

DEVELOPING SUPPLEMENTARY WRITING MATERIALS FOR GRADE XI STUDENTS OF COMPUTER AND NETWORK ENGINEERING DEPARTMENT AT SMK MUHAMMADIYAH 2 YOGYAKARTA

PENGEMBANGAN MATERI TAMBAHAN BAGI PEMBELAJARAN MENULIS UNTUK SISWA KELAS XI JURUSAN TEKNIK KOMPUTER DAN JARINGAN SMK MUHAMMADIYAH 2 YOGYAKARTA

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Abstract

The aims of this research were: (1) to find out the target needs of Grade XI students of Computer and Network Engineering Department, (2) to find out the learning needs of Grade XI students of Computer and Network Engineering Department, and (3) to develop an appropriate supplementary writing material for Grade XI students of Computer and Network Engineering Department of SMK Muhammadiyah 2 Yogyakarta. The research was a Research and Development (R&D) study. The subjects of the research were the grade XI students of Computer and Network Engineering of SMK Muhammadiyah 2 Yogyakarta. This research adapted the research procedure model proposed by Jolly and Bolitho in Tomlinson (1998) with some modifications, which consisted of: (1) conducting needs analysis, (2) designing the course grid, (3) developing the first draft of the materials, (4) evaluating the materials through expert judgment, and (5) writing the final draft of the materials. The data were collected using two types of questionnaire, they were needs analysis and expert judgment questionnaires. The data collected from both questionnaires were analyzed through descriptive statistics. The results showed that the students needed supplementary writing materials which were related to computer and network engineering department. Three units of supplementary writing workbook based on Curriculum 2013 using genre-based approach were developed in this research. According to the expert judgment results, the mean score of the three units of the developed materials was 3.13 which was in the range of $2.75 \leq x \leq 3.24$, and categorized as "Good". It means that the supplementary writing workbook was considered appropriate to be implemented for Grade XI students of Computer and Network Engineering Department.

Keywords: *Supplementary Writing Materials, Genre-Based Approach, Vocational High School, Computer and Network Engineering*

Abstrak

Tujuan dari penelitian ini adalah untuk: (1) mengetahui kebutuhan sasaran siswa kelas XI jurusan Teknik Komputer dan Jaringan, (2) mengetahui kebutuhan belajar siswa kelas XI jurusan Teknik Komputer dan Jaringan, dan (3) mengembangkan materi tambahan pembelajaran menulis yang sesuai untuk siswa kelas XI jurusan Teknik Komputer dan Jaringan di SMK Muhammadiyah 2 Yogyakarta. Penelitian ini merupakan penelitian research and development (R&D). Subyek dari penelitian ini adalah siswa kelas XI jurusan Teknik Komputer dan Jaringan SMK Muhammadiyah 2 Yogyakarta. Penelitian ini mengadaptasi model tahapan penelitian yang diusulkan oleh Jolly dan Bolitho dalam Tomlinson (1998) dengan melalui beberapa modifikasi, yang terdiri atas: (1) melakukan analisis kebutuhan, (2) merancang course grid, (3) mengembangkan materi pembelajaran, (4) melakukan penilaian ahli, dan (5) melakukan perbaikan materi pembelajaran. Data dalam penelitian ini didapatkan melalui pendistribusian kuisioner pada tahap analisis kebutuhan dan penilaian ahli. Data tersebut kemudian dianalisis secara kuantitatif menggunakan prosentase dan statistik deskriptif. Hasil dari analisis dan penelitian ini menunjukkan bahwa siswa membutuhkan materi tambahan bagi pembelajaran menulis yang sesuai dengan jurusan teknik komputer dan jaringan. Produk yang dihasilkan dari penelitian ini berupa sebuah buku kerja menulis yang terdiri dari tiga unit dan dikembangkan berdasarkan Kurikulum 2013 dan Pendekatan Berbasis Genre. Menurut hasil dari penilaian ahli, nilai rata-rata kelayakan ketiga unit yang sudah dikembangkan adalah 3.13 dan masuk kategori "Good". Dengan begitu, materi pembelajaran tambahan yang telah dikembangkan dianggap sudah layak untuk diimplementasikan untuk siswa kelas XI jurusan Teknik Komputer dan Jaringan.

Kata kunci: *Materi Pembelajaran Menulis Tambahan, Pendekatan Berbasis Genre, Sekolah Menengah Kejuruan, Teknik Komputer dan Jaringan*

INTRODUCTION

English has an important role because of its function as a universal language. It connects us to the world and also enables us to explore and gain a lot of information. Therefore, learning English is really important and needed. Without learning English people will find difficulties to be connected and involved in things in which English is mostly used.

In vocational high schools, the students are taught about technical skills required to perform the tasks of a particular field. Vocational education itself has an aim that is to prepare students for careers which are based on manual or practical activities, occupation or vocation, so that they are expected to be able to work as soon as they graduate. Therefore, mastering English will be very beneficial for them in order to get a better or higher-level job.

In order to comprehend English well, students need to learn it through four language skills of English that are reading, writing, listening, and speaking. It has been long believed that good communication can only be established with a fluent spoken language. Most of the students consider that having a good ability of speaking is the sign that one has mastered English well. So that, they focus only on improving their speaking ability. They do not think that communication can also be created through written language. Thus, this study focused on writing as one of the basic of good communication.

In order to make students appreciate and be more interested in writing, a sufficient and appropriate material should be provided. As we

know, the current materials provided by the government for vocational high school students are too general. Whereas, students need a specific material that is suitable with their field of study.

