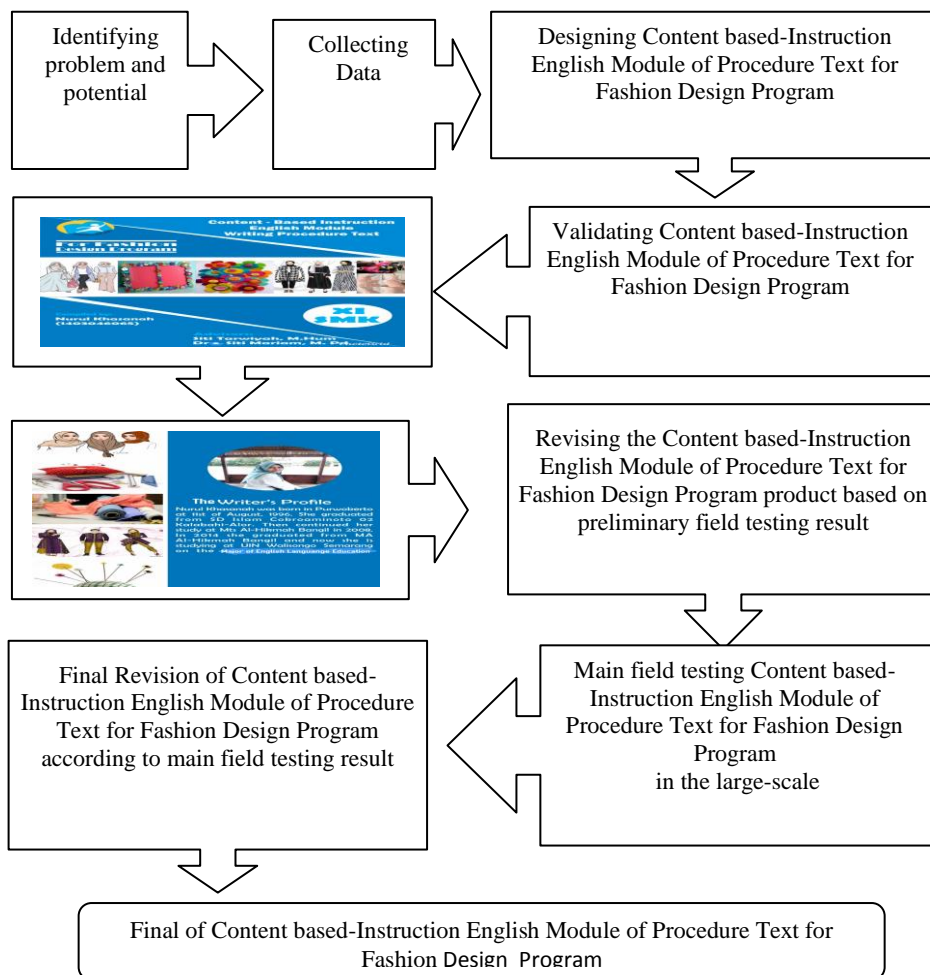
After having a revision, the researcher re-tested the module for the students of vocational high school.

### **B. Research Setting**

This research conducted at SMK Darul Amanah Sukorejo- Kendal which is located at kutoharjo Street Ngadiwarno Telp/Fax (0283) 672038. The subject of this research is the eleventh grade students in the academic year of 2018/2019. The product developed in this research tested by using Quasi experimental design (one-shot case study).

### **C. Research Procedure**

To ease this research, researcher modifies R & D model by Sugiyono as show on the scheme below:



**Table 3.1 Procedure of Development by Sugiono**

### 1) Identifying Problem and Potential

The first step in R and D identified problem and potential. It aims to gain the information whether there are potentials can be developed and solutions of problem

faced.<sup>50</sup>To meet with the problem and potential in English learning process at SMK Darul Amanah Sukorejo-Kendal, every school's elements, not to mention students, English teacher, facilities are identified.

The information of problem and potential gain through questionnaire, interview, and test. Questionnaire is provided to students' at the eleventh grade students in the academic year of 2018/2019. Furthermore, researcher interviewed English teacher at the eleventh (Anis Relawati, S.Pd) to convince the data were obtained from students' questionnaire. Besides, test is also important to identify effectiveness of CBI English Module of Procedure Text.

## **2) Collecting Data**

After identifying the problems and potentials in English learning process, collecting data was organized to support the development of module. These data became the fundamental data and it was involved in designing content instruction based English module for fashion design program.

---

<sup>50</sup>Sugiyono, *Metode penelitian Kuantitatif, Kualitatif dan R &D*, p. 298

### **3) Designing the Content-Based Instruction English Module of Procedure text for Fashion Design Program**

The important step designed English module is by determining which English material content is appropriate to be developed based on students' need. In accordance with students' need and time of research, the appropriate material will be develop into English module is procedure text which is integrated with students' major/program. Afterward, to ease the development of module, content instruction based be inserted in English module are scoped only in fashion designs' material; how to make dress pattern with draping technique, how to sewing by hand, how to make baby blanket, how to make accessories using button (brooch and necklace)

The next step, researcher identified basic and core competence of English subject of procedure text in Vocational High School in order to point out requirement of indicators and learning aims that must be mastered by students. For additional, based on students' questionnaire result, writing was one of the most difficult skills in English subject, thus, students need a suitable learning media which can help them to increase their writing skill.

The module contains: cover, included: title of module, students' degree, the identity of writer and the advisor also the identity of module's owner, preface, table of contents. Then,

introduction, included: core competences, basic competences, indicators must be mastered and the aim of the lesson, framework of content, and learning aims. The content divided into: content 1; consist of how to make dress pattern with draping technique, how to sewing by using hand, and how to make baby blanket, and also contain 5 stages of learning activity. Content 2; consist of how to make accessories using button (brooch and necklace) and also contain 5 stages of learning activity. The last is closing, included: reflecting and references.

#### **4) Validating the content instruction based English module of procedure text for fashion design program**

The validation of product is aimed to evaluate the suitability and the validity of the module designed. It was carried to find out whether there were some deficiencies of the product developed which was required to be repaired. Some aspects which were valuated include content and media. The validation of content consists of the suitability of content, language, mechanical appearance, and local culture aspect. Subsequently, validation of media contained of module appearance, graphical suitability, and the appearance quality.

**5) Revising the content instruction based English module of procedure text for fashion design program**

The result of the experts' validation then analyzed and measured based on validation criteria. The result of the validation determines whether the product developed is needed to be revised or it is able to be implemented in teaching learning process without any revisions.

**6) Main Field Testing of content instruction based English module of procedure text for fashion design program**

After the revision, then the module was tested in a big group-scale using one shot case study of quasi experimental. Here, experimental design was used to get the influence of content instruction based English module of procedure text toward students' achievement in writing of procedure text by comparing the KKM score and experimental class.

The result of test score then analyzed through T Test formula that discussed in data analysis technique.

**7) Final Revision of content instruction based English module of procedure text for fashion design program**

The final revision is needed when there were inadequacy and weakness of the product developed in the main field testing. In this step, researcher put some revisions

of the final product to make it better and feasible to be implemented in teaching and learning process.

#### **D. Data Collection Technique**

This section discusses data collection technique and the research instrument used in this research. The researcher used two data collection techniques namely descriptive qualitative and quantitative data. To reach the objectives of the research, the researcher used some technique in collecting the data.

##### **1) Questionnaire**

In this research, questionnaire was used to collect data about students' need, problems and potentials as the root to develop local culture-based English module to teach writing of procedure text which included in first stage of R and D cycle. The assessment worksheet for expert validation to evaluate the module developed was taken through questionnaire. Besides that, it is also used to take students' perception about the deficiency and the feasibility of module developed.

##### **2) Interview**

Another method that researcher used to collect the data in this research is interview. The interview in this research using direct questions and answers between the researcher and the source. The main source of the interview in this research comes

from English Teacher at SMK Darul Amanah (Anis Relawati, S.Pd).

### 3) Test

Test in this research was used to analyze student's achievement in writing of procedure text after the module developed. The product developed in this research tested by using Quasi experimental design (one-shot case study). The researcher gave a treatment then continued by giving a test in one meeting.

## **E. Data analysis technique**

The data in this research is analyzed by two following techniques

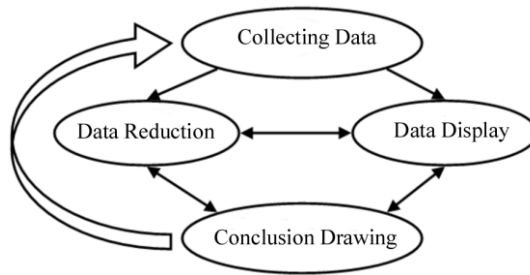
### **1) Descriptive analysis of Need Analysis**

Descriptive analysis in this research is used to analyze the qualitative data taken from potential and problem identification, interview result of English teacher, experts' validation value, students' perception and teacher's evaluation of the product developed. According to Miles and Huberman<sup>51</sup>, there are some steps in analyzing qualitative data which is shown in figure below:

---

<sup>51</sup> Matthew B. Miles & A. Michael Huberman, *Qualitative Data Analysis: A Sourcebook of New Methods: Second Edition*, (California: SAGE, 1984), p. 21-22





**Figure 3.2 Descriptive Analysis of the Data**

**a) Data Collection**

The data which needed to conduct the research were collected to gain information, such as dress pattern making material which can be incorporated in English module, validation of module, students' and teacher's need analysis, students' perception and teacher's evaluation of module developed.

**b) Data Reduction**

The process of selecting, focusing, simplifying, abstracting, and transforming the 'raw' data that appear in written-up field notes. Data reduction occurs continuously throughout the life of any qualitatively oriented project. This is part of analysis.

**c) Data Display**

The second major flow of analysis activity is data display. A 'display' is an organized assembly of information

that permits conclusion drawing and action taking. The most frequent form of display for qualitative data has been narrative text.

#### **d) Conclusion drawing and verifying**

The third stream of analysis activity was conclusion drawing and verification. From the beginning of data collection, the qualitative analyst is beginning to decide what things mean, is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Final conclusions may not appear until data collection is over. Conclusion drawing is only half of the procedure. Conclusions are also verified as the analyst proceeds. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, and their 'confirm ability' (validity). Otherwise, we are left with interesting stories of unknown truth and utility.

The result of expert validation of developed module was analysed through descriptive statistic to determine whether the developed module is valid to be used or need revisions before being implemented in real field which was looked out by some components, they are: content feasibility aspect, language feature, appearance aspect, and graphical aspect. The validation of each aspect was taken by questionnaire which follows the rating scale of 1 to 5 (five).

The result of validation score is calculated and shown in percentage by this following formula:

$$\text{Score (\%)}: \frac{\text{total score of validation component}}{\text{maximal score}} \times 100\%$$

Furthermore, the score (%) gained is conversed to the criteria as presented in the table below:

**Table 3.2 The Level of Validity Criteria<sup>52</sup>**

No	Criteria of Validity	Level of Validity
1.	85,01% - 100%	Valid; can be used without revision
2.	70,01% - 85%	Fair; can be used with small revision
3.	50,01% - 70%	Less; proposed to be unimplemented because need major revision
4.	1% - 50%	Invalid; forbidden to be implemented

#### **e) Students' Perception Questionnaire**

The questionnaire used to acquire students' perception is drawn up in checklist form based on *Guttman* scale. The data acquired by students' perception questionnaire analysed and presented in number of percentage which follows the formula below:

---

<sup>52</sup>Sa'dun Akbar, *Instrumen Perangkat Pembelajaran*, (Bandung : PT Remaja Rosdakarya, 2013) hlm.40-41

$$\text{Score (\%)}: \frac{\text{total score of students' perception}}{\text{maximal score}} \times 100\%$$

The percentage score then conversed in the form of criteria as follow:

**Table 3.3 The Scoring Manual<sup>53</sup>**

No	Range of Score	Category
1.	86-100%	Excellent
2.	46 – 85%	Good
3.	56 – 75%	Fair
4.	55 – 59%	Less
5.	50 – 54%	Worst

## 2) Statistical Analysis of Writing Assignment

Statistical analysis was used in final steps, the validity of the hypothesis was tested to effectiveness of Content-Based Instruction English Module of Procedure Text for Fashion design program at the eleventh grade of SMK Darul Amanah Sukorejo-Kendal in the academic year of 2018/2019. This research is effective when student's can reach indicators of the study and the average score of experimental class learning outcomes is more than KKM (75) and experimental class learning completeness is at least 70%.

---

<sup>53</sup>Ngalim Purwanto, *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran*, (Bandung : Remaja Rosdakarya,2002) p. 103

The analysis and formula used are as follows:<sup>54</sup>

a) T Test

The t-test used is the right-hand test. T-test used to find out whether the average score of students' learning outcomes taught using Content-based instruction English module of procedure text for fashion design program is better than the minimum completeness criteria (KKM). The formula used is:

$$t = \frac{\bar{X} - \mu_0}{s \mid \sqrt{n}}$$

Where:

$t$ :  $t$  counting

$\bar{X}$ :  $\bar{X}$  Average score of experimental class

$\mu_0$ :  $\mu_0$  KKM Score

$s$ :  $s$  Deviasi standard of experimental class

$n$ :  $n$  The number of students

The formulations commonly used in the right-hand test are:<sup>55</sup>

$H_0$ :  $\mu_0 \leq$  KKM Score

$H_1$ :  $\mu_0 >$  KKM Score

---

<sup>54</sup> Sudjana, *Metoda Statistika*, p. 226

<sup>55</sup> Julius H. Lolombulan, *Statistika bagi Peneliti Pendidikan*, (Yogyakarta: CV. Andi Offset, 2017) p. 144-147

From the right-hand side, the rule applies, t count falls in the reception area  $H_0$  is smaller or equal to ( $\leq$ ) than t table, then  $H_0$  is accepted and  $H_1$  is rejected.

## **CHAPTER IV**

### **FINDINGS AND ANALYSIS**

This chapter explains the research findings, need analysis, and analysis of developing content-based instruction of English module of procedure text for fashion design program.

#### **A. Need Analysis of Content-Based Instruction English Module**

Before going to discuss result of need analysis, the researcher want to explain the place she got data form. It was SMK Darul Amanah Sukorejo (Vocational school). SMK Darul Anamah was built on 04<sup>th</sup> of June 2008.

Students' need analysis was undertaken through questionnaire which consists of 25 questions before the development of the product. There are several point taken by the researcher in composing students' need analysis, target needs (necessities, lacks, wants) and learning needs (input, procedure, setting, teacher's role, and students' role).

According to Hutchinson and Waters the target need is what learners need to do in target situation. Every learner has target in learning English, automatically they will survive to reach the goals. Target situation can be drawn as "job or workplace". The term of target need are (necessities, lacks, and wants).

Necessities are what learners have to know in order to function effectively in target situation. The result of need analysis

in this aspect has been showed what students want to be. Necessities were discussed from number 2-5. First aspect was goal, from the total sixteen students of fashion design students, stated that they were learning English because they purposed to communicate and written effectively based on their major.

