DEVELOPING TASK-BASED ENGLISH MATERIALS FOR THE TENTH GRADERS OF AUTOMOTIVE ENGINEERING STUDY PROGRAM AT SMK YAPPI WONOSARI

E - Journal

Presented as Partial Fulfilment of the Requirements for the Attainment of
Sarjana Pendidikan Degree in English Education

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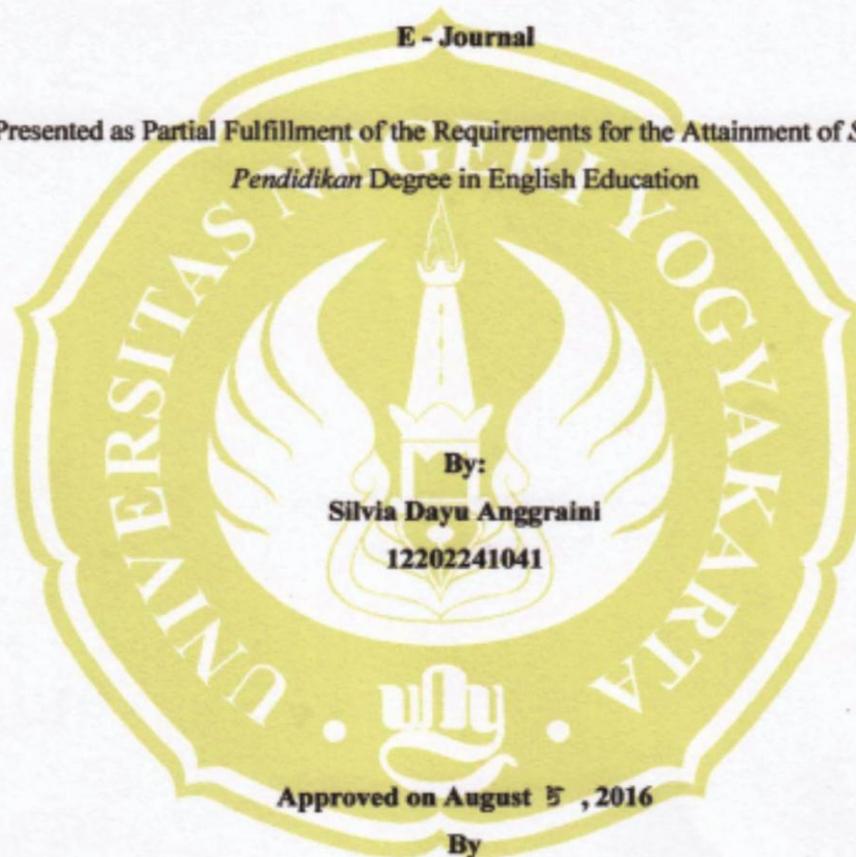
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Developing Task-Based English Materials for the Tenth Graders of Automotive Engineering Study Program at SMK YAPPI Wonosari

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Abstract: The objectives of this study were 1) to describe the target needs, 2) to describe the learning needs, and 3) to develop the appropriate materials for the tenth graders of automotive engineering study program at SMK YAPPI Wonosari. The type of this study was Research and Development (R n D). The subjects of this study were 80 tenth graders of automotive engineering study program and an English teacher of SMK YAPPI Wonosari, GunungKidul. Questionnaire and interview guidelines were the instruments used to collect the data related to the students' needs in learning English. The data from the questionnaire were calculated quantitatively and the data from the interview were analysed using the qualitative data analysis proposed by Miles, Huberman, and Saldana (2014). Based on the results of needs analysis, the course grid was created and a draft of English materials was developed. The draft was reviewed and evaluated by the expert. The instrument to collect the data for the materials' evaluation was questionnaire adapted from BSNP (*Badan Standar Nasional Pendidikan*). The result of the need analysis showed that students preferred to have the English materials which were close to their daily life, related with their field and made them active in learning process. They also wanted the teacher become the main example before the activities in the class and the corrector of their mistakes. Based on the result of the expert judgment, the developed materials were suitable for the tenth graders of automotive engineering study program. This was shown by the mean score of 3.74 and was categorised as *Very Good*.

