

**DEVELOPING ENGLISH INSTRUCTIONAL MATERIALS FOR THE
ELEVENTH GRADERS OF TV PROGRAM AND BROADCAST
ENGINEERING DEPARTMENT AT VOCATIONAL HIGH SCHOOL**

E-JOURNAL



Gesnia Ardiyani

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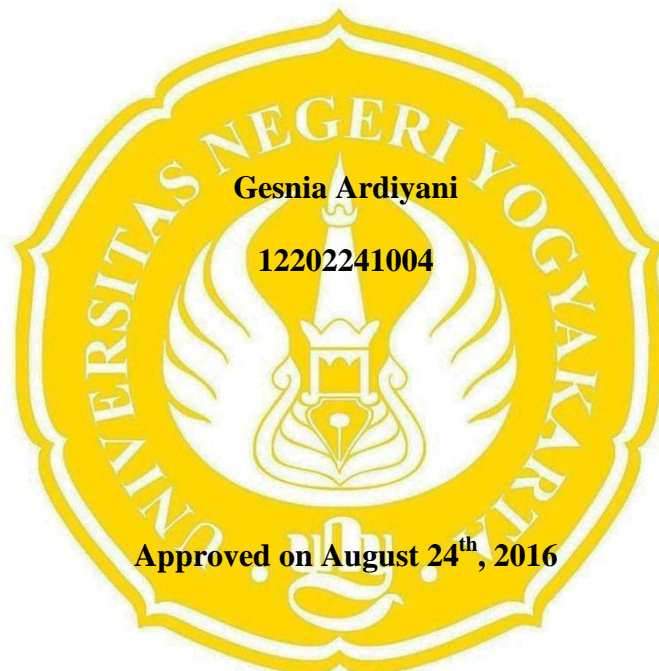
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by:

Supervisor,

Drs. Joko Priyana, M.A., Ph.D.
NIP. 19650122 199001 1 001

**Developing English Instructional Materials
for the Eleventh Graders of TV Program and Broadcast Engineering
Department at Vocational High School**

Gesnia Ardiyani, Drs. Joko Priyana, M.A., Ph.D.

Abstract: The objectives of this research were 1) to find out the target and learning needs, and 2) to develop the appropriate English instructional materials for the eleventh graders of TV Program and Broadcast Engineering Department at SMK Negeri 1 Klaten based on Curriculum 2013. This R&D study followed the materials development process proposed by Jolly and Bolitho (1998) with some adaptation. Likert-scale questionnaires were used to collect the data of the needs analysis and materials evaluation. The data from the needs analysis and materials evaluation were analyzed quantitatively. The data from the interview were analyzed qualitatively. The research findings showed that the students' goal of learning was to be able to communicate in both spoken and written English on purpose to have preparation to work in the broadcasting field after graduating from Vocational High School. They also needed topics and learning input in line with the study program. In the Project-based Learning, they preferred various tasks. There were three units of English instructional materials developed. Based on the results of expert judgment, the materials were categorized appropriate. The mean score was 3.94 which is in the range of "very good".

Keywords: English instructional materials, the eleventh graders, TV Program and Broadcast Engineering Department at Vocational High School

ABSTRAK

Penelitian ini bertujuan untuk 1) mengetahui kebutuhan siswa dan pembelajaran, 2) mengembangkan materi pembelajaran Bahasa Inggris untuk siswa kelas XI jurusan Teknik Produksi dan Penyiaran Program Pertelevisian di SMK Negeri 1 Klaten berdasarkan Kurikulum 2013. Penelitian dan pengembangan diadaptasi dari model Jolly dan Bolitho (1998). Data yang diperoleh dari analisa kebutuhan dan evaluasi materi dianalisa secara kuantitatif. Data yang diperoleh dari wawancara dianalisa secara kualitatif. Hasil penelitian menunjukkan bahwa tujuan siswa belajar Bahasa Inggris adalah untuk dapat berkomunikasi secara lisan dan tulis guna mempersiapkan diri bekerja di bidang broadcasting setelah lulus SMK. Mereka juga membutuhkan topik dan input pembelajaran sesuai dengan bidang studi. Dalam pembelajaran berbasis proyek, mereka menginginkan kegiatan pembelajaran yang variatif. Terdapat tiga unit materi yang telah dikembangkan. Berdasarkan hasil *expert judgment*, materi tersebut dinilai sudah sesuai dengan nilai rata-rata 3.94 yang berada pada rentang "sangat baik".

