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Appendix 1

LIST OF TRANSLATION

No.	Page	Surah/ Verse	Indonesian	English
1	2	Al-Hujurat: 13	<p>Hai manusia, sesungguhnya kami menciptakan kamu dari seorang laki-laki dan seorang perempuan dan menjadikan kamu berbangsa-bangsa dan bersuku-suku supaya kamu saling kenal- mengenal. Sesungguhnya orang yang paling mulia diantara kamu disisi Allah ialah orang yang paling takwa diantara kamu. Sesungguhnya Allah Maha mengetahui lagi Maha Mengenal.</p>	<p>O mankind, indeed We have created you from male and female, and have made you nations and tribes that you may know one another. Indeed , the most of you in the sight of Allah is the most righteous of you, indeed, Allah is knowing and Acquainted.</p>
2	5	Ar-Ra'du: 11	<p>Bagi manusia ada malaikat-malaikat yang selalu mengikutnya</p>	<p>For each one are successive (angels) before and behind</p>

			<p>bergiliran, dimuka dan dibelakangnya, mereka menjaganya atas perintah Allah. Sesungguhnya Allah tidak mengubah keadaan sesuatu kaum sehingga mereka mengubah keadaan yang ada pada diri mereka sendiri. Dan apabila menghendaki keburukan terhadap sesuatu kaum, maka tak ada yang dapat menolaknya, dan sekali-kali tak ada pelindung bagi mereka selain dia.</p>	<p>him who protect him by the decree of Allah. Indeed, Allah will not change the condition of a people until they change what is in themselves. And when Allah intends for a people ill, there is not repelling it. And there is not for them besides Him any patron.</p>
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Appendix 2

GENERAL DESCRIPTION OF THE OBJECT RESEACRH

a. Brief History of SMK NU Pekauman

The research was done at Vocational High School Nahdhatul Ulama (SMK NU) Pekauman which is located on Jl. Rantauan Timur 2, South Banjarmasin, Pekauman, Banjarmasin, South Kalimantan, post code 70234, Indonesia. This school built on March 2002. Building the school because in South Banjarmasin there is no SMK and this school is the only school under the auspices Nahdhatul Ulama wich consists of two programs, namely membership of the light vehicle automotive mechanical engineering and accounting.

The names of the headmasters and the period/ year of office, it can be seen from the appendix.

b. Description of Teacher, Administration Staff, Students and Facilities of SMK NU Pekauman.

1) Teacher

SMK Pekauman has 46 teachers. To know more clearly about teachers at SMK NU Pekauman, it can be seen from the appendix. (Table 4.2 The Name of Teachers at SMK NU Pekauman Academic Year 2015/2016).

From the table we know that there are 3 English teachers at SMK NU Pekauman, and one teacher who taught at eleventh

grade students at Automotive Program. For more clearly it can be seen in the following appendix.

2) Administration Staff

From the description of teachers at SMK NU Pekauman, we also know that there are 9 administration staffs at SMK NU Pekauman. For further information it can be seen in appendix.

3) Students

Besides description about the teachers and administration staff, we also have to know about the students. SMK NU Pekauman has 508 students. For clear information about the number of students at SMK NU Pekauman, it can be seen in the table in the appendix.

4) School Facilities

School facilities are very important in very school especially for SMK NU Pekauman. The facilities that are available at SMK NU Pekauman can be seen in the appendix.

The Name of Headmasters and period/ year of office

No.	Name of Headmasters	Period/ year of office
1	Drs. H. Murlan, M.Pd	2002-2004 (2 years)
2	Imam Kasturi, S.Pd	2005-2011 (6 years)
3	Nur Halisah, S.Pd	2012-2015 (3 years)
4	Imam Kasturi, S.Pd	2016- Now