Keywords: *developing, English materials, automotive engineering*

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Abstrak: Penelitian ini bertujuan untuk: 1) mendeskripsikan target siswa, 2) mendeskripsikan kebutuhan siswa, dan 3) mengembangkan materi bahasa Inggris yang sesuai untuk siswa kelas X jurusan teknik otomotif di SMK YAPPI Wonosari. Penelitian ini tergolong dalam *Research and Development* (R n D). Penelitian ini melibatkan 80 siswa kelas X jurusan otomotif dan satu orang guru bahasa Inggris di SMK YAPPI Wonosari, GunungKidul, sebagai subjek penelitian untuk mendapatkan data terkait dengan kebutuhan siswa. Kuesioner dan panduan wawancara adalah instrumen yang digunakan untuk memperoleh data kebutuhan siswa. Data hasil kuesioner kebutuhan siswa dianalisis menggunakan perhitungan prosentase sedangkan data hasil interview dianalisis menggunakan *qualitative data analysis* dari Miles, Huberman, dan Saldana (2014). *Course grid* dikembangkan berdasarkan data

hasil analisis kebutuhan siswa, kurikulum, dan silabus yang digunakan di sekolah. Kemudian, konsep materi awal dikembangkan. Selanjutnya, konsep materi awal tersebut di evaluasi oleh seorang ahli materi. Instrumen yang digunakan untuk mengevaluasi materi berupa kuesioner yang diadaptasi dari BNSP (Badan Nasional Standar Pendidikan). Kualitas materi ditentukan berdasarkan rata-rata nilai pada semua aspek dalam kuesioner. Hasil analisis kebutuhan siswa menunjukkan bahwa siswa-siswa lebih memilih materi bahasa Inggris yang dekat dengan kehidupan sehari-hari, sesuai dengan jurusan, dan membuat mereka aktif dalam proses pembelajaran. Siswa-siswa juga menginginkan guru untuk berperan sebagai pemberi contoh utama sebelum kegiatan kelas dan korektor kesalahan siswa. Hasil uji materi menunjukkan bahwa materi yang dikembangkan sesuai untuk anak kelas X jurusan teknik otomotif dengan nilai rata-rata 3,71dan termasuk dalam kategori sangat baik.

Kata kunci: mengembangkan, materi bahasa Inggris, teknik otomotif

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Introduction

Vocational high school students are prepared to face their work life. In order to be able to work effectively and to enhance their skills and competences, they have to master their skills related to their study program and to be able to communicate in accordance with their future work demand (BSNP, 2006: 17). Thus, English in vocational high schools is set to equip their students with the communication skill which match with their field.

English in vocational high school is categorised as english for specific purposes. Hutchinson and Waters (1987: 19) define ESP as an approach to language teaching in which the decisions related to content and method are based on learners' need and reason for learning.

In order to reach the aims of vocational high schools, vocational high school students have to learn specific English materials in accordance with their field. Referring to Tomlinson (1998: xi), materials mean anything which presents or informs about the language being learned to help to teach language learners. Materials can be in the form of textbooks, visual aids, cassettes, photocopied hand-out, etc. Materials play the important role in teaching and learning activities since materials help the students learn the language. However, the existing English materials are still designed for Vocational High School students in general.

The existing materials used by the students to learn English in SMK YAPPI Wonosari were in the form of Students' worksheets or *Lembar Kerja Siswa*. However, the students' worksheets provided by the school did not match with the students' study program. This condition was not in line with the purpose of English in vocational high schools as stated earlier.

The teacher provided additional worksheets taken from any resources like the Internet, newspapers, and others to improve the students' skills and to enrich their input. Nevertheless, the teacher did not provide the specific worksheets for the specific study program.

Thus, based on these problems, the tenth graders of Automotive Engineering Study Program at SMK YAPPI Wonosari could not learn English maximally. The students needed the specific English materials which were relevant with their field to prepare themselves for their work life.

This research formulated some problems as follows 1) what the target needs of the tenth graders of automotive engineering study program at SMK YAPPI Wonosari were, 2) what the learning needs of the tenth graders of automotive engineering study program at SMK YAPPI Wonosari were, and 3) what the appropriate English materials for the tenth graders of automotive engineering study program at SMK YAPPI Wonosari?