Kata Kunci: materi pembelajaran Bahasa Inggris, siswa kelas XI, Teknik Produksi dan Penyiaran Program Pertelevisian di SMK

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Introduction

English is a compulsory subject for Vocational High School according to Curriculum 2013. Based on the Regulation of Indonesian Minister of Education Number 60 Year 2014, Curriculum 2013 aims to prepare Indonesian people have the ability to live as persons and citizens who have faith, productivity, creativity, innovation, and effectiveness and capable to contribute to social life and civilization of the world. The curriculum covers core and basic competences in terms of attitude, knowledge and skill that should be acquired by the students. Subsequently, based on Indonesian Law Number 20 Year 2003, the instructional process in Vocational High School aims to equip students with the skills and knowledge of particular fields and prepare them to be able to work in line with the fields.

English for Vocational High School is categorized as English for Specific Purposes because English will be used for the students' future job. Hutchinson and Waters (1987:19) argue that ESP is a language teaching approach in which all content and methods are based on the learners need for learning. In this way, English for Specific Purposes is a language course in which the instructional process including the aspects within it supposed to be relevant to particular student needs in line with their study program in order to be able to achieve particular goals of the learning.

Tomlinson (1998: 2) points out that material can be anything which is deliberately used to facilitate the learner's knowledge and/or experience of language in order to achieve the goal of learning. Therefore, the instructional materials should be specifically developed to meet the students' needs so that the goals of the instructional process can be achieved. However, the materials provided at this moment are not relevant to Vocational High School students since they carry out general English instead of specific English related to the students' study program. Additionally, there are unavailable materials for all study programs at Vocational High School. Due to the time limitation, this research focused on developing English instructional materials for the eleventh graders of TV Program and Broadcast Engineering Department.

In developing the instructional materials, needs analysis should be conducted in order to meet the student needs (Richards, 2001: 51). Needs analysis includes the analysis of the target/learner needs and learning needs. The needs analysis data should be collected from the group of students of a particular study program in Vocational High School. The data collected then become the bases to determine topics, learning objectives, learning input, learning activates and so forth.

Additionally, it is needed a particular learning approach that will be the framework for materials developers in designing and organizing the learning activities/tasks in the materials. One learning approach that can be carried out is Project-based Learning. As stated in the Regulation of the Indonesian Minister of Education and Culture Number 22 Year 2016, Project-based Learning is one of learning approaches that is expected to be able to encourage the students to create creative and contextual products individually and collaboratively in the

instructional process. By applying Project-based Learning, it is expected that students will acquire the competences: attitudes, knowledge and skills through producing products individually or collaboratively.

Project-based Learning is referred to an instructional learning model (Fried-Booth: 2002) or an instructional teaching approach (Moss and Van Duzer: 1998) or a teaching method (Stoller: 2002). It is sometimes referred to a teaching technique, a teaching strategy or a learning model (Bas and Beyhan: 2011). Beckett (2002) defines a project as a long-term (several weeks) activity while Stoller (2002) defines Project-based Learning as a natural extension of fully integrated language and content learning, making it a viable option in a variety of instructional settings including English for Specific Purposes.

In this research, Project-based Learning is defined as a teaching method for its systematic procedure. Moreover, a good project should be able to lead the students to a student-centered teaching and learning process; self-motivation development; creativity; a collaborative learning environment, and so forth.