The Name of Teachers at SMK NU Pekauman Academic Year 2015/2016

NO	NAMA	TUGAS MENGAJAR	JABATAN
1	Imam Kasturi, S.Pd	Produktif Otomotif	Kepala Sekolah
2	Rusdiansyah Yardi, S.Pd	Bahasa Inggris	Wakasek Kesiswaan
3	Akhmad Junaidi, S.Pd	Ekonomi	Wali Kelas/ Guru
4	Mahmud, S.Pd	Produktif Otomotif	Wakasek Humas
5	Faridah, S.Pd	Produktif Akuntansi	Kaprog AK/ Guru
6	Tusamsi, S.Pd	Produktif Otomotif	Kaprog OT/ Guru
7	Sri Dasa Ariyani, S.Pd	Matematika	Bendahara/ Guru
8	Radina Rahman, S.Pd	Bahasa Inggris	Wali Kelas/ Guru
9	Norhalisah, S.Pd	Kimia	Wakasek Kurikulum
10	Tachyar, B. Sc, S. IP	Produktif Otomotif	Guru
11	Siti Norhidayah, S.Pd	Bahasa Indonesia	Wali Kelas/ Guru
12	Hj. Azizah Raihanah, S.Pd	Pkn	Wali Kelas/ Guru
13	Nanang Muji, S.Pd	PPKI	Guru
14	Muhammad Basran, ST	Produktif Otofmotif	Guru

15	Drs. H. Usman Muharap	PAI	Guru
16	Arlina Shalihah, S.Pd.I	PAI	Wali Kelas/ Guru
17	Aulia Rahman, S.Kom	KKPI	Wali Kelas/ Guru
18	Sigit Yuli Priyono, SE	Produksi Akuntansi	Guru
19	Ahmad Syaifullah, S.Th.I	Aqidah Akhlak	Pembina Ibadah/ Wali Kelas/Guru
20	Muhammad Sopian, S.Pd	Bhs Indonesia	Wali Kelas/ Guru
21	Dahlianoor, S.Pd	Bhs Inggris	Wali Kelas/ Guru
22	Santhi, S.Pd	Matematika	Wali Kelas/ Guru
23	Gilang Dwi Kurniawan, S.Pd	Produktif Otomotif	Guru
24	Siti Paujiah, SE	Produktif Akuntansi	Wali Kelas/ Guru
25	Ida Permata Sari, SE	Produktif Akuntansi	Guru
26	Daryani Ulfah, S.Pd	Kimia	Guru
27	Heri Ariyani, S.Pd	BK	BK
28	Bangkit Satria Timur, S.Pd	Matematika	Guru
29	Indra Permana, S.Pd	Produktif	Guru
30	Sukma Wirawan, S.Sy	Seni Budaya	Guru
31	Drs. Muhammad Yusuf	Matematika	Guru
32	Ahmad Riadi, S.Pd	OLGA	Guru
33	Selvia Alfisah, S.Pd	KWU	Guru
34	Ajeng Siti Patonah, S.Pd.I	BK	BK
35	Ato' Tiku Tunduk, S.Pd	OLGA	Guru
36	Rr. Nanik Hermiyatii, SE	Produktif	Guru
37	Amelia Sari Kurniawati, S.Pd	IPS	Guru

The Names of English Teachers

No	Names of Teachers	Level of Education	Automotive Class
1	Rudiansyah Yardi, S.Pd	S1	X
2	Dahlianoor	S1	XI
3	Radina Rahman, S.Pd	S1	XII

Names of Administration Staff at SMK NU Pekauman

No.	NAME	JABATAN
1	Hamidhan	Perpustakaan
2	Azan Syariful Hadi, SHI	Tata Usaha
3	Noor Abdillah	Tata Usaha
4	Alvin Syarif, S.Pd	Tata Usaha
5	Astri Wagestia, S.Pd	Tata Usaha
6	Wahyu Romadhon	TI
7	Firdaus	Toolsman
8	Supian Noor	Tenaga Keamanan
9	Muhni	Tenaga Kebersihan

