

## AUTHENTIC TASKS FOR VOCATIONAL EFL LEARNERS IN SUBURB: ASSURE MODEL USING COMPUTER-ASSISTED AUDIOVISUAL

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### Abstract

In the global community, English learning activities are considered as being closely connected by modern technology and should be used in the classrooms. In fact, in the suburbs such as SMK Negeri 1 Haruai based on the observation shows that textbooks are still used as main source to provide various English learning materials, although they are sometimes not relevant to the learners' vocational program. This problems due to limited access to get various and appropriate authentic materials as well as budget and funding to the adoption of technology especially for Internet access. Regarding these issues, the analysis is conducted to explore English language learning towards technology and the way they should be in authentic tasks for vocational learners. Hence, ASSURE model is chosen as the alternative instructional design to overcome the problems. In this paper, two of the learning strategies are designed for twenty learners between fifteen to seventeen years of tenth grade of agribusiness of food crops and horticulture of SMK Negeri 1 Haruai. Internet access is not required but only using computer-assisted audiovisual and LCD facilitates authentic task-based language teaching as an alternative way to bring real language learning experience to the classroom. For further research, exploring the effectiveness of this instructional design is highly recommended.

**Keywords:** authentic tasks, vocational EFL learners, ASSURE model, computer-assisted audiovisual aids

### INTRODUCTION

Today, the most important aspect of language education is to teach learners how to acquire the language and how to maintain enthusiastic about the learning. It stimulates every English as foreign language (EFL) teacher in this 21<sup>st</sup> century in fostering the quality of the class by using real life materials. Al Azri and Al-Rashdi (2014) clarify that the purpose of language learning is to be able to use it in the real world, in real situations, and for that the language learner should be exposed to the language used in real life as language proficiencies. Those proficiencies are listening, speaking, reading and writing skills as well as the four components; grammar, vocabulary, spelling and pronunciation.

In fact, in suburb areas such as in SMK Negeri 1 Haruai, one of the suburb vocational schools of Tabalong regency, the English teaching is typically focussed on classroom-based language learning by using textbooks. It becomes the first issue because there are no other available learning sources used by teachers. It is confirmed by Gailea and Rasyid (2015) that textbooks are still considered to be the main source providing various learning materials. Faridi, Bahri, and Nurmasitah (2016) also say that those conditions prove the implementation of the teacher-centered learning which is still going in many subjects including English even though it has shifted the learning paradigm from teacher-centered to student-centered as demanded by the 2013 curriculum.

In addition, learning materials which are really suitable for the needs and tasks of the learners of syllabus are not always available from the textbooks especially for vocational school. This second issue, according to Harsono (2007) should not discourage the EFL teachers at vocational schools as far as they have the objectives of the teaching or are familiar with the needs of the learners. By having the objectives of the learning or being familiar with the needs of the learners, the teachers can adopt, adapt, or create their own material from real life materials. It is also affirmed by Ahmed (2017) and Tomlinson (2011) that the use of such materials are in order to 'involve the learners in communicating to achieve an outcome, rather than to practice the language'. Hence, all texts and tasks should be authentic to prepare for the realities of language use.

The problems does not end there. As the next challenge, Yugandhar (2014) adds that English teachers should integrate instructional technology besides using *learning materials*: created with a curriculum didactic aim and may include different kinds of documents and activities (textbooks), *real life materials*: used day-to-day life communication or authentic material, and *reference materials*: such as dictionaries, encyclopedias and manuals during learning that promote interaction with the teacher, other learners and the media. These opportunities facilitate conditions for a more socio-constructive,

cooperative and student-centered learning. In a global community, the availability of instructional technology becomes the fourth issue at suburbs schools. Their challenge are budget and funding to the adoption of technology especially for internet access. Therefore, Sundeen (2013) states that teachers can use technologies that are available at school that may or may not require Internet broadband connectivity such as camera, TV, digital projector, and laptop computer.

