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Appendix 1 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

MATA PELAJARAN WAJIB JURUSAN AKUNTANSI

SMK MAMBAUL ULUM

SEMESTER GENAP TAHUN 2021/2022

Minggu ke	Kemampuan Akhir yang Diharapkan	Bahan Kajian	Bentuk Pembelajaran	Waktu Belajar	Kriteria Penilaian	Bobot Nilai
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	- Siswa mampu menucapkan sejumlah kosa kata bahasa inggris yang berkaitan dengan personl banking, memahami makna sekaligus konteks penggunaannya dalam kalimat. - Siswa dapat memahami formula simple present tense baik kalimat verbal maupun nominal serta penggunaannya dalam level kalimat.	Money Matters - Managing Finance - Finance and the Econimic	- Ceramah - Diskusi - Menyimpulkan dan Review Bersama - Evaluasi	45 Menit	- Roleplay - Penugasan	

	- Siswa mampu mengakomodasi kosa kata dan aplikasi simple present tense yang telah dikuasai untuk menciptakan dialog yang berkenaan dengan <i>personal banking habits and economic</i>.					
2	- Siswa mampu mengucapkan sejumlah kosa kata bahasa Inggris yang berkaitan dengan <i>building societies dan investment banks</i>, memahami makna sekaligus konteks penggunaannya dalam kalimat. - Siswa mampu mengakomodasi kosa kata dan tata bahasa yang telah dikuasai untuk menciptakan dialog	Money Matters - Banks and building Societies - Investment Banks	- Ceramah - Diskusi - Brainstorming - Review - Evaluasi	45 Menit	- Roleplay - Penugasan	

	yang berkenaan dengan <i>building societies</i> dan <i>investment banks</i> .					
3	- Siswa mampu mengucapkan sejumlah kosa kata bahasa Inggris yang berkaitan dengan <i>income statement</i> dan <i>cash flow statement</i>, memahami makna serta konteks penggunaannya dalam kalimat. - Siswa dapat memahami <i>showing cause and effect</i> serta penggunaannya dalam level kalimat. - Siswa mampu mengakomodasi kosa kata dan tata bahasa yang telah dikuasai untuk menciptakan dialog yang berkenaan dengan <i>income</i>	Finance in Companies - Income Statement -Cash Flow Statement	- Ceramah - Diskusi Kelompok - Review - Evaluasi	45 Menit	- Roleplay - Penugasan	

	<i>statement dan cash flow statement.</i>					
4	<i>Review material dan try out for oral test</i>	Review and Reinforcement				
5	- Siswa mampu mengucapkan sejumlah kosa kata bahasa inggris yang berkaitan dengan <i>personal loans and credits dan morgagest</i>, memahami makna serta konteks penggunaannya dalam kalimat. - Siswa mampu mengakomodasi kosa kata dan tata bahasa yang telah dikuasai untuk menciptakan doalog yang berkenaan dengan <i>personal loans, overdrafts and morgages</i>.	Personal Loans and Credits - Personal Loans and Overdrafts - Morgages	- Ceramah - Diskusi - Brainstorming - Review - Evaluasi	45 Menit	- Role Play - Penugasan	
6	- Siswa mampu mengucapkan	Personal Loans and	- Ceramah - Diskusi	45 Menit	- Role Play - Penugasan	

	sejumlah kosa kata bahasa inggris yang berkaitan dengan <i>credit and debit card dan plastic money</i>, memahami makna serta konteks penggunaannya dalam kalimat. - Siswa mampu memahami formula <i>present future tense</i> serta penggunaannya dalam level kalimat. - Siswa mampu mengakomodasi kosa kata dan tata bahasa untuk menciptakan dialog yang berkenaan dengan <i>credit and debit card dan plastic money</i>.	Credits - Credit and Debit Card - Plastic Money	- Brainstorming - Review - Evaluasi			
7	- Siswa mampu mengucapkan sejumlah kosa kata bahasa inggris yang berkaitan dengan <i>structure of a bank</i>,	The Structure of a Bank - Department - The Structure of the Bank	- Ceramah - Diskusi kelompok - Brainstorming	45 Menit	- Role play - Penugasan	

