

## SKRIPSI



THE ENGLISH MATERIALS FOR ELEVENTH GRADE STUDENTS  
OF THE TECHNICAL COMPUTER AND NETWORKING PROGRAM  
IN VOCATIONAL SCHOOL IN KUDUS IN ACADEMIC YEAR 2018/2019

By  
ARDIANA NUR HIDAYAH

NIM 201232171

ENGLISH EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

MURIA KUDUS UNIVERSITY

2019



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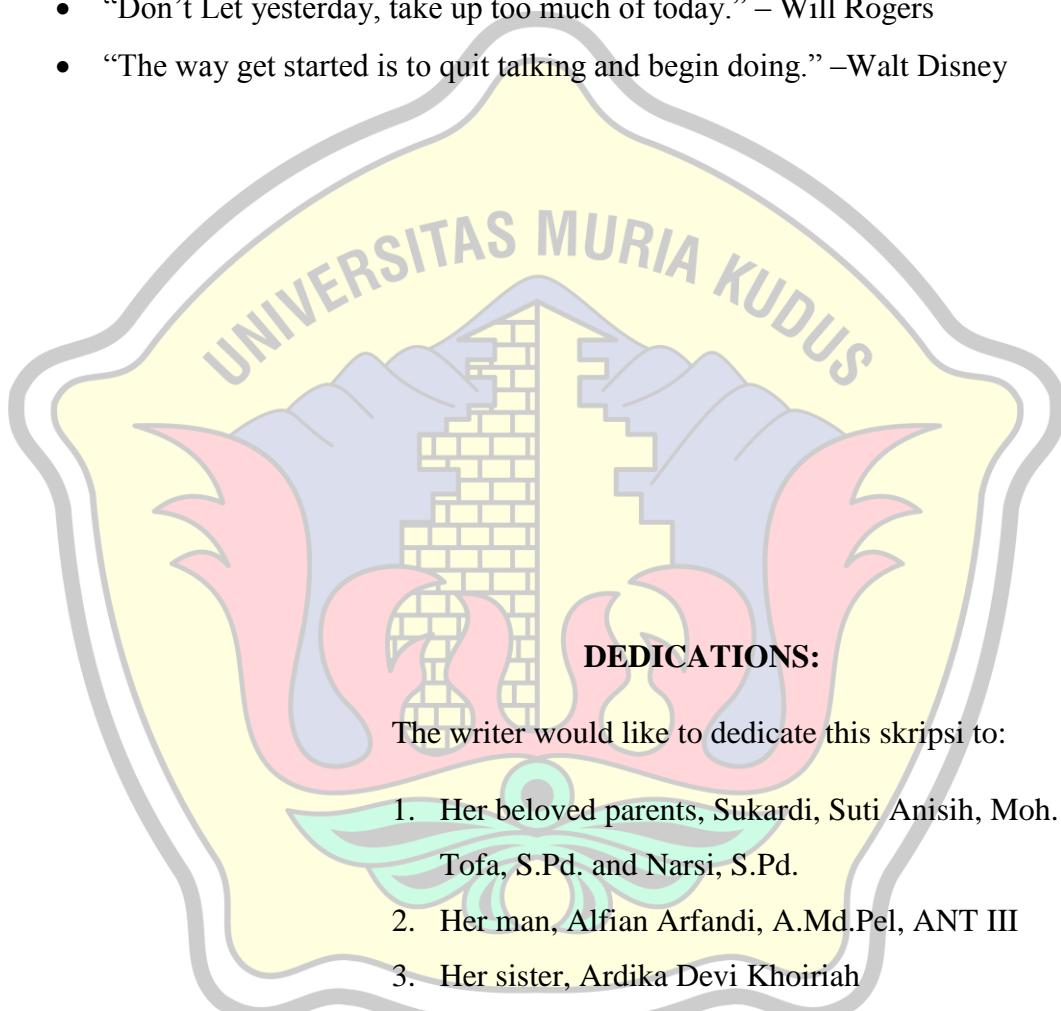


**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2019**

## MOTTO AND DEDICATION

### MOTTO:

- “The pessimist sees difficulty in every opportunity. The optimist sees opportunity in every difficulty.” – Winston Churchill
- “Don’t Let yesterday, take up too much of today.” – Will Rogers
- “The way get started is to quit talking and begin doing.” –Walt Disney



1. Her beloved parents, Sukardi, Suti Anisih, Moh. Tofa, S.Pd. and Narsi, S.Pd.
2. Her man, Alfian Arfandi, A.Md.Pel, ANT III
3. Her sister, Ardika Devi Khoiriah
4. All of her friends in English Education

Department in 2012 academic year.

## ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Ardiana Nur Hidayah (201232171) has been approved by the skripsi advisors for further approval by the Examining Committee.

Kudus, of February 2019

Advisor I

  
Dra. Sri Endang Kusmaryati, M.Pd.  
NIDN. 0631036102

Kudus, February 2019

Advisor II

  
Nuraeningsih, S.Pd, M.Pd.  
NIDN. 0612077901

Acknowledged by  
Head of English Education Department

  
Nuraeningsih, S.Pd, M.Pd  
NIDN. 0612077901

## **EXAMINERS' APPROVAL**

This is to certify that the *Skripsi* of Ardiana Nur Hidayah (201232171) has been approved by the Examining Committee as a requirement for research.

Kudus, March 2019

Skripsi Examining Committee:



**Dra. Sri Endang Kusmaryati, M.Pd.**  
**NIDN. 0631036102**

, Chairperson



**Nuraeningsih, S.Pd, M.Pd.**  
**NIDN. 0612077901**

, Member



**Drs. Muh. Syafiq, M.Pd.**  
**NIDN. 0013046201**

, Member

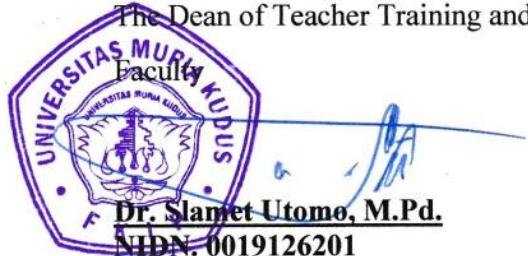


**Rusiana, S.Pd, M.Pd.**  
**NIDN. 0611118301**

, Member

Acknowledged by

The Dean of Teacher Training and Education



**Dr. Slamet Utomo, M.Pd.**  
**NIDN. 0019126201**

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Sholawat and salam may be given to prophet Muhammad SAW who has taken all human being from darkness to the lightness.

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The writer do expects that it will be useful for those especially for the writer herself and who are in the field of education.



Kudus, March 2019

The writer,

Ardiana Nur Hidayah

## ABSTRACT

Hidayah, Ardiana Nur. 2019. *The English Materials for Eleventh Grade Students of The Technical Computer and Networking Program in Vocational School in Kudus in Academic Year 2018/2019. Skripsi.* English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Dra. Sri Endang Kusmaryati, M.Pd.(ii) Nuraeningsih, S.Pd., M.Pd

Key words: English material, Source of Learning, Students' Opinion, Vocational School

Materials hold an important part to make teaching and learning in vocational school better even be the best. But in fact, the material does not support their skill program if it is provided with general English material as what common senior high school has. The use of inappropriate materials might prevent the students to develop their skills to communicate using English in the target situation of their field of works. If such condition happens, the purposes of the English teaching will not be achieved. Therefore, developing appropriate English learning materials for each study program of SMK students is necessary. Appropriate materials can help the students to learn English more easily. It is because they are learning useful materials that are related to their future job; materials that are suitable with their needs.

This research is aimed to find out materials are used by the teacher to teach English to students' of Technical Computer and Networking Program at Vocational School of Kudus, sources that the teacher uses to find the materials and students' opinion about the materials used by the teacher.

This research is Qualitative research. The data collected were the English teachers and students' result in filling the questionnaire. The instrument used was questionnaire. The object of this research was English teachers in SMK NU Ma'arif Kudus and SMK Wisudha Karya and also 66 students from those schools.

The result of this research can be seen from result of questionnaire. The English materials in vocational school are not different from the English material in Senior High School. The materials are WH Questions, Guest Handling, Reported Speech, Job Descriptions, Simple Present Tense, Work experience and Future plans, Personal Letter telling about past and future activities, Telephone Message, Compliment, Agreement and Disagreement opinion, Instruction, Manual, Describe process/ tool functions and Memo. For the source, the English teacher in vocational school of Kudus used their self who teach the students. They also used film, videos, and picture. The teachers preferred to use classroom and computer laboratory; used tape and LCD as tools in teaching. They also asked the students to practice in pairs or did presentation individually; not all of teacher gave homework as message source. For the book, the English teacher used Effective communication book. The teachers did not use any Journal or e-book as their source, but, they used much information in Google and some video which is taken in YouTube as their teaching source.