Regarding to the problems above, a design of instructional teaching and learning using technology is needed especially for vocational EFL learners in suburb areas. The planning of learning process using ASSURE model that integrates computer-assisted audiovisual materials. Those materials are taken from Internet as video files after being downloaded. They can be used as offline files/sources in the classroom which do not require Internet access again to facilitate authentic task-based language teaching as an alternative to bring real learning experience to the classroom.

## **METHOD**

The aim of this study is to design instructional teaching and learning using technology to facilitate authentic task-based language teaching for vocational EFL learners in suburb areas. Some procedures are applied to the implementation of this study. The background of the research is determined through observation in a tenth grade class consist of twenty learners who are between 15-17 year olds of SMK Negeri 1 Haruai. They are learners in the agribusiness of food crops and horticulture (ATPH) program. There are two vocational programs at this school; multimedia and ATPH. The tenth grade of ATPH is chosen because the learners still have a limited vocabulary (lower level) to make a conversation. They learn English only through learning activities in the classroom, but do not from their environment. Among twenty of the total learners only 5% have laptops.

From the observation using a checklist, the data obtained are that textbooks are still used as the main source to provide various English learning materials although sometimes not relevant to the learners' vocational program. This problems exists due to limited access to get various and appropriate authentic materials as well as budget and funding to the adoption of technology especially for Internet access. Hence, literature review and need analysis underlying the topic of being discussed and the problems are identified.

The procedure of the need analysis is: (1) *stating the purposes*: gather information about the approach to English language learning towards technology and the way they should be in authentic tasks for vocational learners; (2) *defining the target*: learners of tenth grade of ATPH; (3) *conducting the need analysis*: through different sources of information from observation, syllabus, course books, learning materials, media used by English teachers and document review of related literature; and (4) *designing the need analysis*: ASSURE model as alternative instructional design used to solve the problems. Furthermore, the data findings are analyzed using a descriptive qualitative method. Conclusion and recommendation are taken based on the discussion.

## **FINDINGS AND DISCUSSION**

### **Vocational English Materials in 2013 Curriculum**

English teaching in the vocational secondary schools (SMK) should use appropriate materials with the objectives of learning which are adapted to the needs of learners. It is mentioned in the implementation of the 2013 curriculum for vocational schools that the learning materials must be appropriate to (1) the learners' needs and environmental or workplace demands; (2) characteristics of students (level of physical, intellectual, emotional, social, and spiritual development); (3) create meaningful learning; (4) knowledge structure or taxonomy; (5) bring varied, factual and up to date sources; and (6) time allocation of learning (Rudiatmoko, 2016).

In SMK Negeri 1 Haruai, this school has already applied the 2013 Curriculum for one semester at tenth grade for all vocational programs ATPH and multimedia but for eleventh and twelfth grade they are still the using 2006 school-based curriculum (*Kurikulum KTSP 2006*). Ayuningtyas (2015) finds that 2013 curriculum improves the drawbacks of its predecessor. For instance, for English subjects, the 2006 school-based curriculum highlighted the importance of grammar and did not emphasize the expression and spontaneity in communicating the ideas. In 2013 curriculum, language competence is emphasized to

convey ideas and the learners are accustomed to express themselves with spontaneous communicative language.

However, this new national curriculum presents an English syllabus for vocational schools and senior high schools without any differences. It can be seen in the regulation of minister of education and culture of Republic of Indonesia (year 2016 number 24 attachment 47) about core competence and basic competence of general English for SMA/MA/SMK/MAK. Some statements from researches as well as from mass media and electronic have criticized that. Kusni, Syamwil, and Refnaldi (2014) and Syamaun, Alhamda, and Silviyanti (2016) express that English for special purposes (ESP) gets less attention by the education policy stakeholders in Indonesia so it raises a presumption that the English language is required by learners is the same at secondary level as general English. Even though in vocational school, the learners have a vocational program which is designed to provide vocational education and technical skills. Additionally, this skill competence is required to perform the tasks of a particular and specific job. Anjani (2013) expects that English subject at vocational school needs to be given space, keep it in four hours of learning without being reduced to two hours. English should be taught communicatively to support learners' vocational competencies.