Then, in the second aspect, seven students want to work in the field of fashion after graduation, five students stated that they want to reach their dream, three from them want to be a professional designer. Third aspect showed students' view about reading topic they want to read, most of them choose sewing technique and the procedure complete with the picture. Fourth aspect showed students' view related to skills they have to master, most of them choose writing and speaking skills. The percentages of students' necessities as follow:

**Table 4.1 The Result of Necessities**

<b>Question Number</b>	<b>Total of Answer</b>				<b>Percentage (%)</b>			
	<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>	<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<b>Q2</b>	16	-	-	-	100%	0%	0%	0%
<b>Q3</b>	3	7	1	5	18.75%	43.75%	6.25%	31.25%
<b>Q4</b>	14	2	-	-	87.5%	12.5%	0%	0%
<b>Q5</b>	4	5	-	7	25%	31.25%	0%	43.75%



Based on the table above, 100% students want to write and communicate effectively, 43.75% students want to work in field of fashion after graduation, 87.5% students were interested in fashion reading material (text), and 43.75% students thought that writing was important in fashion design.

Lacks are what the obstacles and difficulties are faced by students in learning English. There were two questions discussed students' lack in English, especially in fashion design major. Students' opinion related to difficult skill and their necessary level are the point of lack. The result showed that seven students choose writing as the most difficult, five students choose writing, and another students choose listening. Then, most of students stated that their English level were beginner. The percentages of students' lacks as follow:

**Table 4.2 The Result of Lacks**

<b>Question Number</b>	<b>Total of Answer</b>				<b>Percentage (%)</b>			
	<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>	<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<b>Q6</b>	4	5	-	7	25%	31.25%	0%	43.75%
<b>Q7</b>	13	3	-	-	81.25%	18.75%	0%	0%

Based on the table above, 43.75% students admit that writing was the most difficult skill in English and 81.25% students realize that their level of English were beginner.

Wants are students' opinion and students' purpose personally in learning English. There were two points discussed in this aspect, first was students' view related to skill they want to develop and students' want to English language based on their major. The percentage of students' wants as follow:

**Table 4.3 The Result of Wants**

<b>Question Number</b>	<b>Total of Answer</b>				<b>Percentage (%)</b>			
	<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>	<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<b>Q8</b>	3	5	-	8	18.75%	31.25%	0%	50%
<b>Q9</b>	12	4	-	-	75%	25%	0%	0%

Based on the table above, 50% students want to develop their writing skill, especially related to fashion materials and 75% students expect that their English book was supported by enough vocabularies and there were specific material related to their major.

Then, learning need is a way to think about routes that can be taken to learn English in specific purposes. According to Nunan in his book task-based language teaching, learning needs depend on what students want to learn. Nunan underlines some point in learning need such as input, procedure, setting, teacher's role and learner's role.<sup>1</sup>

Input is students view related to English material they want to learn more. There were three aspect discussed in this aspect, first is students' opinion about English material, students' view about text they need as fashion developer, and students' need in English text. The percentage of students' input in learning needs as follow:

**Table 4.4 The Result of Input**

<b>Question Number</b>	<b>Total of Answer</b>				<b>Percentage (%)</b>			
	<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>	<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<b>Q10</b>	8	6	2	-	50%	37.5%	12.5%	0%
<b>Q11</b>	6	1	8	1	37.25%	6.25%	50%%	6.25%
<b>Q12</b>	-	7	-	9	0%	43.75%	0%	56.25%

Based on the table above, 50% students need an additional material related to fashion design major, 50% students need text related to fashion major, and 56.25% students expect that English text in their module were completed by words power.

In the procedure aspect, the need analysis questionnaire were discussed about kind of task students want to do. The percentage of students' procedure in learning needs as follow:

**Table 4.5 The Result of Procedure**

<b>Question Number</b>	<b>Total of Answer</b>				<b>Percentage (%)</b>			
	<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>	<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>

<b>Q13</b>	4	9	2	1	25%	56.25%	12.5%	6.25%
<b>Q14</b>	8	5	1	1	50%	31.25%	6.25%	6.25%

Based on the table above, 56.25% students choose to complete blank paragraph and 50% students prefer to do their task in personal.

In setting aspect, there were four points that discussed, students' opinion related to learning procedure text, students view toward media in learning procedure text, students' opinion about new module, and students' respond toward additional module. The percentage of setting in learning needs as follow:

**Table 4.6 The Result of Setting**

<b>Question Number</b>	<b>Total of Answer</b>				<b>Percentage (%)</b>			
	<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>	<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<b>Q15</b>	10	5	-	1	62.5%	31.25%	0%	6.25%
<b>Q16</b>	5	5	-	6	31.25%	31.25%	0%	37.5%
<b>Q17</b>	3	2	10	1	18.75%	12.5%	62.5%	6.25%
<b>Q18</b>	14	2	-	-	87.5%	12.5%	0%	0%

Based on the table above, the design of learning activity in the classroom should catch students' attention. 62.25% students

prefer to learn procedure text in the classroom. It means teacher should facilitate students with the warm environment. Next, 37.5% students expect that in every English book contain learning game so that they can build many idea. Then, 62.5% students agreed with new English module based on their major and it should be design based on their need. They were responding to the CBI module that was very helpful and interesting.

In aspect of teacher's role, there were three points discussed, first is students' opinion toward teacher's role in teaching learning process, students' view related to the method of teaching, and additional source used by the teacher. The percentage of teacher's role in learning needs as follow:

**Table 4.7 The Result of Teacher's Role**

<b>Question Number</b>	<b>Total of Answer</b>				<b>Percentage (%)</b>			
	<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>	<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<b>Q19</b>	2	7	2	5	12.5%	43.75%	12.5%	31.25%
<b>Q20</b>	14	2	-	-	87.5%	125%	0%	0%
<b>Q21</b>	5	3	4	4	31.25%	18.75%	25%	25%

Based on the table above, 43.75% students stated that teacher encourage students to develop their creativity, 87.5% students stated that teacher taught English subject using general

English book without giving any additional material related to their major, and 31.25% students claimed teacher giving additional source from internet.

In aspect of Learner's role, there are four point discussed; students' activeness in learning process, students' thought toward procedure text and fashion major, students' opinion related to Content-based instruction English module, and students' opinion toward English subject in their major. The percentage of learner's role in learning needs as follow:

**Table 4.8 The Result of Learner's Role**

<b>Question Number</b>	<b>Total of Answer</b>				<b>Percentage (%)</b>			
	<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>	<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<b>Q22</b>	12	4	-	-	75%	25%	0%	0%
<b>Q23</b>	8	5	2	1	50%%	31.25%	12.5%	6.25%
<b>Q24</b>	10	6	-	-	62.5%	37.5%	0%	0%
<b>Q24</b>	2	5	8	1	`12.5%	31.25%	50%	6.25%

Based on the table above, 75% students prefer to listen teacher's explanation, 50% students thought the relationship between procedure text and fashion design. 62.5% students agree with CBI English module because they can learn English through

their own major, and 50% students stated that they need additional module based on their major.

## **B. Development and Effectiveness of Content-Based Instruction English Module of Procedure Text for Fashion Design Program**

This research is intended to meet with the procedure and effectiveness of developing content-based instruction English module of procedure text for fashion design program. There are seven cycles which is taken in this research to develop the product based on Sugiyono model that discussed below.

### **1. Identifying Problem and Potential**

Before going to the result of problem and potential, the researcher wants to explain the place she got data from. It was SMK Darul Amanah Sukorejo-Kendal which located at kutoharjo Street Ngadiwarno Telp/Fax (0283) 672038. The subject of this research is the eleventh grade students in the academic year of 2018/2019. There are two majors in this school, TKJ for man and fashion design for woman. English teacher for eleventh grade of SMK Darul Amanah is Mrs. Anis Relawati, S.Pd, she taught procedure text by using discussion technique to build students enthusiastic.

Based on the observation on 16<sup>nd</sup> of January 2018, English learning process at SMK Darul Amanah Sukorejo-

Kendal has implemented 2013 curriculum. The facilities provided by the school such as language laboratory, LCD Projector, support the learning process even so it has not been utilized properly yet. The school's environment at SMK Darul Amanah Sukorejo-Kendal is also supplied comfortable place and enjoyable atmosphere for teaching learning process.

However, the implementation of 2013 curriculum in SMK Darul Amanah Sukorejo-Kendal has not been utilized students' environment maximally, especially in teaching writing of procedure text. Teachers do not insert the material related to fashion major, students accept general English material as SMA/MA. However, SMK is school in preparing human recourse with skills and creativity. General English isn't appropriate for students of fashion major in facing target area. Students need material such as how to do draping technique, how to do body measurement, how to sew by using hand, how to make baby blanket, how to make button brooch, how to make a picture frame using button, history of button, history of accessories, etc. Hence, it needs new English learning media which contained specific material of procedure text for fashion design program.

## **2. Collecting Data**

Dealing with the data supported in the development of module, researcher gained data from some resources; they



were school, fashion design field, techniques in making something; how to do draping technique, how to do body measurement, how to sew by using hand, how to make baby blanket, how to make button brooch, how to make a picture frame using button, history of button, history of accessories, pictures from pin interest, Design of cloths from Ratih Swastika Permata, online Journal, and literary book. The data from SMK Darul Amanah were students' list name, the facilities, and the English book used by students and teachers. Besides that, online journal also plays important role to look for information which can support the development of module.

### **3. Designing the Content-Based Instruction English Module of Procedure text for Fashion Design Program**

The module was designed from May, 2018 to July, 2018. The result of module design before going to be validated, as follow:

- a) Cover, included: title of module, students' degree, the identity of writer and the advisor
- b) Preface
- c) Table of contents

- d) Introduction, included: core competences, basic competences, indicators must be mastered and the aim of the lesson, and framework of content.
- e) Content, divided into:
- Chapter 1; “*She Wears Her Own Design*”: consists of conversation related to cloth design; draping technique and the procedure of sewing by using hand. It covered an illustration carried out students to the material, procedure text example of how to do draping technique; the students’ writing exercises on Activity 1 (fill the blank paragraph), activity 2 (match the pictures), Activity 3 (procedure of sewing by using hand), creating (how to make baby blanket), word power, new knowledge (History of Button) and Reflecting.
  - Chapter 2; “*The Accessories Support My Style*”. It consist of the illustration picture which is introduced to recall students’ previous knowledge, the example how to make brooch by button, Activity 4 (mention the name of accessories from picture), Activity 5 (vocabularies game), creating (how to make picture frame), word power, and reflecting.
- f) Closing included: summary and references.

#### **4. Validating the content instruction based English module of procedure text for fashion design program**

The result of designing prototype of product then validated by some experts validators; internal validator and external validator. The internal validator is English lecturer at Walisongo State Islamic University (Siti Tarwiyah, M. Hum and Dr. Siti Mariam, M.Pd) which is conducted at 3<sup>rd</sup> of August 2018. In advance, external validator was done at 16<sup>th</sup> of August 2018 by English Teacher of SMK Darul Amanah Sukorejo-Kendal (Anis Relawati, S.Pd).

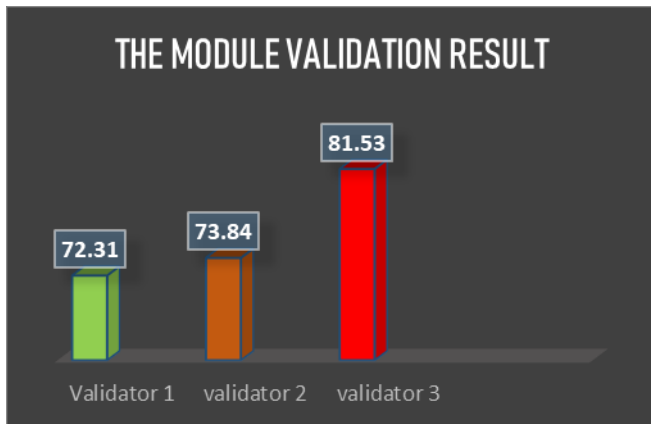
There were five main components should be evaluated by the experts validation, they were: 1) content feasibility aspect, 2) language feature aspect, 3) aspect of appearance, 4) aspect of fashion design, and 5) graphical aspect. The result of three experts validation showed in the table below:

**Table 4.9 The Result of Experts' Validation**

No	Component	V.1	V.2	V3
<b>CONTENT FEASIBILITY ASPECT</b>				
1	The conformity with CC and BC	4	4	4
2	The material accuracy	4	4	4
3	The current material	4	4	5
4	The benefit to build up studnets' knowledge	4	4	4
<b>LANGUAGE FEATURE ASPECT</b>				
1	The clarity of Information	3	3	4

2	The conformity of language feature	3	3	4
<b>ASPECT OF APPEARANCE</b>				
1	Appearance favour	3	3	4
2	Learning appearance	4	3	5
<b>FASHION DESIGN ASPECT</b>				
1	Fashion design component	4	4	3
2	Fashion design principal	4	4	3
<b>GRAPHICAL ASPECT</b>				
1	Module appearance	3	4	4
2	The graphical validity	3	4	4
3	The worthiness of appearance	4	4	5
<b>TOTAL</b>		47	48	53
<b>PERCENTAGE</b>		72.31%	73.84%	81.53%
<b>CRITERIA</b>		Valid Enough	Valid Enough	Valid Enough

**Picture 4.1 The Module Validation Result**



The result showed that prototype of product was valid enough to be implemented in English learning process. However, the experts' validation gave some advices to revise the prototype of module.

a) Internal Validator

1) Siti Tarwiyah, M. Hum

- Re-arrange the indicators because it describes simple thing to largest thing.
- In observing activity, change the conversation with procedure text and give students activity to build their understanding
- Some sentences need to be re-constructed to meet with grammatically and understandable sentences.
- Arrange the vocabularies alphabetically
- Some dictions should be appropriated with the context.
- It is better to provide guiding questions to facilitate students in finding out some ideas in writing process and provide a list question column for them.

2) Dr. Siti Mariam, M.Pd

- Please, Pay attention to the grammar and word spelling

b) External Validator (Anis Relawati, S.pd)

- It's better to provide discussion sheet for students in communicating activity

## 5. Revising the content based instruction English module of procedure text for fashion design program

Revision of product is needed before it will be implemented in the learning process. The revisions of prototype product were conducted based on the advices of experts' validation. The revisions were as follow:

- Re-arrange the indicators because it describes simple thing to largest thing.

