LEARNING ENGLISH THROUGH TEXT-BASED APPROACH AT VOCATIONAL HIGH SCHOOL: STUDENTS' LIVED EXPERIENCE

A Thesis Presented to
The Graduate Program in English Language Studies
in Partial Fulfillment of the Requirements
for the Degree of
Magister *Humaniora* (M.Hum.)
in
English Language Studies

by

Frederika Mei Anggraeni
146332039

The Graduate Program in English Language Studies
Sanata Dharma University
Yogyakarta
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Approved by

Dr. B.B. Dwijatmoko, M.A.
Thesis Advisor

Yogyakarta, October 5th 2016

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A THESIS

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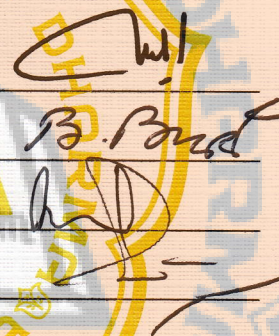Was Defended in front of the Thesis Committee
and Declared **Acceptable**

Thesis Committee

Chairperson   : FX. Mukarto, Ph. D.

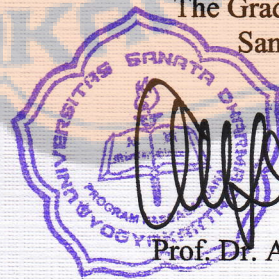Secretary   : Dr. B.B. Dwijatmoko, M.A.

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               2. Dr. E. Sunarto, M. Hum.

Yogyakarta, October 21, 2016
The Graduate Program Director
Sanata Dharma University

Prof. Dr. Augustinus Supratiknya

DEDICATION PAGE

"I dedicate this thesis to my family, especially to the greatest motivation in my life,

Father and Mother…

You are the reasons of what I become today. I wish that this achievement will complete the dream that you had for me all those previous years when you chose to give the best education for your daughter".
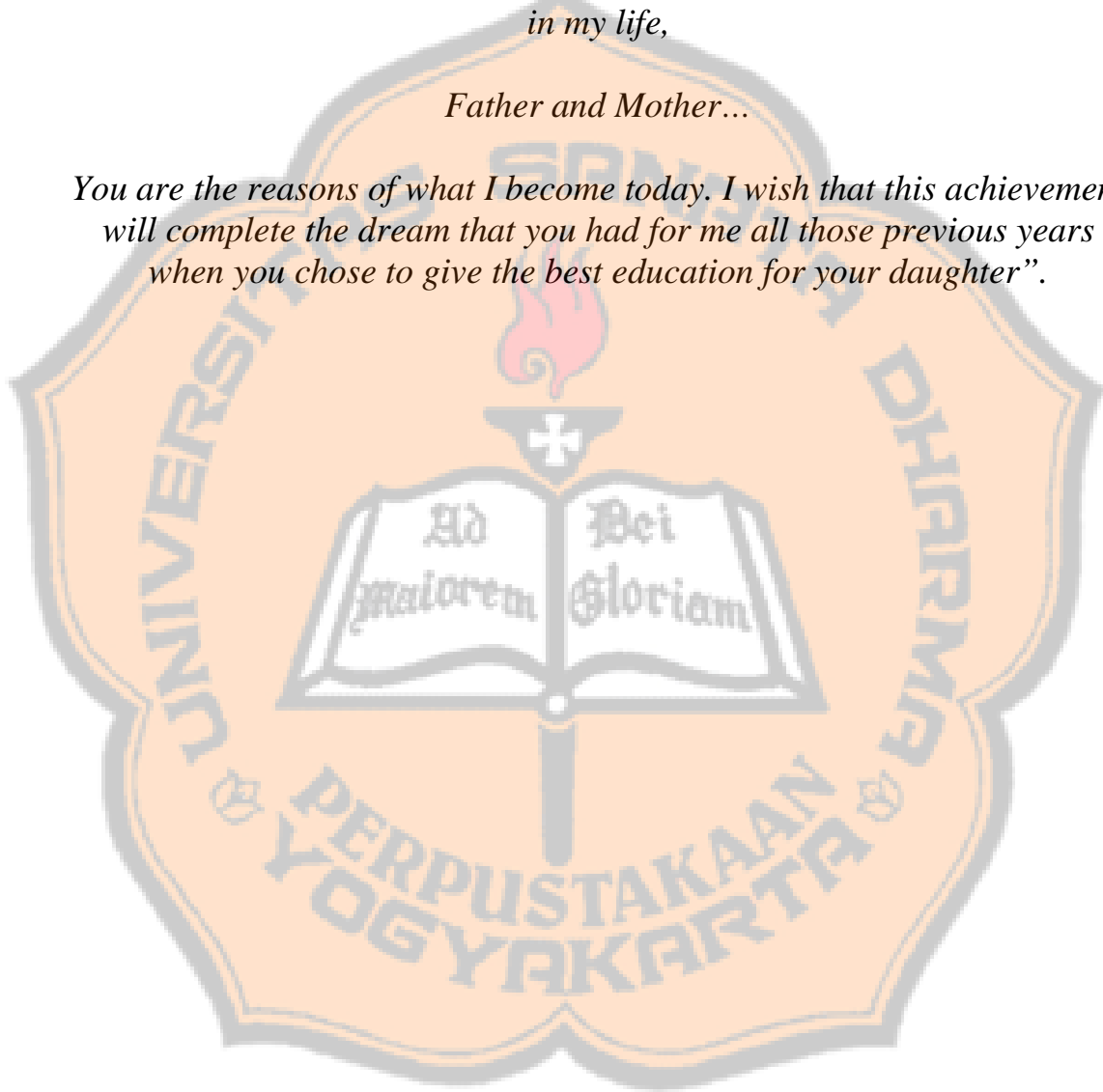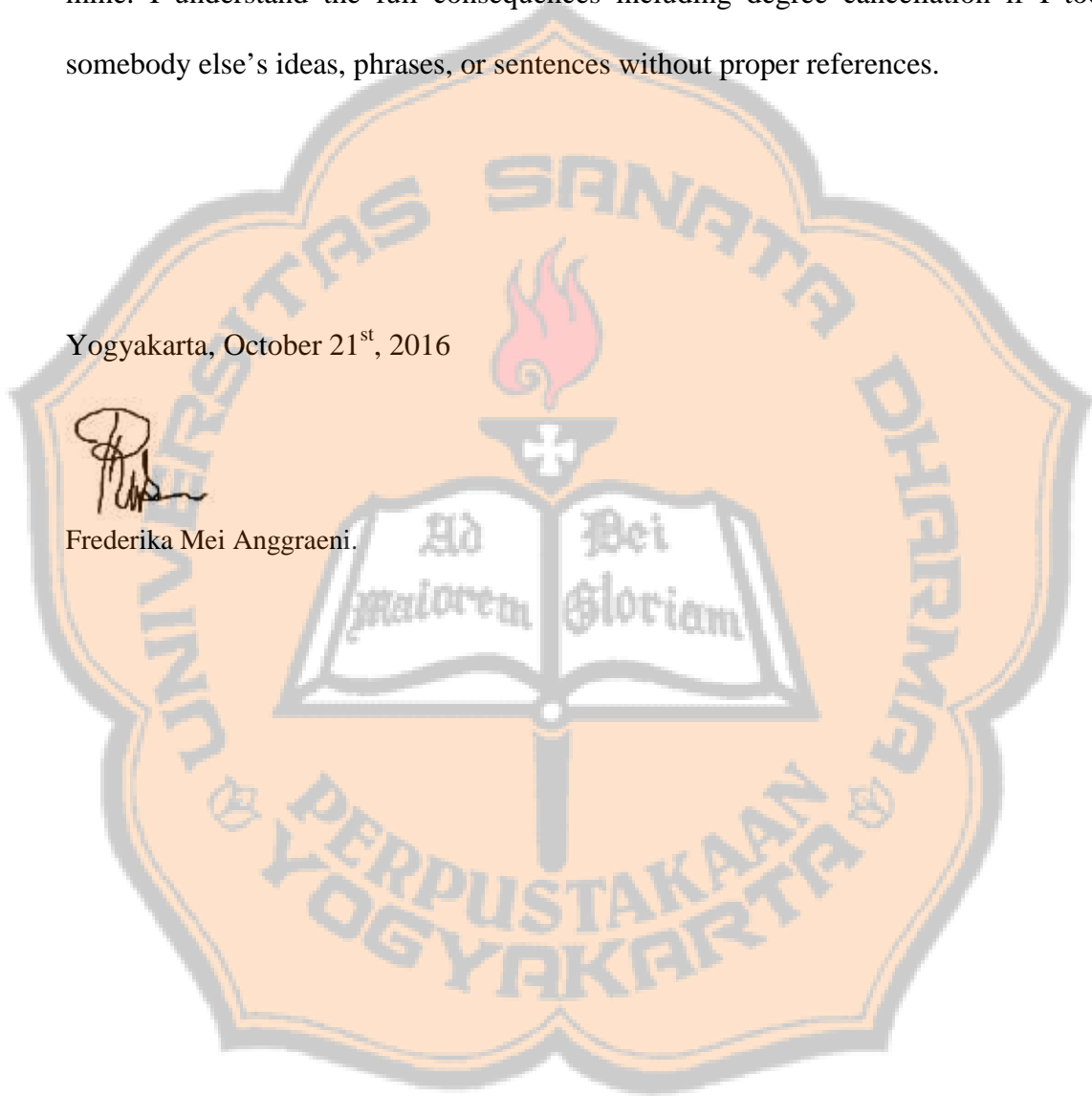
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This is to certify that all ideas, phrases, sentences, unless otherwise stated, are mine. I understand the full consequences including degree cancellation if I took somebody else's ideas, phrases, or sentences without proper references.

Yogyakarta, October 21st, 2016

Frederika Mei Anggraeni.

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Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma.

Nama   : Frederika Mei Anggraeni
Nomor Mahasiswa   : 146332039

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Dibuat di Yogyakarta
Pada tanggal 21 Oktober 2016

Frederika Mei Anggraeni

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The last, hopefully, this thesis will be useful for readers and the idea presented is expected to give contribution to the improvement of life quality.
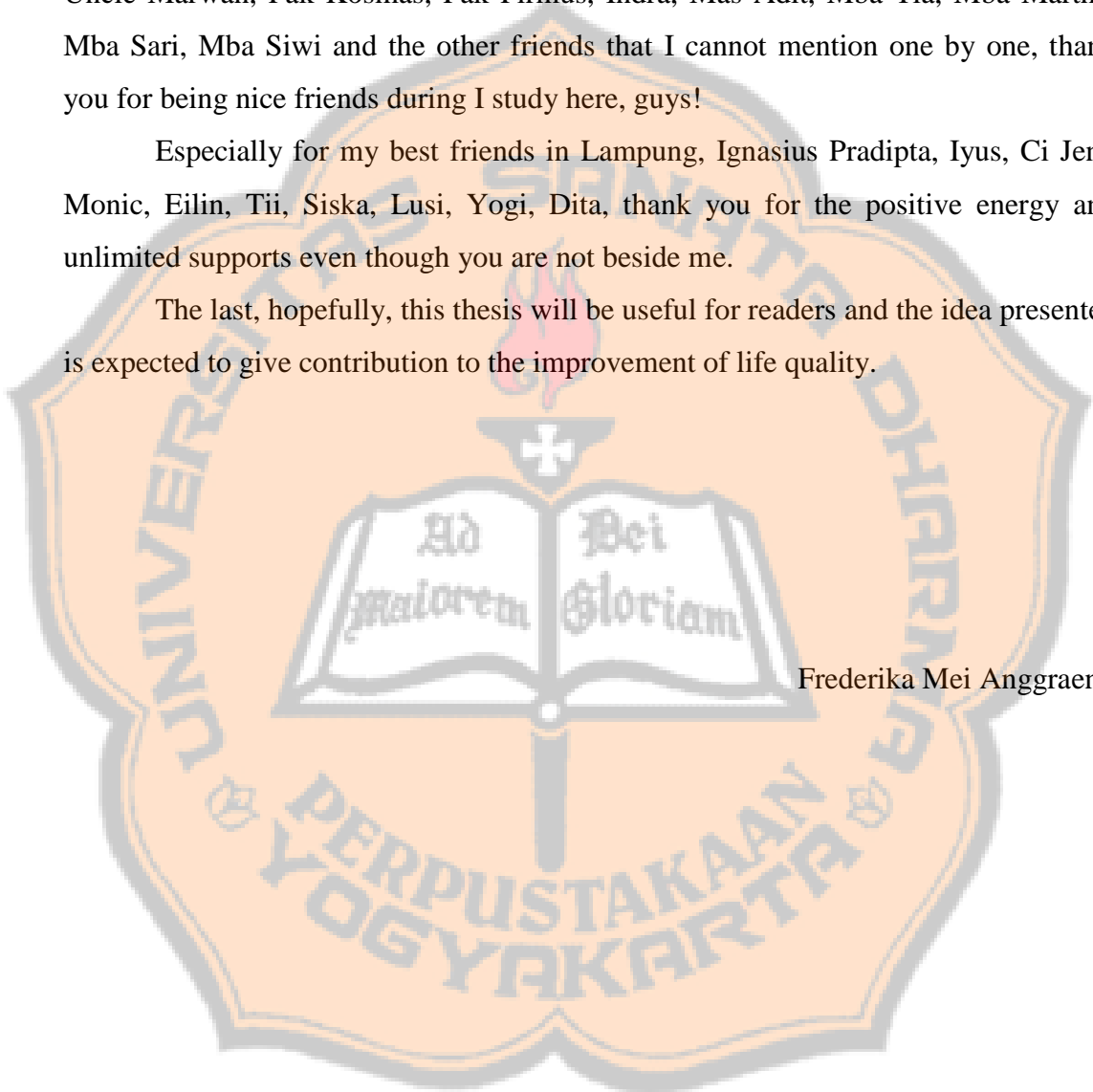
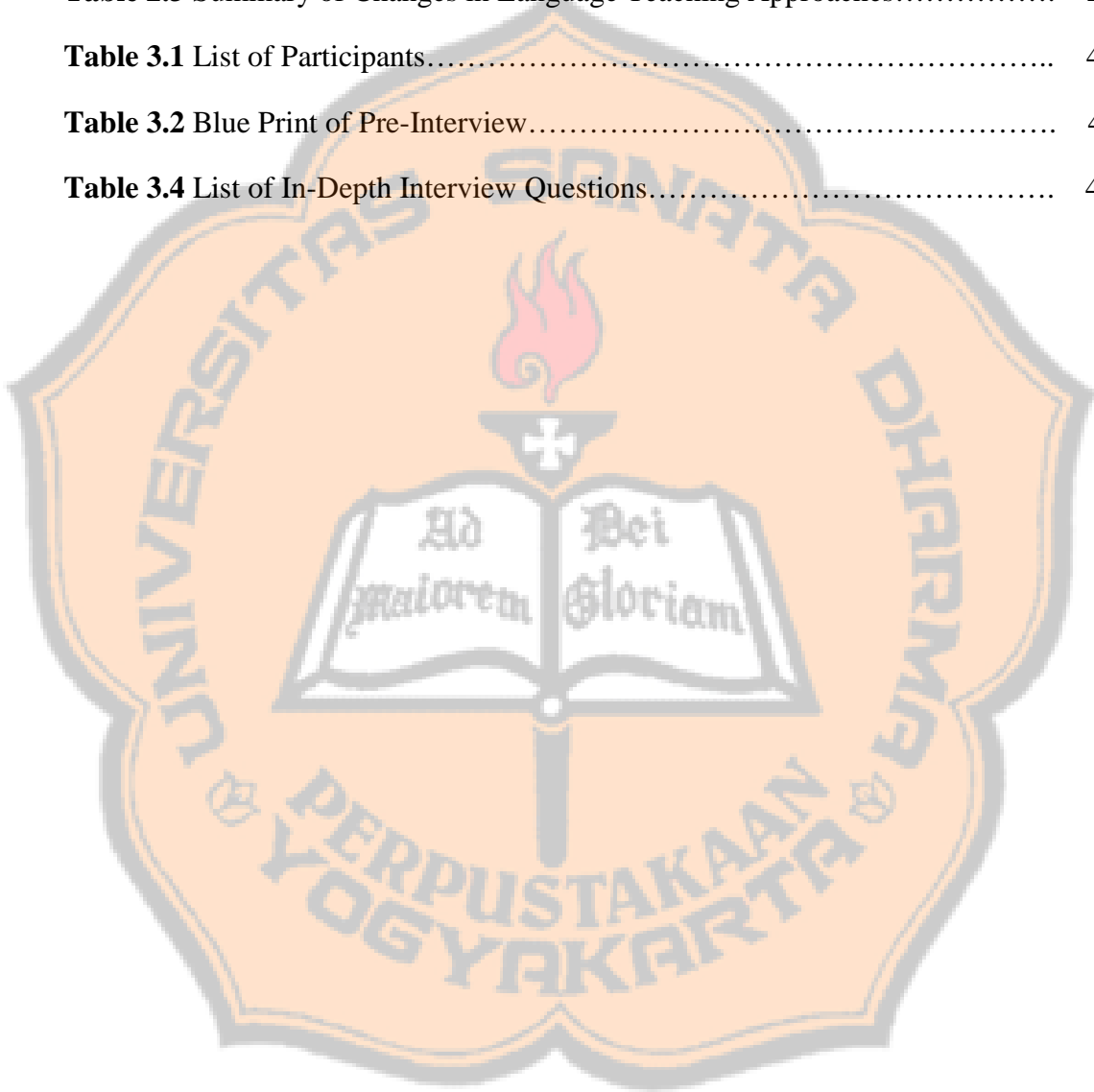Frederika Mei Anggraeni

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ABSTRACT

Frederika Mei Anggraeni. (2016). *Learning English through Text-Based Approach at Vocational High School: Students' Lived Experience.* Yogyakarta: The Graduate Program, English Language Studies, Sanata Dharma University.

The teaching approach is the staple in the process of teaching and learning. As one of the approaches implemented in the educational field, text based approach is majorly applied in senior high level, such as the general and vocational high school. A text-based approach is a set of concepts which aims to solve the students' problem especially they who are less-communicate (Feez and Joyze, 2002, p. 4).

This research is conducted in SMK N 2 Depok, Sleman. As the students who study in vocational high school, it is assumed that they have more important lessons in their major. This research is conducted in vocational high school at grade XII. The participants of this research come from different majors of study. They are *Mining Geology, Computer and Network Engineering,* and *Gas Manufacture and Petroleum Engineering.*

Hermeneutic-phenomenology is utilized as the method of this study. Phenomenology relates to description and hermeneutics relates to interpretation (Van Manen, 1990, p. 25). Hence, this research aims at describing and interpreting the meaning of the students in those different majors of study in learning English through text-based approach. This research is done to answer the following question: *What is the students' lived experience of learning English through text-based approach at vocational high school?*

The findings of this research is description and interpretation of the students' lived experience in learning English through text based approach. The description consists of three major aspects. They are Egi's personal lived experience, Laura's personal lived experience, and Angle's personal lived experience. The descriptions in this research is related to the five major aspects in lived experience, such as understanding, belief, feeling, action, and intention. Furthermore, interpretation consists of two aspects, they are pre-figured themes and emerging themes. In pre-figured themes, the aspects discussed are the logical truth. They are living a life in a vocational high school, passing difficulties and easiness, and thinking out-of the box. The emerging themes come from the empirical truth. They are difficulties, willingness, and life values. Exploring their lived experience, the researcher finds several similarities and differences. The similarities are mostly found in their understandings. They generally understand the goal of learning English, especially learning texts. Learning English through text based approach is somewhat difficult for the students. It has taken a part in their' lives. Beside it contributes knowledge, it also gave different view for them. Basically, learning language is also learning its culture. Therefore, they can enrich their understanding of it. Becoming vocational high school students is unique, they can develop what have been their consideration of study and also can increase the understanding and life meaning through learning text-based approach. Also, they can be better individuals.

ABSTRAK

Frederika Mei Anggraeni. (2016). *Learning English through Text-Based Approach at Vocational High School: Students' Lived Experience.* Yogyakarta: The Graduate Program, English Language Studies, Sanata Dharma University.

Pendekatan mengajar adalah pokok dalam proses belajar mengajar. Sebagai salah satu pendekatan yang diterapkan di bidang pendidikan, pendekatan berbasis teks majorly diterapkan di tingkat SMA, seperti umum dan kejuruan sekolah tinggi. Pendekatan berbasis teks adalah seperangkat konsep yang bertujuan untuk memecahkan masalah siswa terutama mereka yang kurang-berkomunikasi (Feez dan Joyze, 2002, hal. 4).

Penelitian ini dilakukan di SMK N 2 Depok, Sleman. Sebagai siswa yang belajar di sekolah menengah kejuruan, diasumsikan bahwa mereka memiliki lebih banyak pelajaran penting dalam proses belajar dan mengajar. Penelitian ini dilakukan di sekolah menengah kejuruan di kelas XII. Para peserta penelitian ini berasal dari jurusan yang berbeda, yaitu jurusan Geologi Pertambangan, Teknik Komputer dan Jaringan, dan Teknik Pengolahan Gas dan Minyak Bumi.

Hermeneutik-fenomenologi digunakan sebagai metode penelitian ini. Fenomenologi berkaitan dengan deskripsi dan hermeneutika berkaitan dengan interpretasi (Van Manen, 1990, hal. 25). Oleh karena itu, penelitian ini bertujuan untuk mendeskripsikan dan menginterpretasikan bagaimana mereka belajar bahasa Inggris melalui pendekatan berbasis teks dari jurusan yang berbeda. Penelitian ini bertujuan untuk menjawab pertanyaan: *Apa pengalaman hidup siswa-siswi dalam belajar Bahasa Inggris melalui pendekatan teks?*

Penelitian ini bertujuan untuk menemukan makna dari pengalaman yang dialami oleh tiga siswa SMK dalam pembelajaran Bahasa Inggris melalui pendekatan berbasis teks. Penelitian ini menggunakan in-depth interview untuk mengumpulkan data. Hasil dari penelitian ini adalah deskripsi dan interpretasi dari tiap-tiap pengalaman yang dialami siswa. Deskripsi terdiri dari cerita pengalaman hidup Egi, cerita pengalaman hidup Laura dan cerita pengalaman hidup Angel. Sedangkan, interpretasi terdiri dari dua aspek yaitu tema yang diduga dan tema yang muncul. Tema yang diduga terdiri dari pengalaman hidup di SMK, melewati kesukaran dan kemudahan, dan berfikir diluar dugaan. Tema yang muncul terdiri dari ketakutan, niat, dan makna hidup. Berdasarkan penelitian ini juga dapat ditemukan beberapa persamaan dan perbedaan perspektif siswa. Kesamaan sebagian besar ditemukan dalam pemahaman mereka. Mereka umumnya memahami tujuan belajar bahasa Inggris, terutama teks dalam Bahasa Inggris. Belajar Bahasa Inggris melalui pendekatan berbasis teks bisa dikatakan sebagai hal yang tidak terlalu mudah bagi siswa. Hal ini telah dibuktikan dalam pengalaman hidup mereka. Disamping itu, pembelajaran Bahasa Inggris melalui teks memberikan kontribusi pengetahuan, juga memberikan pandangan yang berbeda untuk mereka. Pada dasarnya, mempelajari bahasa juga mempelajari budaya. Oleh karena itu, mereka dapat memperkaya pemahaman mereka tentang hal itu. Menjadi siswa SMK adalah unik, mereka dapat mengembangkan apa yang telah dipertimbangkan studi mereka dan juga dapat

meningkatkan pemahaman dan kehidupan yang berarti melalui pembelajaran pendekatan berbasis teks.

