

**DEVELOPING ENGLISH LEARNING MATERIALS FOR THE ELEVENTH
GRADERS OF MULTIMEDIA STUDY PROGRAM AT SMK N 2 SEWON IN THE
FIRST SEMESTER OF THE ACADEMIC YEAR OF 2015/2016**

E-Journal

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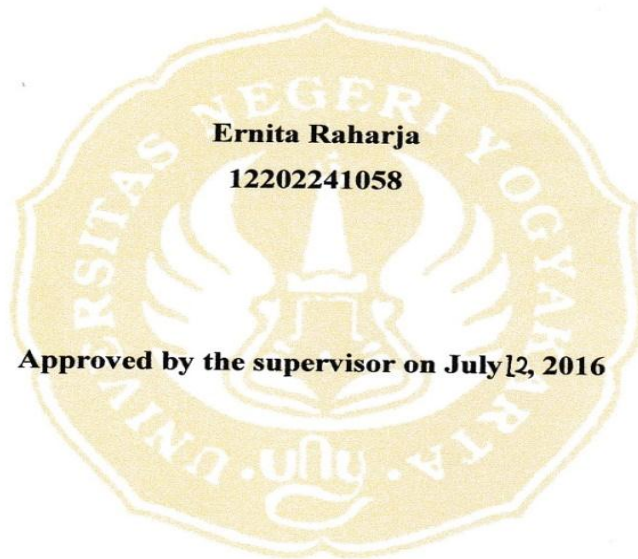
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APPROVAL SHEET

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**Developing English Learning Materials for the Eleventh Graders of
Multimedia Study Program at SMK N 2 Sewon in the First Semester of the
Academic Year of 2015/2016**

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Abstract: The objectives of this research were 1) to describe the target needs of the eleventh graders of Multimedia Study Program at SMK N 2 Sewon, 2) to describe the learning needs of the eleventh graders of Multimedia Study Program at SMK N 2 Sewon, and 3) to develop appropriate English learning materials for the eleventh graders of Multimedia Study Program at SMK N 2 Sewon in the first semester based on Curriculum 2006. This research and development study followed the materials development stages proposed by Jolly and Bolitho (1998) by some modifications. The steps of the research were identification of the needs, planning, realization of material production, material evaluation, and revision and production of the final draft. The samples were the eleventh graders of Multimedia Study Program at SMK N 2 Sewon. The instruments were the needs analysis questionnaires, expert judgment questionnaires and the interview guideline. The needs analysis data were analyzed quantitatively by using frequency and percentage and the data from the material evaluation were also analyzed quantitatively by using descriptive statistics. The results of the interview were analyzed qualitatively. The findings show that 1) students learned English mainly to be able to communicate in English in both spoken and written manner, 2) they were in needs to understand text related to the multimedia field to support future career, 3) they preferred multimedia field as the topic to be involved in the instructional materials, 4) they needed spoken text in dialog and monolog, 5) they preferred written texts related to the multimedia field. The materials were evaluated in term of content, language, presentation, and layout appropriateness. The result of the materials evaluation showed that the materials felt into "good" category as the mean value of all aspects of the developed materials was 3.11.

Keywords: English learning materials, Multimedia Study Program

Abstrak

Tujuan penelitian ini adalah untuk 1) mendeskripsikan kebutuhan sasaran siswa kelas 11 program studi multimedia di SMK N 2 Sewon, 2) mendeskripsikan kebutuhan belajar siswa kelas 11 pada program studi multimedia di SMK N 2 Sewon, dan 3) mengembangkan materi ajar Bahasa Inggris yang tepat untuk kelas 11 pada program studi multimedia di SMK N 2 Sewon pada semester pertama dengan kurikulum 2006. Penelitian pengembangan ini mengikuti tahapan pengembangan materi yang dikembangkan oleh Jolly dan Bolitho (1998) dengan beberapa modifikasi. Tahap-tahap penelitian ini adalah *identification of the needs, planning, realization of material production, material evaluation*, dan revisi dan produksi draft akhir. Sampel penelitian ini adalah siswa kelas 11 program studi multimedia di SMK N 2 Sewon. Instrumen penelitian ini adalah

kuesioner needs analysis, kuesioner expert judgment, dan pedoman wawancara. Data needs analysis dianalisis secara kuantitatif dengan menggunakan frekuensi dan prosentasi dan data dari evaluasi materi juga dianalisis secara kuantitatif dengan menggunakan *descriptive statistics*. Hasil wawancara dianalisis secara kualitatif. Hasil penelitian menunjukkan bahwa 1) siswa belajar bahasa Inggris supaya dapat komunikasi dalam bahasa Inggris baik secara lisan maupun tulis., 2) mereka butuh memahami teks yang berkaitan dengan bidang multimedia untuk mendukung karir dimasa yang akan datang, 3) mereka lebih suka bidang multimedia sebagai topic yang terkait dengan bahan instruksional, 4) mereka membutuhkan teks lisan dalam bentuk dialog dan monolog, mereka lebih suka teks tertulis yang berkaitan dengan bidang multimedia. Bahan dievaluasi terkait dengan *content, language, presentation, dan layout appropriateness*. Hasil evaluasi bahan menunjukkan bahwa bahan ini dikategorikan bagus karena nilai rerata semua aspek dari materi yang dikembangkan adalah 3.11.