Research Method

This research was categorised as Research and Development (R n D). The setting of this research was in SMK YAPPI Wonosari and the subjects of this research were 80 tenth graders of automotive engineering study program and an English teacher. There were two types of data in this research: qualitative data and quantitative data. The qualitative data was gained by conducting the interview and the quantitative data was gained by distributing the questionnaire for need analysis purposes and expert judgement purposes. The instrument used to gain the qualitative data was interview guidelines while the instrument used to gain the quantitative data was questionnaire.

The qualitative data was analysed by using the qualitative data analysis proposed by Miles, Huberman, and Saldana (2014). Meanwhile, the quantitative data as the result from need analysis was analysed by calculating the percentage of each statements. The quantitative data as the result from expert judgement was analysed by using descriptive statistics proposed by Hall (2010) as it was used *Likert* scale as the measurement and then converted into qualitative description as proposed by Suharto (2005).

The research procedure was adapted from the research procedure proposed by Dick and Carey (in Gall, Gall, Borg, 2003: 570-571). There were five steps namely: 1) conducting the need analysis, 2) writing the course grid, 3) developing the first draft of the materials, 4) getting the evaluation, 5) revising and writing the final draft.

Research Findings

The result of this research was an English course book for the tenth graders of automotive engineering study program which was developed based on the need analysis results and some documents such as the school-based curriculum and the syllabus used in SMK YAPPI Wonosari.

The first step in doing this research was conducting the need analysis. It was conducted on February 26th to February 27th 2016 by distributing the questionnaires to 80 tenth graders of automotive engineering and conducting the interview with some students and an English teacher. From the need analysis, it was gained the information related to the target needs of the students (necessities, wants, and lacks) and the learning needs of the students (input, procedures, settings, teachers' roles, and students' roles).

Based on the result of the need analysis, school-based curriculum, and the syllabus used in the school, course grid was developed. The course grid contained the identity, the topic, the unit title, language functions, language focus: vocabulary and grammar, indicators, learning activities, and inputs.

The next step was developing the first draft of the materials. There were three units in the course book and each unit contained 15 tasks, a reflection, a summary, and a word bank. There were three parts in each unit: introduction, main lesson, and closing. Introduction contained the unit title, the objectives of the unit, and the pre-task activity. In this part, students were introduced with the topic that they were going to learn in the unit. Main lesson was the core of the learning activities. Here, students were provided with some tasks and activities. Then, the last part was closing. In this part, students were given chance to make a reflection on what they learnt in the unit, to read a summary, and to have a word bank.

After developing the first draft, the materials were evaluated through conducting the expert judgement. In this step, the researcher distributed a questionnaire to the expert. The questionnaire covered the four aspects of the appropriateness: content appropriateness, language appropriateness, presentation appropriateness, and layout appropriateness (BSNP: 2011). Some advices and suggestions were also gained from the expert judgement. Hence, after the materials were revised, the materials were considered as the final draft.

Conclusions

As the result of the expert judgement, the developed materials were appropriate for the tenth graders of automotive engineering study program. The materials consisted of three units. In the first part, there was a unit title, unit objectives, and pre-task activity. The title of unit 1 was *"It's a car lift",* the titles of unit 2 and 3 were *"Help me to repair this."* and *"Does SJ 206 depart on time?"* These titles indicated the language functions and the topics that the students were going to learn in each unit.

Then, it was followed by the points of the unit objectives. A picture and some questions were provided as the pre-task activity.

There were two stages in the second parts or the main lesson. The first was *Let's listen and read*. This stage covered task-proper 1 and follow-up 1 phases which focused on comprehension skills, listening and reading. After that, students were led to do tasks in *Let's speak and write*. This stage covered task-proper 2 and follow-up 2 which focused on productive skills, speaking and writing. Then, they were given a chance to make a reflection on what they learnt so far in the unit and read a summary of the key points of the unit. The last was a word bank which contained the lists of vocabulary that the students found in the unit.

Based on the result of the expert judgement, the developed materials were categorised as *Very Good* as it gained the mean score of 3.74. Thus, it was said that the developed materials were appropriate for the tenth graders of automotive engineering study program at SMK YAPPI Wonosari.

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