Basic Competence/ Kompetensi Dasar:		Basic Competence/ Kompetensi Dasar:	
Basic Competences	Indicators	Basic Competences	Indicators
3.6 Menggunakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan	3.6.1 siswa dapat mengidentifikasi struktur teks beserta unsur kebahasaannya 3.6.2 siswa dapat	3.6 Menggunakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan	3.6.1 siswa dapat mengidentifikasi struktur teks serta kebahasaannya 3.6.2 siswa dapat membedakan dan menyajikan perbedaan dengan
From How To What to Different?		Content-Based Instruction English Module / XI SEMESTER	

prosedur lisan dan tulis dengan memberi dan menerima informasi terkait <b>manusial</b> penggunaan teknologi dan <b>klasik</b> (tipis, pendek dan sederhana, sesuai dengan <b>bidang keahlian dan konteks</b> penggunaannya	membedakan dan menyajikan perbedaan <b>pattern making by machine and manual</b> 3.6.3 siswa dapat mengetahui makna konotasi yang ada di setiap prosedur teks yang terdapat, baik secara lisan maupun tulisan
4.6 Menyusun teks prosedur, lisan dan tulis, dalam bentuk <b>manusial</b> terkait penggunaan teknologi dan <b>klasik</b> (tipis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.6.1 siswa dapat menyusun <b>procedure text</b> tentang <b>how to make pattern by machine and manual</b> secara sederhana 4.6.2 siswa dapat menyusun <b>procedure text</b> secara sederhana dengan unsur kebahasaan yang tepat

menerima informasi terkait <b>manusial</b> penggunaan teknologi dan <b>klasik</b> (tipis, pendek dan sederhana, sesuai dengan <b>bidang keahlian dan konteks</b> penggunaannya	3.6.3 siswa dapat mengetahui makna konotasi yang ada di setiap prosedur teks yang terdapat, baik secara lisan maupun tulisan
4.6 Menyusun teks prosedur, lisan dan tulis, dalam bentuk <b>manusial</b> terkait penggunaan teknologi dan <b>klasik</b> (tipis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.6.1 siswa dapat menyusun <b>procedure text</b> secara sederhana sesuai dengan jasanya 4.6.2 siswa dapat menyusun <b>procedure text</b> secara sederhana dengan unsur kebahasaan yang tepat


(a)

(b)

Picture 4.2 (a) before revision (b) after revision

**B**

**OBSERVING and QUESTIONING**



After observing the picture and conversation above, I had questions and want to know more about .....

I want to know About:

- What is \_\_\_\_\_?
- How to \_\_\_\_\_?

As you see picture and conversation above:

1. What were Mr. Zakiya and Mr. Naira Were talking about?
2. What did Mr. Naira do to be a nurse?
3. What does Mr. Zakiya want to learn?
4. Do you ever designs or make dress pattern for your own dress?


**5**

**A**


**OBSERVING**

**Dress Pattern Making with a Draping Technique**

**Materials for draping**



- Measuring Tape
- Draping Tape (adhesive and non-adhesive)
- Pins
- Muslin (or other-weight fabric)
- Pin Cushion
- Scissors
- Chalk
- Ruler
- Dress form



Observe and read the text,  
pay attention to the bold  
and colour words.

*"Content-Based Instruction English Module"/XI SMK*

### Activity 1

After observing the text above, please complete this following activity! Pay attention to the bold and color words!



Present Tense	Temporal Conjunction
<p>Prepare</p>	<p>Next</p>

(a)

(b)

**Picture 4.3 (a) before revision (b) after revision**

- c) Some sentences need to be re-constructed to meet with grammatically and understandable sentences.



## CHALLENGE

Have you experienced how it is sewing in sewing? Here, actually, design instructions below, please try to design your own preschool test with the correct situation.



### "How to Make Baby Blanket"

**Materials:**

- Fabric
- Scissors
- Cotton
- Lots of pins
- Thread
- Sewing Machine

**Steps:**

1. Make a small step with your scissors
- 2.
- 3.
- 4.

*"Don't Give You Want to Differed"*

25

(a)

**5 CREATING:**

Do you understand how to write to another writing based activity.





*Arrange your own procedure first with the correct structure and language features?*

***"How to Make Baby Blanket"***

<b>Materials:</b>	
- Fabric	- Scissors
- Cotton	- Lots of pins
- Thread	- Sewing Machine

*\*Content-based Instruction English Module 3/SL 3/308*

(b)

**Picture 4.4 (a) before revision (b) after revision**

- d) Arrange the vocabularies alphabetically

[illegible]

(a)

[illegible]

(b)

**Picture 4.5 (a) before revision (b) after revision**



e) Some dictions should be appropriated with the context.

**EXPLORE**

Have you identified the steps of making dress pattern with shaping technique? What activities do you find in the text? After this, pay attention to the activity 1. Please, write things you found in the steps of making dress pattern!

**ACTIVITY 1**

Today, my friends and I learn about (1)..... It discusses about (2)..... The purpose of procedure text is (3)..... The text usually consist of three structures, they are (4)..... (5)..... and (6).....

My friends and I can recognize the procedure text by identifying the language features. The language features in procedure text are (7)..... (8)..... (9)..... Now, we are understood what the procedure text is:.....

"Does How You Want to Address?"

14

**EXPLORE**

Have you identified social function, genre, structure, and language features of procedure text? In this activity let's learn more the "procedure text"!

Procedure text is text that describes how something accomplished through sequence of steps. Its social function is to describe how something is completely done through a sequence of series.

**Generic Structures:**

- Goal
- Material
- Steps

**Language Features**

- Imperative construction
- Present tense
- Imperative sentence
- Action verb

"Context-Based Instruction English Model" / XI SEM

15

**OBSERVE AND QUESTION**

After observing the dress and conversation above, I feel curious and want to know more about.....

"Does How You Want to Address?"

From the picture I want to know.....

- What is.....
- How is.....
- How many.....

In the picture above there are two women were wearing veil. First picture shows that the girl was wearing accessories in the veil, while second picture shows the girl wearing braid. The function of braid is to support woman's performance. You also can make your own accessories by using the unique things around you, such as button, flannel, etc. let's learn how to make braid by using button!

**Button Braid**

1 large button	strong glue
5 smaller button	1 long button
1 braid pin	scissors
1 small piece of felt	

16

**EXPLORE**

In observing activity, there are two women were wearing veil. First picture shows that the girl was wearing accessories in the veil, while second picture shows the girl wearing braid. The function of braid is to support woman's performance. You also can make your own accessories by using the unique things around you, such as button, flannel, etc. let's learn how to make braid by using button!

**Read the following text and give mark to the generic structure and language features!**

**"Button Braid"**

**Materials:**

1 large button	strong glue
5 smaller button	1 long button
1 braid pin	scissors
1 small piece of felt	

"Context-Based Instruction English Model" / XI SEM

17

**Steps:**

- Arrange the Button in a circle
- Then, add the glue


18

(a) (b)  
Picture 4.5 (a) before revision (b) after revision

- f) It is better to provide guiding questions to facilitate students in finding out some ideas in writing process and provide a list question column for them.

**B OBSERVING and QUESTIONING**

After observing the picture and conversation above, I feel curious and want to know more about .....



I want to Know About:

- What is .....
- How to .....


As you see picture and conversation above:

- What were Mr. Zulkifli and Ms. Naira's Were talking about?
- What did Ms. Naira do to her dress?
- What does Mr. Zulkifli want to know?
- Do you ever design or make dress pattern for your own dress?

*"Draw How You Want to Address"*

**B QUESTIONING**

After observing the text above, I feel curious and want to know more .....



*"Create dress Instruction English Model" / ELIADA*

I want to know:

- What is .....
- How to .....

From activity 1 and 2, I found some question that should be answered:

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....

(a)

(b)

**Picture 4.6 (a) before revision (b) after revision**

- g) Please, pay attention to the grammar and word spelling.

**E CREATING**



Have you understood how to sewing by ~~mini~~? Now, we ~~will~~ try to make another sewing hand activity. With the information below, please try to design your own procedure text with the correct structure.

(a)

**E CREATING**



Do you understand how to sew by using ~~mini~~? We will try to make another sewing hand activity.

(b)

mengaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solatif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik dibawah pengawasan langsung. Memunjukkan keterampilan memperspsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya disekolah serta mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

(c)

**Picture 4.7 (a) before revision (b), (c) after revision**

h) It's better to provide discussion sheet for students in communicating activity

**F COMMUNICATING & REFLECTING**



Now, it's your turn to share your work with your friends in front of the class. Please identify the sentence and the structure of how to make your friend you have made and we will discuss it together!

**"REFLECTING"**

**NOW I KNOW THAT:**

Procedure text is \_\_\_\_\_

The structure of procedure text is \_\_\_\_\_

The purpose of procedure text is \_\_\_\_\_

The part I like the most \_\_\_\_\_

"Don't Miss Your First Address"



(a)

**F COMMUNICATING**



Now, it's your turn to share your work with your friends in front of the class. Please present the compound of text you've made and discuss together!

**"Discussion Sheet"**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

"Yakut Desert Instruction English Model" (31) JRM



(b)

**Picture 4.8 (a) before revision (b) after revision|**

## **6. Main Field Testing of content-based instruction English module of procedure text for fashion design program**

The module revised then ready to be implemented in main field testing. The module developed conducted to the eleventh grade of SMK Darul Amanah Sukorejo-Kendal. It was implemented in two meetings which appropriates with the time allocation at the school. The main field testing was using quasi experimental method of one shot case study where researcher gives one treatment and directly test. The test was used to find out whether the average score of students' learning outcomes taught using Content-Based Instruction English Module of Procedure Text for Fashion design program are better than the minimum completeness criteria (KKM).

In the first meeting, students discuss material related to dress pattern making such as draping technique, how to do body measurement, how to sew by using hand, and students arrange a simple procedure text “how to make baby blanket” by using their own words. The creating activity was set as writing assessment using one shot case study.

The test was carried out after the implementation of module to determine normality of the data. The result of this research is obtained average score of experimental class was 85.94 which were higher than the result of minimum competences criteria 75. The average score of experimental class was 79.238 and standard

deviation (s) was 5.32. Teaching writing of procedure text in experimental class by content-based instruction English module for fashion design developed can encourage students to be more active and motivated in learning activities based on their major. Content-based instruction English module for fashion design to teach writing of procedure text can create comfortable atmosphere and make students easier to understand the material based on their major. It can be seen on average score of experimental class which had better result than standard competences criteria.

**Table 4.10 The Result of T-count**

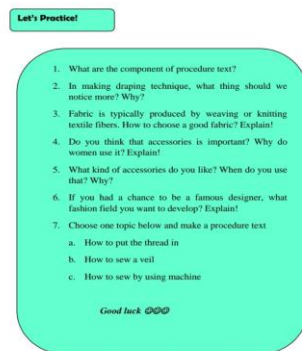
<i>Alpha</i>	0.05					
<i>count</i>	<i>Mean</i>	<i>Std Dev</i>	<i>std Err</i>	<i>Mean Difference</i>	<i>t</i>	<i>df</i>
16	85.9375	5.5913	0.603143	10.9375	18.13417	15

<i>Hyp Mean</i>	75				
	<i>p-value</i>	<i>t-crit</i>	<i>lower</i>	<i>upper</i>	<i>sig</i>
One Tail	6.48776E-12	2.1314495			Sig
Two Tail	1.29755E-11	1.7530504	84.65193	87.22306947	Sig

**Table 4.11 The Result of T-table**

Based on the result of calculation t-test was obtained  $t_{count}$  : 18.13 and  $t_{table}$  1.75. This showed that  $t_{count} > t_{table}$  ( $t_{count}$  higher than  $t_{table}$  ). It can be concluded that there is a significant difference between writing skill improvement of students taught by content-based instruction English module of procedure text for fashion design program.

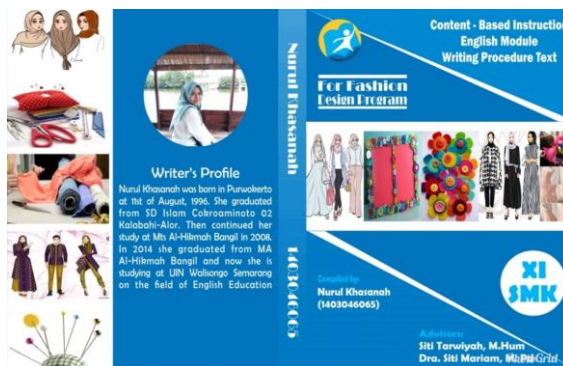
## 7. Final Revision of content-based instruction English module of procedure text for fashion design program



"Content-Based Instruction English Module"/XI SMK



**Picture 4.9 revision of exercise**



**Picture 4.10 cover of the module**

Some revisions of local content-based instruction English module is conducted to meet with the feasibility and the suitable of module developed. The final version of module developed is shown the appendix 11.

### **C. The discussion of Need Analysis, Development, and Effectiveness of Content Based Instruction English Module of Procedure Text for Fashion Design Program**

Based on need teacher's questionnaire, during English teaching and learning activity, teacher uses BSE book as main source. Teacher only focused on general English material in the book without utilize other references to support students major such as vocabularies related to fashion design or text about fashion. In the learning process, teacher explains all material and students hear, sometimes they were doing another activity such as sleep, talking with others, etc. However, curriculum 2013 sets teacher as

facilitator and students as the main subject, students should explore more and never waste the time.

The teacher implemented group discussion technique to help students understand material of procedure text. The reason for implementing that technique to train students to be brave, in the other case, teacher gives measurement for students by giving them an illustration such as meals, laptop, doll, then asked them how to operate the things.

Based on need analysis questionnaire, 100% students of SMK Darul Amanah stated that they learned English because they want to communicate and to write effectively. 43.75% students want to work in fashion field after graduation while 31.25% want to reach their dream as fashion designer. When discussing about difficult skill, 43.75% students answered writing while 31.25% student choose speaking, it means they want to develop more writing than speaking skill.

Furthermore, there were various opinion from fashion design students related to new module related to their major, 62.5% students showed their enthusiastic and agreed with the module. Then, 87.5% students regarded that Content-based instruction English module helped them to face target area. Content-based instruction English module was arranged specifically for fashion design students so that they not only got English material



generally. Students expected that the module encourage them creativity and skills in facing target area.

Whereas, as mention before, teacher only used BSE English book as main source. However, SMK was school for working, SMK's students have different need in learning English. Content-based instruction English module of procedure text for fashion design program was a solution in improving their skill. It contained all material that students need in target area, such as how to do draping technique, how to do body measurement, how to sew by using hand, how to make baby blanket, how to make button brooch, how to make a picture frame using button, history of button, history of accessories, etc. in fact, those materials were specific and appropriate for fashion design students.

The development of content based instruction English module of procedure text for fashion design program was designed based on students' need analysis. It was followed the procedure of Sugiyono, there were seven steps passed in designing the module, identifying problem and potential, collecting data, designing the product, validating the product, revising the product, main field testing of the product, and final revision of the product.

The content of its book was adapted to curriculum 2013 with 5 stages of learning, reflection, new knowledge, and exercise based on HOTS (higher order thinking skill). It aims to improve students' skill and ability in target area, how teacher can facilitate

students to be a good thinker and problem solver. The design of book was adapted to students' major (fashion design), the pictures of the module was provided from a designer named Ratih Swastika Permata.

The effectiveness of this research showed that the content based instruction English module of procedure text for fashion design program was appropriate for eleventh graders of SMK Darul Amanah Sukorejo-Kendal. The research involved 16 students of fashion design major applied quasi-experimental (one shot case) with one treatment and test. The test was used to measure students' understanding and ability in writing simple procedure text based on their major. In counting the result of test, the researcher used T-Test to compare students' writing assignment with KKM score. The effectiveness of product was supported by result of students' average score 79.23 higher than minimum competence criteria (*see table 4.10*).

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

The conclusions and suggestions needed of this research are explained in this research.