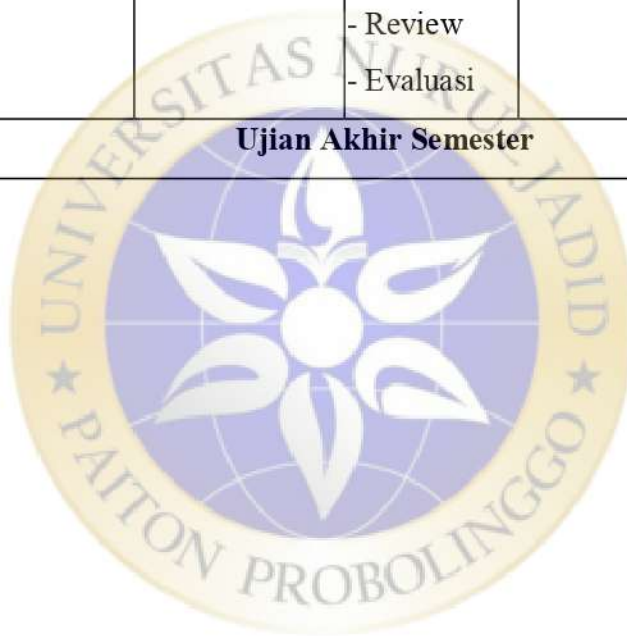
	memahami makna serta konteks penggunaannya dalam kalimat. - Siswa mampu mengakomodasi kosa kata dan tata bahasa untuk menciptakan dialog yang berkenaan dengan <i>Structure of a bank.</i>		- Review - Evaluasi			
8	Ujian Tengah Semester					
9	- Siswa mampu mengucapkan sejumlah kosa kata bahasa Inggris yang berkaitan dengan <i>bank products in retail banks</i>, memahami makna serta konteks penggunaannya dalam kalimat. - Siswa mampu mengakomodasi kosa kata dan tata bahasa untuk	Products in Retail Banks - Telephone Helplines - Comparing Products	- Ceramah - Diskusi kelompok - Brainstorming - Review - Evaluasi	45 Menit	- Role play - Penugasan	

	menciptakan dialog yang berkenaan dengan <i>bank products in retail banks</i> .					
10	- Siswa mampu mengucapkan sejumlah kosa kata bahasa inggris yang berkaitan dengan <i>Islamic banking and Islamic retail products</i>, memahami makna serta konteks penggunaannya dalam kalimat. - Siswa mampu mengakomodasi kosa kata dan tata bahasa untuk menciptakan dialog yang berkenaan dengan <i>Islamic banking and Islamic retail products</i>.	Islamic Banking - The Basic of Islamic Banking - Islamic Retail Products	- Ceramah - Diskusi - Brainstorming - Review - Evaluasi	45 Menit	- Role play - Penugasan	
11	- Siswa mampu mengucapkan	The Structure of a Bank	- Ceramah - Diskusi	45 Menit	- Role play - Penugasan	

	sejumlah kosa kata bahasa inggris yang berkaitan dengan <i>the changing world of banks</i>, memahami makna serta konteks penggunaannya dalam kalimat. - Siswa mampu mengakomodasi kosa kata dan tata bahasa untuk menciptakan dialog yang berkenaan dengan <i>the changing world of banks</i>.	- Presentation - The Changing World of Banking	kelompok - Brainstorming - Review - Evaluasi			
12	<i>Review materials dan try out for oral test.</i>	- Review and Reinforcement	- Ceramah - Diskusi - Brainstorming - Review - Evaluasi	45 Menit	- Role play - Penugasan	
13	- Siswa mampu mengucapkan sejumlah kosa kata bahasa inggris yang berkaitan dengan <i>cash flow and</i>	- Finance in Companies - Cash Flow - Balance Sheet	- Ceramah - Diskusi - Brainstorming - Review	45 Menit	- Role play - Penugasan	

	<i>balance sheet</i>, memahami makna serta konteks penggunaannya dalam kalimat. - Siswa mampu mengakomodasi kosa kata dan tata bahasa untuk menciptakan dialog yang berkenaan dengan <i>cash flow and balance sheet</i>.		- Evaluasi			
14	- Siswa mampu mengucapkan sejumlah kosa kata bahasa Inggris yang berkaitan dengan <i>bank products and online banks</i>, memahami makna serta konteks penggunaannya dalam kalimat. - Siswa mampu mengakomodasi kosa kata dan tata bahasa untuk menciptakan dialog	Products in Retail Banking - Bank Products - Online Banks	- Ceramah - Diskusi kelompok - Brainstorming - Review - Evaluasi	45 Menit	- Role play - Penugasan	

	yang berkenaan dengan <i>bank products and online banks</i> .					
15	<i>Review materials dan try out for oral test</i>	Review and Reinforcement	- Ceramah - Diskusi - Brainstorming - Review - Evaluasi	45 Menit	- Role play - Penugasan	
16	Ujian Akhir Semester					