### Technology Challenges at SMK Negeri 1 Haruai

SMKN 1 Haruai includes suburbs instead of rural or remote schools at Haruai district. Suburbs, rural districts, and remote communities have unique challenges relative to their adoption of technology in classrooms. The first challenge is budgets and funding to provide the instructional technology that should be adjusted to the school budgets and funding in a year. Related to this condition, referring to the instruction of the head of the regency education office that all of vocational schools at Tabalong have to take the 2017 national exam online (UNBK). It causes SMK Negeri 1 Haruai to borrow one server to SMKN 1 Tanjung for carrying out the online examination.

The next challenge is the lack of bandwidth or an unreliable Internet connection. This condition makes it difficult for teacher and learners having a virtual or online learning (e.g. download the necessary files for English materials or to complete assignments and upload them on time). Rao, Eady, and Edelen-Smith (2011) also add that a lack of technology skills also can be very frustrating to a learner who is asked to submit an assignment online but who doesn't know the basics of word processing, presentation, or other software.

Considering the instructional technology challenges, Sundeen (2013) recommends that EFL teachers at suburbs can choose from technologies that may or may not require good internet broadband connectivity. Those are (1) *document cameras or visual presentations*: providing learners with the ability to capture an image in real time; (2) *digital projectors (LCD or DLP projectors)*: creating visual images from a variety of electronic sources, including document cameras, computers, and video equipment. The benefit of these devices is that not only can they accept input from different sources, but that the images they produce can be substantially larger than most television screens. Digital projectors are not emerging technologies but are good examples of devices that are not dependent upon the Internet for functionality; (3) *laptop computers*: essentially a desktop computer that has been streamlined into a fully functional mobile computer. They are portability and context-specific applications; (4) *camcorder*: capturing live-motion video and audio for playback that can be used to enhance lessons by having learners record demonstrations, describe math problems, interview book characters, or develop role-plays. At the secondary level, learners frequently use video to practice job interviewing skills, conflict resolution, and problem solving strategies; and (5) *e-readers*: providing e-books and e-text books as electronic digital books in reading activities.

Not all of the instructional technologies, however, that have been discussed will directly bring positive effects on learners' activities at classroom. The first key is to find the ways to engage learners in learning. Therefore, the improvement of the learner's participation or engagement to use the technology becomes a benchmark for effective learning technology in the classroom.

### Authentic Tasks-Based Learning through Audiovisual Aids

Another aspect of teaching materials design considered essential to many leading language researchers today is that such material should promote authentic task-based learning. Lombardi (2007) contends that authentic learning typically focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies, and participation in virtual

communities of practice. In English learning, this learning activities relate to the use of authentic materials using role-playing activities to communicate and practice the target language.

Pedagogic tasks or task-based learning should provide the means to giving learners opportunities for production and opportunities to draw attention to aspects of form in the target language. Guariento and Morley (2001) convey that the issue of task authenticity related to this four aspects: (1) *authenticity through a genuine purpose*: one of the crucial aspects of task authenticity is whether the language has been used for a genuine purpose. The emphasis should primarily be that learners have the chance to interact naturally, to achieve a particular communicative goal, which will be far more likely to lead to increased fluency and natural acquisition than controlled exercises that encourage learners to get it right from the beginning; (2) *authenticity through real world targets*: a task might be said to be authentic if it has a clear relationship with real world needs that is to use English as means of communication; (3) *authenticity through classroom interaction*: the most authentic activities exploit the potential authenticity of the learning situation. The main authentic activities within a language classroom is communication about how best to communicate through working in pairs and groups, and discussing, evaluating and reporting on the usefulness and appropriateness of teacher feedback and different kinds of homework tasks; and (4) *authenticity through engagement*: authenticity of task might be said to depend on whether or not a student is participated communicatively in doing the tasks.

Those tasks should become an overall approach to language learning central to the learning process. The learning process is seen as a set of communicative tasks that are directly linked to curriculum goals. Hence, one of the most challenging tasks constantly facing language teachers is how to capture the interest and to stimulate the imagination of their learners so that they will be more motivated to use the target language. Oura (2001) also outlines five characteristics of a task-based approach to language learning, as follows: (1) emphasizing on learning to communicate through interaction in the target language; (2) using authentic materials or text into the learning situation; (3) provisioning the opportunities for learners to focus not only on language, but also on the learning process itself; (4) enhancing the learner's own personal experiences as important contributing elements to classroom language learning; and (5) attempting to link the classroom language learning with language activation outside the classroom.