Kata kunci: *Pengalaman hidup, fenomenologi hermeneutika, belajar Bahasa Inggris, pendekatan text-based, siswa siswi SMK.*

CHAPTER I

INTRODUCTION

Background information of the importance of this research is presented in this chapter. It consists of five major sections. They are background of the research, problem limitation, problem formulation, research goals, and benefits of the research. It is stared with background of the research.

A. BACKGROUND OF THE RESEARCH

Learning English in the Non-English speaking country is a tough task to do. As one of English as a Foreign Language (EFL) countries in the world, Indonesia has to emphasize a good understanding of English especially in educational field. English is learnt by students in schools from elementary until senior high. The English learners especially the students obviously have their own experience dealing with learning English. Thus, this circumstance encourages the researcher to do this research.

In Indonesia, the goal of national education leads the learners to be democratic and autonomous. In the field of foreign language education, there has been a shift in focus from the teacher to the learner, from exclusive focus on how to improve teaching to an exclusive concern for how individual learners go through their learning. The practice of language learning has become more students-centered and communicative.

To communicate and convey meaning well, a text is obviously needed. A text can be accomplished through both written and spoken. A text is greatly relevant to the people's daily live. For instance, to describe somebody or something which is never known before, to give a report, to give instruction how to make something, to entertain the reader with funny story of an occasion, or even to tell the history about some events or some places (Feez and Joice, 2002, p. 14). Therefore, in high school level, it is appropriate for teachers to teach a text. A text-based approach which is given by the teacher is a set of concepts which aims to solve the students' problem especially they who are less-communicate. The concepts can be divided into three major aspects. They are goal, process, and components (Bismoko, 2015). The three identified concepts are tended to achieve the objective of text-based approach.

A text-based approach conceptualizes language as a human resource for making meanings. It is characterized by natural language use. Teachers indicate several texts to be taught in order to be relevant to learners' needs. The selected text must be in line with fulfillment of the designed syllabus. Moreover, the designed syllabus is required to be harmonized with the current curriculum. Curriculum 2013, as the current curriculum, has the important role for gaining better result of teaching and learning especially in English lesson.

Considering the importance of the text for language learners, curriculum 2013 adopts text-based language learning as one of key element of the materials. According to Feez and Joyze (2002, p. 5), teaching texts for the students aims to build the purpose of understanding meanings, contributes to meaning-making, and expands capacity to express meanings. The text-based approach is used to teach the text-based

language learning of English. By using this approach, it enables the language learners to use a target language in ways which are familiar to them—authentic, purposeful, and functional (Feez and Joice, 2002, p. 7).

In Indonesia, Vocational High School (VHS) is one of the educational institutions which emphasizes the practical use of learning materials. The students of this educational institution are oriented to have a job after they graduate. According to this regulation, the subjects taught in Vocational High School are practical. In English lesson, the practical involves the productive skills which are spoken and written. Therefore, they are expected to be able to produce those skills. One of the productive skills is producing the text.

For the teaching material, the text taught is supposed to be based on the learners' needs. It can be meant that the teaching material should be relevant to the students' experience, background, and affective needs (Graves, 2000, p. 156). Brown (1995, p. 23) also declares that in deciding the approaches, syllabuses, techniques, and exercises, it should always be focused on the individuals who are on particular circumstances. Besides, a strategy in determining the students' needs, learning objectives, tests, teaching approach, program evaluation, and material should be all associated one another. Consequently, the choice of the materials used are effected by what is learnt from each of the other components mentioned previously and to whom the materials taught.

In vocational high school, text-based approach is implemented as one of the approaches during English teaching and learning process. Learning English by using this approach, then becoming the students' lived experience through their studies.

This is because the students have spent their times learning texts during the English lesson. From the first until the third grade, they are gradually taught by these kind of texts. Since learning texts has taken a part for students, it is assumed that text-based approach has the essential meaning for them. Hence, the researcher attempts to look forward about this phenomenon.

In our lives, there is a lived experience that contains of memorable and meaningful experience. Hence, this research adopts hermeneutics phenomenology as the method. Phenomenology tries to seek people's lived experience about certain phenomenon (Moustakas, 1994, p. 9). This research focuses on the past experience when the students were taught by using text-based approach. The students who are chosen as the participants derived from different majors of their studies.

Previously, researches related to lived experience and text-based approach have been done by several researchers. Haryanta (2010) discusses the students' lived experience in learning English at vocational high school. In his research, he found that learning English in vocational school had various influences. Besides, the research about lived experience was done by Pamela J. Hickey (2012). She investigated the lived experience of students in learning English. Another research about text-based approach was done by Qian Tingting. Her research entitled A Comparison between the Text-Based Approach and the Dictionary-Based Approach of Vocabulary Learning in a Chinese University was completed in 2011.

This current research is focused on the text-based approach. The text learnt by the students is estimated can support them to work effectively and efficiently in their job fields' future. However, as the vocational school students who put their attention

to their majors, they may find difficulties or even complicated problems dealing with learning text in English. Having spent their years of learning English does not guarantee that they can master it. Though, learning English especially text has involved in their lives, whether it is a good or bad experience. Therefore, the researcher has desire to do the research entitled *Learning English through Text-Based Approach on Vocational High School: Students' Lived Experience.*

B. PROBLEM LIMITATION

In this research, the researcher limits herself in exploring the textual reflection on the lived experiences and practical actions of the participants' everyday lives related to learning English at vocational high school. This research takes place in one of the vocational schools in Yogyakarta. SMK N 2 Depok Sleman is chosen by considering the use of 2013 curriculum which text-based approach is applied.

There are three participants of grade twelve students. They are chosen from different majors. The majors are Mining Geology, Computer and Network Engineering, and Gas Manufacture and Petroleum Engineering. The research focuses on the students who adopt text-based approach. Therefore, this research is limited on the implementation of text-based approach in learning English. Moreover, in order to describe and interpret the meaning of the participants' lived experience, this research employed hermeneutic phenomenology proposed by Van Manen (1990).

C. PROBLEM FORMULATION

Considering the issue of this research employs hermeneutics phenomenology research, thus, the formulated problem is a meaning question. According to Van

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Mannen (1990, p. 23), problem question seeks solution, correct knowledge, effective procedures, winning strategies calculative techniques, and methods which get results. In contrary, this research pursues the meaning and significance of the certain phenomenon. Therefore, this research aims to answer theoretically and empirically the following question: *What is the students' lived experience of text-based approach in learning English as their life fulfillment?* This question is conveyed in order to obtain the essential description and interpretation of the students' lived experience in learning English through text-based approach.

In learning English through text-based approach, the students' lived experience may vary one another. To provide answer of the research question, there is an attempt to seek the five major aspects of lived experience to the students. They are understanding, belief, feeling, action, and intention.

D. RESEARCH GOALS

According to Van Manen (1990, p. 31), doing phenomenological hermeneutic study is an endeavor to accomplish the impossible, which are to construct a full interpretative description of some aspects of the real world, and yet to remain aware that living a life is always more complex than any other explication of meaning can reveal. For that reason, the researcher tries to describe the lived experiences of the students since the current issue of the approach is text-based learning at the vocational high school.

The main goal of this study is to describe and to interpret the students' lived experience in learning English through text-based approach. Hence, this study results

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the description and interpretation of the students' lived experience in learning English through text-based approach. Therefore, the essential meaning of learning English through text-based approach can be discovered by having the description and interpretation.

Besides, this research also offers the goal for the participants, the researcher, and the audience. For the participants, it is expected that they have more reflection in their lives and more commitment so that they can grasp success in their studies. For the researcher, it is expected can give more empathic understanding on the essential meaning of the students' lived experience. For the audience, it is expected that they are able to recognize others' lived experience of being marginalized or specialized.

E. BENEFITS OF THE RESEARCH

This research tries to discover the essential meaning of the students' lived experience towards the description and interpretation of the students' lived experience in learning English through text-based approach. Having the description and interpretation, this research is expected to give significant contribution and benefits theoretically and practicality.

In theoretical benefits, this study is meant to provide scientific information in education in general, especially encouraging the learners in learning English at the vocational high school through text-based approach. It is expected to increase the development of education, English language teaching and learning, and also the approach used in the vocational high school.

The second one is practical benefits. In this benefit, this study is demanded for teachers, students, counselors, and parents to give a good perception of implementing text-based learning approach in vocational high school. Furthermore, the students' story and information are expected to help the readers have better empathic understanding of learning English through text-based learning approach in vocational high school.

Finally, the research is estimated to help the participants who are the students to not only reflect of what become their lived experiences in learning English through text-based approach, but also to gain success in their job fields. Moreover, this research benefits the readers, the participants, and me to become more self-fulfilling in going through the real lives.
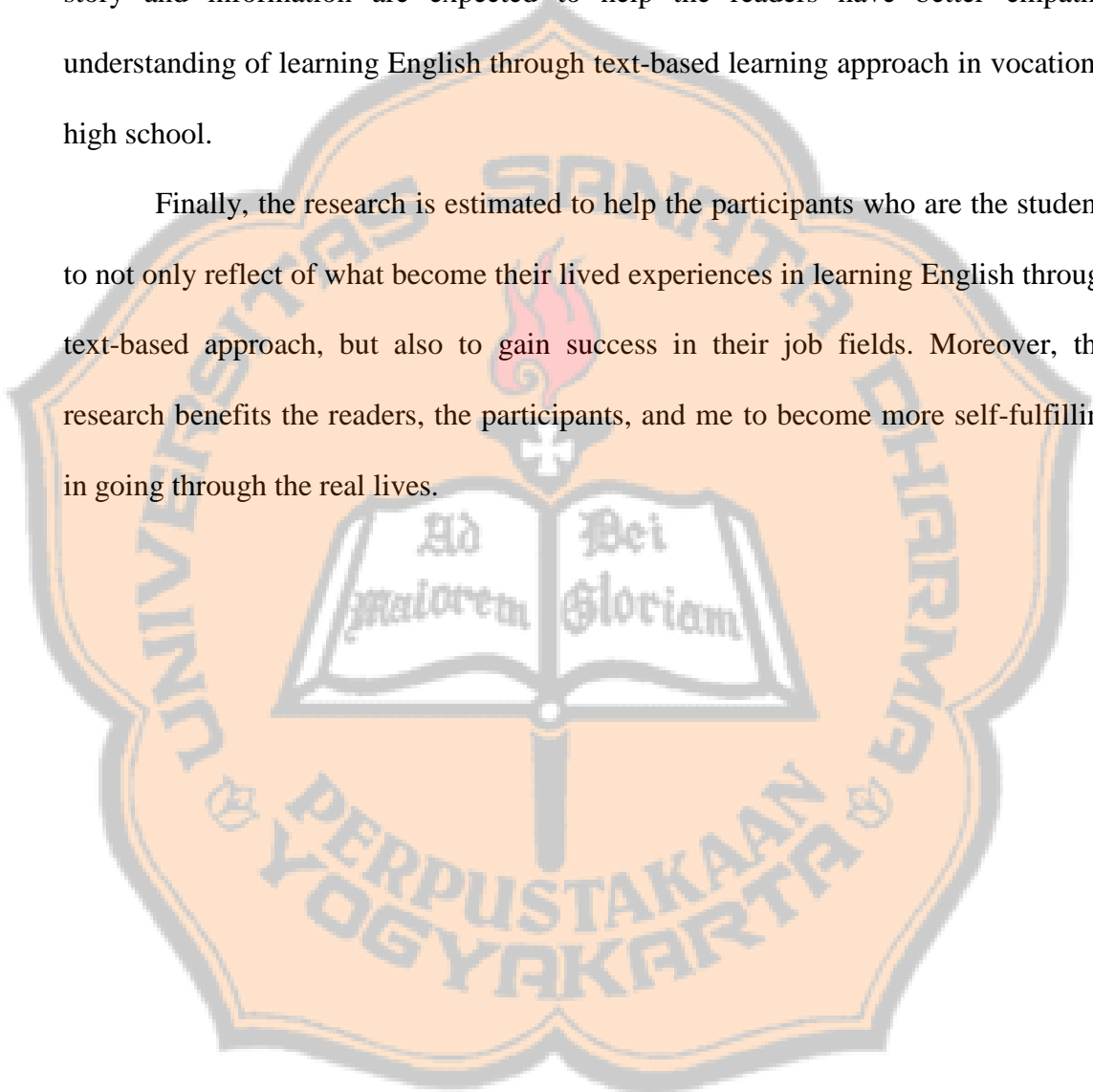
CHAPTER II

LITERATURE REVIEW

In this chapter, three majors sections are presented. They are theoretical review, review of related studies, and framework of pre-understanding. The first, theoretical review presents several relevant theories concerning this study. The second, the review of related studies discusses about several previous studies related to this research. The third major section is framework of pre-understanding. It deals with how the theories are logically assembled.

A. THEORETICAL REVIEW

The literatures on related topics are deliberated in this section. This section is the elaboration of theories related to the construct of the research involved. It consists of four major parts. In the first part of this section, concept of learning English is discussed. The second, text-based approach is presented. After presenting the literatures involved in text-based approach, then the third part is discussed, which is the vocational high school. Then, it comes to the last part, which is the concept of lived experience.

1. Concept of Learning English

In this part, the concept of learning is started. It presents the concepts, definitions, process and circumstances of learning. After that, it is followed by learning English. It discusses the uses and the weaknesses of learning English.

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a. *Concept of Learning*

In this research, the researcher tries to adopt a concept of learning. Several suggestions come from several practitioners and theorists about a concept of learning. The first concept is proposed by Wertenbroch and Nabeth (2000). They state that learning by experiences permit four considerations. Those are learning by absorbing, doing, interacting, and reflection. The four considerations are enlightened one by one.

Learning by absorbing consists of reading, hearing, listening, seeing, and feeling. This can be also called as the common stage of learning by learners. In In this stage, the learners organize the receptive skill. Wertenbroch and Nabeth (2000) suggest that the information obtained from those activities do not instantly become knowledge once we have absorbed. They usually hold the information gradually. The absorber simply copies the information from one source to another. For instance, the information from books, songs, to another source, which is brain. By absorbing, absorber can form a concept and reflect it. This concept is then applied in the new situations. From this activity, the learners can gain the experience as part of their learning stage.

The second is learning by doing. Learning by doing is the real thing, it means they obtain the activity of what they have received. According to Wertenbroch and Nabeth (2000), doing is an activity that involves either manipulating information mentally or physically. The mental manipulation of information differs from reflection which is normally involved in the planned exercise or activity. The learners manipulate the way people think and less in the physical action. In contrary, the physical manipulation done by following the same action in the case of physical

reaction. For instance, when teacher teaches the students to read aloud, they will do the same thing as the way the teacher does.

The third is learning by interacting. Wertenbroch and Nabeth (2000) propose that interacting here means communicating with other people. For instance, interacting with friends, peers, classmates, teachers, and parents. They prefer to interact with people than an object. Learning by interacting can be done through discussing a problem, sharing the experience, getting involved with organization than operating a kit. Hence, the learners can elevate their knowledge by interacting to others.

The last part of learning concept suggested by Wertenbroch and Nabeth (2000) is reflection. Reflection is thinking for an extended period by linking recent experiences to the earlier ones. This is done in order to promote a more complex and interrelated mental schema. The thinking involves looking for cohesions, interrelations, and differences beyond the superficial elements. The goal of reflection is developing higher order thinking skills. For instance, when we reflect our fault so that we can do it no more and change it to be better in the future. Reflection is also proposed by Dewey (1933) in Rodgers (2002, p. 853). He perceives a reflection as a further dimensions of thought and such in need of education, while we cannot learn or be taught to think. Therefore, we do have to learn to think well, especially acquire the general habit of reflection.

Moreover, another concept of learning is investigated by Schunk (2012, p. 2). He defines that acquiring and modifying knowledge, skills, attitudes, strategies, beliefs, and behaviors are involved in learning concept. Schunk (2012, p. 4) also

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argues that there are three criteria of learning. They are learning involves change; learning endures over time; and learning occurs through experience. Each criterion has its own description as explained below.

The first is learning involves change. Change happens when people learn. It can be proven that they become capable of doing something differently. Change is typically related to the act of productive aspects; saying, writing, and doing. Nevertheless, according to Schunk (2012, p. 4) behavior also belongs to this learning criterion since people correspondingly learn skills, knowledge, and beliefs.

The second is learning endures over time. For instance, as learners, sometimes we assume that learning is tough task to do. It suffers something difficultly, or even we have to pass painful phases. But once we have established the result, we feel pleased if the result is satisfying. Thus, sometimes, we are not aware that the suffer phases are the process of learning. This criterion is occasionally spends a long duration.

The third criterion is learning occurs through experience. As aphorism says that "experience is the best teacher", Schunk (2012, p. 4) tries to figure out the implication of experience. The experience can be in a form of practice or observation. Practice, for instance, is done when we unintentionally speak the particular language. We practice it to the persons we talk to; the ones that belong to our environment. Observation, on the other hand, is found when we do something intentionally. For instance, the observation of learning a language in several stages of persons; starts from the birth stage until the adult stage. The observer may find differences in each stage; that brings a lesson for the observer.

The above understanding by Schunk is in line with (Ellis, 2008, p.7). He also argues that learning process can be divided into two, explicit and implicit. The first is implicit learning process. It can be defined as learning that take place without either intentionality or awareness. For instance, it can be investigated by exposing learners to input data, which they are asked to process the meaning. Then, it is done by investigating whether they have acquired any L2 linguistic properties as the result of the exposure or not.

The second learning process is done explicitly. Explicit learning, however, is a necessary conscious process. Furthermore, it is likely to be intentional. It can be investigated by giving the learners an explicit rule and questioning them to apply it. It can also be completed through inviting them trying to discover an explicit rule from an array of provided data.

In conclusion, learning process is considered important for human being. Several practitioners and theorists grasp different views on the concepts, causes, processes, and circumstances of learning. But above all, there is a general definition of learning that embrace altogether. It is purposed by Schunk (2012, p. 3). He declares that:

> "Learning is an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience."

b. *Learning English*

Learning English can be as either second language or foreign language. According to Ellis (2008, p. 6), in the case of learning English as a second language,

institutional and social roles are played by the language in the community. It means that it functions as a recognized resources of communication among people who speak some other languages as their mother tongue. There are several countries that use English as second language, for instance, United States, United Kingdom, and countries in Africa. In contrary, English as foreign language takes place in settings where the language plays as a minor role. It can be said that English is mostly used when it is learnt only in the classroom. For instance, English is learnt as a foreign language in Indonesia or Japan Ellis (2008, p.6).

The product of weaknesses in learning English can be defined as error and mistake (Corder, 1967 as cited by Ellis, 2008, p. 47). Error takes place when the deviation arises done by students as a result of lack of knowledge. Error happens when the students are lack of the competence of English as they have never known before. For instance, in words *"saya tidak suka ikan"*, they translate it into "I no like fish". It occurs because they follow the same rule as Indonesian. While, mistake is performance of a phenomena which occurs in regular features of native-speaker speech, reflecting processing failures that arise as a result of competing plans, memory limitations, and lack of automaticity.

In conclusion, learning language especially English, in both plays a role as second or foreign language, is a complex and multifaceted phenomenon. It is common to mean different things or even perceptions to different people. Moreover, the result of investigating the learning of English depends on learners' productions, introspections, and intuitions. It is the reason of the importance to examine the nature of data take in the research carefully.

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2. Text-Based Approach

This part is firstly started with the definition of approach. In approach, there are two sub themes discussed. They are theory of language and language learning. After that, it is continued by text based-approach, which becomes the leading theme of this research. Then, language teaching approach transformation and text-based approach for learners are presented.

a. *Approach*

Anthony (1963) in Richard and Rodgers (1986, p. 15) clearly describes that,

> "….An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is an axiomatic. It describes the nature of the subject matter to be taught……."

Following Anthony (1963), approach is the practice and principle about nature of language and language learning. According to Richard and Rodgers (1986, p. 17), there are several different theoretical views of approach which are examined linguistically based on language and language learning.

Language teaching have been advanced from time to time. Richard and Rodgers (1986) suggest that there are numbers of approaches and methods that can be applied in the classroom. As one of the most traditional methods, Grammar Translation Method (GTM) is still conducted in the classroom nowadays. Stern (1983, p. 455) in Richard and Rodgers (1986, p. 3) says that "Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentence and text into and out of the target language".

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1) *Theory of language*

Richard and Rodgers (1986, p. 17) indicate that there are three components of theory of language. They can be perceived as follows: structural view, functional view, and interactional view. The first, structural view, is the view that "language is a system of structurally related elements for the coding and meaning" (Richard and Rodgers (1986, p. 17). It refers to the included items such as phonological, grammatical, grammatical operations, and lexical items.

The second is functional view. In this part, Richard and Rodgers (1986, p. 17) see the language as which has general function, that is as a mean of communication. This theory highlights the communicative and semantic dimension rather than the grammatical one. This view leads to the meaning of what people say about. Robinson (1980) in Richard and Rodgers (1986, p. 17) suggests that English for Specific Purposes (ESP) belongs to functional account because it deals with learners needs.

The third one is interactional view. Richard and Rodgers (1986, p. 17) consider that language has a role as realization of communication among people. It is related to the act of interpersonal relation which needs social transactions among people.

2) *Theory of language learning*

Following Richard and Rodgers (1986, p. 18), it is considered that there are two dimensions of learning theories associated with a method at the level of approach. They are process-oriented and conditional-oriented. In process—oriented

theories, learning process which are involved are habit formation, induction, inference, hypothesis test, and generalization.

While, the condition-oriented theories shapes on the human and physical context in which language learning takes place. For instance, the teachers who teach English in elementary school have to be more active than the teachers who teach in senior high school level.

b. Text-Based Approach

The rules for assembling parts into patterns need to be learned. The sequencing of grammatical items and the lists of words is unrelated the texts learners might need for communication. Grammatical rules and forms are illustrated in decontextualized sentences or dialogues. The grammar is practiced repetitively in exercises without meaning.

In this prototypical approach to language teaching, grammar and words have been extracted from texts. Removed from contexts, the grammar and words no longer resemble parts of texts. Nor do they function as parts of texts. Nor are they practiced as parts of texts. As isolated text elements they do not suffice for learners to reassemble into texts. The text is closely related to grammatical exercises structural organization which is called as generic structure. Each text has its own generic structure. Vocabulary items are memorized as lists and tested in gap filling exercises, which are not functional.

According to Feez and Joyce (2002, p. 5), the text-based syllabus is a response to changing views of language learning. It incorporates an increasing

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understanding of how language is structured and how language is used in social contexts. Text-based syllabus design is primarily concerned with what learners do with language. For instance, what they do with whole texts in context. A text-based syllabus is concerned with units of discourse called as text. A text is any stretch of language which is held together cohesively through meaning.

As Arimbawa (2012) says, a text-based approach to learning English as a foreign language is using text as a basis for developing teaching and learning program. This approach is used in Indonesia since Competency Based Curriculum conducted. In the text-based approach, the learning process is done through two cycles, which are oral and write cycles. Each cycle consists of four stages, namely building the context, modeling, guided text construct, and construct a self-contained text.