Numbers of Students at SMK NU Pekauman Academic Year 2015/2016

AUTOMOTIVE PROGRAM							
CLASS							
X			XI			XII	
A	B	C	A	B	C	A	B
42	43	43	27	28	29	36	35

ACCOUNTING PROGRAM					
CLASS					
X		XI		XII	
A	B	A	B	A	B
43	43	33	31	38	37

Facilities of School at SMK NU Pekauman Academic Year 2016/2017

EQUIPMENTS AND MECHINE			
NO	JENIS BARANG	MEREK / TYPE	KET
1	Engine Stand Training Efi	Toyota	2
2	Engine Stand Training Konvensional	Toyota	5
3	Engine Stand Training Konvensional	Suzuki	2
4	Electrical Body (car)	Toyota	5
5	Mesin Bor Stand	Dazz, Modern	2
6	Hidrolik Press	Wipro	1
7	Mesin Las Kecil	1. Black Rhino MMA - 200	3
		2. Porto Italy PP - 110	
8	Mesin Las Besar	Krisbow	5
9	Coil Spring Compressor	Krisbow	1
10	Engine Stand Training Sepeda Motor		2
11	Komputer PC		35
12	Laptop		16
13	LCD		7
14	Kipas Angiin		37
15	AC		7

16	Lemari Besi		17
17	Engine Training Sepeda Motor	Yamaha	2

TANAH			
NO	STATUS TANAH	LUAS	BUKTI KEPEMILIKAN
1	Hak Milik	3763	Akta dan Segel

KENDARAAN			
NO	JENIS BARANG	MEREK / TYPE	KONDISI
1	Sepeda Motor	Suzuki Shogun	Baik
2	Sepeda Motor	Yamaha MX	Baik
3	Sepeda Motor	Honda Beat	Baik
4	Sepeda Motor	CB 150 R	Baik

BUILDING AND MODER					
NO	JENIS BARANG	LUAS BANGUNAN	JUMLAH LANTAI	IMB	KET
1	Ruang Kelas	64 m2	2		5
2	Ruang Kantor Guru	64 m2	2		1
3	Ruang Kantor TU / Kepsek	72 m2	2		1
5	Ruang Bengkel	64 m2	2		3
6	Mushola	52 m2	2		1
7	Ruang Lab. Komputer	64 m2	2		2

8	WC	3 m2	2		9
9	Ruang Wakasek	18 m2	2		1
10	Ruang Perpustakaan	27 m2	2		1
11	Ruang BP	6 m2	2		1
12	Ruang Seni	12 m2	2		1
13	Ruang OSIS	12 m2	2		1

The Name of students XI Otomotive C Class

No.	Name
1	ACHMAD ALI
2	AHMAD
3	AINUL HAKIM
4	AKHMAD SUBHAN
5	AMIN KHULBI
6	DIMAS TRIADI
7	HADROMI
8	HARIYANTO
9	JEKI
10	M. AGUNG SUNYOTO
11	M. ANDRE
12	M. ARSYAD
13	M. ILHAM
14	M. MADINATUNNOR
15	M. NOOR RAHMAN
16	M. WAHYU SHAPUTRA
17	M. WAHYUNI
18	M. ZULKIFLI

19	MADIANNOR
20	MUHAMMAD ANHAR RAFIQ
21	MUHAMMAD EFFENDY BAHTIAR
22	MUHAMMAD IQBAL
23	MUHAMMAD RIFKI
24	MUHAMMAD SAID
25	MUHAMMAD YUSUF
26	MUKLIM
27	RANGGA WENI
28	ROLLY KRISMA. D
29	SAMSURI

Appendix 3

OBSERVATION SHEET

Date :

Meeting :

No.	Indicator	Result	
		Yes	No
1.	The teacher introduces a new dialog/vocabulary/passage		
2.	The language teacher uses only the target language in the classroom. Actions, pictures, or realia are used to give meaning otherwise,		
3.	The language teacher introduces the dialog by modeling it two times; she introduces the drills by modeling the correct answers; at other times, she corrects mispronunciation by modeling the proper sounds in the target language.		
4.	The students repeat each line of the new dialog/vocabulary/passage several times,		
5.	The students stumble over one of the lines of the dialog/vocabulary/passage.		
6.	The teacher says, 'Very good,' when the students answer correctly.		
7.	The teacher uses spoken cues and picture cues.		
8.	When the students can handle it, the teacher poses the questions to them rapidly,		
9.	The teacher provides the students with cues; she calls on individuals; she smiles encouragement; she holds up pictures one after another		
10.	New vocabulary is introduced through lines of the dialog; vocabulary is limited,		
11.	Students are given no grammar rules; grammatical points are taught through examples and drills.		