#### **A. Conclusion**

Based on the result of findings and analysis, it can be concluded in three main topics as follow:

1. Need Analysis of Content-Based Instruction English Module

Two chapters that of content based instruction English module to teach writing of procedure text for fashion design program are “*She Wears Her Own Design*” (focused on how to sewing dress) and “accessories support my style” (focused on how to make accessories by using button). The chosen of those content based instruction referred to students’ need analysis, fashion designs’ aspect potential in students’ environment and also time of the research.

2. Developing Content-Based Instruction English Module of Procedure Text for Fashion Design Program

The development of content based instruction had been done through research and development in the following procedures: 1) identifying problem and potential, 2) collecting data, 3) designing the content based instruction English module to teach writing of procedure text, 4) validating the local content based instruction English module to teach

writing of procedure text for fashion design program, 5) revising the local culture-based English module to teach writing of procedure text, 7) main field testing of content based instruction English module to teach writing of procedure text for fashion design program, 8) final revision of content based instruction English module to teach writing of procedure text for fashion design program. The development of the product produced a suitable module with the specifications below:

- a) Cover, included: title of module, students' degree, the identity of writer and the advisor
- b) Preface
- c) Table of contents
- d) Introduction, included: core competences, basic competences, indicators must be mastered and the aim of the lesson, and framework of content.
- e) Content, divided into:
  - Chapter 1; "*She Wears Her Own Design*": consists of conversation related to cloth design; draping technique and the procedure of sewing by using hand. It covered an illustration carried out students to the material, procedure text example of how to do draping technique; the students' writing exercises on Activity 1 (fill the blank paragraph), activity 2 (match the pictures), Activity 3

(procedure of sewing by using hand), creating (how to make baby blanket), word power, new knowledge (History of Button) and Reflecting.

- Chapter 2; *"The Accessories Support My Style"*. It consists of the illustration picture which is introduced to recall students' previous knowledge, the example how to make brooch by button, Activity 4 (mention the name of accessories from picture), Activity 5 (vocabularies game), creating (how to make picture frame), word power, and reflecting.

f) Closing included: summary and references.

3. The effectiveness of content-based instruction English module of procedure text for fashion design program

The validation result of module developed was 75,89% which meant that the module was fair to be implemented. Furthermore, the t-test value showed that  $t_{\text{count}} (18.13) > t_{\text{table}} (1.75)$  which indicated that there was significant difference between content based instruction English module of procedure text for fashion design program was better than standard competences criteria. It was showed from the average score 85.93% that showed good score.

## **B. Suggestion**

This research is intended to develop new English learning source which can facilitate studnets' in English learning process.

According to that, this research is needed further investigations to obtain English module with better quality. By means of this reason, researcher suggests:

1. This module can be implemented in schools because it has been validated by expert validation.
2. The development of content based instruction English module of procedure text can be expanded to obtain new learning source.
3. The development of local culture needs to be broader not only in procedure text but all English materials for fashion design program.
4. The composition of this module is needed to be re-garded to enrich students understanding and English writing skill.

## REFERENCES

- Akbar, Sa'dun, *Instrumen Perangkat Pembelajaran*, (Bandung : PT Remaja Rosdakarya, 2013)
- Anderson, Mark and Kathy Anderson, *Text Types in English 1*, (South Yarra: Macmillan Education Australia, 1997)
- \_\_\_\_\_, *Text Types in English 3*, (South Yarra: Macmillan Education Australia, 1997)
- Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006)
- B. Miles, Matthew & A. Michael Huberman, *Qualitative Data Analysis: A Sourcebook of New Methods: Second Edition*, (California: SAGE, 1984)
- Barstukmen, Helen, *Ideas and Opinion in English for Specific Purposes*, (London: Lawrence Erlbaum Associates, 2006)
- Brog, Walter R. & Meredith D. Gall, *Educational Research an Introduction; Seventh Edition*, (New York: Longman Inc., 2003)
- Brown, H. Douglas, *Language Assessment: Principles and Classroom Practices*, (San Fransisco: Longman, 2004)
- Dalman, *Ketrampilan Menulis*, (Jakarta, PT. Raja Grafindo Persada, 2016)
- Daryanto, *Menyusun Modul (Bahan Ajar Untuk Persiapan Guru Dalam Mengajar)*, (Yogyakarta: Gava Media, 2013)
- Departemen Pendidikan Nasional, *Panduan Pengembangan Bahan Ajar*, (Jakarta: 2008)
- Ernawati, dkk, *Tata busana Jilid 1 untuk Sekolah Menengah Kejuruan*, (Departemen Pendidikan Nasional, 2008)

- Fiorito, Lorenzo, *Teaching English for Specific Purposes (ESP)*, (University of Naples and European Projects Manager for Aries Formazione, 2005)
- Gerot, Linda and Peter Wignell, *Making Sense of Functional Grammar*, (New South Wales: Antripodean Educational Enterprise, 1995)
- Hornby, A.S, *Oxford Advanced Learners' Pocket Dictionary*, (New York: Oxford University Press, 1987)
- Istiqomah, Herny, *The Development of English Syllabus and Lesson Plans at Smk Negeri 8 Malang*, (Malang; State University of Malang)
- J.M, Swales, *Genre Analysis: English in Academic and Research Setting* (England: Cambridge University Press)
- Johnson, Andrew P, *Teaching Reading and Writing*, (U. S. A; Library of Congress Catalog, 2008)
- Jordan, R.R., *English for Academic Purposes*, (U.K: Cambridge University press, 2009)
- LAMRI , Chams Eddine, *English for Specific Purposes (1<sup>st</sup> semester)*, (Algeria: University of Tlemcen, 2016)
- Larsen, Diane, *Techniques and Principles in Language Teaching*, (Oxford: Oxford Unity Press, 2002)
- Lolombulan, Julius H, *Statistika Bagi Peneliti Pendidikan*, (Yogyakarta: CV.Andi Offset, 2017)
- Masruroh, Ana, (11201241024), “Developing Writing Module of Short Story Based on Experiential Learning in Junior High School”, (Yogyakarta: Yogyakarta State University, 2015)
- Munoz, Ana, *Guidelines for Teaching and Assessing Writing*, (Centro de Idiomas: EAFIT Universidad, 2014)



- Nunan, David, *Task-based Language Teaching*, (UK: Cambridge University press, 2004)
- Otilia, Simion Minodora, *Need Analysis in English for Specific purposes*, (Romania: University of Targu-Jiu, 2015)
- Pemerintah dan kebudayaan RI No. 54 tahun 2013 *Tentang Kompetensi Kelulusan Pendidikan Dasar dan Menengah* (Jakarta: Indonesia)
- Peraturan pemerintah no 17 tahun 2013 Tentang Pengelolaan dan Penyelenggaraan Pendidikan*, (Jakarta; Indonesia)
- Peraturan Pemerintah RI No 81 A Tahun 2013 Tentang Implementasi Kurikulum, (Jakarta, Indonesia)
- Permendikbud Nomor 22 Tahun 2016 Tentang “*Standar Proses Pendidikan Dasar Dan Menengah*” (Jakarta: Indonesia, 2016)
- Purwanto, Ngalim, *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran*, (Bandung : Remaja Rosdakarya, 2002)
- Ratna P, Yohana Dian, (10202244056), *Developing English Learning Materials for Grade X Students of Beauty Program*”, (Yogyakarta: Yogyakarta State University, 2015)
- Richards, Jack C, *Curriculum Development in Language Teaching*, (U. S: Cambridge University press, 2001)
- Rohmah, Choirul, *Developing English Learning Material for Grade X Students of Marketing Study Program at SMK Muhammadiyah 2 Bantul*, (Yogyakarta: Yogyakarta State University, 2015)
- Songhori, Mehdi Haseli, *Introduction to Needs Analysis*, (Kermen: University of Baft, 2008)
- Sudijono, Anas, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1995)

Suharso, *Pembelajaran Bahasa Inggris Melalui Content Based Instruction*, (Yogyakarta: Universitas Negeri Yogyakarta, 2015)

Sunantri, Asep, *Pengembangan Modul Pembelajaran Menggunakan Learning Content Development System (Lcds) Pada Materi Usaha Dan Energi*, (Lampung: University of Lampung, 2016)

Water, and Hutchinson, *English for Specific Purposes; A learning Centered-Approach*, (New York: Cambridge University Press, 1987)

<http://www.academia.edu/14-prinsip-pembelajaran-kurikulum-2013//>  
accessed in 23<sup>rd</sup> march 2018 at 8.15 PM

<http://www.fibre2fashion.com/industry-article/2860/what-is-fashion-design?page=1> accessed in 25<sup>th</sup> October 2017 at 9.14 PM

<http://www.kursusmudahbahasainggris.com/2013/09/15-contoh-procedure-text-terlengkap-dan.html> accessed in 3<sup>rd</sup> November 2017 at 12.49 PM

*Appendix 1*

**LESSON PLAN**

School : SMK Darul Amanah Kendal

Subject/Skill : English/Writing

Class/Semester : XI/II

Time Allocation : 2 x 45 Minutes

Material : Procedure Text

**A. Core Competences**

3. Understanding, applying, analyzing, and evaluating a knowledge (factual, conceptual, and procedural) in accordance with the field and scope of English subject at a technical, specific, detailed and complex level, with regard to science, technology, art, culture and humanities, in the context of self-development as part of the family, school, the world of work, citizens of the national community, regional, and international.
4. Implementing specific tasks using tools, information, and work procedures that are commonly carried out and solve problems in accordance with English subject. display performance under guidance with measured quality and quantity in accordance with work competency standards. show reasoning skills and study effectively, creatively,

productively, critically, independently, collaboratively, communicatively, and solutively in the abstract realm related to the development of what he has learned in school, and be able to carry out specific tasks under direct supervision. show skills of perception, readiness, imitation, accustomed, proficient movement, making natural movements in the concrete domain related to the development of what learned in school and be able to carry out specific tasks under direct supervision.

### **B. Basic Competences and Indicators**

Basic competences	Indicators
3.6. Analyzing social function, structure of the text, and language features of procedure text oral and written by giving and asking information the use of technology and tips, based on based on the using context	<p>3.6.1 Students are able to clarify procedure text and the language features.</p> <p>3.6.2 Students are able to differ and asking question related to draping technique, sewing hand and how to make accessories</p> <p>3.6.3 Students are able to translate the vocabularies in procedure text both oral and written.</p>
4.6 Composing oral and written text by giving and asking information the use of technology and tips based on the social function, text	<p>4.6.1 Students are able to arrange procedure text based on their major</p> <p>4.6.2 Students are able to compose procedure text with the right</p>

structure and elements of language which is true and contextual.	structure and language features
--	---------------------------------

### **C. Learning Aims**

1. Students are able to identify the social function of procedure text
2. Students are able to identify structure of procedure text
3. Students are able to identify language features of procedure text
4. Students are able to make a simple procedure text
5. Students are able to answer related question about procedure text

### **D. Media**

- a. Tools and Media: Blackboard, Board marker, button, measuring tape, etc.
- b. Book: Book, Content-based Instruction English Module, internet

### **E. Material**

1. Regular

## Procedure Text

### Dress Pattern Making with a Draping Technique

- Measuring Tape
- Pins
- Draping Tape (adhesive and non- adhesive)
- Dress form
- Muslin (or other-weight fabric)
- Rules
- Pin Cushion
- Chalk
- Scissors

In making a draping technique you have to be careful in:

#### 1. **Choosing fabric**

Choose the fabric you'd like to construct your garment with based on weight and flow.

#### 2. **Sketch your garment**

Submit a drawing of garment you want to create, include detail such as color and type of fabric

#### **STEPS:**

*First*, **prepare** your dress form

*Then*, **apply** muslin to dress form

*Third*, **sketch** stitch line into garment

*Next*, **create** a bottom of the dress form

*Fifth*, **add** a back into the dress

*After that, take* scissors to cut the pattern

*Then, mark* all the lines you need for sewing

*Next, pin* your pattern to your fabric

*Then, cut* excess fabric from your pattern

*The final* step is *reconstruct* your garment by  
attach your print back to the dress form to see  
how the finished dress come together.

### **Aspect of Language**

Procedure text is text that describes how something accomplished through sequence of steps. Its social function is to describe how something is completely done through a sequence of series.

#### **Generic Structure:**

1. Goal
2. Material
3. Steps

#### **Language Features**

**1. Temporal conjunction** **3. Imperative sentence**

**2. Present tense**

**4. Action verb**

**Materials:**

- Measuring tape
- Person

**Steps:**

1. **First, measure** the circumference of chest. Place one end of the tape measure of the fullest part of your bust wrap it around (under armpit, shoulder blades, back to the front) to get the measurement.
2. **Next, measure** the circumference of waist. Use the tape to circle (like a belt) at the natural waistline which is located above belly button and below the rib cage.
3. **The last is measure** the circumference of hips. Start at one hip and wrap the tape measure around the rear, other hip, and back to where you started.

**F. Learning Method**

Approach : Scientific approach

Method : Discovery Based Learning

**G. Learning Activities****First meeting**

- a. Opening (7 minutes)
  - Greeting



- Getting the student's ready to learn by asking them question
- Explaining learning aims, stages of learning and assessment
- Giving brainstorming about procedure text and it uses based on fashion design major

b. Main Activities

- Observing (10 minutes)
  - Students read and observe the text in the "CBI-Module" (draping technique)
  - Students look for the sign of procedure text in the text and complete activity 1 and 2
- Questioning (5 minutes)
  - Students ask question to the teacher
  - Students list their own question related to procedure text based on their major
- Exploring (15 minutes)
  - Students identify the social function, generic structure and language features of procedure text

- Students find out language structure and generic features based on the given clues by the teacher in the text “how to do body measurement”
- Students clarify the component of procedure text
- Students do the activity 3 and 4.
- Students look for difficult vocabularies and list it
- Associating (15 minutes)
  - Students complete the exercise about “ The procedure of sewing by using hand”
  - Students identify the generic structure and language features of the completed text
- Creating (18 Minutes)
  - Students create a simple procedure text about “how to make baby blanket”
- Communicating (13 Minutes)
  - Students share their work in front of class
  - Another students correct the presented work
- c. Closing (5 minutes)
  - Review the lesson

- Asking student's understanding about the lesson
- Making reflection about the lesson
- Giving motivation to the students
- Giving the material and learning activities in the next meeting

## **Second meeting**

### **a. Opening (5 minutes)**

- Greeting
- Getting the student's ready to learn by asking them
- Explaining the learning aims
- Giving brainstorming about procedure text "how to make accessories"

### **b. Main Activities**

- Observing (10 minutes)
  - Students observe 2 pictures in the book
  - Students give argument/opinion based on the picture
- Questioning (5 minutes)
  - Students ask question to teacher

- Students list their own question related to procedure text based on their major
- Exploring (15minutes)
  - Students read text “how to make button brooch”
  - Students identify the social function and language features from the text
  - Students find out difficult vocabularies and list it
- Associating (15 minutes)
  - Students mention the example of accessories
  - Students complete activity 6 and 7
- Creating (20 minutes)
  - Students arrange a simple procedure text “how to make picture frame by using button”
- Communicating (15 minutes)
  - Students share their work in front of class
  - Teacher gives a chance to another students to correct their friend’s work

c. Closing (5 minutes)

- Review the lesson

- Asking students' understanding about the lesson
- Making reflection about the lesson
- Giving motivation to the students
- Giving the material and learning activities in the next meeting

## **H. Source**

1. Kementrian Pendidikan dan Kebudayaan, 2015, *Buku Peserta Didik Bahasa Inggris Kelas IX SMA/MA/SMK/MAK*, Jakarta: Kementrian Pendidikan dan Kebudayaan.
2. Makhruh Bashir, 2017, *Buku Bahasa Inggris Kelas XI SMA/MA/SMK/MAK*, Jakarta: Kementrian Pendidikan dan Kebudayaan.
3. Sudarwati, Th. M dan Eudia Grace, 2014, *Pathway to English for Grade XI*, Jakarta: Penerbit Erlangga
4. TIM SMK N 1 Ampelgading, 2009, *Modul Pecah Pola Busana Wanita*, Pemalang: SMK N 1 Ampelgading
5. Nurul Khasanah, 2018, *Content-Based Instruction English Module of Procedure Text for Fashion Design Program*, Semarang; UIN Walisongo

## I. Assessment

1. What are the components of procedure text?
2. In making draping technique, what things should we notice more? Why?
3. Fabric is typically produced by weaving or knitting textile fibers. How to choose a good fabric? Explain!
4. Do you think that accessories is important? Why do women use it? Explain!
5. What kind of accessories do you like? When do you use that? Why?
6. If you had a chance to be a famous designer, what fashion field you want to develop? Explain!
7. Choose one topic below and make a procedure text
  - a. How to put the thread in

No	Explanation	Score
1.	Content	25%
2.	Structure	25%
3.	Linguistic features	25%
4.	Mechanism	25%

*Appendix 2*

No	Student's Name	Aspect of Assessing writing				Score
		Idea/content	Schematic Structure	Linguistic features	Mechanism	
1.						
2.						
3.						
4.						
5.						