Concerning the problems stated earlier, a research and development study was conducted with the formulation of the problems in the form of research questions as follow; (1) What are the target needs of Grade XI students of Computer and Network Engineering Department of SMK Muhammadiyah 2 Yogyakarta?, (2) What are the learning needs of Grade XI students of Computer and Network Engineering Department of SMK Muhammadiyah 2 Yogyakarta?, and (3) What are the characteristics of appropriate materials for Grade XI students of Computer and Network Engineering Department of SMK Muhammadiyah 2 Yogyakarta?

RESEARCH METHOD

This is a Research and Development (R & D) study. This study aims to develop supplementary writing materials for the grade XI students of computer and network engineering department of SMK Muhammadiyah 2 Yogyakarta. The subjects of this study were the grade XI students of computer and network engineering department of SMK Muhammadiyah 2 Yogyakarta in the academic year of 2017/2018.

The research uses the steps of research procedure as proposed by Jolly and Bolitho in Tomlinson (2011) with several modifications. The steps were conducting needs analysis, designing course grid design, developing the first draft of the materials, conducting an expert judgment, and developing the final draft of the

materials. The data were collected using two kinds of questionnaires. The first questionnaires were filled by the students to find out the target needs and learning needs, and the second questionnaire was filled by an expert in order to evaluate the first draft of the materials. The data obtained from the needs analysis were analysed quantitatively using frequency and percentage while the data from the expert judgment were analyzed through the descriptive statistics.

RESEARCH FINDINGS AND DISCUSSION

The needs analysis was conducted on April 9th 2018 through the distribution of questionnaire as the instrument of the research to 21 grade XI students of computer and network engineering department of SMK Muhammadiyah 2 Yogyakarta. The questionnaires consisted of 22 multiple choice questions. The questionnaires aimed to find out the students' target needs and learning needs (Hutchinson and Waters, 1984:54).

Based on the results of the needs analysis, most of the students agreed that their major goal in learning English was to prepare themselves for their future job. Moreover, the students' purpose on learning writing was to make them capable of writing in English with good grammar and structure. However, they found difficulties in producing written texts because of infrequent practice and the lack of appropriate supplementary writing materials. In addition, the students were more interested in learning writing if the inputs were in the form of written texts and pictures. They also preferred the topic that was related to their fields of study. In terms

of activities, they preferred to be given many examples and to finish the activities in pairs or small groups rather than do them individually. After finishing the activities, they expected the teacher to check their work and give direct feedback for them.

The course grid was designed based on the results of the needs analysis and became the basic outline to develop the supplementary materials. It was designed based on the core and basic competences of Curriculum 2013 using the Genre-Based Approach. The course grid consisted of three units which covered the learning indicators, language focus, lists of input, and the description of the activities.

The next step was developing the supplementary writing materials. The developed materials were in the form of a writing workbook entitled "Let's Write: A Supplementary Writing Workbook for Computer and Network Engineering Department". It consisted of three units. Each unit represented the core and basic competences which was required to be learned by the grade XI students of vocational high school. The title of Unit 1 was "What is This?", Unit 2 was "How Do You Do This?", and Unit 3 was "If I ..., I Would".

There were five main parts and/or sections were developed in each unit. The five sections represented the four stages of learning in Genre-Based Approach and a reflection section. The first section was Let's Get Started which represented Building Knowledge of the Field (BKOF) stage. In this stage, pictures and several questions were given to activate the students' mind and guide them to have a depiction of the

topic being discussed in the unit. The second section was Let's Move Further which represented the second stage of learning in GBA, Modeling of Text (MOT). This is the stage where the students were able to develop understanding of the social function, purpose, overall organization, and development of the text, including generic structure and lexicogrammatical features. Find Your Partner was the section in which the students were given the opportunity to develop written texts in peer groups. It represented the third stage of learning in GBA, which was Joint Construction of Text (JCOT). The Independent Construction of Text (ICOT) as the fourth stage of learning was represented by Try To Do It. This stage enabled the students to produce their own writing individually. The last part of the unit was Let's Have a Reflection, where the students were given the opportunity to recall what they had learned and to measure their capability after doing all the activities in each unit.

As the first draft of materials were finished, the next step was the evaluation of the materials. The developed materials were evaluated and validated by an expert. A set of questionnaire was distributed to the expert. The questionnaire items were adapted and designed in accordance with the guidelines from *BSNP*. It evaluated the appropriateness of the content, language, presentation and layout. The results of the expert judgment showed that the total mean value of the appropriateness of all units was 3.13 which was in the range of $2.75 \leq x \leq 3.25$. It belonged to the category of "Good" and it meant that all of the units of the developed materials

was appropriate for the grade XI students of Computer and Network Engineering Department in the second semester. Therefore some parts of each unit still needed to be revised. As the needed revisions had been made, the materials were considered as the final draft.

CONCLUSION AND SUGGESTION

From the findings, it can be concluded that the needs of Grade XI students of Computer and Network Engineering Department for the English writing skill cover eleven areas: students' personal identity, goals, necessities, lacks, wants, inputs, procedures, setting, teachers' roles, learners' roles, and evaluation. Based on the results of the needs analysis, the researcher decided to develop a supplementary writing materials in the form of a writing workbook that was suitable for the students' field of study, which was computer and network engineering. Before developing the materials, the course grid of each unit was designed. The course grid covered the learning indicators, language focus, lists of input, and the description of the activities. It functioned as the basic outline to develop the supplementary materials. To evaluate and validate the appropriateness of the developed materials, an expert judgment was conducted. The results of the expert judgment showed that all of the units of the developed materials was appropriate for the grade XI students of Computer and Network Engineering Department in the second semester. Although it was judged as "Good" and appropriate by the expert, some revisions were still needed to be done. The

revised materials were then considered as the final draft.

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