Appendix 2 Learning Syllabus

The ESP Learning Syllabus

SMK MAMBAUL ULUM

Tahun Ajaran 2021/2022

Standard Competencies	Learning Objective	Learning Materials	Learning Activities
Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang ilmu akuntansi sesuai dengan konteks penggunaannya Menangkap makna teks biografi pendek dan sederhana tentang ilmu	At the end of learning the students are able to - identify some accounting terms in English	- accounting terms with the descriptions - short and simple biography text about the father of accounting in the world, Luca Pacioli	- brainstorming by learning some accounting terms - provide - listing other accounting terms that students already know - reading the biography text - finding some other accounting terms from the text and matching them with

akuntansi		the provide descriptions.
- comprehend the text about the father of accounting in the world	- short and simple biography text about the father of accounting in the world	- answering multiple choices questions - discussing with groups to answer some questions.
- use appropriate words to write sentence in English - understand the social function, structure, and language feature of biography texts - write a short and simple biography	- list of English four parts of speech (verb, noun, adjective and adverb) of the worlds commonly used in biography texts as well as the examples of how the words are used in sentences - explanation of the characteristic, formats and elements of biography text - examples and short description of present	- completing sentences with the provided words - rearrange jumbled sentences into a good paragraph - writing present simple and past simple sentences with the provided words individually - within groups, writing a short and simple biography about a successful

		simple and past simple sentences	and famous accountant in the world with the correct structure and language feature and create a biography poster with their writing
	- record transaction into purchase journal in English	- short explanation of purchase journal - examples of a record of purchases journal in English	- writing list of purchases on account for store - work in pairs to record each other purchases into a purchases journal - displaying the result on the classroom wall

Appendix 3 Observation Checklist

OBSERVATION CHECKLIST

Institution : SMK Mambaul Ulum

Program : Accounting

Grade : XI

Date of Observation : _____

Directions: Give checklist (✓) the number which presents your response. Then, write some notes in the column to describe clear condition about objects being observed in the classroom.

No.	Statement	Yes	No	Notes
1	The English teacher used textbook related to Accounting in teaching English.			
2	The teacher delivered topics related to Accounting activities.			
3	The teacher discussed registers and dictions related to Accounting			
4	The discourse discussed in the classroom is related to Accounting			
5	The teacher gave performance activities like in real Accounting.			
6	The teacher asked students to perform dialogues with the topics related to Accounting daily activities.			

7	The teacher introduced some kinds of Accounting documents in English.			
8	The teacher focused on only a certain English skill in teaching Accounting (Only Speaking)			
9	The students were active in following the lesson about English Accounting Activities in the classroom.			
10	The Students were involved actively in doing English activities of Accounting in the classroom.			
11	The students enjoyed the class because they were familiar with the topic of Accounting in English			
12	The English teacher made simulation of Accounting activities in English class.			
13	Learning activities were dominated by practice or performance about Accounting situation rather than theory.			
14	The teacher brought some learning medias related to Accounting			
15	Teacher's teaching method was appropriate for Accounting students' activities in the future work field			

OBSERVATION CHECKLIST

Institution : SMK Mambaul Ulum

Program : Accounting

Grade : XI

Date of Observation : 24th March 2022

Directions: Give checklist (✓) the number which presents your response. Then, write some notes in the column to describe clear condition about objects being observed in the classroom.

No.	Statement	Yes	No	Notes
1	The English teacher used textbook related to Accounting in teaching English.	✓		
2	The teacher delivered topics related to Accounting activities.	✓		
3	The teacher discussed registers and dictions related to Accounting	✓		
4	The discourse discussed in the classroom is related to Accounting	✓		
5	The teacher gave performance activities like in real Accounting.	✓		
6	The teacher asked students to perform dialogues with the topics related to Accounting daily activities.	✓		

7	The teacher introduced some kinds of Accounting documents in English.	✓		
8	The teacher focused on only a certain English skill in teaching Accounting (Only Speaking)	✓		
9	The students were active in following the lesson about English Accounting Activities in the classroom.	✓		
10	The Students were involved actively in doing English activities of Accounting in the classroom.	✓		
11	The students enjoyed the class because they were familiar with the topic of Accounting in English	✓		
12	The English teacher made simulation of Accounting activities in English class.	✓		
13	Learning activities were dominated by practice or performance about Accounting situation rather than theory.	✓		
14	The teacher brought some learning medias related to Accounting	✓		
15	Teacher's teaching method was appropriate for Accounting students' activities in the future work field	✓		

Appendix 4 Field Note

Field Note

Day 1

Day / Date: Thursday, 24th March 2022

Description Sheet

Pre activity: The class was begun with the greeting from the teacher in XI class. Then they pray together by saying Basmallah before they started the lesson. The teacher checked the attendance too and there were two students who absents in that day.

