

## **DEVELOPING SUPPLEMENTARY WRITING MATERIALS FOR GRADE XI STUDENTS OF MARKETING STUDY PROGRAM AT SMK N 1 BANTUL**

### ***PENGEMBANGAN BAHAN AJAR TAMBAHAN MENULIS BAGI SISWA KELAS XI PROGRAM STUDI PEMASARAN DI SMK N 1 BANTUL***

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#### **Abstract**

The objectives of this study were to find out the target needs and learning needs of grade XI students of Marketing Study Program at SMK N 1 Bantul and to develop appropriate writing materials for grade XI students of Marketing Study Program at SMK N 1 Bantul. This study was a Research and Development (R&D) study. The subjects of this research were grade XI students of Marketing Study Program of SMK N 1 Bantul consisting of 50 respondents. This study used research procedures proposed by Borg and Gall (1983: 775) with some adjustments. The procedures of this study were 1) research and information collecting, 2) planning, 3) developing preliminary form of product, 4) preliminary field testing, and 5) main product revision. The data needed in this study were taken from two types of questionnaires. The first was needs analysis questionnaire which was used to collect data about the students' target needs and learning needs. The second was expert judgment questionnaire which was used to obtain data about the appropriateness of the developed materials. The data from those questionnaires were analyzed through descriptive statistics. The products of this study were three units of writing materials. Each unit consisted of five sections: Let's Get Started, Let's Try, Let's Find Out, It's Show Time, and Reflection and 14 to 15 tasks. Based on the results of expert judgment, the developed materials were considered to be appropriate with the mean score of all units was 3.91 which was very good.

Keywords: *writing, marketing, supplementary materials*

#### **Abstrak**

*Tujuan dari penelitian ini adalah untuk mengetahui kebutuhan tujuan dan kebutuhan pembelajaran siswa kelas XI Program Studi Pemasaran di SMK N 1 Bantul dan untuk mengembangkan bahan ajar tambahan menulis yang sesuai dengan siswa kelas XI Program Studi Pemasaran di SMK N 1 Bantul. Penelitian ini merupakan jenis penelitian dan pengembangan. Subyek penelitian adalah siswa kelas XI Program Studi Pemasaran di SMK N 1 Bantul yang terdiri dari 50 responden. Penelitian ini menggunakan langkah-langkah penelitian yang dikemukakan oleh Borg and Gall (1983: 775) dengan beberapa penyesuaian. Langkah-langkah penelitian ini terdiri dari 1) pengkajian dan pengumpulan informasi, 2) perencanaan, 3) pengembangan bentuk awal produk, 4) uji coba lapangan, dan 5) revisi produk utama. Data yang diperlukan diperoleh dari dua macam angket. Yang pertama yaitu angket analisis kebutuhan yang digunakan untuk mengambil data tentang kebutuhan tujuan dan kebutuhan pembelajaran siswa. Yang kedua yaitu angket penilaian ahli yang digunakan untuk mengetahui kelayakan dari materi yang dikembangkan. Data dari kedua angket dianalisis melalui*

*statistik deskriptif. Produk dari penelitian ini berupa tiga unit materi menulis. Setiap unit terdiri dari lima bagian: Let's Get Started, Let's Try, Let's Find Out, It's Show Time, dan Reflection dan terdiri dari 14 sampai 15 tugas. Berdasarkan hasil penilaian ahli, materi yang dikembangkan dianggap sesuai, dengan nilai rata-rata dari semua unit yaitu 3.91 yang mana merupakan kategori sangat baik.*

*Kata kunci: menulis, pemasaran, bahan ajar tambahan*

## **INTRODUCTION**

English is a compulsory subject that is taught in schools, for example in vocational schools. Vocational schools are different from other regular schools in which there are various field studies that have different technical terms. Moreover, vocational schools focus on preparing students to be able to deal with the working world after graduating from the school. Hence, the students are expected to be professional workers in a certain field. In fact, in this globalization era, many companies or some certain jobs require the applicants to be able to use English in both spoken and written forms. In this case, English materials that they learn at school have great impact on enriching their knowledge about their field study that can be applied in their future job or career.

However, the textbook used in the teaching and learning process is general English which may not meet

students' needs. Furthermore, students have problems regarding the use of English in the written form. The problems are in terms of vocabulary mastery and grammar. In conclusion, it is needed to develop supplementary writing materials which are based on their field study and can assist students to increase their writing skill.

## **RESEARCH METHODS**

### **Type of research**

This study was categorized as Research and Development (R & D). Borg and Gall (1983: 772) state that Research and Development is a process to develop educational products which need to be validated.