Furthermore, one of the alternative useful aids or materials that can facilitate is using authentic material, promote learning by communicating and bringing real learning experience occurs both in-and-outside the classroom is through audiovisual aids. This aids contain both aural and visual elements to present plenty of information. There has been increasing interest in the use of audiovisual learning equipment and materials in education. Bahrani and Sim (2012) and Mathew and Alidmat (2013) prove that audiovisual aids are useful in understanding difficult concepts given in the course books, can increase retention, supports teachers' best strategy to prepare learner-centered teaching principles. Utilizing these technological aids with innovative teaching practices can make the English teaching and learning process more effective and interesting, and can be re-used.

EFL teachers are always free to choose audiovisual aids in the classroom. Nevertheless, Sabarish (2014) stipulates that there are also certain principles of audiovisual teaching methodology, such as: (1) *principle of selection*: appropriate with age level and personalities of learners, have educational values, and help to realize the learning objectives; (2) *principle of proper presentation*: this aids should be well acquainted by teachers and displayed properly in order learners can see it, observe it, and derive maximum benefit from it; (3) *principle of response*: guide the learners to respond actively and communicatively to the audiovisual stimulus so it leads authentic tasks for learners; and (4) *principle of evaluation*: there should feedback to the use of the audiovisual aids and revise them.

Those principles are in line with ASSURE model instructional design in implementing technology, strategy and media in classroom through computer-assisted audiovisual teaching for creating authentic task-based learning. Computer-assisted audiovisual teaching presents synchronized audio and visual instructional materials through computer and LCD. Here, teacher play a key role in the success or failure of any audiovisual used and the activities which the learners carry out related to stimulus of the aids in the language classroom.

### **ASSURE Model Instructional Design**

There is some truth in every learning strategy or instructional model that has something valuable to offer to the realm of pedagogy. Every strategy or learning model has had its ups and downs, proponents and opponents. There has been a time when they reached their peak having their golden days and then

there was the downward movement. An alternative instructional design or model is the ASSURE model that was developed by Heinich, Molenda, Russell, and Smaldino in 1999. The reason to use this model is according to Ibrahim (2015) and Sezer and Yilmaz (2013) that it is a systematic process employed as the solution of problems regarding enabling the use of technology effectively to create a lesson that effectively integrates the use of technology and media (audiovisual) to improve learners' interactive and authentic learning.

This model consists of a six-step instructional system design (ISD), as follows: (1) *Analyze learners*: It means identifying and analyzing learners' characteristics with respect to the learning outcomes; (2) *State standards and objectives*: the teachers should state audience, behavior, condition, and degree as indicator of learning outcomes expected from each learner to demonstrate after the completion of the instruction; (3) *Select strategies, technology, media, and materials*: the teacher will move on to decide what technology, media and materials will be used for the lesson; (4) *Utilize technology, media, and materials*: this step involve the role of teacher's planning on previewing the materials, preparing the materials, preparing the environment, preparing the learners, and providing the learning experience; and (5) *Evaluate and revise*: teachers evaluate the impact of the lesson on learners' learning.

Furthermore, these two different ASSURE model instructions are designed to the 10<sup>th</sup> grade of agribusiness of food crops and horticulture vocational program at SMKN 1 Haruai. They serve as model for authentic tasks for vocational EFL learners in suburb areas.