This framework can accommodate the thinking and new innovations in teaching English as a foreign language in Indonesia. Therefore, it would be appropriate to be applied by teachers who are creative and innovative to fix the learning process of English as a foreign language in Indonesia. Below is the figure of stages of teaching adopted from Callaghan and Rothery (1988), Green and Corninsh (1992) in Feez and Joyze (2002, p. 28).
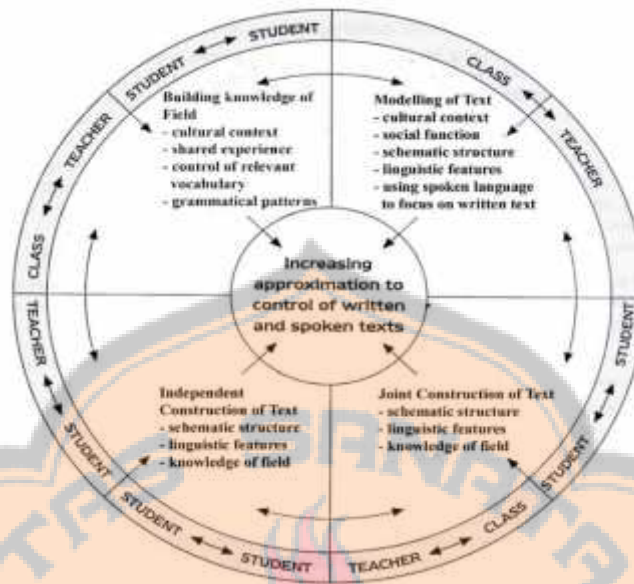
Figure 2.1. *Stages of the Teaching (adapted from Callaghan and Rothery 1988, Green 1992, Corninsh 1992).*

In planning the lessons in foreign language education context, teachers need to go around the two cycles. In the first cycle, they start from the first stage called Building Knowledge of the Field (BKOF) where teachers and students build cultural context, share experiences, discuss vocabulary, grammatical patterns and the followed aspect (Feeze and Joyce, 2002, p. 28). All of these are geared around the types of spoken texts and topics they are going to deal with at the second stage.

The second stage is called Modelling of Text (MOT) where students listen to statements of short functional texts, conversations, and monologues that are geared around a certain communicative purpose (Feeze and Joyce, 2002, p. 29). For example, if students are expected to produce procedural texts, then, the short functional texts, conversations, and the monologues are developed with one main

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communicative purpose, that is, giving instruction or direction. In short, at the second stage, students listen and respond to various texts with similar communicative purposes.

After listening, students enter the third stage called Joint Construction of Text (JCT). As Feeze and Joyce (2002, p. 30) say that at this stage, the students try to develop spoken texts with their peers and with the help from the teachers. They are expected to create different announcements, conversations on showing how to do things, monologues on how to make something and so on. They need to demonstrate their speaking ability and to show confidence to speak.

Feeze and Joyce (2002, p. 31) suggest that after experiencing the collaboration with friends, the students enter the fourth stage. It is called as Independent Construction of Text (ICT). At this stage, students are expected to be able to speak spontaneously or to carry our monologues that are aimed at giving directions or showing ways to do things such as how to make a kite, how to make a paper cap, and so on. Thus, the first cycle integrates the development of speaking and listening skills.

The second cycle aims to develop the ability to use written language. The teachers and students go through all the four stages, but in MOT students are exposed to written texts. In this cycle, the students develop reading skills, followed by joining construction in writing texts, and finally they write texts independently. Similarly as the strategies employed in the first cycle, activities in this cycle are also geared around the same communicative purpose. Students read short functional texts and procedural texts, and then they write texts similar to

what they have read. By using this way, the integration of the four skills is created by the communicative purpose of texts. Students speak what they have heard, read what they have talked about, and write what they have read (Feeze and Joyce, 2002, p. 31).

Feeze and Joyce (2002, p. 31) also suggest a fifth stage that can be applied in foreign language contexts especially if there are bright students in the class or those who are "born writers" who are able to link related texts together. The pulling together different genres or texts to create a new larger text relates us to the concept of intertextuality which refers to the web of texts against which each new text is placed or places itself, explicitly or implicitly. Knowledge on intertextuality can help students understand how genres change, developed and are transformed for new contexts and purposes.

To carry out activities at all stages, teachers use various teaching techniques they have already learned, known and used. Those techniques are still needed and relevant to this approach. What needs to be remembered when teachers prepare their lessons is that every activity they design has to be aimed at providing learning experiences to use language and, thus, to achieve communicative competence.

There are some literacy principles offered by the New London Group (Kern 2000) that can be used by in planning language classes. They are interpretation, collaboration, convention, cultural knowledge, problem solving, reflection and self-reflection, and language use (Kern 2000, p.16). Kern suggests that "These principles, although they are framed in terms of reading and writing,

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are not unique to literacy, but can be applied broadly to human communication in general" (Kern 2000, p.17). The implication is that when a teachers plans an activity, they needs to keep in mind that the activity needs to engage students in activities that involve as many of these principles as possible.

According to Feez and Joyze (2000, p. 85), there are common features and families of text-types. It consists of the text-types, the social purpose and structures of language features. The table below displays the families of text-types.

Table 2. 1. Families of text types (Certificates in Spoken and Written English in Feez and Joyce, 2000, p. 85).

Exchanges	- Simple exchanges relating to information, goods and services - Complex or problematic exchanges - Casual conversation
Forms	- Simple formatted texts - Complex formatted texts
Procedures	- Instructions - Procedures - Protocols
Information texts	- Descriptions - Explanations - Reports - Directives texts which combine more than one of these text types
Story texts	- Recounts - Narratives
Persuasive texts	- Opinion texts

	- Expositions
	- Discussions

c. *Language Teaching Approach Transformation*

Language is used as a pre-eminent system for making meanings in human culture. It is related to other systems for making meaning, such as physical gestures, visual representations, material objects, spaces, sounds, and movements (Mickan, 2013, p.4). Since 1960's, language has changed in response to the need to redesign teaching to achieve communication as a general goal of instruction. Through communication as the goal for language teaching, the structural approach made no sense. The focus on communication illustrates the attention to the need to redefine language learning outcomes in terms of communicative purposes. Thus, the language teaching method approach need to be boosted.

The changes of language teaching methods are presented because considering the importance of reaction to the shortcomings of the traditional structural approach to instructional approach. In the last approach, text-based is presented. It is used in the current curriculum. Text-based approach is used since it units of meaning. Language as text is a part which can share the meaning with others and make sense of experiences. A summary of changes is set out in the following table. The analysis is a commentary on teaching languages for communicative purposes.

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Table 2.2. *Summary of Changes in Language Teaching Approaches (Mickan, 2006).*

Teaching approach	Features	Analysis
Grammatical	Grammar & words out of context	Language items & exercises without meaning
Situational language	Contrived dialogues in pretend situations	Dialogues unnatural, written sentences
Audio-visual & audio-lingual	Simulated dialogues with slides & recordings	Repetitive imitation of artificial dialogues
Communicative	Authentic texts & communicative phrases but grammar focus	Focus on meanings for communication but also fictitious conversations
Task-based	Language for performing tasks	Inconsistency of relationship of language to tasks; pretend roles & tasks
Genre-based	Authentic models of genres in context	Linguistic focus on components of genre
Text-based	Authentic text-types for experience of texts in social practices	Social purpose of texts is focus for analysis of lexico-grammar

Changes to teaching and curriculum have been a reaction to the shortcomings of the traditional structural approach to instruction. In the first method, it can be seen that the approach used is grammar. This approach is rule-governed that emphasize the students to understand grammar first. It attempts to re-contextualize grammar and vocabulary. The analysis consists of language items and exercise without meaning. For instance, Indonesian becomes the students' first language. Thus, they are given the text in Indonesian then they should translate it into English. According to Richard and Rodgers (1986, p. 3), this is also called as Grammar Translation Method (GTM).

Second, the situational language teaching is occurred. The method devised artificial dialogues for predictable contexts such as service encounters in banks and shops. The written dialogues consists of sentences, which were learned by repetition. Richard and Rodgers (2001, p. 35) states that the theory of language underlying this method can be characterized as a type of British "structuralism".

Third, audio-visual and audio-lingual method, utilize technology and exemplified behaviorist theory of learning. It requires learners to repeat written, recorded artificial dialogues illustrated with stereotypical slides. Both methods add spoken language to the syllabus, recognizing the importance of speech in communication. But the spoken dialogues do not resemble natural conversation. They are series of formal phrases or sentences. As the analysis stated, there is repetitive imitation of artificial dialogues. Hence, this method is done through imitation done by students according to the dialogues given by teacher.

Fourth, communicative, which is also called as CLT (Communicative Language Teaching) emphasize learning by using the language, which includes communicative speaking actively in class. Besides, it also works with authentic texts such as signs and menus (Richard and Rodgers, 1986, p. 64). This approach has variations and contradictions. For example, the aim of a curriculum might be to develop communicative skills, but major tests assess grammatical knowledge or the manipulation of grammatical items. For EFL learners, schools and lessons are regarded as non-natural contexts for target language use. Therefore, simulations become popular with learners. Communication is reduced to mouthing questions and responses pre-packaged in textbooks with multimedia resources.

Fifth, task-based teaching becomes a preferred approach. According to Nunan (2004, p. 6), it analyses tasks and identifies language needs to perform specified tasks. The analysis of the language of tasks assumes a predictable relationship between the grammar and the language needed to perform tasks. However, in natural language use, tasks are performed with different discourse selections due to speakers' preferences, proficiency, and purposes.

Sixth, genre-based teaching is appeared. This approach grows in influence. According to Callaghan & Rothery (1988), the focus of this approach is on spoken and written genres, using authentic examples as models. The grammar of the texts is analyzed as functional for realization of the social purposes of texts. In some applications of genre teaching, the analysis of the linguistic elements comprising texts dominates with a consequent neglect of the social purposes of texts.

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Seventh, text-based approach is emerged. The pattern of change outlined above is one of remediation, restoring grammar to texts and contexts. Each approach adds elements to the original grammatical analysis to recreate discourse for communication. The additions to the linguistic items include situations, speech acts, dialogues, realia or authentic texts, functions and notions, culture, genre, and tasks. Each modification has been an attempt to reconstruct language for communication (Feez & Joyce, 2002, p. 86).

However, the changes are remedial rather than fundamental. The analysis of language as linguistic objects, and the theory of language learning as learning the language system, fails to make the distinction between linguistic study and communicative use of language. This has become increasingly apparent with global pressure to use languages for specific purposes. With the exception of genre teaching, changes have been at the surface level, with instruction, teaching materials and tests maintaining the discrete treatment of language apart from contexts.

d. Text-Based Approach for Learners

Text-based approach conceptualizes language as a human resource for making meanings. Teaching is characterized by natural language use. Teachers choose texts relevant to learners 'purposes. They select texts of interest to learners and of significance for fulfillment of the purposes of a program. They discuss and argue about ideas for pleasure and for work. In contrast, with senseless grammatical exercises and meaningless dialogues in structural teaching, teachers and students make sense with texts. Teaching projects learners into reacting to texts for purposes

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of understanding meanings, of contributing to meaning-making, and of expanding capacity to express meanings. The approach enables learners of additional languages to use a target language in ways familiar to them—with texts which are authentic, purposeful, and functional. I have described in the following sections practical and theoretical reasons for text-based curriculum design and teaching.

3. Vocational High School

Vocational School is an educational institution also called a trade school, is a higher-level learning institution that specializes in providing students with the vocational education and technical skills they need in order to perform the tasks of a particular job. There are two goals of vocational school. They are general goals and specific goals. The general goal aims the learning to develop the field of learners' humanistic. Meanwhile, the specific goal aims to prepare the students to be productive people who are able to independently work and has the capacity to fill the vacancies.

According to *Depdiknas* 2006, there are several basic purposes of vocational high school. They are promoting intelligence, knowledge, personality, principled behavior and skills. All the purposes are meant to live in an autonomous life and to follow better education relevant to their respective vocational specialization.

Since 2006, the Ministry of National Education has started escalating vocational schools. It is stated that the main reason for this policy is to increase the size of the labor force that is ready-to-work, especially among those who do not continue to tertiary education. In addition, the Ministry argues that because the

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unemployment rate of vocational graduates is lower than general graduates, increasing the share of vocational graduates in the mix would result in a lower overall unemployment rate.

a. *The Differences between General and Vocational School*

The select in learning between general or vocational school often becomes doubtful things. Most students from junior high school choose to continue their studies in general school rather than in vocational one. Meanwhile, each student has his or her own purpose in relation to the passion.

According to the specialization, both general and vocational school offer its own majors. (Altinok, 2012) says that in general school, there are three common majors that can be find. They are *natural science, social science*, and *language*. On the other hand, the vocational school offers many majors. The available majors are *business management*; *technical,* which includes *machinery* and *information technology*; *agriculture* and *forestry*; *community welfare; tourism; arts* and *handicraft; health; aviation; shipbuilding;* and *marine studies*. All of these elections, the first two, business management and technical, are the two most popular majors in some vocational schools.

According to Becker (1964), human capital framework is divided into two. The first is general and the second is specific human capital. It is assumed that the general school generates general human capital while the vocational school forms the specific human capital. The general human capital occurs in many job fields. It is flexible for any workers and it can change the task or even the type of work. The specific human

capital has its distinctive, for instance, preparing specific job relevant skills. This distinctive makes the graduates of vocational school ready for suitable jobs they are concentrated on.

b. *The Advantages and Disadvantages of Studying in Vocational School*

Studying in vocational school is merely not effortless task to do even though it focuses more on each stream. Many of the students find difficulties especially when they face the lesson which are excluded on the stream. Hanushek, Schwerdt, Woessmann, Zhang, (2015) propose several advantages and even disadvantages of studying in vocational school are presented.

The advantages of enrolling at a vocational school are mentioned. First, the offered courses are concentrated to the future career. For instance, students who take shipbuilding major are taught lessons related to the proportion of building, the material, and the circumstances. Thus, the students can focus in their major stream. Second, there are other general lessons for each major in vocational school but they are only additional. According to For instance, Indonesian, English, religion, math, sport, and art. These lessons contribute less emphasis than the lessons in each stream. Third, the courses are trained faster than in general school. It costs less time than a college education as well. Therefore, the graduates of vocational school are expected to have capable for working no need extra time for taking college.

However, there is also disadvantage of studying in vocational school that can be indicated. As Hanushek et al. (2015) imply that since an education at a vocational school earn trade, the career limiting yourself for which you have studied. For

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example, if we have selected to a court to study reporter, there is not much outside this career for which we are qualified. A college degree, however, it serves a number of career in a field as liberal arts, business, or political science qualify. It is a difficult decision to make the decision between vocational school and a traditional college. However, by evaluating your professional goals, you should be able, the right choice for your future.

c. *English in a Vocational High School*

English has a role as a tool to communicate all around the world and as a global language. Therefore, in this global era, mastering English is very important for gaining success. To comprehend English well, it can be done through undertaking the educational field. In many countries, especially in Indonesia, English is taught as an obligatory subject since the students have to pass English test in the final exam.

Accordingly, there can be found several differences of teaching English in vocational high school and senior high school. Teaching English in vocational high school should refer to the program of study of students who are being taught. The English teachers of vocational high school have to teach about the language of English that has close relation to the students' major. For instance, for students who have stream in tourism, the teacher does not only give the explanation, but also example of expressions of handling guests to hotel accommodation. Moreover, the teacher gives information about the expression of English about the special terms that are used by students in tourism.

4. Concept of Lived Experience

Van Manen (1990, p. 9) states that "phenomenological research is the study of lived experience". He also argues that lived experience is the important field of the phenomenological human science, it is the starting and end point of this research (Van Mannen, 1990, p. 36). As the center of the reflection, lived experience takes the value of experience and uses it as mirror to develop ourselves (Van Mannen, 1990, p. 77). Studying experience, interpreting and reflecting the essence of experience is the main point that has to be done in this study.

According to Manen (1990, p. 25), the terms hermeneutics phenomenology has its meaning. Phenomenology is a pure description of lived experience, while hermeneutics is the interpretation of experience by using the form of text. In addition, Mannen (1990, p. 36) also argues that phenomenology aims to transform the lived experience into a textual expression of its essence. The effect of this text gives reflexive re-living and a reflective appropriation of something which is meaningful to somebody. Therefore, the reflection of lived experience is re-collective. It is the reflection on experience that is already passed.

This research used hermeneutics phenomenology as the method. Moustakas (1994, p. 9) states that hermeneutics is the art of interpreting. It aims to reveal the truth by identifying it. It is the philosophy in the original sense of world, the love of wisdom, the search for as comprehensive an understanding of human existence as possible (Moustakas, 1994, p. 9). The researcher engages in pedagogic reflection on how we live with educational actors. The educational actors are students, teachers, counselors, and parents. In this research, the focus is on the students' lived

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experience. Dilthey (1976) as cited in (Moustakas, 1994), believes that to understand human experience, in addition to description of the experience as such, it is necessary to study history. Dilthey (1976, p. 172) emphasizes that it is a must to discover how human studies are related to the fact of humanity.

Gadamer (1975, p.60) as cited by Mannen (1990, p. 37), has defined a word experience becomes very meaningful. "If something is called or considered an experience, its meaning rounds it into the unity of a significant whole". Furthermore, Manen (1990, p. 36) states that "lived experience is the breathing of meaning. Therefore, a lived experience has its definite essence and quality of meaning. In this circumstance, the students' lived experience, can be something which was ordinary but became extraordinary for the students. They memorize the definite place and time in certain experience. They look back about it and try to find its essence from their experience. They reflect it and make it into the valuable experience to learn.

Learning text in English contributes the students the self-actualization. Thus, they become more creative and imaginative. Maslow (1954) points out that self-actualization is the ultimate need which is stronger than the other needs. By having self-actualization, the students can acquire their knowledge and systemize it into the expression of inquiry.

B. REVIEW OF RELATED RESEARCH

Previously, researches related to text-based approach have been done by the researcher. There have been also researches focusing on the students' lived experience. However, the research about learning English through text-based

approach for both in the vocational high school or general high school could not be found. Mapping the other related studies helps to discover this study. This part reviews several related research on the current research.

Haryanta (2010) conducted the research on the students' lived experience in learning English at vocational high school. The purpose of the study was to reveal how the participants experience the essence of lived experiences in learning English at the vocational school as parts of their fulfillments. He considered four pre-figured themes in his research. They were the lived experience of choosing vocational high school, the lived experience of learning English at the workshop, the lived experience of praying before studying, and the lived experience of taking national exam. While, the emerging phenomenological themes were divided into three themes. They were the lived experience of being called in their names, the lived experience of falling asleep, and the lived experience of failing national exam. It was concluded that in his research, he found one of specific essential meanings was the spiritual value of praying along the way of learning.

Another research conducted in vocational high school was done by Neni Mariani (2009). It investigated the students' lived experience on English testing and learning in vocational high school. Different from the aforementioned research, the current research focused on the students' lived experience of learning English through text-based approach.

The other research focused on text-based approach was done by Arimbawa (2012). He only conducted the library research of the use of text-based approach to EFL teaching and learning in Indonesia. Meanwhile, this current research focused on

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the students' lived experience of the implementation of the text-based approach in learning English.

C. FRAMEWORK OF PRE-UNDERSTANDING

The framework of pre-understanding is needed to link the conceptual meaning of the students' lived experience to meet the characteristics of learning English through text-based approach at the vocational high school. It connects the concepts, the participants' characteristics as the basis in developing the pre-understanding and the pre-figured meaning which are the tentative answer of the current research question.

Vocational school is a secondary educational institution which is organized for middle-class professionals with high competitiveness in local as well as global context. To achieve the mission, vocational school delivers numerous subjects, including English, as one of the subjects. To succeed in gaining English lesson at the vocational high school, there should be an approach implemented. The applied approach is text-based approach. However, learning English through text-based approach can be the thing which is beyond their world.

This research aims to gain the essence of learned-centered learning, humanistic education through the students' lived experience of text-based approach in learning English. Lived experience is defined as a phenomenon that reflects meaningful experiences for the students. It occurs in the students' past events. Therefore, this current research is seen as how learning English through text-based approach contributes a lot of meaning for the students' lives. The meaning that is

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interpreted according to students' lived experience covers several aspects, which are the students' beliefs, understandings, feelings, actions, and intentions of learning English through text-based approach. The five major aspects are applied to exemplify the essential meaning of the students' lived experience of learning English through text-based approach.

CHAPTER III

METHODOLOGY

This chapter explores the methodology employed in this research and explains how to conduct this study. The six major sections are involved in this chapter. They are research method, research design, instrument, text gathering, text processing research procedures, and trustworthiness of the findings.

First, research method discusses the method that is used in the research. Second, research design focuses on the nature of data and data sources. Third, instrument deliberates the data gathering instrument used in this research. Fourth, text gathering shows how to gather the data. Fifth, text processing discusses how to analyze the data after they are gathered. Sixth, research procedures talk about the steps in conducting the research. The last is trustworthiness. It discusses the trustworthiness of the instrument and the findings.

A. RESEARCH METHOD

This research aimed at finding out the students' essential meaning in learning text-based approach at vocational high school. Besides, it also covered the researcher's curiosity on how the participants experienced the essence of being autonomous in learning English especially in learning text as a part of their life fulfillment. Hence, it focused on students' lived experience. This research applied hermeneutics phenomenology as the method.

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According to Manen (1990, p. 6), this method can discover the meaning and phenomenon which happens in somebody's life after describing and interpreting it. Dilthey (1976) also believes that to understand human experience, it is necessary to study the history behind it. The study of experience is depended on its historical groundings and on its descriptions. Dilthey (1976) also says that history enhances the meaning of experience by reflecting on somebody's event. Thus, hermeneutic science comprises the art of reading a text to the intention and the meaning behind somebody's presences. Moreover, in educational field, this method attempts to discover the phenomena which occurs in education and its relation and seek for the meaning of it (Van Manen, 1990, p. 7). Relating to that, this method was implemented to grasp the certain phenomenon of the students at one of the vocational schools in Yogyakarta, which took place at SMK N 2 Depok Sleman.

B. RESEARCH DESIGN

In research design, nature of data and data sources were deliberated. Nature of data showed the data taken in this research. Furthermore, data sources were the setting and the participants conducted in this research.

1. Nature of Data

A text was used as the nature of data in this research. The text was shown in the form of narrative. The narrative was taken from the students' lived experience since the aim of phenomenology hermeneutics research was to transform lived experience into textual expression of its essence (Moustakas, 1994). The data were used to search the meaning. The meaning of phenomenology hermeneutics research

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was considered became the essential part. As Dilthey (1976, p. 182) states that "Thus, hermeneutics science involves the art of reading a text so that the intention and meaning behind appearances are fully understood."

Moreover, Dilthey (1976, p. 182) also says that the interrelationship between the direct conscious description of experience and the underlying dynamics or structures that account for the experience provided a central meaning and unity that enabled one to understand the substance and essence of the experience. Interrelationship among science, art, and history was at heart of hermeneutics design and methodology.

2. Data Sources

Data sources in this research were the setting and the participants. The setting consisted of the place, curriculum of the school obtained, and the time conducted of the research. The participants were the students who involve to participate in the research.

a. Setting

The vocational high school was chosen as the researched place. SMK N 2 Depok, Sleman was selected because it is one of good vocational schools in Indonesia especially in Yogyakarta. It is located on Affandi Street, Mrican, Depok, Sleman, Yogyakarta. Besides, this school is accessible by the researcher. This school has conducted 2013 curriculum. Therefore, the researcher could find out the lived experience of the students since the text-based approach is implemented in this curriculum. The research was conducted from February 2016 until March 2016.

b. Participants

The participants of the research were the students of the chosen school. The researcher then indicated three students from different majors to be the participants. All the selected participants were from grade twelve. It was considered because they had learnt English for about 3 years in their vocational school. Their majors were Mining Geology, Computer and Network Engineering, and Gas Manufacture and Petroleum Engineering. The participants could be seen in the table below.

Table 3.1. The List of Participants

Participants	School	Major	Information
1 male student	SMK N 2 Depok	*Mining Geology A*	Learning text in English
1 female student	SMK N 2 Depok	*Computer and Network Engineering B*	Learning text in English
1 female student	SMK N 2 Depok	*Gas Manufacture and Petroleum Engineering B*	Learning text in English

The research focused on the students who learnt English through text-based approach in their learning. The hermeneutics phenomenology method was used to investigate the participants' lived experience through the mentioned approach. The students' lived experience was selected because the researcher wanted to get involved with them. The curiosity was amplified on how they could follow the English lesson since it was far from their focus of study, the entrepreneurship-to be students.