Keywords: Bahan ajar Bahasa Inggris, Program Studi Multimedia

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Introduction

English has become one of many subjects taught in all educational level in Indonesia including in Vocational High Schools. Based on curriculum 2006, English for VHS has the role to equip students with communication competences in daily life to face the globalization era and also to enhance students' communication competencies into higher level of competencies (Standard Content of BNSP, 2006). In addition, English in VHS based on curriculum 2006 is aimed to improve the intelligence, knowledge, personality, moral value, and skill for independent life in the future and to continue the education based on their skills and competencies (Standard Content, 2006). The skills and competences of VHS deal with requirements in target situation. The target situation of VHS students is the workplaces that require students to have competences based on their study programs. In response to that, English learning materials should be developed in accordance with students of VHS's study programs in order to make them motivate to learn English and also it can support their future career. Unfortunately, it is found that all Vocational High Schools have the same English learning materials, especially in term of content. As the results, teachers of English subject teach all study programs in VHS by the same content of English instructional material.

These issues also happen to Multimedia Study Program at SMK 2 Sewon. Here, the needs of English competences were actually high but the students' proficiency of English was regarded low. Since the absence of the particularity of English learning materials, students of Multimedia Study Program at SMK N 2 Sewon had low intention to learn English. Teachers taught English subject at SMK N 2 Sewon believed that one of factors affecting students to have low intention to learn English was the unsuitability of the current English learning materials toward students' fields. The absence of appropriate English instructional materials for Multimedia students inhibited them to have ability in

English because they did not have supportive learning activities providing them English learning pathway based on the study program. Consequently, students got bored easily. It was also supported by the fact that instructional materials were a significant component in language teaching. They are the basic of the language input and language practice elaborated in the classroom (Richards, 2001). Richards also claims that the existence of materials is a bridge to have a contact with the language when students are not with the teacher in the classroom (2001).

Considering the fact of English language teaching and learning activity of SMK 2 Sewon, the English teachers believed that appropriate English learning materials that suited to Multimedia students was one of essential factors that needed to be considered. In relation to this, the English learning materials specialized for Multimedia Study Program should cover topics and context which were relevant to their field. Therefore, developing English learning materials for students of Multimedia Study Program was the ultimate aim of this research in order to build a good starting point in involving them to the nature of good English learning activities that accommodate students' particular field, that is, Multimedia Study Program.

The term developing materials cover several kinds of activities. According to Graves (2000) material development is the process including creating, choosing or adapting, and organizing materials and activities in order to facilitate students in attaining the objectives of the course. In order to develop good materials, stages in material development have to be applied. This study refers the material development stages proposed by Jolly and Bolitho (1998) with various adaptations.

In developing the English learning materials, the identification of the students' target and learning needs is the initial process to find out the data as the basis to further steps in the process of developing materials (Hutchinson and Waters, 1987). However, the needs analysis data is not the only consideration in developing the English learning materials. Concerning the target needs of the eleventh graders of Multimedia Study Program, Curriculum 2006 for English language instruction in Vocational High School already stated that the competences that the students should reach in learning English are explained through the standard of competences and basic competences. Moreover, the first aim of the English instructional process in VHS stated that English is demanded in order to master the knowledge and skills in English to support students in attaining competencies of study programs (Standard Content of BSNP, 2006). Thus, in determining what to cover in the materials, the results of the needs analysis, the aim of English instructional process stated in BSNP, and standard of competences and basic competences stated in Curriculum 2006 were taken into account

In the process of delivering the materials, Task-Based Language Teaching methodology is applied. TBLT claims that the instructional process in the classroom language can be achieved by providing the instructional tasks (Richards, 2006). Furthermore, the instructional tasks in TBLT promote meaningful interaction and communication which bring the principles of second

language acquisition into language teaching (Renandya and Richards, 2002). In delivering the tasks, a framework proposed by Willis (1996) is taken as one of the basis to sequence tasks. It covers three basic stages; the Pre-task, the Task-cycle, and Language focus. Furthermore, Nunan (2010) proposes goal, input, procedure, setting, learner's role, and teacher's role as the components that should be applied in developing the materials.

Before the final draft of materials is revealed, the first draft will be evaluated by the expert. Evaluating materials will value whether or not the materials will work in the sense that learners will be able to use them without too much difficulty and will enjoy the learning experience to do so (Tomlinson, 1998). The expert evaluates the materials based on material evaluation criteria proposed by BNSP. The criteria cover content appropriateness, language appropriateness, presentation appropriateness, and layout appropriateness (BNSP, 2006).