### **Instructional design 1**

School	: SMK Negeri 1 Haruai
Subject	: English
Class/Semester	: X Agribusiness of Food Crops and Horticulture/1
Level	: Novice
Topic	: Descriptive Text: Ecotourism Objects
Skills	: Listening and Reading
Learners' Age	: 15-17 Years
Number of Learners	: 20
Time Allocation	: 90 Minutes
<p><b>Analyse Learners</b> (Who are your learners?) This tenth grade class consist of twenty learners who are between 15-17 year olds. Socioeconomically they are the middle class with who's parents being farmers who collect rubber and plant paddy in rice fields. The learners are still have a limited vocabulary (lower level) to make a conversation. They learn English only through learning activities in the classroom but not from the environment. This school only has one multimedia room equipped by ten computers. One main computer connected a to LCD projector. Among twenty of the total learners only 5% have laptops.</p>	
<p><b>State Standard and Objectives</b> (Do you and your learners understand the intended learning outcomes for the lesson?) <b>Basic Competence</b> 3.4 Identify the social function, text structure, and language feature (grammar) of spoken and written descriptive text related to tourism objects and famous buildings appropriately 4.4 Descriptive text 4.4.1 Getting meaning contextually related to the social function, text structure, and language feature (grammar) of spoken and written descriptive text related to tourism objects and famous buildings appropriately</p> <p><b>Learning Objectives</b> Learners are able to:</p> <ul style="list-style-type: none"> <li>• Identify the social function, text structure, and language feature (grammar) of spoken descriptive text related to ecotourism objects appropriately.</li> <li>• Giving a response to the meaning of spoken descriptive text related to tourism objects correctly.</li> </ul>	

**Select Strategies, Media (Technology) and Materials**

(How will you teach this? What will you really use?)

**Strategy**

- The lesson will start with general questions led by the teacher related to ecotourism objects to activate schemata and vocabulary using slideshows. Then, teacher shows the basic competences and learning objectives.
- Teacher will show ecotourism objects, Tanjung Puting National Park and learners participation will be ensure by aid of anchored learning strategy.
- Teacher guides learners to make a summary and response to the video.

**Media (Technology)**

- A laptop/computer
- LCD and power point used to present learning materials

**Material**

- Book references:
  1. Kementerian Pendidikan dan Kebudayaan. (2014). *Buku guru bahasa inggris SMA/SMK kelas X* [English teacher book for SMA/SMK grade X]. Jakarta: Kementerian Pendidikan dan Kebudayaan.
  2. Kementerian Pendidikan dan Kebudayaan. (2014). *Buku siswa bahasa inggris SMA/SMK kelas X* [English student book for SMA/SMK grade X]. Jakarta: Kementerian Pendidikan dan Kebudayaan.

- Pictures of ecotourism objects
  1. Floating market of Banjarmasin [Image]. Retrieved from <https://goo.gl/images/WDHG...>
  2. Natural forest of Pulau Kambang Banjarmasin [Image]. Retrieved from <https://goo.gl/images/uRvuay>
  3. Bromo-Tengger-Semeru national park [Image]. Retrieved from <https://goo.gl/images/wG7EXf>
  4. Pulau Derawan beach of East Kalimantan [Image]. Retrieved from <https://goo.gl/images/Rs25sf>
- Authentic audiovisual materials of descriptive text and ecotourism objects
  1. Descriptive text [Video file]. Retrieved from <https://youtube.be/Yn4OEtCFnUw>
  2. Tanjung Puting National Park at Central Borneo [Video file]. Retrieved from <https://www.youtube.com/watch?v=jYq27wOnzY>

**Utilize Media (Technology) and Materials and Require Learners Participation**

(What will your learners do?)

- Learners answer these questions to activate schemata and vocabulary
  - a) Do you like travelling? Why?
  - b) Where have you ever traveled?
  - c) What places are usually used as ecotourism destinations?
  - d) Let's play an odd man out game that to presented at screen. Play this game in groups of four. Find the word that does not belong to the same category as the other words in the same group. That word is the odd word (the odd man). Cross out or circle the word and explain your reason. Look at the example. Compete with other groups to finish this game.

outdoor                      camping                      ~~air conditioner~~                      sleeping bag

wave trees sandy breeze	savannah botanical garden wood jungle	canopy leafy green blue
coral clear	Ship boat	valley amusement park

sofa fish	raft canoe	hot spring crater
garden zoo flower bee	terrible amazing awesome marvelous	impressive interesting boring unforgettable