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There were three participants of this research. All of the participants were the students of SMK N 2 Depok Sleman, but they studied in different majors. They were Egi (pseudonym) from Mining Geology A, Laura (pseudonym) from Computer and Network Engineering B, and and Angel (pseudonym) Gas Manufacture and Petroleum Engineering B. They were taught by the same teacher, who was Ms. Yashinta (pseudonym).

C. INSTRUMENT

To accomplish the research goals on describing the students' lived experience of learning text-based approach in English, in-depth interview was used to collect the desired data. Before conducting the in-depth interview, pre-interview was required as the guideline to complete the data needed for in-depth interview. In preparing the pre-interview, several pointers related to the in-depth interview was conveyed.

According to Bradley (2002) there were five aspects of lived experience that can be used to examine the participants. Without leaving the consideration of the other aspects, those aspects must be connected and related to each other. The five aspects were understanding, belief, feeling, action, and intention. The table below shows several pointers and sub-pointers that was needed to accomplish in-depth interview.

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Table 3.2 *Blue Print of Pre-Interview*

PRE-INTERVIEW POINTERS	
Pointers	**Sub-pointers**
1. Material	Text-Based Approach
2. Participants' background	a. Passions b. Personal information

3. Lived experience	a. Understanding:
	    • *Students' understanding on learning*
	    • *Students' understanding on any kind of texts in English*
	    • *Students' understanding on sharing lived experience*
	
	b. Belief:
	    • *The importance of text in English*
	    • *The learning focus related to the material*
	
	c. Feeling:
	    • *Students' feeling about learning English in vocational high school*
	    • *Students' feeling about learning text in English*
	    • *Students' feeling about learning text-based approach*
	    • *Students' overcoming feeling*
	
	d. Action:
	    • *Students' action in the classroom during the lesson*
	    • *Students' practice of texts*
	
	e. Intention:
	    • *Students' willingness in the future*
	    • *Students' desire to do by learning*

	text in English

The material investigated was about text-based approach. Then, participants' backgrounds were explored in order to recognize their personal information, such as their passions, hobbies, address, ages, and educational backgrounds. The last was identifying their lived experience in learning text-based approach according to five aspects, such as understanding, belief, feeling, action, and intention. Each of the aspect had its own purpose.

In understanding, the researcher sought their thoughts about things related to learning text in English. It was explored on how far they recognize it. Moreover, it also talked about learning focus related to the material. In belief, it described about students' beliefs of the importance of learning English and text in English. The next part was feeling. It presented about the atmosphere of learning English, how they feel during the class. Action, talked about what they had done so far during the lesson. Intention, was about what they intended to do next after learning texts in English.

Table 3.3. Construct Code of In-depth Interview

Construct I	Construct II	Construct III
Understanding	Students	US
	Goals	UG
	Techniques	UT
	Materials	UM
	Achievements	UA
Belief	Students	BS
	Goals	BG
	Techniques	BT
	Materials	BM
	Achievements	BA
Feeling	Students	FS
	Goals	FG
	Techniques	FT

	Materials	FM
	Achievements	FA
Action	Students	AS
	Goals	AG
	Techniques	AT
	Materials	AM
	Achievements	AA
Intention	Students	IS
	Goals	IG
	Techniques	IT
	Materials	IM
	Achievements	IA

Based on the students' stories, the researcher then classified each of those five aspects into the five constructs. They were students (S), goals (G), techniques (T), materials (M) and achievements (A). "S" talked about what happened to them generally. For instance, US (Understanding Students) can be meant as the students' understanding about learning English generally. "G", the students distinguished the goal of study. For example, AG (Action Goals) showed that the students understood the goal of an action.

The next construct was "T". It was related to the way the teacher deliver the material. For example, FT (Feeling Technique) displayed what the feeling of the students about the conveyed material by the teacher. Materials (M), as its name, associated with the materials discussed. For instance, BM (Belief Materials), the student considered his/her belief about material, whether it is hard/easy, or useful/useless. Achievements (A) discussed about something that had been attained by the students. For instance, AA (Actions Achievements) can be meant as success that had been gained through actions by the students in the past.

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After having the construct codes of in-depth interview, then the researcher did in-depth interview. It was done by giving several questions intensely to the participants. Snowballing interview was conducted to gain the data. It was used when the particular questions were elaborated based on the participants' answers. Thus, the interview was in the form of semi-structured. Therefore, the participants could convey their stories freely with no reluctance.

Besides, the questions designed for interview was a form of open-ended questions. The use of open-ended questions was to rely on general interview and minimalize the restriction of the participants' views (Creswell, 2012, p. 205). Self-designed proprieties was also used to help the researcher to organize the information well. The questions generally were about the students' experience in learning English, especially some kinds of texts. The questions associated were about learning English, text in English, and how they implement learning English in vocational high school.

D. TEXT GATHERING

In order to gather the text, the in-depth interviews were implemented. Before implementing in-depth interviews, the pre-interview was done. It was used to recognize the participants' backgrounds and distinguish the five aspects of lived experience. After that, the in-depth interviews were done in three meetings included the clarification. In-depth interview was supposed to be optimal to collect data from individual personal histories', perspectives and experiences (Creswell, 2012, p. 218). The whole interviews were done from February, 5th 2016 until March, 15th 2016.

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In doing the in-depth interviews, open ended questions were not necessarily worded and not exactly the same way with each participants; instead participants were free to respond in their own words. Besides, these responses tend to be more complex than simply yes or no answer. It was to enquire the ideas and elicit data on the participants' experience, practice, views, opinions, beliefs and feelings.

E. TEXT PROCESSING

In processing the gathered data, there were six steps conducted. The steps was proposed by Creswell (2012, p. 262). They were prepare and organize the data for analysis, explore and code the data, code to build description and themes, represent and report qualitative findings, interpret the findings, and validate the accuracy of the findings.
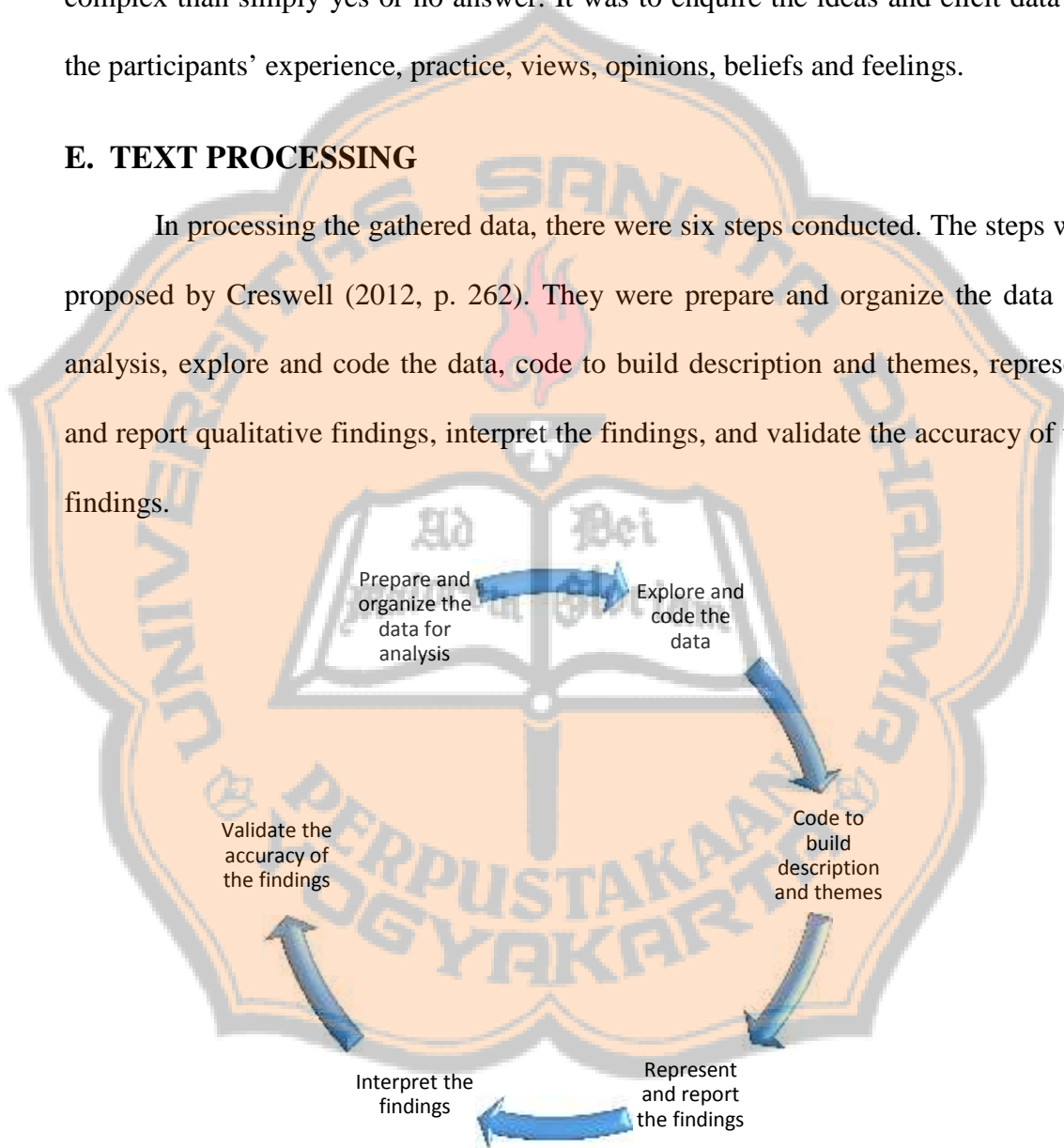
Figure 3.1 *Data Analysis for Qualitative Research (Creswell, 2012, p. 261).*

The first step was prepare and organize the data. It consisted of organizing the data, transcribing interviews, typing field-notes and making the decision. The second was coding to build description and themes. The process of coding was one of reducing the text or image date-base to describe people, events, or places.

The third was coding to build description and themes. Codes were used to develop descriptions. Besides, they were also used to develop themes that were presented as abstraction. Fourth, represent and report the findings. The reported findings was displayed as narrative forms. The next was interpret the findings. This interpretation consisted of advancing personal views, making comparison between the findings and the literature, and suggesting limitation and future research. The last step was validate the accuracy of the findings. This research inquired the validation procedures. It dealt with the participants, external reviews, and the data sources. It was provided by the accuracy of information in the report.

F. TRUSTWORTHINESS OF THE FINDINGS

During the process of the research, pre-interview and in-depth interview were deliberated. Nunan (1994) says that validity has to do with the extent to which a piece of research actually investigated. According to him, validity comes in two types. They are internal validity and external validity. Internal validity refers to interpretability research while external validity refers to "the extent to which the results can be generalized from samples to population" (Nunan, 1994, p. 15). Since this research was a hermeneutics phenomenology human science, the findings were

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not generalized by population and sample. Accordingly, this research applied the internal validity.

In validating findings, following Creswell (2012, p. 259), it is determined that accuracy and credibility of the findings are needed through strategies. He suggests that there are three strategies, such as triangulation, member checking, and auditing. Nevertheless, this research only used member checking to validate the data. Member checking was used to ensure the credibility of this research. "Member checking is a process in which the researcher asks one or more participants in the study to check the accuracy of the account" (Creswell 2012, p. 259).

The transcription, description and interpretation done by the researcher were checked by the participants. Each of the participants checked those authentic data. This was done to permit them in giving the clarifications, comments, and confirmations whether or not all of their statements were in line with what they mean. The three participants approved the confirmation and overall it was similar with what they intend to say.

CHAPTER IV

DESCRIPTION AND INTERPRETATION

This chapter is divided into three major sections. The first, participants' background, tells the background of the three participants. The second, description, shows the description of the participants' story. The third, interpretation, explains the interpretation of the participants' descriptions.

A. PARTICIPANTS' BACKGROUND

This section consists of three parts. Those three parts are covered by each of the participants' personal background. It tells about their identities, background, personalities, and activities which they do currently. This description is started with Egi's personal background. The second is Laura's personal background. Meanwhile, the last is Angel's personal background. Knowing the background of the participants is used to deliberate their personalities one by one.

1. Egi's Personal Background

Egi is eighteen years old boy with his interest in mine field. In SMK N 2 Depok, he took Mining Geology as his major. His hobbies are listening to the music and watching movie. He was born in Sraten, Mulyodadi, Bambanglipuro, Bantul, Yogyakarta, March 26th 1998. He lives with his parents there. Previously, he studied in SDN 1 Grogol and SMPN 1 Bantul. Currently, he is in charge with internship since he has entered the fourth year of the school program. He is employed in PT. Rinjani

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Kartanegara, East Kalimantan. This program approximately will be last until February, next year.

2. Laura's Personal Background

Laura is sixteen years old girl whose hobbies are reading novels and playing violin. She was born in Tangerang, March 5th 2000. She has interest in coding a program in computer and the thing related to computer. Her desire is being a computer programmer. Before taking Computer and Network Engineering major in SMK N 2 Depok Sleman, she studied at Kanisius Kalasan Elementary School and Kalasan 1 Junior High School. Her address is at Karangnongko Tirtomartani, Kalasan, Sleman, Yogyakarta.

Nowadays, she is in the fourth year of the school program. As mentioned previously, this school provides an internship for the students after they finish three years learning at school. Therefore, Laura deals with the internship for one year ahead. She is employed at PT Gamatechno Indonesia which is located near Gadjah Mada University. For Laura, learning English through text-based approach gives beneficial for her internship field. Since she is in charge with programming coding, she often finds English is used in her current job. For instance, the procedure and explanation text. When she faces the troubleshooting program, there is a procedure text which helps her solving her problem. Furthermore, the explanation text functions as the description material about coding program.

3. Angel's Personal Background

Angelis is the same as Laura, she is now in charge with internship one year ahead. Previously, she majors in Gas Manufacture and Petroleum Engineering. She is eighteen years old girl. She was born in Yogyakarta, September 17th 1998. Her hobby is travelling. She likes exploring some new places and tasting new foods which are new for her. As in line with her major, she desires to be an engineer. She is the kind of energetic and tough adolescent. In Yogyakarta, she lives with her parents at Kaliurang Street km 16.5 Pakem Sleman, Yogyakarta. Before studying at SMK N 2 Depok Sleman, she took her junior high at SMP N 15 Yogyakarta.

Her internship program is done in this year. She is employed at PT. Pertamina Lubricants, Lomanis, Cilacap, Central Java. All the days of her internship she uses Indonesian to communicate with her friends. But, when the assessors comes to her place of internship, she once communicates with them. She ever used procedure text as the way to describe how to solve the problematic gas oil. Her experience to study at vocational high school can build up her life quality more than she expected, she said.

B. DESCRIPTION

By the time the interviews were conducted, the participants were in the third grade. They were about to face the national examination and then prepared themselves to the internship which held by the school. They shared their experiences related to learning English through text-based approach. This part describes what they shared in the interview.

It consisted of three parts. Those three parts were covered with their personal lived experience. It was started with Egi's personal lived experience. The second was Laura's individual lived experience. Meanwhile, the last was Angel's personal lived experience. This part consisted of constructs and sub-constructs. The constructs covered understanding, belief, feeling, action and intention. Meanwhile, the sub-constructs were students, goals, techniques, materials, and achievements.

1. Egi's Personal Lived Experience

This part discusses the personal lived experience by Egi. The researcher has classified the participants' story into the five major aspects of lived experience. They are understanding, belief, feeling, action and intention (Manen, 1990). The first interview was done in February, 5th 2016. It took place at the library of SMK N 2 Depok, Sleman. The interview was completed approximately 45 minutes.

a. *Understanding*

Based on his explanation in understanding, he got his English class for the first time in the vocational high school in July, 2013. At that time, English was learnt twice a week. In the first and second grade he was taught by Ms. Yani, and in the third grade by Ms. Yashinta. In that afternoon, the teacher started introducing the students about grammar (A2E02/UM). There were simple present tense, simple past tense, future tense, and perfect tense. After that, it was continued by learning text in the middle of the semester, which was in September. Firstly, he learnt descriptive text. Then, procedure text was taught in the end of the semester. It was in December (A2E02/UM).

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QE13: "Please tell me how you first understand the text in English."

AE13: "From the second grade, I got the English lesson by Bu Yani. The first time I learnt about several English texts, I thought I wouldn't like those kinds of text because it was boring. But from time to time, I read the text, it was quite interesting. They are narrative, recount, short story, descriptive, report, and biography text that I learnt from Bu Yani."

(QE13-AE13/UM).

QE18: ….…."Did you learn a lot from the generic structure of the text beside its vocabulary? If yes, can you tell me the reason?"

AE18: "Yes, but not as much as the vocabulary. Since I like to dare myself, I like reading and taking notes for the new vocabularies I get. It was so challenging for me."

QE20: "Alright. In the third grade you deal with Ms. Yashinta right. How about her? Based on your experience, which one did Ms. Yashinta put the focus on? To the vocabulary or the generic structure one?"

AE20: "She put the focus on the grammar."

(QE20-AE20/UM).

It was a little story about Egi. According to his story, in the second grade he was taught by Ms. Yani and in the third grade was taught by Ms. Yashinta. In grade two, he did not really aware of the use of the text. Meanwhile, from time to time, he started to love reading a text by noticing its vocabulary. He was more attention to the vocabulary rather than to the generic structure. Meanwhile, his English teacher, Ms. Yashinta, put the attention to the grammar. He liked to dare himself by reading it and then taking notes of the vocabularies.

QE55: …………"What did you find from Magical Fish story?"

AE55: "In that text, there is re-orientation which shows the message that we can grab from the story."
QE56: "And then?"

AE56: "From that, we can apply it in our daily life. We can practice it as the value of life accordingly."

QE57: "Alright. Is there anything else? How about the other text?"

AE57: "Yes. From the other text, for instance, from factual report and descriptive, it can enhance our knowledge."
(QE55-AE55, QE56-AE56, QE57-AE57/UG)

From the dialog above, it could be seen that the student like reading the short story which is the narrative text because it contained of life meaning where he could learn from that. Nevertheless, another kinds of text were also considered had important role to enrich comprehension which were report and descriptive.

b. Belief

Egi insisted that learning English in vocational high school was quite challenging. But for him, there was no reason for not loving English. He keep learning and learning more.

QE12: "From grade 10, you have chosen as the student of this school. What do you think about learning English in vocational high school? Is that hard? Since we know that learning in vocational school will be mostly focused on its major especially in Mining Geology."

AE12: "In my opinion, it is not really hard to learn English in vocational high school. Even though we have to deal with difficult objects, but I put English as important as my major objects. Besides, the explanation from teacher is very clear so that I can follow it easily."
(QE12-AE12/BS).

Student stated about his belief in learning English in vocational high school. The dialog showed that it is not really tough task to do when learning English in

vocational high school. Beside the student liked English, he also liked the teacher teach the student.

> *QE14: "According to you, does learning text in English support you in your daily life?"*
>
> *AE14: "I think, learning text in English is really helpful. Starting from learning new vocabularies, I can also enhance my knowledge about the value of life."*
>
> *(QE14-AE14/BS).*

Related to the first belief, the student identified about his belief in general about learning text in English. He argued the good impacts of learning text in English such as attaining new vocabularies and improving knowledge.

> *QE35: "Still talking about text, in your view, what is the most influencing text in your life? Is it narrative, procedure, descriptive, or anything else?"*
>
> *AE35-AE37: The most influencing text, according to me, is a short story text. Because it contains a lot of meaning. Yet, the story's flow makes me curious to know more what happens next.*
>
> *(QE35, AE35-AE37/BM).*

This discussion was about student's belief about material. For him, the most influencing text was short story. His experience in learning the text had influenced his life. He esteemed the flow of the story and its value which contained in that story.

> *QE42: "Do you think that learning several kinds of text become your memorable experience?"*
>
> *AE42: "Sure, learning texts in English becomes the unforgettable experience for me, since the material in English class in my previous grades was mostly about texts."*
>
> *QE43: "What is your reason of that?"*
>
> *AE43: "As I describe previously, still because I like reading stories. Stories contain a lot of new vocabularies and I love exploring that."*

(QE42-AE42, QE43-AE43/BS).

Student believed that learning text in English had taken a part in his life. It became his lived experience since it was the remarkable one. Moreover, in his previous level of grades, he mostly learnt about text in English class. From his next story, he also argued that it was quite difficult for Egi to learn grammar, since it contained a lot of rules. It was in the first semester of class X. Rules made him confused how to differentiate one another. However, as followed, he started to love English (A2E03). It was the end part of Egi's belief. The next explanation was about feeling.

c. Feeling

This part discussed about Egi's feeling started from learning English and continued about learning text. It talked about the happiness, unhappiness until memorable experience. Though, Egi revealed that learning text in English was so much fun.

> *QE03: "Do you enjoy learning English?"*
>
> *AE03: "I do enjoy learning English."*
>
> *QE04: "Why do you say so? Do you like it from the past or since you study in this school?"*
> *AE04: "Actually I started loving English since I was in junior high school. But following the time, I feel more enjoy studying English in this school."*
> *QE05: "What makes you like English?"*
>
> *AE05: I love learning new language, especially English, because it is unique and used by all over the world. It will also be useful when I look for a job or apply in university.*
> *(QE03-AE03, QE04-AE04, QE05-AE05/FM).*

Egi stated that he started loving English since he was in junior high. He felt that English was useful for looking a job and for applying in university. The next discussion was about his experience.

> *QE29: "In your first until third grade, have you ever found bad experience in learning English?"*
>
> *AE29: "So far, I never had bad experience in learning English."*
> *QE45:"Good. Do you find any difficulties in learning English, though?"*
>
> *AE45: "So far, there is no big confusion when I deal with English. If it is any, it's about the grammar. For instance, the unfamiliar tense, such as present perfect tense and past perfect tense."*
> *(QE29-AE29, QE45-AE45/FS).*

He said that following English is not that difficult although he studied in vocational high school. He could follow the English lesson well. However, he also shared his difficulties when dealing with English, such as the grammar. Present perfect tense and past perfect tense became his worries.

> *QE47: "Have you been satisfied with your result in English lesson?"*
>
> *AE47: "So far, I have been really satisfied."*
>
> *QE48: "Is it also because of the teacher?"*
>
> *AE48: "Yes, not only love learning English, but I also love the way Bu Yashinta teach me. She can deliver the material in a good way."*
>
> *(QE47-AE47, QE48-AE48/FT).*

Egi displayed his satisfaction with his result of English. Moreover, his teacher also gave an important role in his success because she was good in transferring the materials.

> *QE60: "What do you feel about learning English and learning text in it? And also, what do you want to say about it?"*
>
> *AE60: "For me, English is very fun and enjoyable. Learning text in English can build up my knowledge, it can be from the vocabulary, genre, grammar, and its value. In the future, I will keep learning English to build up my knowledge in order to make my dreams come true."*
>
> *(QE60-AE60/FM).*

Egi presented his gratitude in learning English especially in learning the text. He could explore many things by learning it, such as the vocabulary, generic structure, grammar, and the life meaning of the story. For him, learning English was not only done in the school, but also outside the school after he graduated. He started love English because his hobby is reading. Moreover, he ever won the English debate competition (A2E04/FM). His love to English was increased because of that. He and his friends experience to win the competition in his second grade in their school.

d. Action

In action, Egi told his activity during teaching and learning process in English thorough text based approach. He also proved that he is able to practice telling one of the stories in certain text.

> *QE22: "When you studied English text in the class, is there any practice that you memorize?"*
>
> *AE22: "In the class so far, there was no practice either in making something based on procedure text, or telling a story in front of the class based on narrative text. The teacher just asked us to discuss with peers."*
> *QE23: "Alright. Then, is there any memorable moment in the class?"*
>
> *AE23: "Yes. At grade 11 in the beginning of the semester, from the short story we used to practice in the class. We made a performance in front of the class with peers related to the story."*

> QE24: "Good. So you performed role play. Is it like mini drama?"
>
> AE24: "Right. We often did that with classmates."
>
> (QE22-AE22, QE23-QE23, QE24-QE24/AS).