Core Activity: That day the first meeting, the students given an explanation by the teacher about the subject and ESP. next, The lecturer begins to explain the materials which will learn. the first materi is money matters. The lecturer asked student some vocabularies related to the banking and finance, there are: ATM, balance, credit, current account, direct debit, home insurance, rent, salary, standing order, withdrawl. some student did not know the meaning of the words. and then The teacher explains the word one-by-one. Then the lecturer give a conversation . by phone :

A: good morning. AFC Bank, can i help you ?

B:good morning. I am a customer of the bank and i want to (1)_____ some money

A:Yes,sir. Which department do you want?Er... what is the money for ?

B: i want to (2)_____ a flat.

A :just a moment. Oh yes, Mr. Sharma is free

The teacher explained the material using Communication Language Teaching (CLT).

The lecturer gives the dialog to make the students more understand the real work. The

teacher also gives an example of how the way to pronounce the dialog. Then, the students repeat after the lecturer read the conversation. the teacher also give example how to read number, e.g account number: 0825469, Sometimes, the number has a different pronounce to red. Such as —0" it can read "0" and "zero". While to know about the other number, the student has already understood. They study the number on another subject. When the students understand about the conversation, the lecturer asks the student to make another conversation by using their own idea in group pairs. Then, the students present their work in front of the class.

Closing Activity: After finishing the task, the lecturer discusses with the student.

Day 2

Day / Date: Thursday , 19th May 2022

Description Sheet

Pre activity: The class was begun with the greeting from the teacher in XI class. Then they pray together by saying Basmallah before they started the lesson. The teacher checked the attendance too and there were two students who absents in that day.

Core activity: today the materi is Products in retail Banking has several discussions within. They are find out what a customer needs and give advice, give and check instructions, talk about the future, express present and future ability, compare details of products. the lecturer explained about conversation between customer and customer advisor. the materi about open account bank. The purpose of the conversation practice is to show them the real situation that would be met by their a letter when they worked

as a banker. The lesson begins with the instruction of the teacher to read the material first. Then, after the student finishes reading, the lecturer and the student discuss that vocabulary together. The lecturer guides the students to read the vocabulary. This reading activity is to drill pronunciation practice. When the students understand about the conversation, the teacher asks the student to make another conversation by using their own idea in group pairs. Then, the students present their work in front of the class.

Close-activity: Finally, the lesson closed by evaluation and conclusion from the lecturer. The teacher gives suggestions to the students. The lecturer gives advice to the students to increase their vocabulary in order to raise their comprehension in English subjects. The teacher said: —Actually, if you face any new material, when your vocabularies are rich enough it will be easier for you to comprehend anything. The teacher gives a conclusion at the end of the lesson about retail banking (online banking). The teacher explains the importance of this material. The importance of this material is to practice the student to face the real situation in their future occupation. The class was ended by saying hamdallah together. The teacher asks the students to prepare the next materials. The student should comprehend and translate the vocabulary.

Day 3

Day / Date: Thursday, 26th May 2022

Description Sheet

Pre activity: The class was begun with the greeting from the teacher in XI class. Then they pray together by saying Basmallah before they started the lesson. The teacher checked the attendance too and there were two students who absents in that day.

Core activity: The teacher explains that for the midterm, the test is in the form of a debate. Today's activity is a debate simulation, the teacher explains that the assessment is based on students who are active in participating in the debate activity. The teacher divides students in six groups and then explains how the rules of playing debate, and then writing a motion on the board. in class some students look happy and relaxed

Close activity: After the debate simulation ends, the teacher reminds students to learn to prepare for the midterm next week. The class was ended by saying hamdallah together.