12.	The teacher does a contrastive analysis of the target language and the students' native language in order to locate the places where she anticipates her students will have trouble,		
13.	The teacher writes the dialog on the blackboard toward the end of the week. The students do some limited written work with the dialog and the sentence drills,		

Kinds of Drill Technique

1.	Repetition Drill		
2.	Backward build-up drill		
3.	Single-slot substitution drill		
4.	Multiple-slot substitution drill		
5.	Transformation drill		
6.	Chain drill		
7.	The Question and Answer Drill		
8.	Communication Drill		

*Adapted from Diane Larsen-Freeman

OBSERVATION SHEET

No	Indicator	Result						
		Meeting						
		1	2	3	4	5	6	7
1.	The teacher introduces a new dialog/vocabulary/passage							
2.	The language teacher uses only the target language in the classroom. Actions, pictures, or realia are used to give meaning otherwise,							
3.	The language teacher introduce the dialog by modeling itt two times; she introduces the drills by modeling the correct answers; at other times, she correctsmispronunciation by modeling the proper sounds in the target language.							
4.	The students repeat each line of the new dialog/vocabulary/passage several times,							
5.	The students stumble over one of the lines of the dialog/vocabulary/passage.							
6.	The teacher says, 'Very good,'when the students answercorrectly.							
7.	The teacher uses spoken cuesand picture cues.							
8.	When the students can handleit, the teacher poses thequestions to them rapidly,							
9.	The teacher provides thestudents with cues; she calls onindividuals; she smilesencouragement; she holds uppictures one after another							
10.	New vocabulary is introducedthrough lines of the dialog;vocabulary is limited,							
11.	Students are given no grammarrules; grammatical points aretaught through examples anddrills.							
12.	The teacher does a contrastiveanalysis of the target languageand the students' nativelanguage in order to locate theplaces where she anticipatesher students will have trouble,							

Appendix 4

FIELD NOTE

Day/ Date :

Meeting :

No.	Component
1	Pre activity
2	While activity
3	Post activity
Note(*)	

Appendix 5

The Guidelines of Interview

A. For Headmaster:

1. Bagaimana sejarah singkat berdirinya SMK NU Pekauman dan Jurusan otomotif ini?
2. Bagaimana letak geografis bangunan SMK NU Pekauman ini?
3. Bagaimana kondisi siswa, guru, dan keadaan fisik SMK NU Pekauman ini?

B. For English Teacher:

1. Apa latar belakang pendidikan anda?
2. Berapa lama pengalaman anda dalam mengajar bahasa Inggris?
3. Sejak kapan Anda mengajar SMK NU Pekauman pada jurusan otomotif?
4. Apakah anda mengetahui berbagai macam metode dalam pengajaran dan pembelajaran dalam kelas?
5. Bagaimana anda tahu tentang metode-metode tersebut?
 - Kampus
 - Pelatihan
6. Ketika mengajar, apakah anda lebih sering menggunakan bahasa Inggris atau bahasa Indonesia? Kenapa?
7. Menurut anda, apakah teknik drill sering digunakan ketika mengajar bahasa Inggris pada Jurusan otomotif?
8. Seberapa sering anda menggunakannya?
9. Apa saja kelebihan dan kekurangan strategi yang anda pilih tersebut?
10. Bagaimana respon siswa terhadap technique yang digunakan?

11. Apakah technique ini membantu keberhasilan siswa dalam bahasa inggris di jurusan otomotif ini?
12. Bagaimana cara anda mengajarkan vocabulary dengan technique ini?
13. Apakah fasilitas di kampus ini sangat mendukung anda untuk mengajar vocabulary khususnya otomotif?
14. Apa latar belakang siswa sangat mendukung dalm mengajar vocabulary?
15. Sejauh mana penguasaan siswa terhadap vocabulary bahasa Inggris tetang otomotif?
16. Menurut anda teknik drill mana yang paling disukai siswa dalam mengajar vocabulary?
17. Sejauh mana minat siswa terhadap pembelajaran bahasa inggris khususnya otomotif?