Egi with his friends often did performances based on short story text. It was in his XI grade. In the classroom, they illustrated the story and acted it. Yet, they did not practice any kind of procedural text which general high school students did.

> QE31: "What is the best experience related to English in the school? Maybe, you ever won the English competition?"
>
> AE31: "We ever did an English debate competition in the school and we passed the semi-final. It was when we were in grade XI. The competition was held in our school. "
>
> QE32: "Great!"
>
> (QE31-AE31,QE32/AA).

The current dialog discussed about his achievement in the school related to the competition in English. In grade XI, Egi and his two friends won English debate competition. It was in the beginning semester of grade XI, which was in August, 2014. The competition was held to celebrate Indonesia's Independence Day. Egi proved that he could compete with his friends. Being vocational high school student did not mean that he dismissed the other subjects besides his major, but he persisted by joining the English competition and got the great level. He could achieve something academically. Furthermore, the researcher asked him to convey one of the texts. He chose to tell the short story entitled The Magical Fish. Here was the story.

> AE53: "Once upon a time, there is a couple. They live in a small house. In Sunday, one of them was fishing in a river, and then he caught a large fish. And suddenly, the fish was talking to the man, the fish was wanted to be losing. And then the man was giving back the fish to the river, and the fish give the man something like wishes. And then the man go back home

and talk to his wife. And then his wife making a wish, and then the man going to the river again and met the fish and talking about his wife's wish. And then the fish make his wife's wishes to become true, and then, but the wife is not satisfied about what the fish giving to her. Then, he made another wishes and more and more, and then the fish become angry. Finally the fish clear all her wishes and their lives become start from the begging."

(AE43/AS).

He practiced it without any preparation. The researcher just asked him to tell one of the text types and he chose short story. It was done on Friday, 5th February when the first interview was done. There was a little mistake in grammar especially in the tenses. The diction was quite different but he could cover the gist. Overall, he could show that learning text in English gave lived experience for him. After telling the story, he explained about the value that we could grab.

e. **Intention**

Intention talked about the willingness of the participants. In this part, Egi stated his intent after learning English at the formal school.

> *AE61: "……..I will keep learning English to build up my knowledge in order to make my dreams come true."*
> *(AE61/IG).*

Egi identified his willingness to continue learning English after he graduated. He felt lucky to be one of the SMK N 2 Depok students because it served good subjects. He was not only good in lessons related to his major but also the other subjects especially English. Learning English particularly learning text, gave life meaning he could never get by the other subjects.

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The next participant, Laura, described her personal lived experience during learning in TKJB class. The same as Egi, Laura's personal lived experience also divided into five constructs; understanding, belief, feeling, action, and intention.

2. Laura's Personal Lived Experience

Laura was one of the students majoring in Computer Science and Network Engieering. She was in the same grade as Egi, XII. The first interview was completed one day after Egi, which was on Saturday, 6th February 2016. The second interview was done in August, 2016. Her personal lived experience was presented in this part.

a. Understanding

This part discussed about the Laura's understanding on learning English. Also, it tells about her understanding on learning texts in English and then sharing her lived experience. The first learnt material was application letter. Since she took her major in computer science, the English material was proceed in computer. In the middle of the semester, she began to learn tenses in English. After that, in the end of the first semester, she learnt procedure text. Seeing her story of learning English, the researcher then asked for further questions.

> QL17: "But overall, you understand about the materials delivered by the English teacher, right?"
>
> AL17: "Yes, I do."
>
> QL36: ………."Then, from learning English, do you think that there is good change in your life? Is there any positivity?"
>
> AL36: "Yes, sure. As I read in psychology's book, if we spend a lot of time using English, we can be more sociable. Especially when we **meet new** people, there is no reluctance anymore."

(QL17-AL17,QL36-AL36/UG)

Laura stated her understanding of learning English. She noticed that learning English could change people. Some of them became more sociable. It was because when we learnt about language, indirectly we also learnt about the culture. Meanwhile, the western culture had been open-minded.

> *QL61: "…Can you mention what happens in orientation and the following parts in narrative text?"*
>
> *AL61: "Alright. Orientation is the introduction of the story. It is continued by complication, where the problem and conflict are found. Resolution is the highest of problems and where the problems are solved. The last is reorientation, where we can find lesson of the story."*
>
> *(QL61-AL61/UM)*

Following the dialog, Laura presented her understanding about one of the text types, which was narrative. She mentioned and explained its generic structure. It was right understanding. She understood the material well. Furthermore, belief was presented.

b. Belief

Laura's belief was quite the same as Egi's. They believed that learning English was somewhat easy. But, sometimes, she found difficulties.

> *QL08: "Do you think it is hard to follow English lesson in this school?"*
>
> *AL08: "No, I don't think so. It's quite easy for me to learn English here."*
>
> *QL09: "Do you find any difficulties?"*
>
> *AL09: "Hmm, maybe, I often forget about the structure rule."*
>
> *AL11:"……….and also about unfamiliar material. I usually get confused. Moreover, when the assignment is given but not yet taught."*
>
> *QL12:"Can you give example of the difficult material?"*

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AL12: "In my opinion, the difficult ones are tenses."

(QL08-AL08/BS, QL09-AL09/BM)

The dialog above showed that Laura was able to follow English lesson. But somehow, she found that tenses were difficult because it contained the rules.

QL18: "Is English helpful in your daily life? Can you tell me from the beginning you enter this school."

AL18: "Yes, it's really helpful. In the first grade, I learnt about tense. Actually I liked it, but sometimes it makes me difficult to remember."

QL19: "Oh ya I see. Can you please mention one of the text types that is really important for you? Is that procedure, in describing how to make something, or anything else?"

AL19: "Yes, for me, procedure text is important in giving steps of how to use or how to make something in English."

QL20: "Alright. Can you give example of that?"

AL20: "Sure. For instance, how to make something or how to use medicine."

QL21: "So it is the prescription, right. Beside procedure text, is there any other text types that you believe can help you much in your life?"

AL21: "Narrative and descriptive, because they contain of stories from western."

QL22: "Ok. Besides, is there any other benefit by learning those text types? For instance, they make you love more in English, or they can build up your vocabularies?"

AL22: "Yes, it can enrich my vocabularies. It is useful for my vocabulary input in English."

(QL18-AL22/BG)

Laura stated that learning procedure text has essential meaning for her. She said that it was useful for giving the instruction. Besides, narrative and descriptive were also believed could contribute the important roles, such as western knowledge and vocabularies. She understood the goal of those texts. Based on her story, she

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actually liked English from the first grade. But, because it consists of grammar then it was difficult for her to memorize the formulas.

> QL26: "Right. Now, what is the text type that becoming the most influencing text in your life? Is it narrative text, which you like the most? Or the other text?"
>
> AL26: "in my belief, narrative text."
>
> QL27: "Can you please give the reason why you choose that text?"
>
> AL27: "Because it covers the meaning, morality, and value of life."
>
> (QL26-AL27/BG).

The current dialog discussed about the most influencing text type on somebody's life. She argued that narrative became the text that she like most. Nevertheless, she also believed that narrative text had influenced her life. She said that by learning that text she could also learnt the meaning, morality, and value of life.

c. **Feeling**

This part discussed about Laura's feeling in learning English. It was first, told about the feeling in learning English and continued about learning text. It talked about the happiness and unhappiness experience. However, Laura revealed that learning text in English was so much fun and entertaining.

> QL03: "Do you like English?"
>
> AL03: "Yes, I like English."
>
> QL05: "Do you have any background of it? Why do you like English? For example, you like watching English movie, or is there any other reason?"
>
> AL05: "Well, I just like English, anything about it."

QL06: "Can you explain the reason? Is it because the uniqueness of the language, or because it is used as international language?"

AL05: "Because it is used all over the world as international language. Therefore, it must be a beneficial if we learn it. Every time I learn English I feel happy."

(QL03-AL05/FM).

The dialog above talked about Laura's feeling in learning English. She felt glad every time she learnt English. The next dialog discussed about her preferred text.

QL24: "…..is there any text type that you like the most?"

AL24: "Usually I like the text that contains of stories."

QL25: "So, is it narrative? Because its fairy tale?"

AL25: "Yes, sure."

(QL24-AL25/FM).

Laura loved stories. It was somewhat the same as Egi. But, she loved it because it was fairy tale. It could be found something interesting here. Some women usually love that kind of story because it generally talked about the prince, princess, king, queen, crown, and castle. However, we also could grab the meaning such as kindness, humanity, loyalty, and the wicked would be gone.

QL40: "Based on the teaching technique of your teacher, do you find any difficulties?"

AL40: "Maybe, the difference of the teaching technique from the previous one."

QL41: "Which one do you like the most?"

AL41: "Before giving assignment, the material has been taught before so I can do it."

QL42: "Did your teacher in your grade now do that?"

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> *AL42: "Hmm, she usually directly gave the assignments. But in the end, we discuss together."*
>
> *QL43: "Alright. Did the previous teacher do the same thing or not?"*
>
> *AL43: "The previous teacher gave the explanation first before giving the assignments. There were 2 previous teacher, Miss Yani and Miss Sari."*
>
> *QL44: "Among three teachers, who made you satisfied in learning English?"*
>
> *AL44: "Miss Sari in the XI grade. Because she used to give explanation before giving assignments. She explained in detail until we understood."*
>
> *QL47: "So, from the easiest until the hardest one, right."*
>
> *AL47: "Yes. And maybe Ms. Yashinta knew we had been in XII grade so it did not need to explain in detail. Because in the XII grade we generally repeated the materials and Ms. Yashinta gave us a lot of exercises."*
>
> *(QL40-QL47/FT).*

Laura said that she preferred to be taught first before the assignments given. She needed explanation clearly before doing the task. It was done by her previous teacher. This was fairly different from Egi. He liked challenges. Nonetheless, they had the different perception in this part.

> *QL54: "What do you think about learning English? If it is fun, what is the reason? If it is hard, then why?"*
>
> *AL54: "I think leaning English is so much fun. We cannot only learn international language, but also the knowledge."*
>
> *(QL54-AL54/FM).*

According to the dialog, Laura stated that she loved learning English. Beside it ruled as international language, it contributed a lot of knowledge. The next discussion was about action.

d. Action

In action, it tells about what she did in the two previous years. From grade X until grade XII, Laura got the English lesson once a week. Each meeting was spent in 90 minutes. In the grade X, she learnt about application letter, tenses, and little bit about text. It was procedure text. However, in that grade, the focused materials were the tenses. While, in the following grade, the focused materials were the texts. She learnt about descriptive, narrative, report, spoof, and recount. In the last grade, most of the discussion was the materials which were learnt in the previous grades. Besides, Laura also prepared herself to the national exam.

Another action was given in the first interview. Mentioning directly about something that we did not predict previously sometimes was pretty hard. Although we had been familiar about that thing, but somehow we got stuck. Same as Laura or even some people, this case occasionally happened.

> QL16: "Can you please mention the text types?"
>
> AL16: "Yes. Procedure, report, argumentation, description. I forget the others :p"
>
> (QL16-AL16/AS).
>
> QL31: "Have you ever practiced at home to act out and take a character in the story? Since narrative is the text that you like the most."
>
> A32: "Not yet. I just read the novels and story related to it. For instance, Cinderella, Beauty and the Beast, and Tarzan. I also like the movie."
>
> QL35: "Is there any competition which is related to English held in the school? Have you ever joined it?"
>
> AL35: "Yes, there is. But I never join it because I know that my friends can do it better."

QL36: "Don't underestimate yourself, Laura. You will never know your ability if you don't try."

Laura loved reading than acting stories related to narrative. Based on the dialog above, she was rather unconfident with herself. She thought that her friends were better than her. Sometimes we just had to express something that became our abilities. Not for showing off, but for inspiring others that we survived and were able to do that.

AL51: "Step one, pour the water into the pan, and then wait until it boils, the second step is, enter the noodle, wait until two or three minutes, and then 'angkat' the pan, and the last step is, serve the noodle."

(AL51/AS).

The researcher asked her to give the example of the text type. She chose procedure text. In her practice, it was found there were little mistakes in grammar. She could deliver it well with the right instruction. Yet, she forgot the English of certain word. The dialogue below talked about her worst and best experience.

QL69: "What is your worst and best experience in English class when learning text?"

AL69: "Text was learnt in grade X and XI. It was so much entertaining. The worst thing was I often forget the grammar rule.."

QL70: "Is there any practice in the class?"

AL70: "So far, there was no practice in the class to act out based on the story. The best experience is when I can do the assignment well and I understand the material about text."

(QL69-AL70/AM).

She told about the best and worst experience during the English class. Laura said that text had been learnt since she was in grade X. During the class, there was no practice as the general high school did. The worst thing for her was when she forget

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the grammar rules, while the best thing was when she could do the assignment well and understand the materials.

e. Intention

This part shared about Laura's intention in the coming events in her life. She mentioned that through learning English it can enable her to go abroad. By doing so, she can improve her ability related to her interest.

> QL37: "…….Do you have any willingness to go abroad?"
>
> AL37: "Yes, I want to increase my ability related to computer and communication."

She intended to continue her study abroad. Her willingness was in line with her major, which was computer technique.

The last description was about Angel's personal lived experience. She was one of the students who took *Gas Manufacture and Petroleum Engineering* as her major. Herewith the description about her understanding, belief, feeling, action, and intention.

3. Angel's Personal Lived Experience

The same as the two previous participants, Angel was interviewed with the five constructs. It was started with understanding.

a. Understanding

This part talked about Angel's understanding of text. The researcher asked about the types of texts in English.

> *QA10: "So far, can you mention the text types?"*
>
> *AA10: "Procedure, descriptive, narrative, application letter, then, I forget …hehe."*
>
> *QA30:"When learning about descriptive text, what did you describe?"*
>
> *AA30: "I described anything. People, things."*
>
> *(QA10-AA30/UM).*

In relation to Angel's understanding, it was about mentioning the text types.

She described anything in her previous grade. It could be people, it could be things.

b. Belief

This dialog contained of her belief in learning English in vocational high

school. She shared about her experience in learning English.

> *QA12: "Is it hard to learn English in this school?"*
>
> *AA12: "Actually, learning English at Vocational high School is not that difficult, because the materials learnt are not as deep as they who study in General High School. The difference is our demands are more than theirs. Especially when we face our materials which connect to the field of our study. For instance, I am majoring in Gas Manufacture and Petroleum Engineering. So the lessons that I get are more or less about it. In addition, it has got a predicate by people that this school serves good quality for many aspects like the curriculum, facilities, teachers, and teaching and learning process so that I choose this school. Because of the good predicate which is given to our school, so that we have to take the responsible of that."*
>
> *(QA12-AA12/BM).*

Angel believed that learning her experience in learning English in the

vocational high school was not that hard. Having the same view as Egi and Laura,

Angel argued that the general lessons learnt in this school were not as deep as the

materials learnt in the general high school. She added that this school had a good

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predicate, therefore the students had to take the consequences of that. From the grade one, she knew what potential in herself was.

> QA17: *"Do you think that learn several kinds of texts can help you in learning English? For instance, procedure, narrative, report, hortatory texts?"*
>
> AA17: *"Essentially yes, but because there are so many rules of those texts, so sometimes I get confused of that."*
>
> QA26: *"Do you find any problems when dealing with English starting from grade one?"*
>
> AA26: *"Not really. We usually use English for communication in our daily lives, so we don't really focus on its grammar. It helps us to increase our score. From the grade one, the difficult things were learning the formal English. When we have already learn formal English such as the grammar, honestly, my friends and I are difficult to follow the material. So we learn English because we have to pass National Examination. After that, if we want to acquire English deeper, we have to learn more."*
>
> *(QA17-QA18, QA26-AA26/BM).*

The above dialog discussed about the essence of learning text. Angel found it rather difficult since it contained of rules. Moreover, in her belief, English was used especially for communication. She did not really like when entering the grammar focus. She confessed that nowadays, they learnt English because they had to pass national examination.

> QA27: *"In learning texts in English, which one of those types influences you the most? For instance, procedure text. After learning it, you finally recognize on how to make something in English. What do you think?"*
>
> AA27-AA28: *"Well, descriptive text. Because I can increase my knowledge based on that text."*
>
> QA29: *"Why do you choose that text?"*

AA29: "Because I can build up my knowledge about what we describe. So I can enhance new vocabularies."

(QA27-AA29/BS)

According to Angel, descriptive text became the most influencing text. It was because the descriptive text could increase knowledge about what we describe. Enhancing the vocabularies was also believed can be gotten by learning this text. The next talk was about feeling.

c. Feeling

In Angel's view, learning English can be somewhat exciting or vice versa, depended on the situation. Situation here could be meant as the materials delivered, the teacher's technique, and the atmosphere of the classroom.

> *QA03: "Do you like English, Angel?"*
>
> *AA03: "Hmm, yes, sometimes, depends on the condition."*
>
> *QA04: "Can you tell me how do you like or dislike?"*
>
> *AA04: "I like it when I understand the material, I can follow it, then I can learn well and the teacher deliver the lesson well. But, not only me, my friends also feel that, if the situation of teaching and learning process is unpleasant, and the material is also boring and difficult, and there is no support from the teacher, the students are usually unfocused. We used to talking to our friends and texting, playing our gadgets."*
>
> *QA05: "I see. What is the material that difficult for you?"*
>
> *AA05: "The difficult one is the material which has its pattern. When I face the exam which contain of materials which use logic, I still can do it. But when I find it with pattern, for instance, English which use 1st type, 2nd type, 3rd type, I consider it challenging."*
>
> *QA07: "Have grammar like past tense, past perfect tense, been taught by the teacher? What do you think? Is that hard or not?"*
>
> *AA07: "It's quite difficult. Also, when it has been in the differentiating step. I find it hard to do it."*

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> QA08: "Alright. Do you understand about the material which is given by Ms. Yashinta?"
>
> AA08: "Sometimes understand, sometimes not really. Well, it depends on the situation."
>
> (QA03-AA03, QA04-AA04, QA05-AA05, QA07-AA07, QA080QA08/FS-FM).

Angel clearly described her pleasant and unpleasant feeling when learning English. Those feeling were occasionally based on the situation of the day. The material discussed and the way teacher delivered it became important aspects for her. Pleasant was when she could understand the material, so that she could follow it well, also supported by the compassionate teacher. In the other hand, when she found the tough material, the demanding teacher, and there was no satisfying result, then she would feel unpleasant.

This memorable moment might be experienced by some students. Similar to Egi and Laura, this feeling became their notable events. The next talk was about Angel's feeling to the teacher and things related to the way she delivered the materials.

> QA23: "Alright. What about Ms. Yashinta? Did she do the same thing?"
>
> AA23: "She is kind and friendly. She teaches the students in a good order. She can make the students understand. But, since she has position in this school as the leader of curriculum if I'm not mistaken, so she's quite busy. So we have to suit with her schedule. Sometimes, we did the replacement English class. Nevertheless, fortunately, she really appreciates us."
>
> (QA23-AA23/FT).

That was about Angel's feeling about her teacher. She assumed that her teacher could distribute the material well, kind and friendly. But since she had

important role in the school, sometimes it she found there was no English class. Therefore, the teacher did the replacement class. But generally, she enjoyed learning English by Ms. Yashinta.

> *QA34: "Have you been satisfied on your English result?"*
>
> *AA34: "Not yet, miss. It is still so far."*
>
> *QA35: "What is the reason?"*
>
> *AA35: "Because I still get standard score in English. To communicate and speak well in English are also not really good, because I rarely practice it."*
>
> *QA36: "Why do you say so? Is it because the less diligence? Or the demand of the school?"*
>
> *AA336: "I am less diligent miss. And maybe it is because I have to do the assignments subjects related to my major."*
>
> *QA37: "So actually you like English, right?"*
>
> *AA37: "Yes, miss"*
>
> *(QA34-AA37/FS).*

Angel said that she was still unsatisfied with her result in English. She mentioned that she frequently got standard score, and was not really good at communicating in English. She felt she was less diligent to do assignments. That was about Angel's feeling. The next discussion was action.

d. Action

In this part, action showed the activity done by the student during she studied in this school. This part also presented her practice in the classroom. In revealing the experience of learning text based approach, Angel exposed that she had an unforgettable moment. Here was the story.

AA14: "We did the regular lesson from first until third grade. The same as other vocational high school students, there were lessons of each major and also practices. Another school did internship in the second or third grade, but in our school, there is no internship in that grade. The internship is done after National Exam in the third grade. After that, we will have industrial working or internship for 6 months until 1 year. Therefore, we will spend at least 3.6 years in this school."

(AA14/AS)

Angel explained about her study in the school. Different from another schools, the students in this school needed 3.6 – 4 years to finish their study. Additional 6 months – 1 year was done for internship or industrial working, which another school made it in the second or third year. Angel had spent 3 years, and she would expended 6 months or 1 year ahead to do the industrial working.

QA18: "Angel, do you have unforgettable moment when learning English in this school, especially learning text?"

AA18-AA21: "Yes, I have. But when I was in the X grade. So we had an killer English teacher. Then, because the material was so awful so we didn't attain it. We didn't pay attention to the teacher, then the teacher asked me to stand in front of the class to answer the question. I didn't know how to do at that time. I got nervous. I slowly walked to the front and just kept silent. I looked to my friend's seat, then he told me the answer. Fortunately, my teacher didn't notice that. It was the right answer by my friend. Then I was asked to sit again. The teacher used to do that to test the students. But we always got nervous first before the teacher requested. The teacher required us to be able to do the task."

(QA18-AA18-AA21/AS).

The present dialog talked about memorable moment that was done by Angel in the classroom. She experienced standing in front of the class to answer the question. Her teacher used to do this to the students to make sure that they understood of what had been discussed. That day, Angel became the target. She walked slowly to

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the front. In front of the class, in a while, she just kept silent, did not know what to answer. She was afraid she would get punishment. But rapidly she saw from the sit side, her friend told her the right answer. Then she used that answer. Fortunately, her teacher did not notice that. She was pleased to sit again. Finally, she saved. Yes, she was saved by her friend.

> *QA38: "Can you give the example of text? It can be narrative text which has been taught in the class. Also, can you tell me in what grade you got your discussion about text?"*
>
> *AA38:"I just remember …once upon a time, and it is used past tense, hehe. I got my English class about text in the second grade, kak. It was in the morning, so it was still fresh to learn in the classroom."*
>
> *QA39: "Alright, thank you, Angle, no problem. Do you have the best and the worst moment in the class?"*
>
> *AA39: "The worst thing, when I get bad score after try out. It makes me down. But, the best thing is when I can understand the English materials, and the materials can enrich my knowledge. That is the best experience for me."*
>
> *QA40: "Alright. Is there any funny stories when learning text in English class?"*
>
> *AA40: "Hmm. We practiced in the class about procedure in making a sculpture. When we go to the front, we have to act out as we pretended. One student of each group has her/his part to say. Sometimes they make it funny so the result we laugh at them."*
>
> *(QA38-AA40/AS).*

Angel mentioned about things related to narrative text. She just remember, the key words once upon a time. For grammar, it used past tense. After that, she told about her worst and best thing she ever had. For the worst, she ever got the bad score after TO. This made she depressed. Meanwhile, the best thing she had was when she

could understand the material well and the material could enrich her knowledge. This was the same as Egi and Laura. They also had similar best experience.

She got her text in English class in the second grade. Same as Laura, she had the English in the morning class. Moreover, she continued telling about the funny story happened during the class. It was about making a sculpture. It was funny because her friends make it strange. One student had his/her own amount to say. That was all about Angel's action. After that, it was continued by intention.

e. Intention

This part showed about her intention in the future. She had experienced learning English, even though it was not that easy. She intended to continue learning English because it was considered essential.

