

Developing English Learning Materials for Grade XI Students of Vocational High School of Syariah Banking Department

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Abstract: This study aimed (1) to describe the target needs of grade XI students of Syariah Banking Department, (2) to describe the learning needs of grade XI students of Syariah Banking Department, and (3) to develop English learning materials for grade XI students of Syariah Banking Department. This research belongs to Research and Development (R&D). The subjects of the research were grade XI students of Syariah Banking Department at SMK Muhammadiyah 2 Muntilan, Magelang. The research procedure was adapted from that proposed by Borg and Gall (1983) and materials development procedure from Jolly and Bolitho in Tomlinson (1998). The steps of this research were conducting the needs analysis, developing the syllabus, designing materials, getting expert judgment, and writing the final draft. Two questionnaires were used to collect the data i.e.: the needs analysis questionnaire and the expert judgment questionnaire. The quantitative data were analyzed using descriptive statistics while the qualitative data were analyzed qualitatively. Three units were developed based on the target needs and learning needs results. Each unit consists of introduction, lesson proper (listening-speaking and reading-writing), reinforcement, and special features tasks. The tasks in each unit range from 29 to 31 tasks. The inputs are spoken and written texts, vocabulary lists, and grammar and pronunciation explanations. The activities include answering questions, completing texts, arranging jumbled words, writing texts, interviewing, and role playing. The appropriate task settings were pair and group work. Based on the expert judgment, the mean value of all aspects of the materials is 2.99. Therefore, the materials are categorized as Good.

Keywords: *Syariah Banking, English, Learning materials.*

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Introduction

People use English in their business activities (Frendo, 2005: 1) like banking and they do many things with the language: socialize, analyze, buy, write, persuade and so on (Frendo, 2005: 7). Bank workers need to be able to use the language effectively accross different cultures, in many contexts and in a wide variety of interactants (Frendo, 2005: 8) since the use of English as the language for business is increasingly widespread (Frendo, 2005: v; Dudley-Evans and John, 1998: 4).

Vocational high school provide vocational education in many fields in order to prepare students to have enough skills and knowledge to be able to work at particular fields or jobs, like syariah banking, as stated in *Undang- Undang No 20*

Tahun 2003 tentang Sistem Pendidikan Nasional pasal 15. However, the learning process in Syariah Banking Department still had some problems related to the materials used.

The first problem was the unavailability of suitable textbooks and the irrelevance of the available textbooks in the department because the available government textbooks were very general. This is in line with what stated by Dudley-Evans and John (1998: 14) that sometimes there is no really suitable published materials for certain needs.

The second problem is that the supplementary materials used in the school were used for all departments without any changes or adaptations although the students, who come from different departments, had different needs. This is in line with Dudley-Evans and John (1998: 14) who stated that it is rarely possible to use a particular textbook without the need for supplementary materials.

Therefore, the focus of the research is to identify the target and learning needs and to develop English learning materials for Syariah Banking department which fit the target and learning needs. The design of the materials refer to Curriculum 2013 since the school is on the move to that curriculum.

Hutchinson and Waters (1987: 19) define ESP as an approach to language learning which is based on learner needs and the purpose of ESP is to meet students' needs in target situations. The main characteristic of this approach relies on the importance of students' needs and the process of getting such information is called needs analysis.

Needs analysis itself is defined as a set of procedure for determining language content and teaching procedure for specified groups of learners (Nunan, 2004: 215). In line with that, Hutchinson and Waters (1987 : 54) propose that needs are divided into two types: target needs and learning needs. Target needs are seen as what the learner needs to do in the target situation and learning needs are defined as what knowledge and abilities the learners will be required to perform to the required degree of competence in the target situation (Hutchinson and Waters, 1987: 60).

After conducting needs analysis, its results need to be interpreted through some process which will produce a syllabus (Hutchinson and Waters, 1987: 65). Further, a syllabus provides a set of criteria for materials selection and/or writing (Hutchinson and Waters, 1987: 84). Content-Based Instruction prefers organizing teaching around content and/or information (Richards and Rodgers, 2001: 204) and it seemly becomes the most appropriate method in teaching vocational high schools students because ESP learners need to learn to use the language (Hutchinson and Waters, 1987: 70) through contents which are relevant to their subject specialism in order to acquire the competences (Hutchinson and Waters, 1987: 73). According to Richards and Rodgers (2001: 207), there are two core principles in Content-Based Instruction. First, people learn a second language more successfully when they use the language as a means of acquiring

information. Second, it better reflects learners' needs for learning a second language.