Research Method

The needs analysis was conducted on October 9th, 2015 at SMK N2 Sewon which is located in Cangkringmalang, Timbulharjo, Sewon, Bantul. This research study involved 20 students of grade XI of Multimedia Study Program as samples of the research. There were two data collection techniques implemented in this research. They were surveys and interview. The first survey and interview were accomplished before the researcher developed the first draft of the materials in order to get the needs analysis data while the second survey was conducted after the first draft of the materials was developed in order to validate and evaluate the materials. Based on the techniques, the instruments that were applied in this study were questionnaires and the interview guideline. The questionnaires included the needs analysis questionnaire and the expert judgment rating scale. The research procedure followed materials development stages proposed by Jolly and Bolitho (1998) with some modifications. The steps applied in this study were: 1) identification of the needs, 2) planning, 3) realization of material production, 4) material evaluation, and 5) revision and production of the final draft. The data from first questionnaire which was aimed to get needs analysis data was analyzed quantitatively by calculating the percentage of each option in each number of statements while the quantitative data obtained from the expert judgment were analyzed through descriptive statistics proposed by Suharto (2005). The comments and suggestions from the materials expert were used to revise the first draft in order to develop the final draft of the English learning materials.

Research Findings

The findings of the research showed that the students were in need to learn English in order to be able to communicate in English in both spoken and written manner. The results of the needs analysis also showed that the students' current level of English proficiency was mostly beginner and they wanted to elevate their proficiency in English up to intermediate level. In addition, they were in needs to

understand spoken and written texts related to the multimedia field in English in order to support their future career.

In terms of lacks, they found themselves had limited ways to understand spoken and written English, only understood limited expressions used in daily life, and found difficulties in expressing ideas in spoken and written manner. Thus, in the term of English language skill preference, the results showed that the balance of the English language skill they wanted to improve. It was revealed that listening (20%), speaking (35%), reading (20%), and writing (25%) were in almost the same in preference. Thus, it can be concluded that they need to learn the four English language skills.

Concerning the inputs in English learning materials, the results of the needs analysis revealed that the eleventh graders of Multimedia Study Program needed spoken and written texts which had the topic related to the multimedia field. It was revealed that the spoken texts needed were in the form of monolog and dialog. In addition, students chose various kinds of written texts to be involved in the materials, such as manual books, texts about software application, software instructions, CVs, application letters, and the like. In term of procedures, the results of the needs analysis revealed that the eleventh graders of Multimedia Study Program wanted various learning activities to be involved in materials. Most of them wanted listening for main idea and listening to jot down important information as the activities to be involved in the listening. Meanwhile, in term of activities to be involved in speaking, students generally wanted practicing dialogs and exchanging information with classmates to get particular information. In reading, they wanted reading for general and specific information while sentence or paragraph completion and arranging jumbled paragraphs were the most preferred activities in writing.

Related to the setting, learner's roles, and teacher's roles, based on the results of the needs analysis, the eleventh graders of Multimedia Study Program wanted English instructional processes to be done in both inside and outside the classroom. In addition, they also wanted various types of classroom management such as working individually, in pairs, and in small groups in order to accomplish the learning activities. In addition, during the English instructional process, students wanted to be guided by the teacher to accomplish the tasks. Therefore, they also wanted the teacher gives detailed information about how to accomplish the tasks and gives examples in doing the tasks.

Based on the results of needs analysis and the expert judgment, a conclusion of the appropriate English learning materials for the eleventh graders of Multimedia Study Program could be drawn. In term of the topic to be covered in each unit of the developed materials, it was about the field of multimedia. It had the purpose to meet the learner's interest and to relate their current field of study or even their future career so that they can find learning English meaningful. The components of each unit of the developed materials had the following parts: 1) introduction presenting the title of the unit and the unit objective so that students can get the brief information of what they are going to learn in each unit, 2) main lesson that covered the spoken and written cycle tasks that were aimed to help students attain the required competences, 3) reinforcement which elaborated students to

evaluate, to recall, and to self-reflect what they have learned in each unit of the materials, 4) confirmation that presented the vocabulary list consisting main lexical items in each unit of the materials.

The research findings showed that the developed English learning materials for the eleventh graders of Multimedia Study Program was appropriate to be implemented as the English instructional materials in the teaching and learning process for Grade XI students of Vocational High School (SMK). The result of the materials evaluation showed that the materials felt into "Good" category as the mean value of all aspects of the developed materials was 3.11 which was in range of $2.5 \leq x \leq 3.24$.

Conclusions

The developed English materials accommodated the students' needs as well as the required competences based on standard of competences and basic competences of Curriculum 2006 for grade XI of Vocational High School. Therefore, the developed materials was appropriate to be implemented as the English learning materials of the English instructional processes for the eleventh graders of the Multimedia Study Program in the first semester of the academic year of 2015/2016.

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