> *AA43: "Even though I still have a standard ability in English now, I want to keep learning English in the future. It will enable me both in working and going abroad, someday. Learning text in English is also essential, since I have passed my study learning it. From learning text, I can learn about the vocabulary, knowledge, and skills in English especially reading, writing and speaking."*
>
> *(AA43/IS).*

Angel was an easy going student. She was also a fighter, as she mentioned she wanted to keep learning English although she knew her ability in English. She assumed that learning English enabled her to work or to go abroad. Moreover, she stated that it was important to learning text in English. She could enhance the vocabulary, knowledge, and also skills in English, particularly reading, writing and speaking.

C. INTERPRETATION

This sections presents the interpretation of the three students' lived experience in learning English through text-based approach based on the findings and accounts of the students supported by the artifacts collection. Each of them has his and her own viewpoint on learning English. This section consists of pre-figured themes and emerging themes.

1. Pre-Figured Themes

The themes which were covered in pre-figured themes are the highlights of themes related in the second chapter. In this research, empirically, it can be divided into three themes. They were living a life in vocational high school, acquiring difficulties and easiness, and thinking out of the box. The three themes were bracketed based on the pre-figured themes deliberated in the theoretical framework.

a. Living a life in vocational high school

Living a life in a vocational high school became the students' life fulfillment. They had spent three years studying there. They learnt in vocational high school to get better understanding about their main fields and they had to deal with other subjects beyond their fields. As the result, they became tougher because they were taught to do so.

According to their stories, the researcher found that the three participants chose vocational high school because they wanted to learn deeply what had been their interest of study. Furthermore, Laura intended to continue their studies in university. As Laura said in the interview AL65 "I want to choose UI to continue my study,

majoring computer". So, she wanted to continue her study in the same major. Whereas, Egi and Angel desired to work after they finish their study in vocational high school. In her statement AA25, Angel identified her reason of choosing Gas Manufacture and Petroleum Engineering as her major. It was a new major when she entered that school. She had two options to choose her major, in technical or industrial field. Finally, she chose Gas Manufacture and Petroleum Engineering as her major. Egi, because he was the first child in his family, wanted to work in minefield. But if there would be an opportunity, he would look for scholarship to continue his study in university level.

Another reason of choosing this school was the good predicate that was given to SMK N 2 Depok Sleman. In her talk AA12, Angel said that it was quite hard to study in this school. It was not because the teachers were killer or the lesson contained undisciplined material, but vice versa. This school provided good facilities, experienced teachers, well-arranged materials, and good services. Therefore, the students had to fight during their studies in this school. They needed at least 3.6 years to study. 3 years for learning in the school, and the rest was for internship or industrial working. Internship or industrial working was done 6 months – 1 year where the students were intended to pass apprenticeship.

Generally, the reasons provided by the students were the same. They had the same vision and mission in studying in the vocational high: to prepare themselves better in the entrepreneur field (Altinok, 2012). They consented to spend their four years in vocational high in order to be professional in the fields that they had chosen. Besides, Hanushek et al. (2015) also imply that education at a vocational school earns

trade and the constraint of career. Accordingly, the students were proud to be vocational high school students. This circumstance led them to the evidence that there were a number of subjects they had to deal with. Therefore, the interpretation was continued by their lived experience in acquiring difficulties and easiness during their study.

b. Acquiring difficulties and easiness

Learning English at vocational high school, somehow, was not easy nor difficult. The most important was the good maintenance of time studying the different majors. The students had passed learning English since they were in the X grade in this school. Since they came from different majors of study, the stories of each student were rather different. It was quite difficult but somehow it was easy.

Egi, in his view of learning English, found that English was the same as the other subjects. In his statement AE03-AE10, he identified that he enjoyed learning English. Also, he did not find any problem when dealing with English. He said that "If there is problem, maybe it's just about the vocabulary" (AE09). Hence, his trouble was more or less about vocabulary. When he faced the vocabulary which was unfamiliar, he would be difficult to do the English task. He liked learning English since junior high school. Learning English for him was interesting and fun. Egi ever joined the competition which was held by the school. It was debate competition. He and his team, who consisted of three students, had passed semi-final stage. It was a good achievement. In the class, both the students and the teacher used full English.

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Also, when the students practiced in front of the class, they also use full English (AE27).

Furthermore, he stated that was very satisfied with the result of English. (AE47). For Egi, learning English was very gratifying. "Learning English is very enjoyable for me. Moreover, learning text in English can make me knowledgeable. I can learn many things, such as the vocabulary, generic structure, grammar, and the meaning in the text, especially short story text. In the future, I will keep learning English, increase my knowledge about English, in order to gain my dreams" (AE61).

The next interpretation was Laura's lived experience in learning English in vocational high school. According to her, learning English was entertaining. Same as Egi, Laura loved English because she loved the story. She liked reading books, novels, which contained of drama story in it. She adored the flow and ending of the story. She could grab the life meaning of reading such kind of stories (AL27). Moreover, Laura said that learning English in vocational high school was not really hard. It could help her to know the meaning of certain words since her major was Computer and Network Engineering.

Nevertheless, she sometimes found difficulties sometimes in facing difficult English material. As Laura stated (AL09) "I often forget about the rules of structure". It showed that she found difficulties in English structure. She also told about the teacher who deliver the English material. In her statement (AL44), she preferred to be taught clearly first then given the assignments. It was rather difficult to do the task that had not been taught. "Actually it is quite hard, but it was discussed in the

previous grade. Unfortunately, I often forget about it. So I need explanation repeated, hehe", said Laura (AL47).

The last interpretation was Angel's lived experience. Similar to the two previous students, Angel was also happy when learning English. She liked English sometimes, depended on the situation (AA03). However, she often found the difficulties. The difficulties came from when she learnt English structure. She was often confused of its pattern (AA17). She told that it was quite hard for her to follow that difficult material. Moreover, she came from the difficult major, which was TPGMB (Gas Manufacture and Petroleum Engineering). It was no wonder that she frequently found toughness in learning English, because she generally focused on her major.

In conclusion, the three participants have their own complications when facing English. Egi was hard when he had to deal with unfamiliar vocabulary, Laura often forgot about tenses and its structure, and Angel often got confused when she faced the pattern of English grammar. But overall, those three students said that they got a lot of values by learning English. As stated by Schunk (2012, p. 2), learning process is acquiring and modifying knowledge, skills, attitudes, strategies, beliefs, and behaviors. Thus, the students have those aspects when facing English lesson. They have strategies in managing their times to study English well even though it was quite hard for them. It is also in line with Ellis (2008) who says that learning endures times and it needs process.

The weaknesses also become the result in learning English. One of them is mistake (Corder, 1967 as cited by Ellis, 2008). Some students may make mistake in

learning English since there is a different rule of using the language. Nevertheless, English is used as international language. As Angel said, she deliberated a good thought related with learning English. "Since English is used all over the world, so I have to learn English more, although now I know I still have standard ability in English. I want to increase my knowledge about English, though." (AA43).

Thinking out-of the box

The previous parts had discussed about the interpretation of the living a life in vocational high school and how they acquire the difficulties and easiness in learning the other subjects, especially English. They not only experienced the problems but merely also the goodness and the sweetness. They could open their thoughts wider by learning English. This part presents the interpretation of the students' thinking outside of their common lives, after learning English through text based approach.

This current research was done when the students were in the XII grade. They were about to do national exam, so that they had to prepare their selves well in order to get good score. Furthermore, English became one of the examined lessons. Nevertheless, they were all vocational high school students which mostly dealt with techniques. There was no relation between their majors and English. But, English was learnt there as requirement to pass national exam. Not only that, English was also learnt considering the current curriculum which put English there. Besides, English was learnt in vocational high school because most of the students intended to get job after they finish their school. Therefore, English was one of the additional subjects which considered essential for them.

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Learning English became lived experience for the three students, even by all of the students. English had been learnt from grade X in this school. Since that, text based approach had been adopted by the teachers to teach English. It then became their memorable experience since they had dealt with text from grade X. As vocational high school students, some were pleased learning English, some were too common, even some were not. As example, Egi was one of the students who loved learning English, especially learning text. He did not think that English was tough. In the other hand, he could get a lot of lessons by learning text in English, both academically and non-academically. Academically, he could increase his vocabulary knowledge, how to use the right grammar, how to know exact time by using tenses, and he could practice telling a story since short story was his preferred text. Non-academically, he could take a number lessons by reading text, especially short story. This was proven that learning text in English could give positive effect even for vocational high school students.

Another students, Laura and Angel, they also loved English. Laura, had the same favorite text as Egi, story, which was narrative. In her opinion, learning text was so much fun. Similar to Egi, Laura thought that there were many lessons we could grab by learning texts in English. Angel was special student. Although she knew she was not really good at English, but her desire to learn English more had to be appreciated. As she said, "I have desire to go overseas and be able to use English well. Actually without going overseas we have to be able to use English in this country. Now I study in this major. In my major, 50% of the workers are from outside Indonesia. Therefore, I have to learn English more." (AA32).

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To conclude, the students found that they were entertained in learning text in English. As Feez and Joyce (2002) learning text-based is a response to changing views of language learning. It incorporates an increasing understanding of how language is structured and how language is used in social contexts. Also, they learn about the text-types, the social purpose, and the structures of language features Feez and Joyce (2002). By learning it, they also have their dreams to go abroad.

2. Emerging Themes

Emerging themes are the themes that appeared during the data gathering. The themes are outside both of theoretical review or framework of pre-understanding (Tesch, 1944). It is the themes which are not predicted previously. It is developed based on the empirical truth. The emerging themes are fears, willingness, and life values.

a. Fears

All the participants told their stories in dealing with text-based approach when learning English. Difficulties appeared in their experience, when they had to face the subject which was outside of their main fields. As Lifeway Counseling Center (2003) says, fears usually comes in the school age-children. During their ages, they have to deal with bullies, rejection, embarrassment, and their track record in the school. In this context, the students were fear because of their study.

In Angel's stories, she told that in learning English was quite challenging for her. As she majored in Gas Manufacture and Petroleum Engineering, she was more focused in the main lessons. She said,"…..if the situation of the teaching and learning

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process is unpleasant, the material is difficult, and also the helpless teacher, we usually do not focus. We often talk with friends or playing our gadget" (AA04-FS). Besides, she also stated her difficulties in learning English through text based approach because of the tough materials learnt. The things that were considered difficult for her were the grammar use and the generic structure. For instance, in narrative story, she sometimes forget that it uses past tense for telling the story.

Another difficulties came from Egi. In his experience, he told that vocabulary was the core of communication in English for four skills, such as listening, speaking, reading, and writing. Therefore, according to Egi, it was hard if we do not understand the meaning when reading passage (AE09-UM). In Laura's stories, she found it difficult when she faced the materials which were not taught previously (AL11-BM).

Above all, Egi and Laura could ran smoothly in learning English. However, Angel found it a bit difficult when dealing with English. In the process, she often frightened when facing English lesson. As Richard and Rodgers (1986, p. 18) state the two orientations in dealing with learning a language, namely process-oriented and conditional-oriented, therefore, it is kind of natural learning process. The essential meaning is found when they had to struggle in their study. They worked hard for everything they wanted to achieve. There conceded fears and tears, but in the end, they will realize that there is no inadequate results as long as we keep in faith in life.

b. Willingness

Fears made them learn a lot. In the beginning, they were difficult to follow the English lesson. The difficulties gave them spirit to be better. There was no other

intention except it was from they themselves. Through suffers and sacrifices, they built their willingness to learn hard. It was beyond of their consciousness.

Learning English particularly gave many valuable things for them. The three participants desired to keep learning it. As Angel said "It will be beneficial for me especially in my job field later because there will be many foreigners" (AA25-BS). Willingness was also established by the two other participants. The differences were in its usage. For Angel, the reason to keep learning English was related to the job latter. Besides, she also struggled in learning English especially learning the several kinds of text because she had to face the national exam. "……For English formal use, I and my friends often find the difficulty such as in learning grammar. Even though it's hard, we keep struggling learning English text because we have to deal with national examination" (AA26-BS).

Nevertheless, beside occupational field, Laura assumed that she would continuously learning English because of her hobby. She likes reading novel included English novel. She adores the story in it. Hence, Laura assumes that English is a tool to entertain her. Several texts in English have the linguistic items, such as the situations, speech acts, dialogue, realia or authentic texts, functions and notions, culture, genre, and tasks (Feez & Joyce, 2002). She likes the authentic text which contains of narrative story. Each modification of text has been an attempt to reconstruct language for communication (Feez & Joyce, 2002).Having different experience from the two other participants, Egi said that his willingness to keep learning English was on the pleasure of listening English songs and watching English movie. "I like looking for the meaning of the English words" (AE05-FS). Based on

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his stories, he likes collecting new vocabularies and then implementing it in his daily life.

c. Life values

Learning English especially learning texts in English is not only learn about language, but it also conveys life meaning for them. Mostly, they have the same experience when learning texts. It gives life values not only the academic sides, but also the moral sides. In academic sides, they can build their vocabulary, improve their understanding about grammar, and increase their knowledge about the use of text. For instance, procedure, report, and descriptive text. In procedure text, they can practice how to make something in well-organized ways. Moreover, in report text, they can report the news to classify and describe something which happened. Additionally, in descriptive text, they can describe things that they can see in the environment, such as people, houses, plants, and many other things.

The other life value is the moral sides. By learning texts in English, they can acquire ethic and empathy to others. For instance, in story texts, especially in narratives. It is valuable because it highlights a complication and resolution of the problem in the sequences of events (Feez and Joyze, 2002, p. 89). From the stories, the participants can get the life meaning in it. The content of social message is important for the students who are in high school level to increase their life quality.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This last chapter is covered by two major parts. The first part shows about conclusion of this research while the other chapter presents the suggestion. The conclusion contains of the summary of the research, while the suggestion provides recommendation and ideas which hopefully give contribution for the readers, especially for those who become parts in educational field.

A. CONCLUSIONS

Text-based approach is regarded as one of the approaches used by vocational high school teachers. It is the approach used to teach the texts in English lesson. Text-based approach consists of teaching kinds of texts, such as procedure, narrative, short story, report, recount, descriptive, explanation, analytical exposition, hortatory

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exposition, discussion, discussion, review, anecdote, spoof, and news item. This current research investigates the lived experience of the students in learning English trough text-based approach. It is accompanied by three chosen participants as informants, who are the students of SMK N 2 Depok Sleman. The three students are Egi, Laura, and Angel. They are in the same school and grade, which is grade XII, but from different majors of study. Egi is from Mining Geology, Laura is from Computer and Network Engineering, and Angel is from Gas Manufacture and Petroleum Engineering.

This research is the attempt to reveal essence of learning English through text-based approach. The participants have passed learning English in their school since in the X grade. As this research is lived experience, thus it talks about something which have happened, something in the past. Exploring their lived experience, the researcher finds several similarities and differences.

The similarities are mostly found in their understandings. They generally understand the goal of learning English, especially learning texts. Most of them mention descriptive, narrative, procedure, report, and recount. Those texts are the common texts which are learnt in the school. Rather similar to each other, they state that learning text in English can build up their knowledge about English itself and other aspects. Knowledge about English, they can their vocabularies, grammar pattern, and generic structure. The other aspects cover the message that they can hold based on the story. For instance, narrative, short story, anecdote, and spoof.

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Nevertheless, since the students are bot really familiar with anecdote and spoof, so they memorize narrative and short story which have value of life.

The differences are found when students face English lesson. Egi feels there is big problem dealing with English when learning text. Laura, sometimes finds it difficult to memorize the generic structure of the text. Angel, somehow, she finds it difficult when learning about tenses and grammar. Those three students have their own perceptions, belief, and feeling about learning English through text based approach.

The interpretation of this research consists of two parts, such as pre-figured themes and emerging themes. In the pre-figured themes, it can be found three themes which are living a life in vocational high school, passing difficulties and easiness, and thinking out-of the box. The participants have passed three years studying in vocational high until now they are in their internship. Living a life in vocational high school then became their self-fulfillment. It was not easy studying in those difficult majors. Somehow, passing difficulties is a common sense for them. Learning English was one of their difficulties. But time to time, they found easiness because they realize that it was important for them. Until finally, they can think differently and creatively and become a better persons.

Therefore, it can be concluded that learning English through text based approach has taken a part in the students' lives. Beside it contributes knowledge, it also gives different view for them. Basically, learning language is also learning its culture. Therefore, they can enrich their understanding of it. Becoming vocational high school students is unique, they can develop what have been their consideration

of study and also can increase the understanding through learning text-based approach.

B. IMPLICATIONS

The participants' lived experience in learning English through text-based approach has led to several essential for both theoretical and practical implication from the findings. There are two implication from the students. The first implication is the need to practice inside or outside the classroom about the practical text. It is implied that learning English needs the act of practice. From the teaching and learning process, the three participants expected that there was a practice for them to perform. For instance, in the procedure text. They expected they could practice it in the school so that they could get the real sight and better understanding.

Second, about the materials taught. They intended that the teacher of English could give guideline for the materials. They wished that the materials taught about English especially text-based approach would be clearer. Therefore, the teaching and learning process can run smoothly.

C. RECOMMENDATIONS

The presence of text-based approach in learning English is considered has taken the essential part of the students' lived experience. During their studies in vocational high school, they spend much time learning text in English. According to researcher's investigation, it is suggested that there is practice of learning text in English. It can be met with several beneficial.

The first is giving the students chance to practice. It can be done individually or with peers. This is one of the best ways in learning language: practice. By practicing, the students can increase their self-confident. The second, it is suggested that the students seem to build their skills in English, such as listening (for the participants), speaking (for the performers), reading (for reading aloud in the classroom), and writing (for the students' exercises). It enables the students to be active in the classroom.

Lastly, it is recommended to the upcoming research to implement the better research than this current one. The limitation of time and insufficient experience may lead this current research have weaknesses in conducting the in-depth interview, describing or in the process interpreting. Finally, studying the human science in the field of text-based approach may become better future research.

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Appendix 1.

In-depth Interview Transcripts of Egi (pseudonym).

Date   : Feb, 5th 2016.

Time   : 10.00-11.15.

Place   : Library of SMKN 2 Depok, Sleman (STM Pembangunan).

Participant   : Egi (pseudonym).

Level   : XII.

Major   : Mining Geology.

Q	QE01	Pagi Egi. Tempo hari sudah diberi tahu oleh Bu Yasinta ya akan ada interview dari saya?	
A	AE01	Iya, sudah. Tapi dari institusi mana ya mbak?	
Q	QE02	Baik. Saya jelaskan lagi ya. Saya mahasiswi Sanata Dharma tingkat akhir yang akan mengadakan penelitian tentang lived experience dimana ini akan melibatkan siswa siswi dari STM N 2 Depok sebagai obyek dari pembelajaran. Disini saya akan mewawancarai tentang salah satu mata pelajaran kalian yaitu Bahasa Inggris. Sudah siap, Egi?	
A	AE02	Sudah, mbak.	
Q	QE03	Oke. Yang pertama, Egi sendiri enjoy enggak belajar Bahasa Inggris?	FS
A	AE03	Sangat enjoy sekali.	FS
Q	QE04	Baik. Kenapa Egi sangat enjoy belajar Bahasa Inggris? Apakah suka dari dulu, atau masuk SMK ini baru suka dengan Bahasa Inggris?	FS
A	AE04	Kebetulan dari SMP sudah suka, kemudian semakin kesini semakin suka.	FS
Q	QE05	Apa yang membuat Egi suka? Apa itu karena awalnya suka dengan lagu-lagu, terus ga sengaja, "eh itu lagu-lagunya pakai Bahasa Inggris", kemudian jadi suka, atau dari kebiasaan nonton film, begitu? Gimana awalnya?	FS
A	AE05	Awalnya sih, kalau dari pribadinya, suka belajar-belajar bahasa asing gitu mbak, kan unik gitu, belum pernah diketahui. Saya bisa belajar bahasa-bahasa baru, terus nanti kan itu bisa berguna juga untuk pekerjaan dan untuk cari-cari universitas-universitas.	FS
Q	QE06	Oh suka bahasa asing ya, jadi kalau bahasa asing itu nggak selalu Bahasa Inggris berarti ya?	
A	AE06	Iya, mbak	
Q	QE07	Oke jadi ada Bahasa Korea juga, macem-macem gitu ya?	
A	AE07	Iya, gitu deh mbak.	
Q	QE08	Nah, kemudian kalau di kelas, Egi paham nggak sama yang dijelasin sama Bu Yasinta?	US
A	AE08	Kalau sejauh ini, paham.	US
Q	QE09	Oke, ada nggak si kendala waktu belajar Bahasa Inggris?	UM
A	AE09	Hmmm, kalau kendala, mungkin dari pengetahuan kosakatanya saja.	UM
Q	QE10	Oh vocabulary nya ya.	
A	AE10	Iya vocabulary nya.	
Q	QE11	Jadi ada beberapa vocab yang kadang susah untuk dicari gitu ya?	
A	AE11	Iya,	
Q	QE12	Oke. dari kelas X, ini kan Egi ambil sekolah di STM nih. Menurut Egi susah nggak belajar Bahasa Inggris di STM? Karena kan kita tau kalau belajarnya di STM, harus lebih ke penjurusan, apalagi Egi jurusannya Geologi Pertambangan itu susah banget kan. Jadi susah nggak belajar Bahasa Inggris yang notabene sekolah di STM?	BS
A	AE12	Kalau selama ini sih, kebetulan ga terlalu susah juga, malah lebih mudah dimengerti. Terus penyampainannya juga enak dari gurunya, jadi lebih cepet nangkep, gitu.	BS
Q	QE13	Oke baik. Egi bisa ceritain pertama kali ngerti macam-macam teks dalam	UM