There are several types of project. Based on the nature and sequencing of project-related activities, there are three kinds of project: structured, semi-structured and unstructured project. Projects may also differ in the ways that information is reported as part of a culminating activity: production, performance, organizational project (Henry in Stoller, 2002). Then, according to Fried-Booth (2002), there are two kinds of projects: bridging and full-scaled project.

In Project-based Learning, the learners do active learning through physical activities, as well as the activities of thinking or mentally. Haines in Supe (2011) subsequently argues that in Project-based Learning a teacher should play his/her common roles as follows: 1) the teacher should be a negotiator for deciding the topics, the sequence of activities during the project, the group formation, the length of the project and its rules; 2) he/she should be ready to be a main resource of ideas, and advisor, and a helper of the students to solve problems that may encounter; and 3) she/he should be an organizer of the students' end products, an evaluator of the project as well as its process and a commentator of what they have achieved.

Ellis in Butler, Heslup and Kurth (2015) points out that in Project-based Learning materials can support student learning in preparation for the final product of the project, and elicit language from students that resembles real-world use and a goal of language tasks. The materials consist of learning activities/tasks that lead learners to complete the final product at the end of the project. The task has several components including goals, learning input, learning procedure, teacher's role and setting. In developing the tasks, there are principles of task development that should be taken into account such as 1) tasks are organized around socially important problems and questions that are personally important for students; 2) students should conduct authentic investigation that find real solutions to real problems; 3) students should investigate many subjects; 4) tasks should require students to create artifacts and exhibits that represent or explain solutions to a problem; and 5) tasks are characterized by students collaborating with each other in pairs and small groups.

Developed materials should be evaluated by taking into consideration criteria of good materials for the instructional process at Vocational High School. Materials evaluation is a systematic appraisal of the materials value related to their objectives and to the learner objectives. It also shows whether a particular task is effective or efficient (Tomlinson, 1998). In the materials evaluation process, the criteria of English textbook evaluation designed by *Badan Standar Nasional Pendidikan (BSNP)* can be used. The aspects evaluated include the appropriateness of content, language, presentation and layout.

Research Method

The needs analysis was conducted on April 2016 at SMK Negeri 1 Klaten. The research involved 70 eleventh graders of TV Program and Broadcast Engineering Department as the subjects of the research.

The procedure of the research followed the model of materials development proposed by Jolly and Bolitho (1998) with some adaptation in order to make the research more feasible within the setting of the research. The steps of this research were: 1) identifying the needs, 2) designing the syllabus, 3) developing instructional materials, 4) evaluating the materials, and 5) revising the materials.

The data collection instruments used in the needs analysis included a questionnaire and interview guideline. In designing the needs analysis questionnaire, the documents of Curriculum 2013 were taken into consideration. The needs analysis was done before developing the first draft of the materials. Then, the data collection instrument used for materials evaluation was a questionnaire adapted from *Badan Standar Nasional Pendidikan (BSNP)*. Materials evaluation was carried out by an expert. This process is called expert judgment.

The quantitative data from the needs analysis questionnaire were analyzed quantitatively using the descriptive statistics. Data obtained from the expert judgment were analyzed by calculating the range using the formula proposed by Suharto (2006:52-53) to determine the quantitative data conversion. Then, the qualitative data from the interview were analyzed qualitatively. The results of expert judgment were used as the basis to revise the first draft to be the final product of the materials.

Research Findings

Research findings cover the results of needs analysis, the syllabus, the unit design and the results of expert judgment. In developing the English instructional materials, the results of needs analysis and the documents of Curriculum 2013 were taken into consideration.

The research findings showed that the students' short-term goal of learning is to fulfill the school requirements and to be able to communicate using both spoken and written English while their long-term goal in learning English is to have a preparation to continue the study in the university level majoring in TV Program and Broadcast Engineering and to have a preparation to work in line with the study program after graduating from Vocational High School.