Acknowledged by:

15<sup>th</sup> of August , 2018

Teacher

Researcher

Anis Relawati, S.Pd.

NIP.

Nurul Khasanah

NIM. 1403046065

No	Aspect	Number of Items	Indicators/ Purpose of the Question	Reference
1	Personal identity of the students	1	<ul style="list-style-type: none"> <li>To find out basic and personal information about the learners</li> </ul>	Graves: 103
2	Goals	2,3	<ul style="list-style-type: none"> <li>To find out student's expectation toward learning English</li> <li>To find out students' purpose in taking fashion design major</li> </ul>	Graves: 104
<b>Target Needs</b>				
3	Necessities	4,5	<ul style="list-style-type: none"> <li>To find out student's need in the term of target situation</li> </ul>	Hutchinson and Waters (1987: 55)
4	Lacks	6,7	<ul style="list-style-type: none"> <li>To find out the difficult skill based on student's opinion</li> <li>To find out the gap between students existing knowledge and the required knowledge level</li> </ul>	Hutchinson and Waters (1987: 55)
5	Wants	8,9	<ul style="list-style-type: none"> <li>To find out what skill students want to improve</li> <li>To find out student's want related to the major</li> </ul>	Hutchinson and Waters (1987: 55)
<b>Learning Needs</b>				
6	Input	10,11,12	<ul style="list-style-type: none"> <li>To find out the content should be carried out in designing materials</li> </ul>	Nunan (2004: 47)



7	Proced ure	13,14	<ul style="list-style-type: none"> <li>• To find out student's want in doing task</li> </ul>	Nunan (2004: 52)
8	Setting	15,16,17, 18	<ul style="list-style-type: none"> <li>• To find out students' style of learning</li> <li>• To find out English book that they want</li> <li>• To find out student's reaction toward module of English</li> </ul>	Nunan (2004: 70)
9	Teacher 's Role	19,20,21	<ul style="list-style-type: none"> <li>• To find out teacher's role in the class</li> <li>• To find out teacher technique in teaching learning</li> <li>• To find out source that is used by the teacher</li> </ul>	Nunan (2004: 64)
10	Learner s' Role	22,23,25	<ul style="list-style-type: none"> <li>• To find out learners' role in the classroom</li> <li>• To know students' opinion about module for their major</li> </ul>	Nunan (2004: 67)

### Appendix 3

## ANALISIS KEBUTUHAN SISWA

1. Lengkapilah biodata dibawah ini:

Nama : \_\_\_\_\_  
No. Absen : \_\_\_\_\_  
Kelas : \_\_\_\_\_  
Alamat : \_\_\_\_\_

2. Apakah tujuan anda belajar Bahasa Inggris disekolah?

- a) Agar mampu berbahasa Inggris dengan baik
- b) Agar lulus ujian Nasional
- c) Agar mendapatkan ilmu berkaitan dengan tata busana
- d) Agar mendapat nilai yang bagus
- e) Lainnya \_\_\_\_\_

3. Apakah tujuan anda mengambil tata busana sebagai jurusan

- a) Agar menjadi seorang desainer
- b) Agar bias bekerja setelah lulus sekolah
- c) Agar orang tua bangga
- d) Agar mewujudkan cita-cita saya
- e) Lainnya \_\_\_\_\_

4. Jenis bacaan yang akan sering saya jumpai saat menjadi ahli tata busana adalah teks dengan tema .....

- a) Cara menjahit, membuat pola dan mengukur badan dalam Bahasa Inggris
- b) Trend gaya busana populer saat ini
- c) Tata cara merias pengantin
- d) Tata cara menyambut klien saat meeting
- e) Lainnya \_\_\_\_\_

5. Skill Bahasa Inggris yang akan saya butuhkan saat menjadi seorang ahli tata busana adalah

- a) Mendengarkan (*Listening*)
- b) Berbicara (*Speaking*)
- c) Membaca (*Reading*)

- d) Menulis (*Writing*)
  - e) Lainnya \_\_\_\_\_
6. Apakah skill yang paling sulit dipelajari di kelas?
- a) Mendengarkan (*Listening*)
  - b) Berbicara (*Speaking*)
  - c) Membaca (*Reading*)
  - d) Menulis (*Writing*)
  - e) Lainnya \_\_\_\_\_
7. Menurut Anda, kemampuan Bahasa Inggris anda saat ini berada pada level:
- a) Pemula (Beginner)
  - b) Menengah (Intermediate)
  - c) Mahir (Advance)
  - d) Ahli (Expert)
  - e) Lainnya \_\_\_\_\_
8. Kemampuan Bahasa Inggris apa yang ingin kamu tingkatkan?
- a) Mendengarkan (*Listening*)
  - b) Berbicara (*Speaking*)
  - c) Membaca (*Reading*)
  - d) Menulis (*Writing*)
  - e) Lainnya \_\_\_\_\_
9. Secara umum, saya menginginkan pembelajaran Bahasa Inggris yang menjadikan saya
- a) Mampu menguasai kosakata dengan baik, baik kosakata umum ataupun kosakata yang berkaitan dengan tata busana
  - b) Mampu menguasai materi tentang grammar dalam sebuah bacaan
  - c) Mampu berbicara dimuka umum tanpa kesalahan
  - d) Mampu menyanyikan lagu berbahasa Inggris
  - e) Lainnya \_\_\_\_\_

10. Dalam pembelajaran Bahasa Inggris saya ingin materi Bahasa Inggris.....

- a) Ada materi Bahasa Inggris yang disesuaikan dengan jurusan saya
- b) Ada penjelasan tambahan dari guru tentang Bahasa Inggris di jurusan saya
- c) Ada yang pengajaran speaking
- a) b) Ada game pada setiap chapter
- d) Lainnya \_\_\_\_\_

11. Pada pembelajaran menulis (*writing*), bentuk teks yang saya inginkan adalah.....

- a) Berupa contoh teks tentang tokoh terkenal dalam sejarah
- b) Berupa gambar, grafik, atau diagram
- c) Berupa contoh membuat pola, menjahit, mengukur badan seseorang
- d) Berupa cerita rakyat dengan gambar dan kosakata tambahan
- e) Lainnya \_\_\_\_\_

12. Dalam pembelajaran menulis (*writing*), saya lebih membutuhkan .....

- a) Penjelasan singkat mengenai teks yang ada
- b) Kosakata yang banyak agar saya memahami bacaan tersebut
- c) Terjemahan teks tersebut
- d) Bacaan yang sesuai dengan jurusan saya dengan kosakata terkait tata busana
- e) Lainnya \_\_\_\_\_

13. Jenis tugas Bahasa Inggris yang saya sukai adalah.....

- a) Tugas mencari artikel di internet
- b) Melengkapi paragraph rumpang pada bacaan yang ada di buku
- c) Membenarkan struktur kalimat yang salah
- d) menjawab soal pilihan ganda
- e) Lainnya \_\_\_\_\_

14. Dalam mengerjakan tugas, saya lebih suka mengerjakan tugas secara .....

- a) Individu
- b) Perpasangan
- c) Kelompok dalam jumlah kecil 3-4 orang
- d) Satu tugas untuk sekelas
- e) Lainnya \_\_\_\_\_

15. Anda merasa lebih nyaman jika proses pembelajaran *procedure text* dilaksanakan di

- a) Ruang kelas
- b) Luar kelas, seperti di taman atau dipinggiran kelas
- c) Perpustakaan
- d) Lab. Bahasa
- e) Lainnya \_\_\_\_\_

16. Anda lebih suka belajar *procedure text* dengan menggunakan media.....

- a) Gambar
- b) Video
- c) Musik
- d) Game
- f) Lainnya \_\_\_\_\_

17. Jika ada modul tambahan, Anda ingin modul itu .....

- a) Modul itu berisi permainan dalam pembelajaran
- b) Modul itu berisi kosakata yang lengkap
- c) Modul itu berisi materi-materi tambahan tentang tata busana
- d) Modul itu berisi cerita dongeng
- e) Lainnya \_\_\_\_\_

18. Apa tanggapan anda mengenai modul tambahan pada jurusan tata busana dalam pembelajaran *procedure text*?

- a) Saya akan merasa sangat terbantu
- b) Saya merasa tidak usah ada modul tambahan
- c) Modul akan menambah tugas saya sebagai siswa
- d) Saya tidak punya pendapat apapun
- e) Lainnya \_\_\_\_\_

19. Pada saat proses belajar mengajar berlangsung, Anda lebih menginginkan jika guru:

- a) Memotivasi Anda saat mengerjakan setiap soal latihan
- b) Mendorong dan mengarahkan anda untuk menggunakan kreativitas anda
- c) Mengarahkan para siswa untuk mengerjakan soal/latihan
- d) Menciptakan suasana bagi para siswa untuk aktif dalam memecahkan masalah dan mengerjakan tugas
- e) Lainnya \_\_\_\_\_

20. Pada saat pelajaran *procedure text*, metode apa yang sering digunakan oleh guru kalian....

- a) Menjelaskan materi sesuai dengan buku kemudian memberi tugas
- b) Memberi penjelasan sedikit kemudian memberikan kesempatan kepada murid untuk berpendapat
- c) Membiarkan siswa melakukan observasi materi pelajaran sendiri tanpa pengawasan
- d) Menggunakan beberapa permainan menarik yang memotivasi siswa
- e) Lainnya \_\_\_\_\_

21. Pada saat proses belajar mengajar, sumber belajar selain buku paket yang sering digunakan oleh guru adalah.....

- a) Internet
- b) Modul
- c) Majalah
- d) Koran
- e) Lainnya \_\_\_\_\_

22. Pada saat pembelajaran berlangsung anda lebih suka.....

- a) Hanya mendengarkan penjelasan dari guru
- b) Dituntun dalam setiap mengerjakan tugas yang diberikan
- c) Mengajukan pertanyaan dan pendapat anda mengenai tata busana

- d) Berdiskusi aktif dengan siswa lain agar mendapat tambahan ilmu
23. Pada proses pembelajaran *procedure text*, pernahkah anda memikirkan keterkaitan teks yang ada dengan jurusan tata busana?
- a) Pernah
  - b) Tidak pernah
  - c) Saya hanya mengikuti apa yang dijelaskan oleh guru
  - d) Kadang-kadang tetapi saya tidak tahu caranya
24. Apakah anda setuju jika ada modul *procedure text* yang didesain khusus sesuai jurusan tata busana?
- a) sangat setuju karna kami bisa belajar *procedure text* sesuai dengan bidangnya
  - b) Setuju karna modul sangat membantu
  - c) Kurang setuju karna sudah ada buku paket
  - d) Tidak setuju karna buku paket sudah cukup lengkap
  - e) Lainnya \_\_\_\_\_
25. Apakah pembelajaran Bahasa Inggris di SMK saat ini sudah cukup untuk mempersiapkan ketrampilan anda?
- a) Saya rasa cukup karna menurut saya Bahasa inggris tidak begitu penting
  - a. b) Saya rasa belum cukup karna harusnya materi Bahasa inggris sesuai dengan jurusan tata busana
  - b) Saya membutuhkan modul tambahan yang sesuai dengan jurusan saya
  - c) Saya mengikuti apa yang diajarkan oleh guru saya
  - d) Lainnya \_\_\_\_\_

-Thank you -

*Appendix 4*

**TEACHER'S QUESTIONNAIRE TOWARD DEVELOPING  
CONTENT BASED INSTRUCTION ENGLISH MODULE OF  
PROCEDURE TEXT FOR FASHION DESIGN PROGRAM ON  
VOCATIONAL HIGH SCHOOL**

Nama : .....

NIP : .....

Instansi : .....

1. Buku Bahasa Inggris yang saya gunakan dalam mengajar *procedure text* dikelas adalah \_\_\_\_\_

---

---

---

---

2. Sumber belajar lain yang sering saya gunakan untuk mengajarkan *procedure text* adalah

---

---

---

---

3. Materi *procedure text* yang saya jelaskan berkaitan dengan materi lain, seperti \_\_\_\_\_

---

---



4. Media yang saya gunakan dalam mengajarkan *procedure text* seperti \_\_\_\_\_

---

---

---

5. Metode mengajar yang saya terapkan dalam mengajarkan *procedure text* adalah \_\_\_\_\_

---

---

---

6. Alasan saya menggunakan metode tersebut karena dengan metode tersebut \_\_\_\_\_

---

---

---

7. Kelebihan dari metode yang saya terapkan adalah siswa dapat \_\_\_\_\_

---

---

---

8. Bagaimana anda mengukur tingkat pemahaman siswa terhadap sebuah materi? \_\_\_\_\_

---

---

- 
- 
9. Dalam merespon pembelajaran dikelas, siswa biasanya bertanya terkait dengan materi yang dijelaskan oleh guru atau tidak? Jika iya berikanlah contoh pertanyaan yang diajukan siswa?\_\_\_\_\_
- 
- 

- 
10. 10. Dalam mengajar Bahasa Inggris, kendala yang sering ditemukan pada siswa adalah
- 
- 
- 

-Thank you -

## Appendix 5

### TEACHER'S QUESTIONNAIRE TOWARD DEVELOPING ENGLISH MODULE OF PROCEDURE TEXT FOR FASHION DESIGN PROGRAM ON VOCATIONAL HIGH SCHOOL

Nama : Anis Relawati, S.Pd  
NIP : -  
Instansi : SMK Damai Omanah Sukorejo - Kendal

1. Buku Bahasa Inggris yang saya gunakan dalam mengajar *procedure text* dikelas adalah

BSE

2. Sumber belajar lain yang sering saya gunakan untuk mengajarkan *procedure text* adalah

Lks Bahasa Inggris SMK . Master (Modul Acuan Siswa Terampil) dan sumber lain dari internet.