		Bahasa Inggris itu gimana?	
A	AE13	Oh itu, pas di kelas 2, saya diajar sama Bu Yani. Pas pertama kali saya tau ada macem-macem teks, awalnya saya piker bakal bosenin. Tapi lama-lama ternyata nggak. Text-text itu ada narrative text, recount text, biography, ada short story juga, terus report text, dan ada descriptive text yang saya pelajari dari Bu Yani.	UM
Q	QE14	Wah kayaknya Egi pinter nih Bahasa Inggris nya, jadi hafal nama-nama textnya. Nah berbicara tentang text itu sendiri, kan kita tahu ada berbagai macam text dalam Bahasa Inggris, misalnya Narrative, untuk menceritakan kejadian yang ada di masa lampau bisa legenda, dongeng, ya, Descriptive untuk mendeskripsikan sesuatu atau seseorang. Menurut pengalaman Egi, belajar text itu cukup membantu nggak sih dalam kehidupan sehari-hari?	UM
A	AE14	Iya, membantu sekali. Kan itu di text ada banyak sekali kosakata yang belum dimengerti. Terus nanti dari text itu juga bisa menambah wawasan mengenai sekitar juga.	UM
Q	QE15	Baik, contohnya bagaimana?	UM
A	AE15	Misalnya, di factual report, itu kan disitu dijelaskan mengenai suatu tema atau topik, terus nanti kan dari teks itu kita bisa ambil ilmu yang ada situ tentang berbagai fakta.	UM
Q	QE16	Oke. Kemudian apa lagi nih yang bisa Egi dapet dari belajar macam-macam text dalam Bahasa Inggris?	UM
A	AE16	Hmm, kalau saya sih cenderung menaruh perhatian di kosakatanya. Jadi dalam text itu kan sering mucul kosakata-kosakata yang baru, yang digunakan dalam pembelajaran Bahasa Inggris.	UM
Q	QE17	Jadi itu yang memacu Egi untuk buka kamus, cari artinya, gitu ya?	
A	AE17	Iya, gitu mbak.	
Q	QE18	Nah itu kan dari sisi vocabulary nya, kalau dari sisi *generic structure* nya, jadi misalnya text procedure kan kita tahu itu yang "how to make something". Belajar banyak nggak dari *generic structure* nya? Kalau iya tolong ceritain alasannya juga ya.	UM
A	AE18	Kalau *generic structure,* ada tapi nggak banyak. Saya kan suka membaca mbak, jadi saya seperti ada tantangan gitu kalau baca-baca teks terus catat vocabulary nya.	UM
Q	QE19	Hmm, jadi lebih menekankan ke vocabulary ya?	UM
A	AE19	Iya.	UM
Q	QE20	Kemudian, pas di kelas 3 belajarnya dengan Bu Yashinta ya. Bagaimana menurut pengalaman Egi, beliau lebih menekankan ke *generic structure* atau ke *vocabulary?*	UM
A	AE20	Oh, kalau pas kelas 3, Bu Yasinta sendiri malah ke *grammar* nya.	UM
Q	QE21	Baik. Jadi misalnya narrative harus menggunakan past tense, kemudian descriptive harus menggunakan *present tense*, begitu ya?	UM
A	AE21	Iya.	
Q	QE22	Ketika kamu sebagai siswa belajar macam-macam teks di kelas, ada kejadian yang *unforgettable* tidak? Misalnya pas belajar teks prosedur,	AS

		kalian praktek membuat sesuatu? Atau yang lain?	
A	AE22	Ya, kalau sejauh ini yang seperti itu si belum ya, cuma sebatas baca kemudian diberi soal sama gurunya, diskusi, begitu.	AS
Q	QE23	Oke, baik. Kemudian ada nggak momen-momen yang nggak bisa dilupain?	AS
A	AE23	Hmm iya ada. Waktu kelas 11 di awal semester, kita belajar short story terus nanti buat dialog kemudian diperagain, gitu.	AS
Q	QE24	Oh ya jadi kalian *acting* dan *role play* disitu ya?	AS
A	AE24	Iya, itu sering kami lakukan kalau di kelas Bahasa Inggris.	AS
Q	QE25	Oke jadi Egi dan temen-temen bentuk beberapa grup, dari tiap grup kemudian menampilkan role play itu ya.	AS
A	AE25	Iya.	AS
Q	QE26	Seperti mini drama ya.	AS
A	AE26	Iya, mbak.	AS
Q	QE27	Nah itu mini drama berari *full English* di kelas?	AS
A	AE27	Iya kami *full English.*	AS
Q	QE28	Jadi kalian enjoy banget ya di kelas Bahasa Inggris?	FS
A	AE28	Iya kami sangat enjoy.	FS
Q	QE29	Selain hal itu, ada tidak hal lain yang masih teringat sampai sekarang? Dari kelas 1 sampai kelas 3, adakah yang bisa jadi hal terburuk dan terbaik ketika kalian belajar teks dalam Bahasa Inggris?	FS
A	AE29	Kalau terburuk, saya kira nggak ada sama sekali.	FS
Q	QE30	Sejauh ini baik-baik saja?	
A	AE30	Iya, kami belum menemukan hal yang buruk dalam belajar teks dalam Bahasa Inggris.	FS
Q	QE31	Baik. Kalau hal terbaiknya? Mungkin kalian pernah menang suatu lomba Bahasa Inggris?	AA
A	AE31	Dulu pernah, kan disini ada event debat Bahasa Inggris, kebetulan saya ikut juga, terus masuk ke semifinal.	AA
Q	QE32	Wah hebat ya.	
A	AE32	Hehehe, tapi itu cuma event sekolah aja mbak	
Q	QE33	Ya nggak papa itu sudah bagus, salah satu langkah yang justru diawali dari tingkat sekolah. Nah kalau *debate*, itu kalian dulu individu atau tim?	
A	AE33	Itu kami dulu tim.	
Q	QE34	Terdiri dari tiga orang ya?	
A	AE34	Iya, tiga orang.	
Q	QE35	Oke. Masih membicarakan tentang teks, menurut kamu teks apa yang paling berpengaruh di hidup Egi selama ini? Apakah itu narrative? Procedure? descriptive? Atau yang lain?	BM
A	AE35	Kalau yang paling berpengaruh si short story. Cerita-cerita Bahasa Inggris gitu.	BM
Q	QE36	Karena Egi sendiri suka playing mini drama, role play dan sejenisnya begitu atau bagaimana?	FS
A	AE36	Sebenernya si suka jalan ceritanya gitu mbak, bikin penasaran dari tiap	FS

		cerita ke cerita.	
Q	QE37	Hmm kemudian kalau di rumah sering latihan nggak? Sering belajar-belajar gitu atau misalnya nih iseng-iseng buat apa kemudian inget, "ah belajar praktekin Bahasa Inggris ah.." seperti itu misalnya dalam teks prosedur? Pernah nggak latihan di rumah?	AM
A	AE37	Kalau di rumah si cuma sekedar baca-baca aja, belajar bareng dan tukar pikiran sama teman.	AM
Q	QE38	Baik jadi itu ya, kemudian short story yang paling diminati ya.	
A	AE38	Iya.	
Q	QE39	Kemudian, Egi kan dari SMP atau SD ya belajar Bahasa Inggris?	
A	AE39	Iya dari SMP, kalau SD hanya umunya saja.	
Q	QE40	Oke. Kira-kira pernah ada gambaran nggak si untuk *go abroad*? Jadi ke luar negeri dari belajar Bahasa Inggris ini terutama dari belajar teks?	
A	AE40	Hmm, kalau impian si ada pengen kuliah di luar negeri kan kalau di luar negeri Bahasa Inggris nya juga bagus, gitu.	
Q	QE41	Jadi impian untuk ke luar negeri itu ada ya, dengan jurusan yang sesuai yaitu, pertambangan ya?	
A	AE41	Iya.	
Q	QE42	Terus menurut Egi belajar macem-macem teks dalam Bahasa Inggris itu merupakan pengalaman yang berarti nggak selama sekolah disini?	BS
A	AE42	Iya mbak berarti banget. Karena dari tingkat sebelumnya kami banyak belajar tentang text di kelas Bahasa Inggris.	BS
Q	QE43	Apa alasan kamu kalau belajar macem-macem teks dalam Bahasa Inggris itu merupakan pengalaman yang berarti, nggak bisa dilupain selama sekolah disini?	BS
A	AE43	Ya itu tadi, kan seneng aja baca-baca teks, terus dari teks itu juga bisa nambah pengetahuan kita, khususnya di *vocabulary* nya.	BS
Q	QE44	Baik jadi lebih ke vocabulary ya.	BS
A	AE44	Iya.	BS
Q	QE45	Sejauh ini pernah nggak menemukan kesulitan dalam belajar Bahasa Inggris?	FM
A	AE45	Pernah sih, itu ke grammar nya. Kan ada grammar yang kurang begitu familiar,	FM
Q	QE46	Oh ya, seperti contohnya present perfect tense, past perfect tense, seperti itukah?	FM
A	AE46	Iya, yang susah susah itu.	FM
Q	QE47	Baik. Egi sendiri sudah puas belum dengan pembelajaran Bahasa Inggris di kelas yang Bu Yasinta berikan di kelas?	FT
A	AE47	Kalau sejauh ini, saya puas sekali.	FT
Q	QE48	Karena Bu Yasinta juga baik, ya?	FT
A	AE48	Iya hehe. Penyampaiannya juga bagus.	FT
Q	QE49	Oke. Sekarang bisa tolong kasih contoh dalam Bahasa Inggris satu macam teks. Satu saja. Misalnya, short story, kemudian Egi cerita sedikit tentang short story itu sendiri.	AS

A	AE49	Aduh, hehe..	
Q	QE50	Hehe, nggak papa, yang singkat aja yang Egi bisa. Narrative boleh, procedure juga boleh, salah satu macam teks Bahasa Inggris saja.	
A	AE50	Hmm, pake Bahasa Inggris ya?	
Q	QE51	Iya.	
A	AE51	Ini, apa ya, hmmm..., A Magical Fish.	AS
Q	QE52	Oh ya oke, baik. Ini masuk narrative atau short story?	UM
A	AE52	Short story.	UM
Q	QE53	Oke judulnya A Magical Fish ya, let me hear you.	UM
A	AE53	Once upon a time, there is a couple. They live in a small house. In Sunday, one of them was fishing in a river, and then he caught a large fish. And suddenly, the fish was talking to the man, the fish was wanted to be losing. And then the man was giving back the fish to the river, and the fish give the man something like wishes. And then the man go back home and talk to his wife. And then his wife making a wish, and then the man going to the river again and met the fish and talking about his wife's wish. And then the fish make his wife's wishes to become true, and then, but the wife is not satisfied about what the fish giving to her. Then, he made another wishes and more and more, and then the fish become angry. Finally the fish clear all her wishes and their lives become start from the begging.	AS
Q	QE54	Is that all?	
A	AE54	Iya, hehe.	
Q	QE55	Oke, so magical fish ya. Apa yang bisa Egi dapet dari cerita tersebut? Dan pelajaran apa yang didapet dari belajar teks-teks dalam Bahasa Inggris?	UG
A	AE55	Kalau yang short story itu kita bisa ambil amanat-amanat seperti tadi, jadi ada message nya.	UG
Q	QE56	Iya. Kemudian?	UG
A	AE56	Dari amanat itu kan kita bisa terapkan ke kehidupan sehari-hari, gitu.	UG
Q	QE57	Hmm, jadi itu semacam pelajaran untuk kita juga ya. Selain itu, ada lagi?	UG
A	AE57	Hmm, kalau dari factual report, descriptive, itu bisa nambah pengetahuan kita.	UG
Q	QE58	Iya, seputar berita-berita report, begitu ya. Nah mungkin ini pertanyaan kedua terakhir, ada nggak kejadian yang lucu yang pernah Egi alami saat di kelas Bahasa Inggris? Misalnya, bolos, atau ngantuk, or anything else maybe?	AS
A	AE58	Hmm, nggak ada si, selama belajar Bahasa Inggris disini nggak pernah bolos.	AS
Q	QE59	Oh ya, jadi nggak mau melewatkan satu pelajaranpun ya karena suka	AS
A	AE59	Iya, hehe	
Q	QE60	Oke. Maybe it is the last question, apa yang Egi rasakan dalam belajar Bahasa Inggris? Atau apa yang mau kamu sampaikan sejauh ini belajar Bahasa Inggris?	FM
A	AE61	Oh ya, sejauh ini belajar Bahasa Inggris itu menyenangkan sekali buat saya, belajar text dalam Bahasa Inggris juga membuat saya jadi berpengetahuan,	FM

		baik dari sisi vocabulary, genre, grammar, dan nilai-nilai yang terkadung di dalamnya. Ke depannya saya juga akan belajar Bahasa Inggris, meningkatkan pengetahuan saya dalam Bahasa Inggris supaya impian saya juga bisa terwujud.	
Q	QE	Iya, walaupun jurusannya pertambangan tapi tetep cinta sama Bahasa Inggris ya. Oke, By the way, ini Bahasa Inggris jadi salah satu soal di UN besok ya?	
A	AE52	Iya mbak.	
Q	QE53	Oh jadi kalian nggak cuma belajar dari jurusan kalian ya tapi juga belajar Bahasa Inggris?	
A	AE53	Iya mbak hehe.	
Q	QE54	Baik. Sepertinya itu dulu untuk hari ini. Ada CP nya Egi? Mungkin minggu berikutnya ada satu kali lagi interview, bisa?	
A	AE54	Oh ya, Insya Allah bisa.	
Q	QE55	Jadi nanti saya hubungi Bu Bu Yasinta lagi ya.	
A	AE55	Oke, mbak, ini CP nya: 0877xxxxxxxxx	
Q	QE56	Baik, Egi dari GPA ya.	
A	AE56	Iya.	
Q	QE57	Thank you ya Egi atas waktunya, sudah bisa share dan ceritakan pengalaman serta unek-uneknya selama belajar Bahasa Inggris disini.	
A	AE57	Hehe iya mbak sama-sama.	
Q	QE58	Nanti saya hubungi lagi ya kalau ada next interview. Oke thank you!	
A	AE58	Sama-sama mbak.	

Appendix 2.

In-depth Interview Transcripts of Angel (pseudonym).

Date   : 6th February, 2016.

Time   : 10.00-11.15.

Place   : Library of SMKN 2 Depok, Sleman (STM Pembangunan).

Participant   : Angel (pseudonym)

Level   : XII.

Major   : Gas Manufacture and Petroleum Engineering.

Q	QA01	Selamat pagi, Angel. Hari ini kita akan ada wawancara seputar pelajaran Bahasa Inggris ya.	
A	AA01	Selamat pagi, mbak. Iya, boleh.	
Q	QA02	Baik. Di kelas belajar Bahasa Inggris ada *text based approach* kan yang mempelajari tentang macam-macam teks?	
A	AA03	Iya, ada.	
Q	QA03	Oke. Angel sendiri suka nggak sama pelajaran Bahasa Inggris?	FS
A	AA03	Ya…lumayan. Terkadang suka terkadang nggak. Tergantung pada saat itu kondisi pembelajarannya, gitu mbak.	FS
Q	QA04	Oh begitu. Kalau sukanya bagaimana, suka atau nggaknya tergantung bagaimana, Angel?	FS
A	AA04	Suka itu kalau waktu ada materi terus kita paham, kita bisa belajar dengan baik guru juga menjelaskan dengan baik, ya kita suka. Nah itu nantinya kita mengerti. Tapi, kadang bukan hanya dari saya, dari teman-teman yang lain juga kebanyakan, kalau situasi di pembelajaran itu tidak menyenangkan, lalu materi juga terkesan berat dan guru kurang bisa membantu, anak-anak itu nanti bakal cenderung lebih nggak fokus, ngobrol sama temen atau mainan hp, ya tidak memperhatikanlah, begitu.	FS
Q	QA05	Oke..Nah menurut Angel sendiri, materi apa yang susah dalam pelajaran Bahasa Inggris?	F M
A	AA05	Materi yang susah itu yang berkaitan dengan yang sudah ada seperti..apa ya, *pattern* nya. Kalau menghadapi soal yang sejenis seperti penalaran, begitu, masih mampu, tapi kalau untuk yang sudah ada pattern nya seperti yang ada type 1, type 2, type 3 gitu, sebenarnya merasa kesulitannya disitu.	F M
Q	QA06	Oke baik. Jadi seperti conditional sentence begitu ya Angel?	
A	AA06	Iya, mbak.	
Q	QA07	Kalau seperti grammar gitu sudah diajarkan belum yang present tense dan tenses yang lain, menurut Angel itu termasuk susah atau mudah?	F M
A	AA07	Termasuk, hmm….lumayan. Karena nanti kalau sudah ke tahap yang membedakan, sudah bingung hehe.	F M
Q	QA08	Nah untuk Angel sendiri paham tidak dengan pembelajaran yang Bu Yashinta berikan sejauh ini? Atau sebelumnya pernah tidak diajarkan oleh guru lain?	FT
A	AA08	Hmm.. jadi kami itu tergantung situasinya ya mbak, nggak bisa selalu bener, gitu.	FT
Q	QA09	Oke… Kalau macam-macam teks, kan sudah belajar ya? Yang teks prosedur, teks narrative dan yang lainnya?	
A	AA09	Iya, sudah.	
Q	QA10	Sejauh ini Angel bisa sebutkan berapa jenis teks? Yang Angel tahu saja.	US - U M

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A	AA10	Teks procedure, narrative, lalu.. apa lagi ya, application letter, lalu, hehe lupa mbak..	US-UM
Q	QA11	Oh ya nggak papa. Nah nanti di UN ada pelajaran Bahasa Inggris nggak, Angel?	
A	AA011	Iya ada, mbak.	
Q	QA12	Menurut Angel belajar Bahasa Inggris di STM itu susah nggak sih?	BS
A	AA12	Hmmm..sebenaranya sih nggak terlalu ya mbak karena selama ini kan juga tidak seberat anak yang di SMA, tapi tuntutan kita lebih banyak dari mereka..Jadi kayak pelajaran-pelajaran yang lain yang ya terutama pelajaran jurusan itu juga memberatkan, apalagi disini, di STM Pembangunan ini, kita yang programnya 4 tahun terus kita harus kejar materi jurusan, dan kita juga udah dapet predikat dari luar kalau sekolah kita itu sekolah bagus gitu mbak.	BS
Q	QA13	Iya, jadi terkenal dengan predikat itu ya,	
A	AA13	Iya, jadi sedangkan untuk siswa sendiri, kalau mau berfokus pada semua mata pelajaran itu bisa baik kan itu juga nggak mungkin mbak. Jadi yaitu tadi mbak.	
Q	QA14	Oke baik. Tadi Angel sebut kalau ada empat tahun ya. Nah itu kan kalau di SMA umumnya tiga tahun. Kalau di STM ini satu tahunnya untuk apa, Angel?	
A	AA14	Jadi kita dari kelas satu sampai kelas tiga, ada pelajaran biasa. Jadi yang seperti anak SMK tetap ada pelajaran jurusan, praktek-praktek, tapi kan biasanya kalau anak yang jurusan lain nanti PKL atau praktek kerja industri, itu nanti ada di kelas dua atau tiga, selama tiga bulan. Kalau kita nanti dari kelas satu sampai kelas tiga harus belajar di sekolah dan mengerjakan praktek-praktek itu sendiri, dalam artian pembelajaran, lalu setelah Ujian Nasional, kita focus ke dunia indutri. Jadi nanti kita melaksanakan praktek kerja industri minimal enam bulan sampai satu tahun.	AS
Q	QA15	Jadi prakteknya ya, Angel.	
A	AA15	Iya.	
Q	QA16	Angel sendiri suka nggak sama Bahasa Inggris?	FS
A	AA16	Hmmm, lumayan suka.	FS
Q	QA17	Oke . Menurut Angel belajar macem-macem teks dalam Bahasa Inggris seperti teks procedure, narrative, report, atau hortatory itu membantu tidak dalam belajar Bahasa Inggris itu sendiri?	B M-BS
A	AA17	Sebenarnya membantu, tapi ya kadang itu tadi, kalau kita sudah berfokus pada aturan-aturannya nanti jadi pusingnya disitu hehe	B M-BS
Q	QA18	Oke..jadi membantu tapi generic structure nya ya yang lumayan buat susah. Angel, ada nggak kejadian yang nggak bisa dilupain sampai	AS

		sekarang sewaktu kalian belajar Bahasa Inggris di kelas, terutama waktu belajar text? Seperti misalnya ngantuk atau bolos, atau yang lain?	
A	AA18	Selama disini?	
Q	QA19	Iya, selama di kelas Bahasa Inggris.	AS
A	AA19	Selama di kelas Bahasa Inggris,, yang paling nggak dilupain.. Tapi itu sewaktu saya masih kelas X. Jadi disitu, dalam semester itu, kita dapet guru yang killer hehe. Lalu, saat itu materinya juga berat, kita belum terlalu menguasai, tapi disitu gurunya juga tidak hmmm tidak apa ya,	AS
Q	QA20	Menarik?	
A	AA20	Iya tidak menarik hehe, jadi kami juga tidak memperhatikan dia, tidak ada minat, tapi kami dituntut untuk bisa. Jadi selama pembelajaran dalam satu semester itu kita sering, ketika kita tau gurunya mau masuk, lalu kita "gimana ya, gimana nih", pasti nanti suruh maju. Terus pernah saya disuruh maju buat jawab pertanyaan.	AS
Q	QA21	Suruh majunya ngapain?	AS
A	AA21	Suruh maju, terus ada soal, padahal kita nggak paham, hehe tapi suruh maju. Saya gugup banget, sampe depan ngga tau mau bilang apa. Tapi pas saya liat ke temen saya yang lagi di bangku, dia kasih tau jawabannya, hehe. Untungnya guru saya ga liat. Jadi setelah itu, saya boleh duduk lagi deh.	AS
Q	QA22	Oh yaya. Sewaktu itu gurunya pakai Bahasa Inggris atau Bahasa Indonesia di kelas?	AS
A	AA22	Masih mix Bahasa Indonesia dan Bahasa Inggris.	AS
Q	QA23	Jadi itu ya ceritanya guru killer sewaktu kelas X. Nah kalau Bu Yashinta sendiri gimana kalau ngajar di kelas?	FT
A	AA23	Biasanya, orangnya baik, dan dia ramah. Mengaajar dengan rapi dan tertata. Paling kita kalau sama Bu Yashinta itu, gimana ya, Bu Yashinta disini punya kepentingan sebagai ketua guru apa pelajaran kurikulum gitu, jadi beliau cukup sibuk. Jadwal pelajarannya kadang kita ga kosong sih, Kak, tapi kita selama ini misalnya seminggu ada beberapa jam mata pelajaran Bahasa Inggris, kalau hari itu dan jam itu tidak bisa, ya paling nanti diganti dengan jam yang lain. Jadi betul kita kadang sulitnya disitu, mengimbangi jadwal Bu Yashinta juga. Tapi, untungnya Bu Yashinta orangnya pengertian gitu.	FT
Q	QA24	Jadi cukup sedikit tergangunya disitu ya. Oh ya ngomong-ngomong jurusannya apa nih Angel?	
A	AA24	Teknik Pengolahan Gas dan Minyak Bumi.	
Q	QA25	Alasan mengambil jurusan ini kenapa Angel?	
A	AA25	Karena pada waktu saya masuk, jurusan ini baru saja dibuka. Saya waktu itu patuh dengan kakak saya sedangkan sebenernya prospek di bidang industri itu sangat baik. Jadi pada waktu itu saya hanya	BS

		mempunyai 2 pilihan itu karena keluarga saya juga apa ya, banyak yang bekerja di dunia pertambangan.	
Q	QA26	Oke baik, Kemudian ada suatu kendala nggak sih kalau misalnya belajar Bahasa Inggris gitu di jurusan Angel dari kelas 1?	BS
A	AA26	Enggak kok. Kalau Bahasa Inggris yang untuk keseharian itu sih, hanya ngobrol, itu kami juga tidak selalu memperhatikan grammar. Jadi mungkin kalau itu, lumayan membantu kak dalam nilainya. Dari kelas 1, ygsusah itu waktu ketemu pelajaran bahasa Inggris formal. Pas kita dapet pajaran itu, seperti grammar contohnya, jujur saya dan teman-teman sendiri rasanya sudah berat. Jadi kami melalui ini hanya untuk semata-mata Ujian Nasional. Setelah itu nanti kita kalau ingin lebih mendalami bidang Bahasa Inggris, kami lebih belajar lagi.	BS
Q	QA27	Baik. Selama ini belajar teks dalam Bahasa Inggris, ada tidak yang paling disuka banget atau yang berpengaruh banget di kehidupan nyata, misalnya, teks prosedur. Setelah belajar teks ini akhirnya mengerti cara-cara membuat sesuatu dalam Bahasa Inggris. Ada tidak menurut Angel?	BS - B M
A	AA27	Oh yaya. Teks apa ya, biasanya yang teks *describe*.	BS - B M
Q	QA28	Oh yang teks descriptive ya?	BG
A	AA28	Iya itu descriptive teks. Itu jadi menambah pengetahuan.	BG
Q	QA29	Kenapa teks descriptive, Angel?	BG
A	AA29	Karena menurut saya bisa menambah pengetahuan apa yang kita deskripsikan sendiri. Jadi kami lebih dapat menambah kosakata baru, ya seperti itu.	BG
Q	QA30	Oke. Disini selama belajar teks descriptive sudah belajar untuk mendeskripsikan apa saja, Angel?	U G
A	AA30	Macem-macem, kak. Tentang orang, benda apa aja kak.	U G
Q	QA31	Oh ya. Jadi belajar teks dalam Bahasa Inggris itu dari kelas satu atau kelas dua ya Angel?	
A	AA31	Sepertinya kelas satu sih sudah pernah dibahas kak.	
Q	QA32	Oke. Pernah nggak Angel bermimpi untuk pergi ke luar negeri dengan belajar Bahasa Inggris?	
A	AA32	Hmmm, sebenernya pengen. Jadi, pengenlah bisa ke luar negeri, terus bisa Bahasa Inggris dengan baik. Dan sebenarnya tanpa perlu pergi ke luar negeri pun kita kan harus sudah bisa Bahasa Inggris untuk digunakan. apalagi di jurusan saya, di perminyakan, 50% pekerjanya itu juga berasal dari luar.	
Q	QA33	Jadi mau ngga mau nanti harus bisa ya.	
A	AA33	Iya, kak.	
Q	QA34	Angel sekarang sudah merasa puas belum dengan hasil Bahasa	FS

