

Developing English Learning Materials for Grade Eleven Students of Pharmacy Study Programme of SMK / SMF “Indonesia” Yogyakarta

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Abstract: The objectives of this research are: (1) to describe the target needs of the grade eleven students of Pharmacy Study Programme of SMK / SMF “INDONESIA” Yogyakarta; (2) to describe the learning needs of the grade eleven students of Pharmacy Study Programme of SMK / SMF “INDONESIA” Yogyakarta; and (3) to develop the appropriate English learning materials for the grade eleven students of Pharmacy Study Programme of SMK / SMF “INDONESIA” Yogyakarta. This research is categorised as a Research and Development (R&D) research. The subjects of this research are grade XI students of Pharmacy Study Programme of SMK / SMF “INDONESIA” Yogyakarta, the English teacher, and a materials development expert from State University of Yogyakarta. This research adapted the steps by Jolly and Bolitho (1998) which were conducting the needs analysis, developing the course grid, developing the first draft of the materials, conducting the materials evaluation or the expert judgement, and writing the final draft of the materials. The data was collected by distributing questionnaires and conducting interviews on both the English teacher and the students. There were two types of questionnaires used to collect the data. The first one was made to get the data for the needs analysis while the second one was used to get the data for the materials evaluation through the expert judgement process. The data for both questionnaires were analysed quantitatively using descriptive statistics, while the data from the interviews was analysed qualitatively by using the data analysis model as proposed by Miles and Huberman (1994). The final products of this research were three units of English learning materials for grade XI students of Pharmacy Study Programme. The units were developed by using the results of the needs analysis and Curriculum 2006. By considering the students’ learning needs, the input given is in the form of dialogue recordings (for listening), pharmacy-related texts, language and grammar explanations, relevant pictures, and also vocabulary lists. The topics of the units are related to the students study programme that are pharmacy field and daily life. Based on the analysis of the data from the expert judgement, the developed English learning materials are considered appropriate. The mean score of all aspects of the appropriateness is 3.44 which is in the range of $3.25 \leq X \leq 4$ and can be categorised as “Very Good”.

Keywords: developing, English learning materials, Pharmacy Study Programme

Pengembangan Materi Bahasa Inggris Untuk Kelas XI Jurusan Farmasi SMK / SMF “Indonesia” Yogyakarta

Abstrak: Penelitian ini bertujuan untuk: (1) mendeskripsikan target siswa kelas XI jurusan farmasi SMK / SMF “INDONESIA” Yogyakarta, (2) mendeskripsikan kebutuhan siswa kelas XI jurusan farmasi SMK / SMF “INDONESIA” Yogyakarta dalam belajar bahasa Inggris, dan (3) mengembangkan materi bahasa Inggris yang sesuai untuk siswa kelas XI jurusan farmasi SMK / SMF “INDONESIA” Yogyakarta. Penelitian ini dikategorikan sebagai penelitian Research and Development (R&D). Subyek dari penelitian ini adalah siswa kelas XI di jurusan farmasi SMK / SMF “INDONESIA” Yogyakarta, seorang guru bahasa Inggris, dan seorang ahli pengembangan materi dari Universitas Negeri Yogyakarta. Penelitian ini mengadaptasi langkah-langkah dari Jolly dan Bolitho (1998), yaitu melakukan analisis kebutuhan, mengembangkan course grid, mengembangkan konsep awal materi, melakukan evaluasi materi atau penilaian oleh ahli, dan menulis konsep akhir dari materi. Data diperoleh dari distribusi kuesioner dan dengan melakukan wawancara guru dan siswa. Ada dua jenis kuesioner yang digunakan untuk pengumpulan data. Kuesioner pertama dibuat untuk mendapatkan analisis kebutuhan siswa, sedangkan kuesioner kedua digunakan untuk mendapatkan data untuk uji materi melalui proses penilaian ahli. Data yang didapatkan dari kedua kuesioner tersebut dianalisis dengan menggunakan descriptive statistics. Sedangkan data yang diperoleh dari wawancara dianalisis secara kualitatif dengan menggunakan model dari Miles dan Huberman (1994). Produk akhir dari penelitian ini berupa tiga unit materi bahasa Inggris untuk siswa kelas XI jurusan farmasi SMK / SMF “INDONESIA” Yogyakarta. Unit-unit tersebut dikembangkan menggunakan hasil dari analisis kebutuhan siswa dan Kurikulum 2006. Dengan mempertimbangkan kebutuhan pembelajaran siswa, input yang diberikan berbentuk rekaman dialog (untuk listening), teks berkaitan dengan farmasi, penjelasan mengenai bahasa dan tata bahasa, gambar yang mendukung, serta daftar kosakata. Topik-topik pada setiap unit berkaitan dengan jurusan siswa yaitu farmasi dan kehidupan sehari-hari. Berdasarkan hasil analisis data pada uji materi, materi yang dikembangkan dapat dikatakan sesuai. Rata-rata nilai dari seluruh aspek materi yang dikembangkan adalah 3.44 yang termasuk dalam rentang $3.25 \leq X \leq 4$ dan dapat dikategorikan sebagai “Sangat Baik”.