Day 4

Day / Date: Thursday, 02nd June 2022

Description Sheet

Pre activity: The class was begun with the greeting from the teacher in XI class. Then they pray together by saying Basmallah before they started the lesson. The teacher checked the attendance too and there were two students who absents in that day.

Core activity : as was explained last week today is the midterm, the test given in the form of playing debate and the motion of the debate is related to the material explain before. students are divided into 6 groups. during the activity students seemed to be actively following it. The teacher has also prepared an assessment to assess students in

class. Although the exams are in groups but the teacher evaluates students by giving more value to students who are more active in class.

Close activity: The class was ended by saying hamdallah together.



Appendix 5 Interview

INTERVIEW GUIDE

Guide for interview with the English teacher

1. Bagaimana kemampuan bahasa Inggris siswa kelas sebelas jurusan akuntansi?
(What is the English competence of eleventh grade students of accounting program?)
2. Kesulitan apa yang sering siswa alami dalam belajar bahasa Inggris? (What are the students difficulties in learning English?)
3. Bagaimana sikap siswa di kelas saat pelajaran bahasa Inggris? (How is the students' attitude toward English lesson in the classroom?)
4. Berdasar pada apakah pemilihan bahan ajar? (What consideration underlies the selection of learning materials?)
5. Topik seperti apakah yang biasanya sering digunakandalam materi pembelajaran?
(What kinds of topics are usually use for the learning materials?)
6. Didapat dari manakah biasanya materi pembelajaran yang Ibu siapkan untuk siswa? (Where do you usually get learning materials from?)
7. Kegiatan pembelajaran yang seperti apakah yang biasanya dilakukan di dalam kelas? (What activities are usually used in the classroom?)
8. Metode atau teknik pembelajaran apakah yang biasa Ibu aplikasikan di dalam kelas? (What learning method or technique do you usually apply in the learning process?)

9. Media pembelajaran apakah yang biasa Ibu gunakan untuk mengajar? (What teaching media do you usually use?)
10. Bagaimana tanggapan Ibu tentang pengembangan materi ESP untuk siswa jurusan akuntansi di sekolah ini? (What do you think about the development of ESP materials for students of accounting program at this school?)

INTERVIEW TRANSCRIPT

R = Researcher

T = Teacher

- R : Bagaimana kemampuan bahasa inggris siswa kelas sebelas jurusan akuntansi? (What is the English competence of eleventh grade students of accounting program?)
- T : Kelas sebelas AK sudah sedikit lebih baik daripada kelas sepuluh AK. Tapi memang rata-rata kemampuan bahasa inggrisnya cukup rendah. (Eleventh grade students are slightly better than tenth grade in English. However, the average level of English competence for the students are quite low.)
- R : Oke baik, pertanyaan selanjutnya Bu. Kesulitan apa yang siswa alami dalam belajar bahasa inggris? (Alright, let's move on to the next question mam. What are the students difficulties in learning English?)
- T : Yah kesulitannya adalah vocabulary yang mereka miliki sangat sedikit. (The lack of vocabulary that they know is the problem.)

- R : Oh begitu Bu. Lalu, bagaimana sikap siswa dikelas saat pelajaran bahasa Inggris? (Oh I see mam. Then, how is the students' attitude toward English lesson in the classroom?)
- T : Untuk kelas sebelas lumayan bisa mengikuti. (Some of eleventh grade students can follow the learning process quite well.)
- R : Pertanyaan berikutnya bu, berdasar pada apakah pemilihan bahan ajar? (Now we are moving to the next question mam, What consideration underlies the selection of learning materials?)
- T : Untuk memilih bahan ajar, ya karena buku yang di berikan oleh pemerintah, kita menggunakan bahan ajar dari buku kurikulum 2013 dari pemerintah yang menurut saya kurang sesuai untuk sekolah kejuruan. Sehingga kita kesulitan. Di tambah lagi buku selain itu mereka tidak punya. (Since we are given the official textbook from the government to use, I teach the materials in that book which are not really suitable for vocational school students. Actually I face the difficulties to teach English with that book and also students also have no other books to learn from.)
- R : Tugas-tugasnya juga dari buku tersebut Bu? (Are the tasks given to students also from that textbook mam?)
- T : Iya. Tugas hanya dari buku tersebut. (They are. The tasks I give to the students are all from the textbook.)
- R : Kalau selain buku tersebut seperti lembaran materi lain biasanya ada atau tidak bu? (Do you usually give them other learning materials in sheets mam?)