		Inggris selama ini? Misalnya nilainya apakah itu sudah bisa dikatakan memuaskan?	
A	AA34	Belum, kak. Masih jauh, hehe.	FS
Q	QA35	Oh, kenapa itu alasannya?	
A	AA35	Hmm untuk nilai mata pelajaran sendiri sih masih pas-pasan pas di KKN, ngomong Bahasa Inggris cas cis cus juga masih agak bingung. Karena belum terbiasa juga sih.	FS
Q	QA36	Nah itu kenapa Angel bilang kalau belum merasa puas? Apa itu karena kurang rajin, atau justru karena tuntutan sekoalh disini yang mengharuskan seperti ini seperti itu?	FS
A	AA36	Mungkin saya kurang rajin aja sih kak,	FS
Q	QA37	Berarti sebenarnya suka ya	FS
A	AA37	Iya suka	FS
Q	QA38	Baik. Bisa diceritain Angel dulu kelas berapa dapet pelajaran tentang text-nya? Terus itu bagaimana suasananya…? Kemudian Kalau sekarang Angel kasih contoh teks dalam Bahasa Inggris yang udah dipelajari di kelas, seperti contohnya narrative. Kalau narrative kan lampau ya, atau contoh yang lain. Yang simpel aja Angel.	AS
A	AA38	Narrative..aduh, gimana ya, hehe. Ingetnya Cuma itu kak, ada once upon a time, udah gitu aja. Sama tenses nya pakai past tense yang waktu lampau. Hmm dapet teks itu saya dulu kelas 2 kak dengan Bu Sari. Karena masih pagi jadi kami masih seger dulu kak belajarnya. Bu guru juga jelas jelasinnya.	AS
Q	QA39	Oke ngga papa, makasih ya Angel. Kalau contoh lain misalnya teks report kan kasih berita ya, seperti itu. Nah ada nggak kejadian terburuk atau terbaik selama belajar ini?	AS
A	AA39	Hal terburuk..mungkin ketika setelah try out-try out gitu, lalu keluar nilainya dan nilainya belum memuaskan, itu yang bikin jadi down. Setiap ada pelajaran Bahasa Inggris dan bisa memahami, dan bisa menambah pengetahuan saya, menurut saya, itu pengalaman yang terbaik.	AS
Q	QA40	Baik. Jadi sedihnya ketika melihat hasil TO dengan nilai yang kurang memuaskan ya, dan yang terbaik ketika bisa mengerjakan dan paham ya. Oke, satu pertanyaan lagi. Apa pengalaman yang paling lucu menurut Angel yang terjadi di kelas? Terutama pas belajar teks Bahasa Inggris yah. Udah pernah ada praktek-praktek gitu nggak Angel?	AS
A	AA40	Hmm pengalamannya mungkin waktu kita praktek, semua murid disuruh membuat percakapan dan kita harus mempraktekkannya di depan kelas, kadang mereka itu membuatnya sambil bercanda jadi pas di depan pas percakapan hasilnya jadi lucu-lucu gitu	AS
Q	QA41	Oh itu teks apa ya Angel?	AS
A	AA41	Seingat saya, termasuk teks yang membuat prakarya jadi satu satu dari group ada gilirannya.	AS

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Q	QA42	Oh yaya. Kalau kegiatan yang lain pernah nggak praktek memasak di sekolah, seperti itu?	
A	AA42	Belum, belum pernah membuat Kak.	
Q	QA43	Oke. Ada yang mau disampaikan sama Angel mengenai Bahasa Inggris dan belajar teks dalam Bahasa Inggris? Apa yang akan kamu lakukan ke depannya?	IS
A	AA43	Hmmm, ok. Walaupun sekarang kemampuan Bahasa Inggris saya masih pas-pasan, tapi saya berharap saya bisa mendalami Bahasa Inggris lagi ke depannya, karena itu memudahkan saya kalau mau bekerja atau keluar negeri. Belajar teks untuk saya juga sangat membantu, karena darisitu bisa belajar baik dari kosakatanya, pengetahuannya, atau kemampuan lain terutama reading, writing and speaking.	IS
Q	QA44	Oke baik. Kalau nanti diadakan wawancara lagi Angel bersedia?	
A	AA44	Oke, kak.	
Q	QA45	Terima kasih ya Angel atas waktunya…	
A	AA45	Sama-sama kak..	

Appendix 3.

In-depth Interview Transcripts of Laura (pseudonym).

Date   : 8th February, 2016.

Time   : 10.00-11.30.

Place   : Library of SMKN 2 Depok, Sleman (STM Pembangunan).

Participant : Laura (pseudonym).

Level   : XII.

Major   : Computer and Network Engineering.

Q	QL01	Selamat pagi, Laura. Hari ini kita akan ada interview ya.	
A	AL01	Iya kak.	
Q	QL02	Oke, sudah siap?	

A	AL02	Siap, Kak.	
Q	QL03	Baik. Laura sendiri senang nggak belajar Bahasa Inggris?	FS
A	AL03	Hmm, seneng sih.	FS
Q	QL04	Oke, seneng aja atau seneng banget?	
A	AL04	Seneng, seneng aja si, kak.	
Q	QL05	Baik. Terus ada latar belakang alasannya nggak kenapa seneng aja sama Bahasa Inggris? Misalnya, waktu kecil suka nonton film yang berbahasa Inggris, atau gimana, gitu?	FS
A	AL05	Ya seneng aja si sebenernya, apa aja yg berbau Bahasa Inggris.	FS
Q	QL06	Oke. Alasannya apa, Laura? Misalnya suka karena bahasanya itu unik, atau karena Bahasa Inggris adalah bahasa international?	FS
A	AL06	Karena Bahasa Inggris itu kan bahasa yang dipakai dunia. Ya jadinya ada banyak manfaat kalau kita mempelajarinya. Jadi tiap kali belajar Bahasa Inggris dibawa seneng aja.	FS
Q	QL07	Oke, jadi karena itu useful dan universal ya. Kemudian, kalau belajar Bahasa Inggris di sekolah itu Laura banyak ngertinya atau banyak ga ngertinya?	UM
A	AL07	Banyak ngertinya mbak, hehe.	UM
Q	QL08	Nah kan sekarang Laura sekolah di STM nih. Menurut Laura susah enggak belajar Bahasa Inggris yang notabene di STM?	BS
A	AL08	Enggak juga kok, mbak, malah gampang kalau diikutin.	BS
Q	QL09	Oh gitu, malah gampang ya. Kemudian, kira-kira pernah nemuin kesulitan enggak waktu belajar Bahasa Inggris di STM?	BM
A	AL09	Susahnya paling, lupa. Biasanya kan kalau belajar Bahasa Inggris diaksih kayak rumus-rumus structure, jadi kadang lupa gitu.	BM
Q	QL10	Oke jadi itu ya masalahnya. Kemudian ada kejadian yang ngga bisa dilupain ngga? Misalnya tidur di kelas waktu belajar Bahasa Inggris?	
A	AL10	Waktu belajar Bahasa Inggris ya, apa ya, kalau tidur sih ngga pernah mba, paling kalau kesulitan ngerjain karena udah banyak tugas yang lain gitu kak.	
Q	QL11	Nah itu kesulitannya dalam hal apa?	BM
A	AL11	Biasanya kalau belum terlalu paham materinya. Nanti kan bingung, apalagi kalau dikasih tugas tapi belum diajarin, gitu mbak.	BM
Q	QL12	Oh ya. Bisa kasih contoh materi apa itu misalnya Laura?	BM
A	AL12	Kalau yang susah si menurutku itu, mungkin tenses-tenses gitu, mbak,	BM
Q	QL13	Oke berarti masuk ke structure ya. Nah sejauh ini belajar tenses sampai yang mana, Laura?	UM
A	AL13	Hmm, sampai mana ya, kalau dibilang sampai mananya si susah ya bilangnya, tapi udah banyak si mbak yang dipelajari.	UM
Q	QL14	Oh sudah banyak ya, bisa kasih contoh Laura?	UM
A	AL14	Ya semisalnya kayak yang 16 tenses itu, kayak apalagi, apa aja sih mbak? Hehe	UM
Q	QL15	Ya jadi present tense, past tense, future, present dan past perfect tense, dan lain lain ya. Tenses memang sedikit susah ya. Nah kemudian, Laura udah belajar macem-macem teks dalam Bahasa Inggris?	AS
A	AL15	Oh ya sudah, kak.	AS

Q	QL16	Oke, bisa kasih contoh?	
A	AL16	Ada teks procedure, report, terus argumentasi, deskripsi, apa lagi ya, ya kayak gitulah mbak, hehe. Lupa ee mabk kalau nyebutin gitu, hehe.	AS
Q	QL17	Berarti sejauh ini, secara garis besar, Laura paham dan seneng gitu ya sama Bahasa Inggris?	BS
A	AL17	Iya mbak, hehe.	BS
Q	QL18	Menurut Laura sendiri itu membantu nggak belajar teks dalam Bahasa Inggris itu dalam kehidupan sehari-hari? Bisa diceritain dulu awal belajar Bahasa Inggris gimana si di sekolah? Waktu awal masuk STM.	BS
A	AL18	Ya, sangat membantu. Waktu dulu pertama kali aku belajar tenses waktu kelas satu, sebenernya aku suka mbak, tapi kadang susah hafanya rumusnya hehe.	BS
Q	QL19	Bisa dikasih contoh, misalnya teks apa? Apakah itu prosedur dalam membuat sesuatu? Atau yang lain?	BM
A	AL19	Oh ya teks prosedur saya kira itu penting dalam menjelaskan gimana langkah-langkahnya untuk menggunakan atau membuat sesuatu dalam Bahasa Inggris mbak.	BM
Q	QL20	Oke, misalnya apa?	BM
A	AL20	Misalnya cara gunain obat tetes mata gitu, terus obat-obat lain yang dari dokter gitu.	BM
Q	QL21	So, it is like "prescription", ya Laura. Selain teks prosedur, jenis teks apa lagi yang kamu percaya dapat membantu dalam kehidupan?	BG
A	AL21	Narrative atau descriptive, itu juga sangat bermanfaat, soalnya kan banyak teks-teks dalam Bahasa Inggris dari luar.	BG
Q	QL22	Dan disamping itu, ada benefit lain nggak, misalnya Laura jadi lebih seneng Bahasa Inggris, lebih memperkaya vocab?	BG
A	AL22	Untuk memperkaya kosakata, terus lebih membuat pasokan kata-kata dalam Bahasa Inggris di kita itu lebih banyak, gitu mbak.	BG
Q	QL23	Jadi inputnya lebih banyak, ya?	
A	AL23	Iya, kak.	
Q	QL24	Baik. Kita sudah bahas tentang fungsinya ya. Sekarang tetang kesukaan, ada nggak diantara macam-macam teks tersebut yang Laura suka?	FM
A	AL24	Hmm, biasanya aku suka kayak cerita-cerita gitu mbak,	FM
Q	QL25	Oh yang narrative, semacam fairy tale seperti itu ya?	FM
A	AL25	Iyaa, kak.	FM
Q	QL26	Nah, apa yang paling berpengaruh di hidupnya Laura sendiri? Narrative, which is yang paling Laura suka, atau prosedur, report, yang lain?	BM
A	AL26	Menurutku, yang paling berpengaruh narrative mbak.	BM
Q	QL27	Nah bisa dijelaskan alasannya?	BM
A	AL27	Karena banyak pesan moralnya, amanat-amanat gitu	BG
Q	QL28	Baik, bisa kasih contoh misalnya cerita apa,	
A	AL28	Hmmm, apa ya, biasanya sih suka yang menghibur aja mbak, misalnya fairy tale. Itu kan bisa menghibur kita kan mbak, yang ngasih manfaat juga sih.	
Q	QL29	Misalnya Snow White, Rapunzel, Cinderella begitukah?	

A	AL29	Iya, mbak, hehe.	
Q	QL30	Oke, jadi Laura suka ya yang semacam itu. Ada contoh yang lain?	
A	AL30	Iya ada mbak. Saya suka ceritanya Tarzan, karena ceritanya menarik.	
Q	QL31	Baik, kan Laura udah seneng nih sama Bahasa Inggris, kemudian ada yang Laura suka dari salah satu teks dalam Bahasa Inggris, yaitu narrative. Nah suka praktekin ini di rumah nggak? Apakah itu baca-baca, atau iseng-iseng main story telling Cinderella misalnya sama adek atau sepupu?	AS
A	AL31	Kalau praktek kayak iseng-iseng jadi peran-peran gitu sih nggak mbak, kalau baca-baca iya biasanya mbak di kamar. Biasanya Cinderella, Beauty and the Beast, sama Tarazn, Filmnya aku juga suka lho.	AS
Q	AL32	Oh ya jadi lebih ningkatin skill di reading nya ya. Laura pernah ikut lomba atau event tentang fairy tale begitu?	
A	AL32	Belum, kak.	
Q	QL33	Sudah pernah ada rencana untuk ikut yang semacam itu?	
A	AL33	Ya kalau semisal ada, dan pas ada itu, aku udah siap banget kak.	
Q	QL34	Dari sewaktu SMP pernah ikut story telling competition ngga Laura?	
A	AL34	Belum pernah ikut, kak.	
Q	QL35	Belum pernah ya, di sekolah juga ngga ada?	AS
A	AL35	Oh,ada kak. Tapi masih ada temen yang lebih mampu gitu, kak.	AS
Q	QL36	Oh begitu,, nggak papa kan bisa belajar dari situ. Nah terus, dengan belajar Bahasa Inggris, Laura merasa hidup Laura jadi berkembang ngga? Ada banyak perubahan ke arah positif kah?	UG
A	AL36	Hmm, ada. Soalnya aku pernah baca-baca di buku psikologi itu kalau kita sering menggunakan Bahasa Inggris itu, kita jadi lebih cepet berteman gitu lho kak. Jadi ya santai aja gitu kalau ketemu orang lain, ga canggung lagi, kak.	UG
Q	QL37	Oh ya, jadi makin knowledgeable begitu ya tentang pengalaman, pengetahuan, dan karakter-karakter orang. Selain itu, Laura kan udah seneng nih sama Bahasa Inggris, pernah bermimpi atau lagi ada keinginan untuk kuliah di luar negeri?	IS
A	AL37	Iya pengen sih kak.	IS
Q	QL38	Ada keinginan untuk ke luar negeri ya. Baik, jurusan Laura TKJ ya?	
A	AL38	Iya, kak. Teknik Komputer dan Jaringan.	
Q	QL39	Baik kita lanjutkan pertanyaannya ya. Jadi kesulitan Laura itu kalau ada soal yang susah ya? Nah itu guru dari kelas 1X sampai kelas XII Bu Maria (pseudonym) terus atau beda-beda?	
A	AL39	Beda-beda, kak.	
Q	QL40	Dari sisi pengajarnya, Laura pernah menemukan kesulitan ngga?	FT
A	AL40	Hmmm, mungkin cara ngajarnya kak yang beda. Yang awalnya seperti ini, diganti jadi seperti ini.	FT
Q	QL41	Kalau Laura paling suka yang modelnya seperti apa?	FT
A	AL41	Yang sebelum kasih tugas itu ngajarin dulu.	FT
Q	QL42	Nah Bu Yashinta sendiri, seperti itu tidak, Laura?	FT
A	AL42	Biasanya sih langsung kasih tugas gitu, tapi nanti setelah itu dibahas sama-	FT

		sama.	
Q	QL43	Baik jadi terkadang kasih tugas yang sebelumnya belum dibahas tapi nanti dibahas sama-sama ya. Guru yang sebelumnya seperti itu juga atau berbeda?	FT
A	AL43	Kalau yang sebelumnya itu ngajarin dulu baru dikasih soal. Sebelumnya ada Miss Yani *(pseudonym),* dan Miss Sari *(pseudonym).*	FT
Q	QL44	Yang paling Laura merasa puas ini diajarin sama yang mana?	FT
A	AL44	Kalau aku si, Miss Sari itu kelas XI. Karena beliau jelasin dulu, kemudian kasih soal, kalau ada yang ga ngerti nanti dijelasin sampai sejelas-jelasnya.	FT
Q	QL45	Baik. Yang lain ada ngga yang galak atau killer?	FT
A	AL45	Ngga ada kak, semuanya baik-baik.	FT
Q	QL46	Kalau Miss Yani ngajar kelas berapa, Laura?	FT
A	AL46	Kelas X, kak.	FT
Q	QL47	Oh ya. Jadi dari yang mudah kemudian agak susah ya.	FT
A	AL47	Iya kak. Karena mungkin juga Miss Yashinta tahu kita sudah kelas XII jadi udah paham gitu, tinggal ngulang-ngulang materi aja, sama dikasih soal-soal gitu.	FT
Q	QL48	Oke. Laura sekarang bisa kasih contoh salah satu jenis teks dalam Bahasa Inggris? Setelah itu disebutkan mengenai teks tersebut, misalnya prosedur, how to make something, atau narrative, Laura bisa kasih contoh cerita yang singkat aja.	
A	AL48	Kalau prosedur disebutin langkah-langkahnya juga kak?	
Q	QL49	Iya. Any kind of text yang Laura suka dan kuasai saja.	
A	AL49	Pakai Bahasa Inggris?	
Q	QL50	Iya.	
A	AL50	Hmm, prosedur aja ya kak. Misalnya ini aja, "How to Make Mi Instan"	AS
Q	QL51	Oke, Instant Noodle ya.	AS
A	AL51	Oh iya itu kak. Step one, pour the water into the pan, and then wait until it boils, the second step is, enter the noodle, wait until two or three minutes, and then 'angkat' the pan, and the last step is, serve the noodle.	AS-AM
Q	QL52	Alright. Is that all?	
A	AL52	Yes, hehe.	
Q	QL53	Don't be afraid ini bukan ujian ya,,jadi ga ada salah atau benernya hehe.	
A	AL53	Iya kak.	
Q	QL54	Kemudian, menurut Laura belajar Bahasa Inggris itu gimana sih? Misalnya, kalau itu menyenangkan,, menyenangkannya kenapa, jadi sama alasannya ya.	FS
A	AL54	Menurut saya, menyenangkan sih, menyenangkannya kita jadi tahu bahasa-bahasa Inggris gitu, lebih paham, dan nambah pengetahuan macem-macem juga.	FS
Q	QL55	Baik. Selain itu? Ada lagikah?	
A	AL55	Hmm, mungkin itu aja dulu kak, hehe.	
Q	QL56	Oke. Waktu kecil Laura seneng ngga dengerin lagu-lagu Bahasa Inggris?	
A	AL56	Kalau waktu kecil sih sebenernya ngga terlalu, tapi semakin kesini, semakin suka. Kalau kakak dulu gimana bisa suka Bahasa Inggris?	

Q	QL57	Oh ya. Kalau jujur suka karena waktu kecil sering dengerin lagu Bahasa Inggris dari kakak-kakak saya, terus saya jadi penasaran sama bahasanya, lagunya juga kebetulan bagus-bagus. Ya jadi seperti itu, Laura, berkelanjutan. Cari-cari di kamus tiap kata-katanya, dan itu menarik banget. Jadi suka deh sama Bahasa Inggris.Film juga lumayan suka. Oke, back to the topic, mengenai teks tadi Narrative yang paling suka ya, dan yang paling berpengaruh juga narrative, kemudian, yang paling disuka apa dari teks narrative?	
A	AL57	Kalau saya sih sukanya banyak ya kak, yang novel novel, cerita-cerita kolosal juga suka. Pokonya cerita yang khayalan yang dalam Bahasa Inggris, itu suka banget.	
Q	QL58	Baik, jadi teks yang bergenre imaginative sangat disukai oleh Laura ya. Kemudian selain suka sama teks tersebut, teks yang lain bagaimana? Misalnya report, hortatory atau yang lain?	
A	AL58	Ngga terlalu kak.	
Q	QL59	Oke. Laura bisa sebutkan generic structure dari teks narrative?	AS
A	AL59	Structurenya?	AS
Q	QL60	Iya.	
A	AL60	Pertama itu orientation, terus ada muncul suatu conflicts, yang mencapai climax, kemudian penyelesaian, terus re-orientation.	UM
Q	QL61	Baik. Bisa disebutkan tidak orientation itu tentang apa dan seterusnya?	UM
A	AL61	Kalau orientation itu pengenalan ceritanya, terus yang menuju conflicts dan permasalahan itu ya complication, kalau resolution itu puncaknya, terus penyelesaian dari permasalahan itu, terus re-orientation, itu penutupannya yang mana makna dari cerita tersebut dapat kita ambil.	UM
Q	QL62	Iya. Di penutupan kita bisa ambil pelajaran dari cerita tersebut ya. Sekarang kan Laura ambil jurusan TKJ, kalau bermimpi untuk kuliah di luar negeri, Laura mau banget atau biasa saja?	
A	AL62	Kalau pengen banget sih ga terlalu, tapi ya pengen aja.	
Q	QL63	Bisa dikasih contoh maunya kemana nih?	
A	AL63	Kalau angan-angan, maunya ke San Francisco, tentang jaringan-jaringan gitu.	
Q	QL64	Baik, ada lagi selain itu? Yang tentang study abroad?	
A	AL64	Mungkin baru itu aja, kak. Soalnya pengen dalemin ilmu tentang jaringan.	
Q	QL65	Kalau dalam negeri, Laura cita-cita lanjut kemana?	
A	AL65	Dalam negeri pengennya UI kak, jurusan computer.	
Q	QL66	Oke. Nah jurusan Laura kan TKJ, suka main game ngga yang ada Bahasa Inggrisnya?	
A	AL66	Kadang, Kak.	
Q	QL67	Biasanya kalau siswa siswi sekarang tu kan lagi rame banget ya game online. Laura sendiri lebih suka game, buat blog, atau yang lain?	
A	AL67	Kalau saya sukanya bikin jaringan kak kalau di rumah.	
Q	QL68	Bisa dikasih contoh?	
A	AL68	Misalnya kalau menghubungkan computer satu ke computer yang lain, terus ke beda daerah juga.	

Q	QL69	Pertanyaan terakhir Laura, ketika belajar teks di kelas Bahasa Inggris ada pengalaman terbaik dan terburuk ngga?	AS
A	AL69	Kalau teks itu kita sudah pelajari di kelas X dan XI dan itu menyenagkan. Kalo buruknya pas kelas XII itu sering lupa kak tentang structure nya, hehe.	AS
Q	QL70	Oke, kemudian kalau teks ini kan ada prakteknya yah, pernah diadakan praktek ga di kelas?	AS
A	AL70	Kalau seingetku belum ada kak. Jadi pengalaman terbaik kalau kami paham teksnya, terus materinya itu kami kuasai.	AS
Q	QL71	Baik. Sepertinya sudah terjawab semua ya. Laura, terima kasih untuk waktu dan kesediannya.	
A	AL71	Iya kak, sama-sama.	
Q	QL72	Nanti kalau ada kelanjutan sama hubungi lagi ya.	
A	AL72	Iya oke kak.	