3. Materi *procedure text* yang saya jelaskan berkaitan dengan materi lain, seperti materi produktif  
Busana Buik sesuai dengan bidang keahlian (jurusan) - misalkan  
bagaimana cara membuat design baju batik karnival.

4. Media yang saya gunakan dalam mengajarkan *procedure text* seperti Gambar makanan,  
minuman, Laptop, boneka dll (dalam bentuk power point).  
Ketika saya mengajarkan procedure text saya selalu mengguna  
kan media tsb, sehingga siswa dapat memberikan langkah  
atau cara membuat sesuatu sesuai dengan gambar.

5. Metode mengajar yang saya terapkan dalam mengajarkan *procedure text* adalah \_\_\_\_\_

*Metode mengajar yang saya terapkan dalam mengajarkan procedure text adalah tanya jawab dan diskusi*

6. Alasan saya menggunakan metode tersebut karena dengan metode tersebut \_\_\_\_\_

*Alasan saya menggunakan metode tsb karena agar siswa dapat memahami langsung materi yang disampaikan, misal ketika siswa tdk paham dijelaskan oleh guru, namun ketika menggunakan diskusi / dijelaskan oleh temannya, maka siswa tsb lebih mudah memahami*

7. Kelebihan dari metode yang saya terapkan adalah siswa dapat \_\_\_\_\_

*a. Melatih mental siswa*

*b. Siswa lebih mudah memahami materi*

8. Bagaimana anda mengukur tingkat pemahaman siswa terhadap sebuah materi? \_\_\_\_\_

*Saya mengukur tingkat pemahaman siswa dengan cara :*

*a. Memberikan gambar makanan, minuman, laptop, boneka dll, kmd siswa disuruh memberikan langkah ③, mengoperasikan / membuat sttu.*

*b. Memberikan Latihan soal / tugas tentang procedure text.*

9. Dalam merespon pembelajaran dikelas, siswa biasanya bertanya terkait dengan materi yang dijelaskan oleh guru atau tidak? Jika iya berikanlah contoh pertanyaan yang diajukan siswa?

*Ya, siswa selalu bertanya terkait materi yang saya jelaskan.*

*contoh : How to make a guava juice*

*How to operate a laptop*

*How to a Sponge Bob.*

*Appendix 6*

**List of Students' Name**

<b>No</b>	<b>Students' Name</b>
<b>1</b>	Susi Faridatul Khasanah
<b>2</b>	Gita Diah Ayu Safira
<b>3</b>	Zulfa Ilyana
<b>4</b>	Nailina Faza
<b>5</b>	Wulan Anisa Karina
<b>6</b>	Lidia Silaturohmah
<b>7</b>	Khabibatun Nuzula
<b>8</b>	Afifah Qomariyah
<b>9</b>	Neirisya Putria C.
<b>10</b>	Zuhrotun Tadzkiroh
<b>11</b>	Fira Nur Sakinah
<b>12</b>	Nina Silfiyani
<b>13</b>	Dewi Anggraeni
<b>14</b>	Naelul Faizah
<b>15</b>	Atik Rohmaniyah
<b>16</b>	Oktaviani Sekar Anggita F.

*Appendix 7*

*Appendix 8*

No	Student's Name	Aspect of Assessing writing				Score
		Idea/ content	Schematic Structure	Linguistic features	Mechanism	
1.	Susi Faridatul Khasanah	20	20	20	20	80
2.	Gita Diah Ayu Safira	23	20	17	20	80
3.	Zulfa Ilyana	25	20	17	20	82
4.	Nailina Faza	20	19	17	23	79
5.	Wulan Anisa Karina	20	20	20	20	80
6.	Lidia Silaturohmah	20	20	20	20	80
7.	Khabibatun Nuzula	25	23	20	24	92
8.	Afifah Qomariyah	25	25	20	25	95
9.	Neirisya Putria C.	25	22	20	22	89
10.	Zuhrotun Tadzkiroh	25	25	20	24	92
11.	Fira Nur Sakinah	25	23	18	25	91
12.	Nina Silfiyani	25	25	20	25	95
13.	Dewi Anggraeni	23	21	16	21	81
14.	Naelul Faizah	23	21	17	21	82
15.	Atik Rohmaniyah	25	20	15	20	80
16.	Oktaviani Sekar Anggita F.	22	22	15	21	80

## Appendix 8

### UJI NORMALITAS kelas XI TB

#### Hipotesis

$H_0$  = Data berdistribusi normal

$H_1$  = Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

#### Kriteria yang digunakan

$H_0$  diterima jika  $\chi^2_{hitung} < \chi^2_{tabel}$

#### Pengujian Hipotesis

Nilai Maksimal = 95

Nilai Minimal = 79

Rentang nilai (R) = 95 - 79 = 16

Banyaknya kelas (Bk) =  $1 + 3,3 \log 16 = 4.973596 \approx 5$  kelas

Panjang kelas (P) =  $16/5 = 3.2 \approx 4$

#### Tabel Penolong Mencari Rata-Rata dan Standar Deviasi

No	X	$X - \bar{X}$	$[(X - \bar{X})^2]$
1	80	-5.94	35.25
2	83	-2.94	8.63
3	82	-3.94	15.50
4	79	-6.94	48.13
5	80	-5.94	35.25
6	84	-1.94	3.75
7	92	6.06	36.75
8	95	9.06	82.13
9	89	3.06	9.38
10	92	6.06	36.75
11	91	5.06	25.63
12	95	9.06	82.13
13	81	-4.94	24.38
14	82	-3.94	15.50
15	83	-2.94	8.63
16	87	1.06	1.13
$\Sigma$	1375		469

$$\text{Rata-Rata } (\bar{X}) = \frac{\Sigma X}{N} = \frac{1375}{16} = 85.94$$

$$\text{Standar Deviasi (S)} = \sqrt{\frac{\Sigma(X_i - \bar{X})^2}{N-1}} = 5.32$$





## Appendix 9

5<sup>th</sup> August 2018

Tina Setiyani

### Procedure text

### "How to Make Baby Blangket"

#### \* Materials :

- |          |                  |                 |
|----------|------------------|-----------------|
| - fabric | - scissors       | - Tape or lace  |
| - chalk  | - lost of pin    | - Paper Pattern |
| - Thred  | - sewing machine | -               |

25  
25  
20  
25

959

#### \* Steps

first Design Pattern making of baby blangket

Then Apply Pattern baby blangket in fabric

Third Drawing the pattern in fabric a chalk

Next cutting fabric like a bottom

fifth cutting fabric shape triangle

After then sewing under shape triangle

then sewing side a fabric

Next sewing side triangle to fabric

last if you want to make any creation or nice

you can at tape or lace in side fabric

Nama: Octavina Sekar anggita firdaus

## "How to Make Baby Blanket"

Goal:

- Make bag 7 unit's cute and beautiful

Material:

- fabric
- cut
- thread
- pin cushion

Steps:

- first take a fabric cotton ± one meter (1m)
- then the scissors, fabric pattern square
- Next, sew cut all section beside fabric by "Tusuk Fashion"
- by pin cushion
- After finishing "Tusuk Fashion" and drap.
- You can clean the ends in fabric by cut scissors
- the last you look, what not let you choose to fabric baby blanket.
- The final, baby blanket you can start to ready.

7g

**INSTRUMEN VALIDASI MODUL  
PENGEMBANGAN CONTENT-BASED INSTRUCTION  
MODUL BAHASA INGGRIS PADA MATERI MENULIS  
TEKS PROSEDUR UNTUK PROGRAM TATA BUSANA  
KELAS XI SMK**

**A. Pengantar**

Berkaitan dengan pelaksanaan pengembangan modul pembelajaran Bahasa Inggris pada materi menulis teks prosedur untuk program tata busana kelas XI SMK, maka penulis bermaksud mengadakan validasi modul pembelajaran ini. Oleh karena itu, dimohon kesediaan Bapak/Ibu untuk mengisi angket validasi modul. Tujuan dari pengisian angket adalah untuk mengetahui kesesuaian pemanfaatan modul dan sebagai pengukuran kelayakan modul sehingga layak digunakan dalam kegiatan pembelajaran. Penulis sampaikan terimakasih atas kesediaan Bapak/Ibu sebagai Validator untuk modul ini.

**B. Identitas Ahli**

Nama : .....  
NIP : .....  
Instansi : .....  
Pendidikan : .....

**C. Petunjuk penilaian**

1. Sebelum mengisi angket ini, mohon Ibu terlebih dahulu membaca atau mempelajari modul yang dikembangkan
2. Mohon Bapak/Ibu menjawab pertanyaan-pertanyaan dalam instrumen ini dengan memberi tanda (√) pada kolom yang berguna untuk menilai kualitas modul ini

3. Mohon Bapak/Ibu memberikan kritik dan saran pada lembar yang disediakan
4. Kecermatan Bapak/Ibu dalam penilaian ini sangat penulis harapkan

#### **D. Indikator Instrumen Validasi**

No	Komponen	Skor	Deskripsi
<b>KELAYAKAN ISI</b>			
1	Kesesuaian dengan KI, KD	5	(1) Memuat tujuan pembelajaran yang jelas, dan dapat menggambarkan pencapaian Kompetensi Inti dan Kompetensi Dasar. (2) Semua KD tersaji secara lengkap dalam materi (3) Tersedia soal-soal latihan, tugas dan sejenisnya yang memungkinkan untuk mengukur penguasaan peserta didik (4) Kontekstual, yaitu materi yang disajikan terkait dengan suasana, tugas atau konteks kegiatan dan lingkungan peserta didik.
		4	Tiga poin yang disebutkan diatas terpenuhi
		3	Dua poin yang disebutkan diatas terpenuhi
		2	Salah satu poin yang disebutkan diatas terpenuhi
		1	Tidak mencakup semua poin yang disebutkan di atas

2	Keakuratan materi	5	<p>(1) Konsep dan definisi yang disajikan tidak menimbulkan multi tafsir</p> <p>(2) Materi yang disajikan sesuai dengan kenyataan dan efisien untuk meningkatkan pemahaman peserta didik</p> <p>(3) Contoh dan latihan soal sesuai dengan konsep materi</p> <p>(4) Gambar dan ilustrasi sesuai dengan kenyataan dan efisien untuk meningkatkan pemahaman peserta didik.</p>
		4	Tiga poin yang disebutkan diatas terpenuhi
		3	Dua poin yang disebutkan diatas terpenuhi
		2	Salah satu poin yang disebutkan diatas terpenuhi
		1	Tidak mencakup semua poin yang disebutkan di atas
3	Kemutakhiran materi	5	<p>(1) Materi yang disajikan sesuai dengan materi Bahasa Inggris yang saling terkait</p> <p>(2) Materi yang disajikan sesuai dengan perkembangan zaman</p> <p>(3) Pustaka yang dipilih mutakhir</p> <p>(4) Materi yang disajikan sesuai dengan budaya lokal lingkungan siswa tinggal</p>
		4	Tiga poin yang disebutkan diatas terpenuhi
		3	Dua poin yang disebutkan diatas terpenuhi

		2	Salah satu poin yang disebutkan diatas terpenuhi
		1	Tidak mencakup semua poin yang disebutkan di atas
4	Manfaat untuk menambah wawasan pengetahuan		(1) Uraian dan latihan mendorong peserta didik untuk meningkatkan kemampuannya dalam menulis teks prosedur (2) Latihan yang terdapat dalam modul menumbuhkan kreatifitas peserta dalam memecahkan suatu masalah serta memahami materi lebih dalam (3) Meningkatkan motivasi belajar peserta didik (4) Meningkatkan kompetensi peserta didik.
		4	Tiga poin yang disebutkan diatas terpenuhi
		3	Dua poin yang disebutkan diatas terpenuhi
		2	Salah satu poin yang disebutkan diatas terpenuhi
		1	Tidak mencakup semua poin yang disebutkan di atas
ASPEK KEBAHASAAN			
1	Kejelasan informasi	5	(1) Bahasa yang digunakan sesuai dengan perkembangan berpikir peserta didik (2) Menggunakan tanda baca yang benar dan konsisten (3) Kalimat yang digunakan sederhana dan langsung ke

			sasaran (4) Kata perintah atau petunjuk jelas (5) Terdapat kosakata yang memudahkan peserta didik memahami makna teks
		4	Empat poin yang disebutkan diatas terpenuhi
		3	Tiga poin yang disebutkan diatas terpenuhi
		2	Dua poin yang disebutkan diatas terpenuhi
		1	Salah satu poin yang disebutkan di atas terpenuhi
3	Kesesuaian EYD	5	(1) Penggunaan ejaan bahasa Inggris sesuai dengan ejaan yang disepakati (2) Kebenaran penggunaan istilah (3) Pemilihan diksi yang tepat (4) Penggunaan tanda baca yang benar
		4	Tiga poin yang disebutkan diatas terpenuhi
		3	Dua poin yang disebutkan diatas terpenuhi
		2	Salah satu poin yang disebutkan diatas terpenuhi
		1	Tidak mencakup semua poin yang disebutkan di atas
<b>ASPEK PENYAJIAN</b>			
1	Pendukung penyajian	5	(1) Terdapat kosakata yang disusun secara alfabetis (2) Terdapat daftar pustaka (3) Terdapat rangkuman

			(4) Memuat informasi tentang peran modul dalam pembelajaran
		4	Tiga poin yang disebutkan diatas terpenuhi
		3	Dua poin yang disebutkan diatas terpenuhi
		2	Salah satu poin yang disebutkan diatas terpenuhi
		1	Tidak mencakup semua poin yang disebutkan di atas
2	Penyajian pembelajaran	5	<p>(1) Penyajian materi bersifat mengajak dialog peserta didik dan berpartisipasi aktif secara mandiri</p> <p>(2) Konsistensi sistematika dalam penyajian materi</p> <p>(3) Bahasa yang digunakan membangkitkan rasa senang ketika membacanya dan mendorong peserta didik untuk mempelajari modul tersebut secara tuntas</p> <p>(4) Kalimat yang digunakan sesuai dengan kaidah dalam Bahasa Inggris</p>
		4	Tiga poin yang disebutkan diatas terpenuhi
		3	Dua poin yang disebutkan diatas terpenuhi
		2	Salah satu poin yang disebutkan diatas terpenuhi
		1	Tidak mencakup semua poin yang disebutkan di atas