- T : Ada juga. Biasanya saya kasih lembaran dari materi yang saya siapkan sendiri, lalu mereka saya suruh fotokopi sendiri. (I do. I usually give the students sheets of learning materials I make by myself for them to copy.)
- R : Nah, berkenaan dengan topik sebelumnya bu. Topik seperti apakah yang biasanya sering di gunakan dalam materi pembelajaran? (Okey, the next question is related to the previous one mam. What kinds of topics are usually used for the learning materials?)
- T : Topiknya untuk kelas sebelas di antaranya yaitu profil tokoh (One of the topics for English taught in eleventh grade is biography.)
- R : Didapat dari manakah biasanya materi pembelajaran yang Ibu siapkan untuk siswa? (Where do you usually get the learning materials from, Mam?)
- T : Dari buku paket pemerintah dan terkadang dari buku lain. (I got them from the official textbook and sometimes I also take ones from other book.)
- R : Kegiatan pembelajaran yang seperti apakah yang biasanya dilakukan di dalam kelas, Bu? (What activities are usually done in the classroom?)
- T : Pembelajarannya saya selalu memberikan motivasi kepada siswa supaya siswa itu bisa membuat pertanyaan dan bisa membuat pertanyaan. (I always give the students motivation to make and answer questions.)
- R : Apakah ada kegiatan berkelompok, Bu? (Are there any group tasks you usually assign for the students, Mam?)

- T : Ada. Saya juga sering memberikan tugas kelompok. (I do. Sometimes I give them group tasks.)
- R : Untuk pertanyaan selanjutnya, metode atau teknik pembelajaran apakah yang biasa Ibu aplikasikan di dalam kelas? (The next question is what learning method or technique do you usually apply in the learning process?)
- T : Metode yang saya aplikasikan di kelas yaitu metode tanya jawab. Selain itu juga menugaskan siswa supaya berkelompok untuk membuat percakapan atau untuk mendiskusikan masalah. (Question and answer method. Therefore, I often assign group works for students to make conversations or discuss given problem.)
- R : Kalau untuk media pembelajarannya, media pembelajaran apakah yang biasa Ibu gunakan untuk mengajar (What teaching media do you usually use Mam?)
- T : Harusnya menggunakan media audio visual, tapi sayangnya di kelas tidak ada alatnya. Kalau pinjam dari kantor itu sulit sekali. Akhirnya mengajar dengan apa adanya. (I actually want to use audio-visual media. Unfortunately, there are no projector and speakers and it is quite hard to borrows one from the office. Therefore, I just teach with no media.)
- R : Lalu untuk pertanyaan terakhir, bagaimana tanggapan Ibu tentang pengembangan ESP untuk siswa jurusan akuntansi di sekolah ini? (We are moving into the last question, Mam. What do you think about the development of ESP materials for students of accounting program in this school?)

T : Mengembangkan materi untuk jurusan akuntansi ini memang seharusnya yang ada hubungannya dengan akuntansi. Saya setuju dengan ide tersebut karena seharusnya guru di beri kebebasan untuk mengajar, tidak di paksa untuk mengajar materi yang tidak sesuai dengan situasi di sekolahnya, sehingga akhirnya guru sering kebingungan. Kurikulum juga seharusnya tidak ganti setiap semester seperti ini. Yang dulu belum selesai, ganti lagi dan belakangan ganti lagi. Tapi jika buku dari pemerintah tidak dipakai, kita seakan tidak mematuhi peraturan yang di buat pemerintah. Sehingga, dengan terpaksa kita menggunakan buku itu tetatpi juga terkadang menggunakan buku yang lain. (Developing learning materials for accounting program is indeed supposed to relate to accounting. I do agree with that idea because teachers are not supposed to be forced to teach materials that are not suitable with the conditions in their school that make them get confused quite often. Curriculum is not supposed to change quite often like what has happened in the educational system in Indonesia. Before the previous curriculum has been applied completely, the government changed it with new one. Therefore, I keep using that textbook and sometimes look for additional materials in other books.)

R : Itu tadi pertanyaan terakhir Bu. Terimakasih atas waktunya. (That was the last question, Mam. Thank you very much for your time.)

T : Oh iya. Sama-sama. (You are welcome.)

Appendix 6 Learning Material

Learning Materials

1. John Marks. (2007). *Check Your English Vocabulary for Banking and Finance Second Edition*. London; A&C Black.
2. Marjorie Rosenberg. (2015). *English for Banking and Finance*. USA: Pearson.