Graves (2000: 149) state that materials development is the planning process by which a teacher creates units and lessons within those units to carry out the goals and objectives of course and according to Hutchinson and Waters (1987: 107), good materials contain interesting texts and enjoyable activities and have content which both learners and teachers can cope with. Meanwhile, materials evaluation can be defined as an activity to measure whether the materials meets learners' needs or not. In Indonesian context, the materials evaluation is conducted by referring to the standard from *Badan Standar Nasional Pendidikan (BSNP)* which covers the appropriateness of content, language, presentation, and layout.

Research Method

The research belongs to educational Research and Development (R & D). The procedure of the research used in this study was a combination of the research procedure proposed by Borg et al. (1983: 775) and the model of materials writing proposed by Jolly and Bolitho in Tomlinson (1998) with some adaptations. There were five steps in this study: 1) conducting needs analysis; 2) planning to design a syllabus; 3) designing the materials; 4) evaluating the first draft through expert judgments; and 5) revising and writing the final draft.

This research used two kinds of questionnaires to collect the data. The first questionnaire is needs analysis questionnaire which contains multiple choice questions and used to collect the data of target needs and learning needs. The second questionnaire is expert judgment questionnaire which contains Linkert-scale statements and open-ended questions and used to collect the data of the appropriateness of materials.

The data collected from needs analysis were analyzed quantitatively using percentages while the data collected from expert judgments were analyzed quantitatively using descriptive statistics proposed by Sugiyono (2011).

Findings and Discussion

From the needs analysis, it can be inferred that the necessity of the students in learning English was to be able to communicate in English both in spoken and written form for daily communication, or after graduating from vocational high schools. Most of the students were in beginner level of English proficiency, and they had not mastered several kinds of texts and some microskills. It was also found that the students wanted to develop all English macroskills and microskills.

Related to students' learning needs, students needed input in the form of spoken and written texts and topics that were close to their department. Further, they needed many kinds of activities that were interesting for them. It was also found that students needed teacher's guidance, motivation, and feedback and that they

preferred to ask and listen to teacher's explanations and being active during English learning. In terms of task setting, it can be inferred that the students preferred to work in pairs, in small groups, and around school.

The developed materials consisted of three units. Each unit consisted of Introduction, Lesson Proper, Reinforcement, and Special Feature. The Introduction consisted of brainstorming and warm-up activities while Lesson Proper was divided into two parts: listening-speaking and reading-writing. The tasks in each part followed the steps of Scientific Approach stated in Curriculum 2013. Those steps were observing, questioning, collecting, analyzing, communicating and creating steps. The Reinforcement consisted of homework, summary and reflection which aimed to provide students with tasks to practice more, conclude and reflect their learning process. The Special Feature consisted of some features like Say It Right, Grammar Box, and Word Power. There are also some optional features like Log In, Did You Know, Religious Value, Character's Corner and Language for Aesthetic which functioned to develop personal and social competences.

All units are categorized as 'Good' with the mean score ranging from 2.40 X 3.20 and are considered appropriate for the grade eleven students of vocational high school of Syariah Banking department.

Conclusions

As it is identified that it is necessary to develop materials because of the unavailability of suitable materials and the irrelevance of existing materials, the study focused on developing English learning materials for grade eleven of *Syariah* Banking Department and needs analysis need to be conducted.

From the results of needs analysis, the target needs of the students were to develop communication skills and competences to work after graduating from vocational high schools. Related to learning needs, the preferred input, activities, roles and task settings were also identified. Therefore, the developed materials were in accordance to the students' target needs and students' learning needs.

Further, the developed materials were also in accordance to the Curriculum 2013 and were in line with some theories in developing learning materials for vocational high schools. From the evaluation, the English learning materials in this study were considered appropriate for the grade eleven students of vocational high school of *Syariah* Banking department.

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