### **Research Setting**

The research was conducted at SMK N 1 Bantul on May 2017 that is located in Jl. Parangtritis Km 11 Sabdodadi, Bantul, Yogyakarta.

### **Research Subjects**

Class XI PM 1 and XI PM 2 were the samples of the research. The participants of this study were fifty students.

### **Research Procedures**

The research procedures used in this study were proposed by Borg and Gall (1983: 775) with some adaptation due to the limitation of this study. The research procedures include research and information collecting, planning, developing preliminary form of product, preliminary field testing, and main product revision.

### **Data Collection Techniques and Research Instruments**

The data collection techniques used in this study were survey and interview. Distributing questionnaire to students and conducting an interview with the English teacher were done in the needs analysis process. Meanwhile, distributing questionnaire was also done in the expert judgment process.

### **Data Analysis Techniques**

The quantitative data were obtained from the needs analysis questionnaire and expert judgment questionnaire. The data from needs analysis were analyzed into percentage. The data from expert judgment were analyzed by calculating the mean score.

## **RESEARCH FINDINGS AND DISCUSSIONS**

The products of this study are supplementary writing materials for marketing vocational students which consist of three units. Each unit has the same unit development which is divided into five sections: “Let’s Get Started”, “Let’s Try”, “Let’s Find Out”, “It’s Show Time”, and “Reflection”. Unit 1 is about letter of enquiry, placing order, and a sales letter, which is entitled as “What Goods Will You Order?”. Unit 2 is about a complaint letter, and the title is “Are You Satisfied With The Goods?”. The last unit is about an appointment letter, and the title is “When Could I Meet You?”. The number of activities for each unit are 14 – 15 tasks.

After the first draft of materials was developed, the materials were then evaluated as stated in Borg and Gall (1983: 775) by distributing questionnaire to the expert. The aspects to be evaluated were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the layout as proposed by BSNP (2014). The result of the questionnaire can be seen in the following table.

Table 1: Results of All Units in the Developed Materials

<b>No.</b>	<b>Components</b>	<b>Mean</b>	<b>Description</b>
1	Unit 1	3.95	Very Good
2	Unit 2	3.90	Very Good
3	Unit 3	3.90	Very Good
<b>Mean (x)</b>		3.91	Very Good

Based on the table above, it can be concluded that the developed materials are appropriate. It can be seen from the results of each unit. For Unit 1, the mean of the content appropriateness is 4, the language appropriateness is 4, the presentation appropriateness is 4, and the layout appropriateness is 3.8. Therefore, the

mean of Unit 1 is 3.95 which is categorized as “Very Good”. For Unit 2, the mean of the content appropriateness is 4, the language appropriateness is 4, the presentation appropriateness is 3.8, and the layout appropriateness is 3.8. Hence, the mean of Unit 2 is 3.9 which is categorized as “Very Good”. For Unit 3, the mean of the content appropriateness is 4, the language appropriateness is 4, the presentation appropriateness is 3.8, the layout appropriateness is 3.8. Therefore, the mean of unit 3 is 3.9 which is categorized as “Very Good”. Overall, the mean score of the three units is 3.91 which is considered as “Very Good”.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

Based on the needs analysis results, the students have two goals, those are current and future goal. For the current goal, the students want to be able to master grammar patterns and to increase vocabulary mastery. Meanwhile, for the future goal, the students want to be able to

communicate in both spoken and written forms in the marketing working situation. Related to the materials, students want authentic input texts which are in the range of 150 – 349 words. Moreover, the students want various activities, for example, 1) discussing activity, 2) true / false questions, 3) answering questions based on the text, 4) completing a text, 5) arranging sentences, 6) translating words, 7) matching words with their meaning, and 8) completing a text using correct grammar patterns. They also want to do group activities, pair activities, and individual activities.

The developed materials are considered to be appropriate. It can be seen from the results of each unit. The mean of Unit 1 is 3.95, Unit 2 is 3.9 and Unit 3 is 3.9. The mean score of the three units is 3.91 which is considered as “Very Good”.

### **Suggestions**

There are some suggestions conveyed to the grade XI students, English teachers, and other materials developers. For the students, they are suggested to participate actively in the

learning process and to not afraid of making mistakes. Thus, they should always consult the teacher when they have problems in the learning process. For the English teachers, they are suggested to adapt or adopt certain textbooks or authentic texts which are relevant to students’ field of study to be implemented in the teaching and learning process. For other materials developers, they are suggested to develop English learning materials which are based on students’ needs in a certain field of study. They should also consider the appropriateness of content, language, presentation and layout of the materials.

### **REFERENCES**

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