The results of needs analysis in terms of target need i.e. necessities, lacks, and wants, can be summarized as follows. In terms of the students' necessities, they need to understand both spoken and written English texts in relation to TV Program and Broadcast Engineering and communicate both in spoken and written English. The topics that the students need in the workplace are related to TV Program and Broadcast Engineering and Information and Communication Technology (ICT). In terms of lacks, most of the students' current English proficiency level is beginner. It means that they are able to understand simple sentences and expressions of English that often appear in the daily life. In learning English, the students want to improve the micro skills of English i.e. grammar, vocabulary, pronunciation and spelling as well as the macro skills of English i.e. listening, speaking, reading and writing.

Students' preferences regarding the learning needs can be summarized as follows. In terms of learning inputs, the students need to have monologs and dialogs for listening and speaking activities and texts related to TV Program and Broadcast Engineering as the input for reading and writing activities. While related to the learning activities or procedures, they prefer various learning activities to be involved in the instructional process applied Project-based Learning. In terms of the teacher's role, the students prefer the teacher guides them during the instructional process. They also prefer learning activities that give them opportunities to carry out in both inside and outside the classroom and to do the activities individually, in pairs and in groups.

The results of needs analysis were then used to design the syllabus of the materials. The syllabus was aimed as the framework to develop including planning, ordering and organizing materials.

In addition to the use of the results of needs analysis, the syllabus was designed by referring to Curriculum 2013 in particular the English curriculum for grade XI students of Vocational High School. The model of syllabus was an integrated syllabus of which combines several types of syllabus such as topical syllabus, skill-based syllabus, and project-based syllabus. Further, each unit in the syllabus was planned to develop four integrated skills; listening, speaking, reading and writing.

The components of syllabus include core and basic competences, unit numbers and titles/topics, character value, indicators or learning objectives, input texts, and learning activities/tasks which consisted of nine steps of Project-based Learning adapted from Stoller (2002): selecting the topic, determining the final product, designing the project, preparing to collect data, collecting data, preparing and analyzing data, preparing to present data, presenting data, and evaluating data.

After the syllabus had been designed, the materials were designed. There were three units of materials. Each unit of the materials had three main parts: introduction, main lesson, and reinforcement. The introduction was presented in the cover of each unit that include the unit title and the learning objectives.

The main lesson consisted of activities or tasks designed to lead the students achieve the targeted competences stated in the curriculum by practicing the learning and experiencing the learning. The tasks or activities were organized based on the nine-steps of Project-based Learning adapted from Stoller (2002).

The reinforcement part consisted of: enrichment and summary. The reinforcement aimed to give students opportunities to recall and review what they learned through the unit, reflected on how they have carried the project out, measured their achievement of the target competences and knew what they suggest for the next project.

As the basic competences set the students to be able to understand, apply and construct both spoken and written texts of an analytical exposition text including the language features, such as simple present tense and conjunctions, as the goal of the instructional process, the unit three provided spoken and written inputs and tasks in which the four language skills were integrated.

As the materials had been developed, then, they were evaluated through expert judgment. Based on the results of expert judgment, the developed English instructional materials were considered as appropriate. The mean score of all aspects of the three developed units is 3.94 which is in the range of "very good" category that is $3.75 < x \leq 4$. The materials were categorized as appropriate in terms of the content for 1) they were in accordance with the core and basic competences stated in the Curriculum 2013 for grade XI students of Vocational High School, 2) they met the syllabus, 3) the topics and the texts provided of the unit of the developed materials are relevant with the students' study program, 4) they involved the explanation about the social function, the generic structure, the language features of a particular text, 5) they involved exercises that lead students to develop the macro skill of language: *listening, speaking, reading and writing* which are relevant with Curriculum 2013.

Further, in terms of the language, the materials developed were appropriate for the students for 1) the language used for the instructions, explanation, and texts in the developed materials is clear and understandable by the students, 2) the language in the developed materials use the correct *spelling and punctuation*, 3) the meaning or message in the developed materials in the part/sub-chapter/paragraph/sentence is presented systematically, and 4) they consistently use one of variation of English.