- e) In pairs, guess these picture (on screen), what are they doing?  
f) What is the topic of our learning today?
- Learners observe basic competence and objectives of the learning and review's video about descriptive text.
  - Learners observe the video about Tanjung Puting National Park at Central Borneo in their groups of four.
  - Learners do group discussion to answer the following questions orally!
    - a) Based on the text, can you guess what ecotourism is?
    - b) What does Tanjung Puting National Park offer to tourists?
    - c) How is the park different from the parks in the cities?
    - d) How can people reach the Camp Leaky?
    - e) How interested are you in visiting Tanjung Puting National Park? What makes you interested (or not interested) in the park?
  - Learners rearrange the place of the main ideas in the right column to match it with the purpose of each paragraph according to the video. Representative of each group types their answers using the teacher's laptop that is connected to the screen.

Parts of the Text	Purpose	Main Idea
Paragraph 1	Opening statement to introduce the subject	a. Orangutan are the main reason why people come to Tanjung Puting National Park.
Paragraph 2	Supporting paragraph to describe the subject	b. Camp Leaky is where we can see orangutans.
Paragraph 3	Supporting paragraph to describe the subject	c. People from foreign countries come because of its exotic nature
Paragraph 4	Supporting paragraph to describe the subject	d. Tanjung Puting National Park is an internationally famous ecotourism destination because of its amazing nature.
Paragraph 5	Supporting paragraph to describe the subject	e. To go to Camp Leaky we should take <i>perahu klotok</i> down the Sekonyer river
Paragraph 6	Concluding the paragraph that indicates the end of the text	f. Travelling by <i>perahu klotok</i> gives an interesting experience.

### Evaluate and Revise

(How will you know if it worked?)

- Learners make summarize:
  - a) What is the social function of descriptive text?
  - b) What is the text structure of descriptive text?
  - c) What tense is used in descriptive text?
- Do you like the topic today? Why?
- Which part is still difficult to do?

### Instructional Design 2

School	: SMK Negeri 1 Haruai
Subject	: English
Class/Semester	: X Agribusiness of Food Crops and Horticulture/1
Level	: Novice
Topic	: Announcement Texts
Skills	: Listening and Speaking
Learners' Age	: 15-17 Years
Number of Learners	: 20
Time Allocation	: 90 Minutes

#### Analyze Learners

(Who are your learners?)

This tenth grade class consist of twenty learners who are between 15-17 year olds. Socioeconomically they are the middle class with their parents who's farmers who collect rubber and plant paddy in rice fields. The learners are still have a limited vocabulary (lower level) to make a conversation. They learn English only through learning activities in the classroom but not from the environment. This school only has one multimedia room equipped by ten computers. One main computer connected to LCD projector. Among twenty of the total learners only 5% have laptops.

#### State Standard and Objectives

(Do you and your learners understand the intended learning outcomes for the lesson?)

##### Basic Competence

- 3.5 Identify the social function, text structure, and language feature (grammar) of spoken and written announcement related to school activities appropriately
- 4.5 Announcement
  - 4.5.1 Getting meaning contextually related to the social function, text structure, and language feature (grammar) of spoken and written announcement related to school activities appropriately
  - 4.5.2 Make spoken announcement related to school activities which should consider the social function, text structure, and language feature (grammar) appropriately

#### Learning Objectives

Learners are able to:

- Identify the social function, text structure, and language feature (grammar) of spoken announcements related to school activities appropriately.
- Give a response to the meaning of spoken announcements correctly.
- Make spoken announcements related to school activities which should consider the social function, text structure, and language feature (grammar) appropriately.

#### Select Strategies, Media (Technology) and Materials

(How will you teach this? What will you really use?)

##### Strategy

- 1) Activate learners' schemata and vocabulary
- 2) Learners involve not doing the tasks according to the audiovisual materials
- 3) Teacher guides learners to make a summary and response to the video.