<b>ORIENTASI SESUAI JURUSAN</b>			
1	Komponen Program Tata Busana	5	<p>(1) Pengetahuan tentang tata busana yang disajikan sesuai dengan pemahaman siswa mengenai jurusanannya.</p> <p>(2) Materi tata busana yang dikembangkan sesuai dengan KI dan KD</p> <p>(3) Ilustrasi gambar yang digunakan dapat membangkitkan ketertarikan peserta didik dalam mempelajari budaya lokal mereka.</p>
		4	Tiga poin yang disebutkan diatas terpenuhi
		3	Dua poin yang disebutkan diatas terpenuhi
		2	Salah satu poin yang disebutkan diatas terpenuhi
		1	Tidak mencakup semua poin yang disebutkan di atas
2	Prinsip Program Tata Busana		<p>(1) Adanya keterkaitan antara tata busana dan materi dalam Bahasa Inggris yang dijadikan objek penelitian</p> <p>(2) Materi pelajaran yang diambil sesuai dengan jurusan peserta didik</p> <p>(3) Terdapat istilah asli dari tata busana yang diterjemahkan kedalam bahasa Inggris sehingga membantu peserta didik dalam memahami materi</p>

			(4) Memuat pengetahuan baru tentang tata busana (sejarah kancing baju dan sejarah aksesoris)
		4	Tiga poin yang disebutkan diatas terpenuhi
		3	Dua poin yang disebutkan diatas terpenuhi
		2	Salah satu poin yang disebutkan diatas terpenuhi
		1	Tidak mencakup semua poin yang disebutkan di atas

#### **ASPEK KEGRAFIKAN**

1.	Penyajian Modul	5	<p>(1) Sistematika penyajian dalam setiap kegiatan belajar memiliki pendahuluan, isi, dan penutup</p> <p>(2) Penyajian konsep disajikan secara runtut mulai dari yang mudah ke sukar, dari sederhana ke yang kompleks, dari yang dikenal sampai yang belum dikenal</p> <p>(3) Terdapat contoh soal yang dapat membantu menguatkan pemahaman konsep yang ada dalam materi</p> <p>(4) Terdapat soal latihan pada setiap akhir kegiatan belajar</p>
		4	Tiga poin yang disebutkan diatas terpenuhi
		3	Dua poin yang disebutkan diatas terpenuhi
		2	Salah satu poin yang disebutkan

			diatas terpenuhi
		1	Tidak mencakup semua poin yang disebutkan di atas
2.	Kelayakan kegrafikan	5	<p>(1) Bahasa dan gambar yang digunakan seimbang, baik ditinjau dari aspek ukuran, perbandingan bahasa dengan gambar, maupun pesan yang ingin disampaikan</p> <p>(2) Keterangan pada setiap gambar ditempatkan dengan ukuran yang lebih kecil dari huruf teks</p> <p>(3) Penempatan ilustrasi atau hiasan pada setiap halaman tidak mengganggu kejelasan informasi pada teks yang berakibat menghambat pemahaman peserta didik</p> <p>(4) Penggunaan jenis huruf sesuai dan konsisten</p>
		4	Tiga poin yang disebutkan diatas terpenuhi
		3	Dua poin yang disebutkan diatas terpenuhi
		2	Salah satu poin yang disebutkan diatas terpenuhi
		1	Tidak mencakup semua poin yang disebutkan di atas
3.	Kualitas tampilan		<p>(1) Desain menarik</p> <p>(2) Tampilan judul konsisten</p> <p>(3) Tata letak memudahkan pembaca dalam memahami materi</p>

			(4) Ilustrasi yang digunakan sesuai dengan materi yang disajikan (5) Kejelasan tulisan dan gambar
		4	Empat poin yang disebutkan diatas terpenuhi
		3	Tiga poin yang disebutkan diatas terpenuhi
		2	Dua poin yang disebutkan diatas terpenuhi
		1	Salah satu poin yang disebutkan di atas terpenuhi

#### E. Lembar Penilaian

N	Komponen	1	2	3	4	5
<b>ASPEK KELAYAKAN ISI</b>						
1	Kesesuaian dengan KD dan KI					
2	Keakuratan materi					
3	Kemutakhiran materi					
4	Manfaat untuk menambah wawasan pengetahuan					
<b>ASPEK KEBAHASAAN</b>						
1	Kejelasan informasi					
2	Kelayakan penyajian materi					
3	Kesesuaian grammar					
<b>ASPEK PENYAJIAN</b>						
1	Pendukung penyajian					
2	Penyajian pembelajaran					
<b>ASPEK TERKAIT TATA BUSANA</b>						
1	Komponen tata busana					
2	Kesesuaian materi					
<b>ASPEK KEGRAFIKAN</b>						
1	Penyajian modul					
2	Kelayakan kegrafikan					

3	Kualitas tampilan					
---	-------------------	--	--	--	--	--

## F. Catatan

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## G. Kesimpulan

Modul Pengembangan Content-Based Instruction Modul Bahasa Inggris Pada Materi Menulis Teks Prosedur Untuk Program Tata Busana Kelas XI SMK \*):

1. Layak digunakan di lapangan tanpa revisi jika rata-rata skor = 2,75%
2. Layak digunakan di lapangan dengan revisi jika rata-rata skor = 2,50 %
3. Tidak layak digunakan dilapangan jika rata-rata skor = 1 %

\*) Lingkari salah satu

Semarang, .....2018

.....

## Appendix 11

### SURAT PERNYATAAN VALIDASI

Saya yang bertanda tangan di bawah ini :

Nama : *Anis Relawati, S Pd*

NIP : -

Instansi : *SMK Darul Amanah Sukorejo-Kendal*

Alamat instansi : *Jl Sukorejo - Terseno KM 09 Ngobunan - Ngadiwarno*

Alamat rumah : *Desa Selokaton - Sukorejo Kendal*

Menyatakan bahwa saya telah memberikan penilaian dan masukan pada Pengembangan Content-Based Instruction Modul Bahasa Inggris Pada Materi Menulis Teks Prosedur untuk Program Tata Busana Kelas XI SMK” yang disusun oleh:

Nama : Nurul Khasanah

NIM : 1403046065

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Ilmu Tarbiyah dan Keguruan

Harapan saya, penilaian dan masukan yang diberikan dapat digunakan untuk menyempurnakan tugas skripsi mahasiswa yang bersangkutan.

Semarang, *19 - 08 -* 2018

Validator

*Anis Relawati, S. Pd.*

NIP.

## PREFACE

*Assalamualaikum wr, wb*

*Alhamdulillahirobbil'alamin...* All praise be to Allah who has been giving us mercies and blessings so that the module can be finished. *Sholawat* and salutation always be given to our prophet Muhammad SAW who has guide us from *Jahiliyah* era into Modern era.

This module is arranged as learning media for students of vocational high school in learning writing of procedure text. The writer develops this module based on student's major that is Fashion design. It compiled English materials with the major's materials, such as how to make a dress with draping techniques, how to sew by using hand, etc. It proposed that students are interesting in learning English and in developing their major's skill.

Some technique of sewing and exercise activities which are incorporated in this module, they are draping technique, sewing technique by using hand, how to do body measurement, how to make baby blanket, how to make accessories by using button. It hopes that will help students to increase their skill in writing of procedure text based on their major.

The writer believes this module can be an interactive medium to teach writing of procedure text because it is completed with pictures, new knowledge and some activities

such as game and of course writing exercises. However, the module is only provided for students' at the eleventh grade of vocational high school because of writer's restrictiveness.

The last but not least, the writer says thank you very much to everyone who has helped the writer in compiling this module. The writer realized that there are many mistakes and lackness in this module. Because of that, critics and suggestions are needed to make this module better.

***Wassalamu'alaikum, Wr. Wb***

Semarang, August 2018

Writer



## Let's See and Understand the Core and Basic

### **Core Competence/Kompetensi Inti:**

#### **KI-3 (Pengetahuan)**

Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan factual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detail, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

#### **KI-4 (Keterampilan)**

Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris. Menampilkan kinerja dibawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan ketrampilan menalar, mengolah, dan

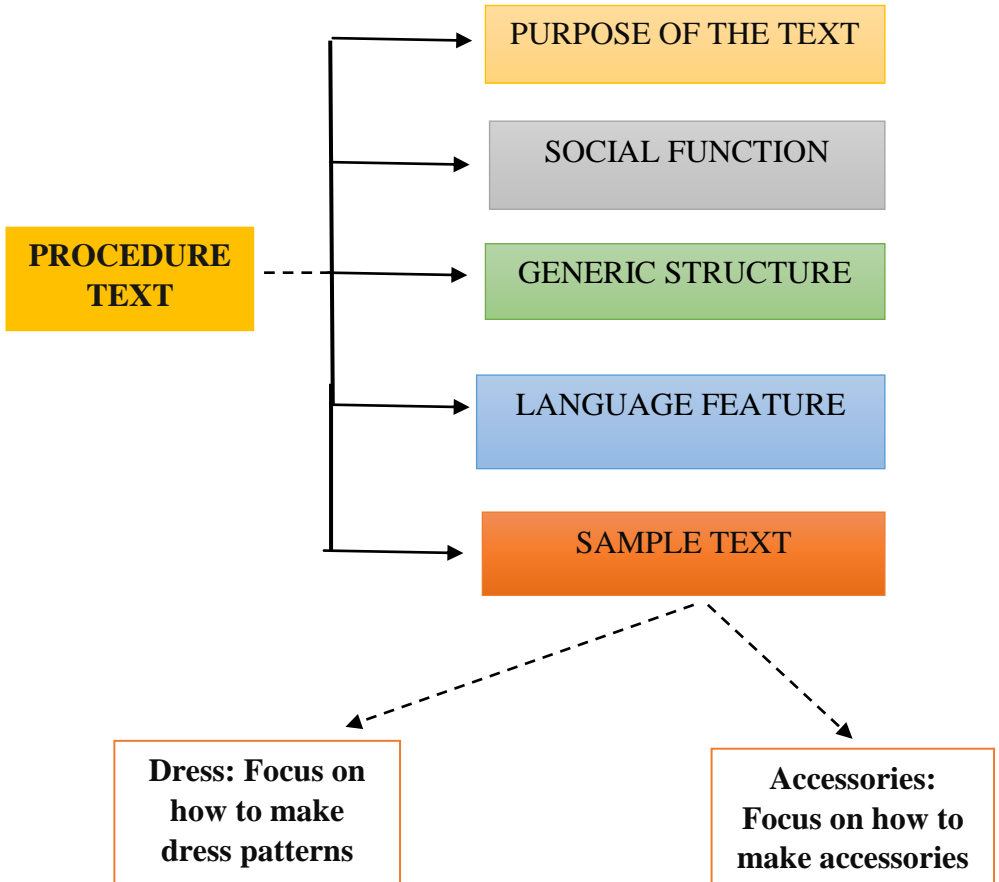
mengkaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik dibawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya disekolah serta mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

### **Basic Competence/ Kompetensi Dasar:**

<b>Basic Competences</b>	<b>Indicators</b>
3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan	3.6.1 siswa dapat mengklarifikasi prosedur teks serta kebahasaannya.
	3.6.2 siswa dapat membedakan dan menanyakan

<p>memberi dan meminta informasi terkait <b>manual</b> penggunaan teknologi dan <b>kiat-kiat (tips)</b>, pendek dan sederhana, <b>sesuai dengan bidang keahlian dan konteks penggunaannya</b></p>	<p>perbedaan <i>draping technique, sewing hand and how to make accessories</i></p>
	<p>3.6.3 siswa dapat mengetahui makna kosakata yang ada di setiap procedure teks yang tersedia, baik secara lisan maupun tulisan</p>
<p>4.6 Menyusun teks prosedur, lisan dan tulis, dalam bentuk <b>manual</b> terkait penggunaan teknologi dan <b>kiat-kiat (tips)</b>, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.6.1 siswa dapat menyusun <i>procedure text</i> secara sederhana sesuai dengan jurusannya.</p>
	<p>4.6.2 siswa dapat menyusun <i>procedure text</i> secara sederhana dengan unsur kebahasaan yang tepat</p>

## FRAMEWORK OF CONTENT





## THE LEARNING AIMS

Identify Social Function  
of Procedure Text



Identify Structure of  
Procedure Text



Identify the Language Feature of  
Procedure Text



# CHAPTER 1

“SHE WEARS HER OWN DESIGN”



Do you ever hear fashion style? Do you ever think your own fashion? Do you ever think to design and to sew your own dress? The activity of creating fashion needs some steps. The sequence steps can be explained by using procedure text.

*In this unit you will learn procedure text. You will find more steps related to your major, that is fashion design.*

**A****OBSERVING****Dress Pattern Making with a Draping Technique****Materials for draping**

Observe and read the text,  
pay attention to the bold  
and color words.



- Measuring Tape
- Draping Tape (adhesive and non-adhesive)
- Pins
- Muslin (or other-weight fabric)
- Pin Cushion
- Scissors
- Chalk
- Rules
- Dress form

**In making a draping technique you have to be careful in:**

### **1. Choosing fabric**

Choose the fabric you'd like to construct your garment with based on weight and flow

### **2. Sketch your garment**

Submit a drawing of garment you want to create, include detail such as color and type of fabric



### **STEPS:**

**First,** prepare your dress form

**Then,** apply muslin to dress form

**Third,** sketch stitch line into garment

**Next,** create a bottom of the dress form

**Fifth,** add a back into the dress

**After that,** take scissors to cut the pattern

**Then,** mark all the lines you need for sewing

**Next,** pin your pattern to your fabric

**Then,** cut excess fabric from your pattern

**The final** step is to **reconstruct** your garment by attaching your print back to the dress form to see how the finished dress come together.







## Activity 1

After observing the text above, please complete this following activity! Pay attention to the bold and color words!



<i>Present Tense</i>	<i>Temporal Conjunction</i>
Prepare	Next



## Activity 2

Last semester you already learnt “*descriptive text*”, in this activity let’s try to remember the social function, generic structure, and language features

Then, try to analyze the social function, generic structure, and language features of procedure text



Text	Social Function	Generic Structure	Language Features
<b>Descriptive Text</b>			

<b>Procedure Text</b>			
---------------------------	--	--	--

**B**

### QUESTIONING

After observing the text above, I feel curious and want to know more .....



I want to know:

- What is \_\_\_\_\_?
- How to \_\_\_\_\_?

From activity 1 and 2, I found some question that should be answered:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

“WORD POWER”		
NOUN	VERB	ADVERB
Chalk: kapur	Apply: menerapkan	After that: setelah itu
Draping tape: pita perekat	Choose: memilih	First: pertama-tama
Draping: merekatkan	Construct: membangun/membuat	Include: termasuk
Dress form: manekin	Create: menciptakan	Next: selanjutnya
Fabric: kain	Cut: memotong	Then: kemudian
Garment: kain penutup	Design: merancang	Third: ketiga
Measuring tape: pita ukur	Draw: menggambar	<b>ADJECTIVE</b>
Muslin: kain kasa	Mark: menandai	Curious: penasaran
Pattern making: pola busana	Need: membutuhkan	Difficult: sulit
Picture: gambar	Prepare: menyiapkan	Flow: melambai
Pin cushion: jarum tangan	Sew: menjahit	
Pin: jarum pentul	Submit: mengumpulkan	
Rules: penggaris		
Scissors: gunting		
Sketch: bagan/ sketsa		
Thread: benang		
Weight: berat		



Have you identified social function, generic structure, and language features of procedure text? In this activity let's learn more the "procedure text"!