C. For Administrative Staff:

1. Berapa jumlah tenaga pengajar di SMK NU Pekauman dan apa latar belakangnya?
2. Berapa jumlah tenaga adminitrasi diSMK NU Pekauman khusunya pada jurusan otomotif ini?
3. Berapa jumlah murid di SMK NU Pekauman khususnya Jurusan otomotif ini?
4. Bagaimana penyediaan sarana atau fasilitas di SMK NU Pekauman ini?

Appendix 6

GUIDELINE OF INTERVIEW FOR STUDENTS' RESPONSES

No.	Question	Result	
		Yes	No
1.	Apakah belajar kosakata bahasa Inggris otomotif dengan drilling teknik itu menyenangkan?		
2.	Apakah belajar kosakata bahasa Inggris otomotif dengan drilling teknik itu menarik ?		
3.	Apakah kamu menyukai pembelajaran kosakata bahasa inggris otomotif dengan menggunakan driiling teknik?		
4.	Apakah pembelajaran kosakata bahasa Inggris otomotif melalui drilling teknik bermanfaat bagi kemampuan belajar kamu?		
5.	Apakah situasi pembelajaran melalui drilling teknik dapat membantu meningkatkan kemampuan kamu dalam menguasai kosakata bahasa Inggris otomotif?		
6.	Apakah cara pembelajaran kosakata bahasa Inggris otomotif melalui driiling teknik ini membantu saya bersemangat dalam belajar?		
7.	Apakah dengan pembelajaran kosakata melalui drilling teknik, saya merasa ada kemajuan dalam menguasai kosakata bahasa inggris otomotifkamu?		
8.	Apakah belajar dengan drilling teknik, kepercayaan diri kamu meningkat dalam mengekspresikan ide-ide yang kamu punya?		
9.	Apakah dalam pembelajaran melalui drilling teknik, kamu terlibat dalam belajar-mengajar dikelas (Aktif)?		
10.	Apakah perintah yang disampaikan oleh guru dalam pengajaran kosakata bahasa Inggris otomotif menggunakan		

	drilling teknik mudah dipahami?		
11.	Apakah kamu memperhatikan penjelasan dari guru tentang materi kosakata bahasa Inggris otomotif baru yang disampaikan?		
12.	Apakah banyak kosakata bahasa Inggris otomotif yang diajarkan oleh guru melalui drilling teknik yang saya ingat?		
13.	Apakah banyak arti dari kosakata bahasa Inggris otomotif yang kamu ingat melalui drilling teknik yang diajarkan oleh guru?		
14.	Apakah dengan drilling teknik kamu lancar mengucapkan kosa-kata bahasa Inggris otomotif?		
15.	Apakah dengan drilling teknik, ketepatan dalam pengucapan kosakata bahasa Inggris otomotif kamu semakin bagus?		
16.	Apakah kamu suka diberikan koreksi jika kamu salah dalam mengucapkan kosakata bahasa Inggris otomotif yang di sebutkan oleh guru sebelumnya?		
17.	Apakah kamu ingin guru menggunakan teknik ini lagi untuk materi kosakata bahasa Inggris otomotif selanjutnya?		

- adapted from Scott Thornbury, Suyansah Swanto, and BBC English

CURRICULUM VITAE

Name : Tina Hardianti

Place/Date of Birth : Anjir Muara/ March 29th, 1994

Region : Moslem

Nationality : Indonesian

Marital Status : Single

Sex : Female

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Education : - MIN Anjir Muara KM.20
- MTsN Anjir Muara KM.20
- MAN 5 Marabahan
- S1 English Department

Parents

1. Father

 Name : Syahran. S (ALM)

 Occupation : -

 Address :-

2. Mother

 Name : Noor Hasanah

 Occupation : Farmer

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