##### Media (Technology)

- A laptop/computer



- LCD and power point used to present learning materials
- Tape-recorder or hand phone to record learners in making spoken announcements

#### **Material**

- Books' references:
  1. Kementerian Pendidikan dan Kebudayaan. (2014). *Buku guru bahasa inggris SMA/SMK kelas X* [English teacher book for SMA/SMK grade X]. Jakarta: Kementerian Pendidikan dan Kebudayaan.
  2. Kementerian Pendidikan dan Kebudayaan. (2014). *Buku siswa bahasa inggris SMA/SMK kelas X* [English student book for SMA/SMK grade X]. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Authentic audiovisual materials of announcements
  1. Announcement of flight safety [Video file]. Retrieved from <https://m.youtube.com>watch.the-cutest-in-flight-safety-film>
  2. Announcement texts [Video file]. Retrieved from <https://youtu.be/bhGyfsXY8c>
  3. Announcement A. Let's go green [Video file]. Retrieved from <https://youtu.be/kTb7rN9lDnM>
  4. Announcement B. Visit our organic farm [Video file]. Retrieved from <https://youtu.be/fo&W1SIUJ3o>

#### **Utilize Media (Technology) and Materials and Require Learners Participation**

(What will your learners do?)

- Learners observe/watch a video about announcement in a plane
- Teacher and learners make questions and answers about the video.
  - a) Who is the information for?
  - b) What kind of information is given?
  - c) Mention some of the safety regulations is delivered!
- Learners observe basic competences and objectives of the learning as well as a review video related to announcement text.
- Learners work in groups of 4. They are given questions to understand two announcements (Announcement A and B).
  - a) Who is the announcement for?
  - b) What is the announcement about?
- Then, every group should find the differences of the two announcements based on this table.

Parts of the announcement	Purposes	Details
Opening	To inform	
Contents	To inform	
Closing	To inform	

- Learners make spoken announcements in pairs and recorded by tape-recorder or hand phone. All of the learners' recorded announcements will be played in front of class.

#### **Evaluate and Revise**

(How will you know if it worked?)

- Learners make summerize:
  - a) What is the social function of the announcement text?
  - b) What is the text structure of the announcement text?
  - c) What tense is used in the announcement text?
- Do you like the topic today? Why?
- Which part is still difficult to do?

Based on the two of instructional designs, ASSURE model is most likely suitable to any school or district lesson plan pattern. It is caused by this instructional system design using principles and approaches that should be adapted to the target of the learning. Therefore, according to Sertin (2016) that ASSURE model design shows some advantages such as: (1) recommends teacher to use authentic materials and technology other than simple learning using textbooks; (2) focuses on step by step learning instruction to see the pros and cons of the lesson; (3) provides lesson planning to promote English teachers' creativity in selecting and using authentic tasks for learners; and (4) guides learners to actively participate in using instructional media especially audiovisual material both in and outside classroom.

This model of learning, however, also needs some considerations, as follows: (1) some technologies like tablets and computers may be available in limited quantities and also need a good internet network to organize the ASSURE model effectively; (2) technology may be doing the teaching instead of the teacher; and (3) evaluation is the last step in this model, although it is good to know if the strategy, materials and media worked or did not.

## CONCLUSION AND SUGGESTIONS

The authentic learning process is a set of communicative tasks that are directly linked to curriculum goals with the characteristics such as learning by communicating, using authentic materials, improving personal language experiences, and attempting to link the classroom language learning with language activation outside the classroom. Here are vocational schools that need English for specific purposes not only general English in order to be appropriate to the learner's vocational program and competencies.

Technology can bring the real world materials in the classroom in promoting authentic task-based learning in suburbs. However, vocational schools can choose from technologies that may or may not require good internet broadband connectivity such as using audiovisual aids, LCD projector, laptop computer, and mobile phone as instructional tools in teaching and learning English. ASSURE model is definitely suitable to any school or district lesson plan pattern. Due to it uses some principles and approaches in making the English teaching and learning process more effective to achieve the target learning.

Finally, vocational English teachers play a key role in the success or failure of any instructional strategy using audiovisual materials in promoting authentic task-based learning related to learning objectives in their language classroom. For further research, exploring the effectiveness of this instructional design is highly recommended in theoretical and practical significance for the relevant studies.

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