Procedure text is a text that describes how something accomplished through sequence of steps. Its social function is to describe how something is completely done through a sequence of series.

**Generic Structure:** —————→

- **Goal**
- **Material**
- **Steps**

**Language Features**

- **Temporal conjunction**
- **Present tense**
- **Imperative sentence**
- **Action verb**



*Read the text below and pay attention to social function, generic structure, and language features of the text!*



## How to do Body Measurement

*G. structure*

*G.  
structu  
re*

### Materials:

- Measuring tape
- Person

### Steps:

1. **First, measure** the circumference of chest. **Place one end of the tape measure** of the fullest part of your bust wrap it around (under armpit, shoulder blades, back to the front) to get the measurement.
2. **Next, measure** the circumference of waist. **Use the tape to circle** (like a belt) at the natural waistline which is located above belly button and below the rib cage.
3. **The last** is to **measure** the circumference of hips. **Start at one hip** and **wrap the tape measure around** the rear, other hip, and back to where you started.
4. Don't forget to write it.



### ACTIVITY 3

Today, my friends and I learn about (1)\_\_\_\_\_. it discusses about (2) \_\_\_\_\_. The purpose of procedure text is (3) \_\_\_\_\_. The text usually consists of three structures, they are (4)\_\_\_\_\_, (5)\_\_\_\_\_, (6)\_\_\_\_\_.

My friends and I can recognize the procedure text by identifying the language features. The language features in procedure text are (7)\_\_\_\_\_, (8)\_\_\_\_\_, (9)\_\_\_\_\_. Now, we understand what the procedure text is.

- The use of numbering
- How to make dress pattern with draping technique
- Used temporal conjunction
- Focus on generalized human agent
- To tell others how to make or to do something
- Used present tense
- Steps/Methods
- Procedure text
- Materials





#### ACTIVITY 4

Now, please match the pictures with the right definition!! Let's do it!







Ok Ma'am 😊



***Match the pictures with right definition!***



Used for cutting various thin materials, such as fabric, paper, cloth, etc.

	<p>Used for fit and drape of the garment as it would appear on a body</p>
	<p>Small thing which is used in sewing to store pins or needle.</p>
	<p>Cloth or material produced by weaving together cotton, nylon, wool, etc.</p>
	<p>Tiniest things used for holding pattern pieces</p>

**D****ASSOCIATING**

Do you understand what procedure text is? Now, make group of 4. Then, complete the exercise below! Don't forget to mark the generic structure and language features!

**ACTIVITY 5**

*Complete the following text below and mark the generic structure and language features of the text!*

**“Procedure of Sewing by Hand”*****Materials:***

- Spool of thread
- Sewing needle
- Fabric/ cloths you want to sew
- Scissors



### Steps:

1. First, unraveling the thread from the spool
2. \_\_\_\_\_
3. \_\_\_\_\_
4. Then, weave it until it's half was through the thread and fold the thread half. Make sure the two ends close together.
5. \_\_\_\_\_
6. Now, take the sewing needle and put it back through the fabric beside the other spot you want through.
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

## ***“Generic Structure and Language Features”***

**E****CREATING**

Do you understand how to sew by using hand? Now, we will try to make another sewing hand activity.



*Arrange your own procedure text with the correct structure and language features!*

***“How to Make Baby Blanket”*****Materials:**

- |         |                  |
|---------|------------------|
| -Fabric | - Scissors       |
| -Cotton | - Lots of pin    |
| -Thread | - Sewing Machine |

[illegible]

Now, it's your turn to share your work with your friends in front of the class. Please present the component of text you've made! Let's discuss together!



***“Discussion Sheet”***

---

---

---

---

---

---

---

---



**“REFLECTING”****NOW I KNOW THAT:**

Procedure text is

---

The structure of procedure text is

---

The purpose of procedure text is

---

The part I like the most

---

---

The part I’m still confused


---

The part I want to improve

---

---

**“Good Luck 😊”**

WORD POWER		
<b>Noun</b>  Cotton: katun Fabric: Kain Garment: Knot: ikatan Needle: jarum Pin: jarum pentul Scissors: gunting Snip: guntingan Spool: segulung Thread: Benang	<b>Verb</b>  Recognize: menandai/menandai  To differ: membedakan To drape: menghias To fit: mengepaskan To hold: memegang To match: mencocokan To store: menyimpan	<b>Adverb</b>  Appear: terlihat/muncul Fold: melipat Unravel: membongkar Weave: menganyam  

## NEW KNOWLEDGE



### The origin of Button

If noted, the position of buttons of men's and women's shirts is different. The female buttonhole is on the right while the manhole is on the left.

Initially the first time was the arrangement of buttons men's and women's clothes the same that is sewn on the left side of the shirt. Then in medieval times, men's clothing models follow the form of war clothes and weapon fighting mode that is still using close combat with the sword. Because of this mode, men often find it is difficult to draw their swords hanging on their left waist. This is because the right hand must unbutton the shirt first, consequently the movement of plucking the sword so obstructed. Well, to make it faster, the shirt buttons are moved to the right and with the left hand can undress, with the right free hand to hold the head of the sword.

Today, shirt buttons are made of plastic or metal, while ancient people wear buttons made of shells, pearls even from gold as ever done by the Greeks, 4000s years ago. Buttons is very closely related to fashion, but still serves as decoration only. Until this moment we all agree that we are familiar with buttons.

<http://asal-usul-motivasi.blogspot.com/2010/09/asal-usul-kancing-baju.html>

# CHAPTER 2

## “The Accessories Support My Style”



As a woman, you must often use some accessories which support your performance. You also buy some accessories such as brooch, necklace, bracelet, etc. do you want to make your own accessories?

*In this chapter, we will learn how to make your own accessories.*

**A****Observing**

Last time, we have learnt how to make draping technique, how to do measurement and how to do hand sewing. Do you understand?

Now, please look at the picture!



Based on the picture, do you have any argument or opinion?

Which one of the picture do you like?



I like \_\_\_\_\_

The look of \_\_\_\_\_

In my opinion \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

**B****QUESTIONING**

After observing the picture and conversation above, I feel curious and want to know more. ....



From the picture I want to know .....

1. What is.....
2. How to.....
3. How many .....
4. ....
5. ....
6. ....
7. ....
8. ....

**C****EXPLORING**

In observing activity, there are two woman were wearing veil. First picture shows that the girl not wearing accessories in her veil, while second picture shows the girl wearing brooch. The function of brooch is to support woman's performance. You also can make your own accessories by using the unique things around you, such as button, flannel, etc. let's learn how to make brooch by using button!



*Read the following text and give mark to the generic structure and language features!*

***“Button Brooch”*****Materials:**

- |                       |               |
|-----------------------|---------------|
| 1 large button        | strong glue   |
| 5 smaller button      | 1 tiny button |
| 1 brooch pin          | scissors      |
| 1 small piece of felt |               |



### *Steps:*


1. Arrange the Button in a circle



2.  Then, add the glue

3. Place the large button on top



4.  Add glue and the small button on top, then wait until dries.

5. The brooch is ready



Let's try together 😊

### *Generic Structure*

---

---

---

---

---

---

---

---

---

---

### *Language Features*

---

---

---

---

---

---

---

---

---

---

---

---

<b>WORDS POWER</b>	
<b>Noun</b>	<b>Adjective</b>
Accessories: aksesoris	Dry: kering
Brooch: brooch	Large: besar
Button: kancing baju	Small: kecil
Flannel: kain flannel	Strong: kuat
Glue: lem	Tiny: kecil
Performance: penampilan	Unique: unik
Scissors: gunting	
Style: gaya busana	<b>Verb</b>
Top: ujung atas	Arrange : menyusun
Veil: Kerudung/jilbab	Learn: belajar
	Make: membuat
	Wearing: memakai

**D****Associating**

In someone's style, we usually look her using accessories to support their performance. In activity 6, you have to mention the accessories from picture. Pay attention to the example!

**Activity 6**

*Mention the name of accessories from the picture!*



Accessories that she wears:

- Sunglasses
- Veil
- Bag





What did you get from activity 6?  
Have you memorized vocabularies of  
accessories? Now, let's play this  
game!



### Activity 7

*Let's find out the vocabularies!*

W	S	T	O	C	K	I	N	G	Q
S	R	E	A	R	R	P	O	T	V
U	S	A	V	E	W	A	T	C	H
N	T	P	S	Z	M	J	L	I	B
G	X	I	E	A	R	R	I	N	G
L	F	N	E	C	K	L	A	C	E
A	J	O	N	K	L	B	C	A	D
S	E	G	L	O	V	E	S	G	B
S	I	A	H	F	A	S	V	H	R
E	B	R	A	C	E	L	E	T	O
S	A	T	T	U	G	H	I	R	O
O	G	D	U	C	K	A	L	O	C

A	H	P	R	I	N	G	N	B	H
---	---	---	---	---	---	---	---	---	---

## ***WORDS POWER***

### **Noun**

Bracelet: Gelang

Brooch: Bros

Earring: Anting

Hat: Topi

Necklace: Kalung

Ring: Cincin

Shoes: Sepatu

Veil: Kerudung

Sunglasses: Kacamata

Pin: Jarum pentul

Wallet: dompet

Bag: tas

### **Verb**

Support: Mendukung

Memorize: Menghafal

Mention: Menyebutkan

Look: melihat

"Fashion is life and  
just like life, you must  
always express your  
feelings freely."

—Audrey Hepburn



**E****Creating**

Now, please make group of 4.  
Then, let's practice making  
*"picture frame"* by using  
button!

Then, write the  
sequences activities in  
form of *Procedure text*



### ***How to Make "Picture Frame"***

***Materials:***

- 
- 
- 
- 
- 
- 
-

[illegible]

**F****Communicating**

Now, come in front of the class and present your work with the other groups Pay attention to your friend's work!

Listen carefully to the presentation and give a score!



*Assessment sheet*

**I CAN DO THIS**

Complete these statements

1. The most interesting thing I learned in this chapter was

---

---

---

2. The part I enjoyed most was

---

---

3. I would like to find out more about

---

---

---

4. The hardest part in this chapter was

---

---

5. I need to work harder at

---

---

---





## New Knowledge

### *The Origin of Brooch*

Brooches could be the oldest jewelry accessories ever. When humans first wear clothing from a cloth, they need something to hold the fabric together. Needles of thorns are probably the first form of pins and are found in caves in paleolithic caves. Bronze pins are generally worn during the bronze-age. There are many types of brooches. Not only design, but on zippers performance.

The earliest known is the pin form. This brooch has a needle, haul, per, and arch bows in one place. If a brooch is not bow but round, then the brooch is called annular. A discodial brooch has a hard and ornate surface, behind which there is a simple pin.

The first and most important influence of brooch development comes from Byzantines. Their oriental tastes in bright colors produce many interesting and artful brooches. The Barbarians then brought this art into their cultural exchanges and emigration activities.

In the 17th century, the size of the brooch became larger. With the increase of that size, people are becoming increasingly free in adding accessories such as gemstones.

### Let's Practice!

1. What are the component of procedure text?
2. In making draping technique, what thing should we notice more? Why?
3. Fabric is typically produced by weaving or knitting textile fibers. How to choose a good fabric? Explain!
4. Do you think that accessories is important? Why do women use it? Explain!
5. What kind of accessories do you like? When do you use that? Why?
6. If you had a chance to be a famous designer, what fashion field you want to develop? Explain!
7. Choose one topic below and make a procedure text
  - a. How to put the thread in
  - b. How to sew a veil
  - c. How to sew by using machine

*Good luck 😊😊😊*

*Appendix 13*

**The Teaching Learning Process**







## Appendix 14



**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.walisongo.ac.id

Nomor: B -3692-Un.10.3/D.1/TL.00/08/2018

08 Agustus 2018

Lamp : -  
Hal : Mohon Izin Riset  
a.n. : Nurul Khasanah  
NIM : 1403046065

Yth.  
Keopala Sekolah SMK Darul Amanah  
di Sukorejo-Kendal

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

nama : Nurul Khasanah  
nim : 1403046065  
alamat : ds. Kalabahi Timur kab. Alor-NTT  
judul skripsi : DEVELOPING CONTENT-BASED INSTRUCTION ENGLISH MODULE OF  
PROCEDURE TEXT FOR FASHION DESIGN PROGRAM (a study at the eleventh grade of  
SMK Darul Amanah Sukorejo-Kendal in the academic year of 2018/2019)

Pembimbing : 1. Siti Tarwiyah, M.Hum  
2. Dra. Siti Mariam, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan  
dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 4 hari, mulai  
tanggal 14 Agustus 2018 sampai dengan tanggal 18 Agustus 2018  
Demikian atas perhatian dan terimakasihnya permohonan ini disampaikan terimakasih.  
Wassalamu'alikum Wr.Wb.



an Dekan,  
an Dekan Bidang Akademik

SYUKUR

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



مؤسسة معهد دار الأمانة للتربية الإسلامية  
**YAYASAN DARUL AMANAH**  
**SMK DARUL AMANAH SUKOREJO**  
Ngadiwarno Sukorejo, Kendal, Jawa Tengah - Indonesia, Telp/Fax: (0294) 452473  
website : darulamanah.com, email : info@darulamanah.com

**SURAT KETERANGAN**

Nomor : 005.06/SMK.DA/VIII/2018

Yang bertanda tangan di bawah ini :

Nama : Muhammad Mufti Haris, S.Pd.  
Jabatan : Kepala SMK Darul Amanah Sukorejo  
Alamat : Ngadiwarno Sukorejo Kendal

Menerangkan bahwa,

Nama : NURUL KHASANAH  
NIM : 1403046065  
Fakultas : Ilmu Tarbiyah dan Keguruan  
Universitas Islam Negeri Walisongo Semarang

Mahasiswa tersebut diatas, telah melakukan riset dengan judul skripsi “ **DEVELOPING CONTENT-BASED INSTRUCTION ENGLISH MODULE OF PROCEDURE TEXT FOR FASHION DESIGN PROGRAM ( a study at the eleventh grade of SMK Darul Amanah Sukorejo – Kendal in the academic year of 2018/2019 )**” Di SMK Darul Amanah Sukorejo selama 4 hari terhitung tanggal 14 Agustus 2018 sampai dengan tanggal 18 Agustus 2018.

Demikianlah Surat Keterangan Penelitian ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Sukorejo, 18 Agustus 2018



Muhammad Mufti Haris, S.Pd.

## CURRICULUM VITAE

Name : Nurul Khasanah  
Place. Date of Birth : Purwokerto, August 11<sup>th</sup> 1996  
Adress : Rt. 04/Rw.01 Kalabahi Timur, Kec. Teluk  
Mutiarra Kab. Alor Prov. NTT  
Phone number : 082187775780  
Email address : [nurul11khasanah@gmail.com](mailto:nurul11khasanah@gmail.com)

### Educational background

1. SD Islam Cokroaminoto 02 Kalabahi
2. Mts Al Hikmah Bangil
3. MA Al Hikmah Bangil
4. ELT Department at UIN Walisongo Semarang

Semarang, October 8<sup>th</sup> 2018  
The Researcher

**Nurul Khasanah**  
NIM: 1403046065