Kata kunci: mengembangkan, materi bahasa Inggris, Jurusan Farmasi

Introduction

The Indonesian government nowadays supports the development of vocational high schools in Indonesia because they help the country in term of decreasing the level of unemployment in the country itself. There are many vocational high schools in Indonesia with numerous types of vocational programmes. According to BSNP (2006), English in vocational high schools is taught to make the students proficient in both written and spoken language to help them develop

their ability in the vocational programme that they choose. To be able to achieve this objective, vocational high schools need to focus on the internal factors, such as the students' willingness to learn English and external factors, such as English teachers, teaching methods, documents and media, and materials.

Materials are one important factor to help the students in learning English. Materials can help both the teachers and the students in the teaching and learning process. Unfortunately, the materials of English provided by the government for vocational high schools are very general, which means that they do not provide suitable knowledge and competence that can fulfil the vocational programme's needs. Besides, most vocational high schools do not pay attention to this issue; they still utilize the general materials to teach their students.

SMK / SMF "INDONESIA" Yogyakarta is one of the vocational high schools in Yogyakarta. There is only one study programme available in this school, Pharmacy Study Programme. The students of Pharmacy Study Programme in this school are obliged to learn English as the requirement to be successful in passing the national final examination, not to prepare them in facing the work field of pharmacy in their future. Moreover, their future job will deal with lots of things that are related to English.

In response to the things mentioned above, the researcher conducted a study and developed the English learning materials for grade XI students of Pharmacy Study Programme based on Curriculum 2006.

The formulation of the problems of this research are:

1. What are the target needs of the grade eleven students of Pharmacy Study Programme of SMK / SMF "INDONESIA" Yogyakarta?
2. What are the learning needs of the grade eleven students of Pharmacy Study Programme of SMK / SMF "INDONESIA" Yogyakarta?
3. What are the appropriate English learning materials for the grade eleven students of Pharmacy Study Programme of SMK / SMF "INDONESIA" Yogyakarta?

Research Method

This research is categorized as Research and Development (R&D). It was conducted on August 2016 at SMK / SMF "INDONESIA" Yogyakarta which is located in Jalan Veteran, Gg. Jambu, Kebrokan, Pandeyan, Umbulharjo, Yogyakarta. The subjects of this research are 36 students of grade XI-E of Pharmacy Study Programme, the English teacher, and a materials development expert from State University of Yogyakarta. The research procedures were adapted from the materials development process by Jolly and Bolitho in Tomlinson (1998:98). Those procedures are (1) conducting need analysis; (2)

designing the course grid; (3) developing the first draft of the materials; (4) conducting the expert judgement; and (5) writing the final draft of the materials.