In this research, the writer suggests to the students, to say their need especially in English for their future job to the teacher by discussing. For the teacher, they should improve the teaching media; use many other sources to strengthen their English teaching.



## ABSTRAK

Hidayah, Ardiana Nur. 2019. *Materi Bahasa Inggris untuk Siswa Kelas XI Program Teknis Komputer dan Jaringan Di Sekolah Menengah Kejuruan Kudus di Tahun Ajaran 2018/2019. Skripsi.* Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing: (i) Dra. Sri Endang Kusmaryati, M.Pd. (ii) Nuraeningsih, S.Pd., M.Pd

Kata kunci: Materi Bahasa Inggris, Sumber Pembelajaran, Opini Siswa, Sekolah Kejuruan

Materi memegang peranan penting untuk menjadikan pengajaran dan pembelajaran di sekolah kejuruan menjadi lebih baik bahkan menjadi yang terbaik. Tetapi pada kenyataannya, materi tersebut tidak mendukung program keterampilan mereka jika materi bahasa Inggris yang diberikan umum seperti yang diajarkan di SMA. Penggunaan materi yang tidak tepat dapat mencegah siswa untuk mengembangkan keterampilan mereka untuk berkomunikasi menggunakan bahasa Inggris dalam target bidang pekerjaan mereka. Jika kondisi demikian terjadi, tujuan pengajaran bahasa Inggris tidak akan tercapai. Oleh karena itu, pengembangan bahan pembelajaran bahasa Inggris yang tepat untuk setiap program studi siswa SMK diperlukan. Materi yang sesuai dapat membantu siswa belajar bahasa Inggris dengan lebih mudah. Hal tersebut terjadi karena mereka mempelajari materi yang sesuai yang terkait dengan pekerjaan mereka di masa depan; bahan yang sesuai dengan kebutuhannya.

Penelitian ini bertujuan untuk mengetahui materi yang digunakan oleh guru untuk mengajar Bahasa Inggris kepada siswa Program Teknik Komputer dan Jaringan di Sekolah Menengah Kejuruan di Kudus, sumber yang digunakan guru untuk menemukan materi, dan pendapat siswa tentang materi serta sumber yang digunakan oleh guru.

Penelitian ini adalah penelitian kualitatif. Data yang dikumpulkan adalah jawaban guru bahasa Inggris dan siswa dalam mengisi kuesioner. Instrumen yang digunakan adalah kuesioner. Objek penelitian ini adalah guru Bahasa Inggris di SMK NU Ma'arif Kudus dan SMK Wisudha Karya dan juga 66 siswa dari kedua sekolah tersebut.

Hasil penelitian ini dapat dilihat dari hasil kuesioner. Materi bahasa Inggris di sekolah kejuruan tidak jauh berbeda dari materi bahasa Inggris di SMA. Materinya adalah *WH Questions, Guest Handling, Reported Speech, Job Descriptions, Simple Present Tense, Work experience and Future plans, Personal Letter telling about past and future activities, Telephone Message, Compliment, Agreement and Disagreement opinion, Instruction, Manual, Describe process/tool functions and Memo.* Untuk sumbernya, guru bahasa Inggris di SMK menggunakan diri mereka sendiri sebagai pengajar siswa. Mereka juga menggunakan film, video, dan gambar; menggunakan ruang kelas dan laboratorium komputer untuk situasinya; menggunakan kaset dan LCD sebagai alat dalam mengajar. Mereka juga meminta siswa untuk berlatih berpasangan atau

melakukan presentasi secara individu; tidak semua guru memberikan PR. Untuk buku, guru bahasa Inggris menggunakan buku komunikasi yang efektif; para guru tidak menggunakan Journal atau E-book sebagai sumber mereka. Namun, mereka menggunakan banyak informasi di Google dan beberapa video yang diambil di YouTube sebagai sumber pengajaran mereka.

Dalam penelitian ini, penulis menyarankan kepada siswa, mereka perlu mengatakan kebutuhan mereka terutama dalam bahasa Inggris untuk pekerjaan masa depan mereka kepada guru dengan berdiskusi. Bagi guru, mereka harus meningkatkan media pengajaran; gunakan banyak sumber lain untuk memperkuat pengajaran bahasa Inggris mereka.



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