The presentation of the materials were also considered as appropriate for 1) they were in line with the steps of Project-based Learning adapted from Stoller (2002), 2) the learning activities were arranged systematically from the easiest to the most difficult one, 3) the number of pages and tasks in each unit or chapter was in balance, having no a big gap, 4) each unit had the similar components, 5) they were presented systematically from the guided to the independent learning tasks in pairs as well as in groups, 6) the learning activities presented in every step of Project-based Learning were relevant with the referred theory, 7) learning activities in the developed materials encouraged the students to actively interacting in English with classmates, teachers and surrounding, 8) the learning activities in the developed materials encouraged the students to get involved in

both spoken and written communicative events on their own initiative, 9) the learning activities in the developed materials encouraged the students to take responsibilities for their own learning, 10) the learning activities in the developed materials encouraged the students to identify their achievements and lacks during the learning, 11) they covered the supporting activities presented at the end of each unit after the steps of Project-based Learning, 12) in the introduction, the materials included the preface, syllabus, and table of contents, 13) in the content part, they include introduction of a unit, main lesson and reinforcement tasks, and 14) the units of the developed materials included the *references* and the appendices e.g. scoring rubric and listening scripts.

In terms of the layout, the materials were considered as appropriate for 1) they were printed on ISO-standardized size paper, 2) the layout was proportional, 3) the illustration and graphic design in the materials were aesthetic and functional, 4) the illustrations in the materials helped to clarify the presentation of the materials, 5) they used the appropriate variation of fonts and the right number of variation (bold, italic, underline, capitalization) and 6) the overall design of the developed materials was visually interesting.

Conclusions

The conclusions covered the results of target needs, learning needs, and the characteristics of the English instructional materials that are appropriate for the eleventh graders of TV Program and Broadcast Engineering at Vocational High School.

The target needs include necessities, lacks and wants. The students' *necessities* can be concluded as follows.

- a. The short-term goal of the students in learning English is generally to fulfill the school requirements, to be able to communicate in English in both spoken and written language.
- b. The long-term goal of the students in learning English is generally to have preparation to continue the study in the university level majoring in broadcast engineering and to have preparation to work in line with the study program after graduating from Vocational High School.
- c. Students need to understand both spoken and written English texts in relation to TV Program and Broadcast Engineering and communicate both in spoken and written English.
- d. The topics that the students need in the workplace are related to TV Program and Broadcast Engineering and Information and Communication Technology (ICT).

In terms of *lacks*, most of the students' current English proficiency level is beginner. Then, related to the students' *wants*, it can be concluded that the students want to improve the micro skills of English i.e. grammar, vocabulary, pronunciation and spelling as well as the macro skills of English i.e. listening, speaking, reading and writing in learning English.

The results of the needs analysis in terms of learning needs can be concluded as follows.

- a. In terms of *learning input*, the students need to have monologs and dialogs for listening and speaking activities and texts related to TV Program and Broadcast Engineering as the input for reading and writing activities.
- b. Related to the *learning activities or procedures*, the eleventh graders of TV Program and Broadcast Engineering prefer various learning activities to be involved in the instructional process applied Project-based Learning.
- c. In terms of *the teacher's role*, the students prefer the teacher guide during the instructional process.
- d. They wanted learning activities that give them opportunities to carry out them in both inside and outside the classroom.
- e. In the instructional process, the students prefer to do the activities individually, in pairs and in groups.

Based on the expert judgment, the developed materials were categorized as appropriate in terms of content, language, presentation and layout. The materials, which were developed based on Curriculum 2013 and applied Project-based Learning, have the characteristics as follows.

- a. The topic within the units of the developed materials were related the students' department, TV Program and Broadcast Engineering.
- b. The English instructional materials consisted of three units which have three components as follows.
 - 1) *Introduction*: the book cover, preface, map of the book, table of contents.
 - 2) *Content*: the unit title, main lesson consists of learning activities based on the steps of Project-based Learning, and reinforcement (enrichment and summary)
 - 3) *Closing*: references and appendix (scoring rubric and listening script).

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