The data of this research were collected through distributing questionnaires and conducting interviews. There were two questionnaires used in this research. The first questionnaire was used for the needs analysis and the second questionnaire was used for the expert judgement. The data of the first questionnaire was analyzed by using descriptive statistics or by calculating the percentage of each answer in the questionnaire. Meanwhile for the second questionnaire which used the Likert Scale, the researcher used a formula stated by Suharto (2005) to analyse the data. The data from the interviews was analyzed by using the data analysis model as proposed by Miles and Huberman (1994).

Research Findings

The needs analysis was conducted to 36 students of class XI E at SMK / SMF "INDONESIA" Yogyakarta. It was divided into three parts. The first part was distributing a questionnaire that consisted of 29 questions in the form of multiple choices to the students. The second part was interviewing three students of the class with fifteen questions to get more information about their learning needs. The last part was interviewing the English teacher of grade eleven with thirteen questions related to English teaching learning process and the materials used in vocational high schools to get needed information to develop the English learning materials.

The result of the needs analysis shows that the learners' goal in learning English is to be able to communicate both in oral and written form. In terms of target needs in the needs analysis result, the necessities of the students were they would use their reading and speaking skill a lot and they will also need a good vocabulary mastery. Learning needs refer to what the learners need to do in order to learn (Hutchinson and Waters, 1987). To find the learning needs, the analysis of the learning needs of the students is divided into five points which are: input, procedures, setting, learners' role, and teacher's role.

In terms of input, the students preferred written texts which have less than 250 words and spoken texts of conversation between patients and pharmacy technician that last for 2 – 3 minutes. In terms of setting, the students chose learning assisted by teachers / instructors as the most effective way for them in learning English. In terms of learners' role, they wanted to be an active participant who responds to the explanation or questions by the teacher and as an active participant. In terms of teacher's role, the students wanted the teacher as the one who gives the opportunity to discuss, and openly asks and answers questions.

After analyzing the needs of the students, the researcher developed the course grid. The course grid is developed as the guidance in planning and developing the materials. The developed course grid consists of the identity of the course grid, the number of the unit, the topics and titles of the unit, standard of competence, basic competences, achievement indicators, language focus (grammar, vocabulary), input text, and activities.

After developing the course grid, the next step was developing the first draft of the materials. There are three units in the developed materials. Each unit has different task numbers depending on the competences that the students have to reach. The three units have the same unit design; introduction, main lesson, reinforcement, intermezzo and confirmation. As the first draft of the materials had been developed, the next step was expert judgement. The materials evaluation was done by distributing a questionnaire for four aspects that were evaluated. The aspects were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the layout. The results of the expert judgment show that the developed materials are considered appropriate. The mean of all score is 3.44 which is categorised as "Very Good". As the needed revision had been made, the materials were considered as the final draft.

Conclusions

Based on the results of the needs analysis, the target needs of grade XI students of Pharmacy Study Programme are: (1) the students of Grade XI of Pharmacy Study Programme learn English to be able to communicate both in oral and written forms; and (2) the students need to be able to communicate in English in their future study and work field in which the topics of the materials are related to the Pharmacy Study Programme.

According to the results of the expert judgment, the developed materials were considered appropriate. The appropriate English learning materials for grade XI students of Pharmacy Study Programme can be concluded. The topics of the units of the developed materials are related to the pharmacy field. This aims to gain the students' interest and by making the topics related to their field of study, the learning process will be meaningful. The developed materials consist of three units which have some parts including introduction, main lesson, reinforcement, intermezzo and confirmation.

Based on the results of the expert judgment, the mean score of the whole aspects of the developed materials was 3.44 which was in the range of $3.25 \leq x \leq 4$, and can be categorized as "Very Good". It could be concluded that the materials for grade XI students of Pharmacy Study Programme of SMK / SMF "INDONESIA" Yogyakarta were appropriate.

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