# DEVELOPING ENGLISH COMPLEMENTARY LEARNING MATERIALS FOR GRADE-X STUDENTS OF THE MULTIMEDIA STUDY PROGRAM IN SMK NEGERI 3 YOGYAKARTA

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## ABSTRACT

The objectives of this study are: (1) to describe the target needs of grade-ten students of the Multimedia Program of SMK Negeri 3 Yogyakarta; (2) to describe the learning needs of grade-ten students of the Multimedia Program; and (3) to develop appropriate learning materials for grade-ten students of the Multimedia Program. This study is Research and Development (R&D) research adapting the R&D model proposed by Borg and Gall (1983) (in Tomlinson, 1998). The subjects of this study were grade-ten students of the Multimedia Program. The steps of this study were conducting needs analysis, developing the course grid, developing the first draft of the materials, evaluating the materials, and writing the final draft of the materials. Two questionnaires were used to collect data; the first questionnaire was made to obtain the data for the needs analysis and the second was used to obtain data about the appropriateness of the materials through the expert judgment. The data of the two questionnaires were analyzed quantitatively using descriptive statistics. Results show that the target needs of grade ten students of Multimedia program are: (1) passing national examination; (2) being in advanced level to support their later job; and (3) understand English vocabulary. The developed material consisted of three units based on Curriculum 2013. Each unit has four main parts: title page, main lessons, intermezzo, and reinforcement. Based on the students' learning needs, the input is in the form of dialogues and monologues (for listening), texts, explanations, vocabulary lists, and pictures. The activities come in two cycles, each applying the four steps of the genre-based approach: Building Knowledge, Modelling, Joint Construction, and Independent Construction. Based on the analysis of the data from the expert judgment, the mean score of all aspects of the three developed units, in the scales of 1-4, is 3.5 which is in the range of $3.25 \leq x \leq 4$ and can be categorized as "Very Good".

Key words: *materials, multimedia, genre-based*

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## ABSTRACT

Tujuan dari penelitian ini adalah: (1) mendeskripsikan kebutuhan target siswa kelas sepuluh program Multimedia SMK Negeri 3 Yogyakarta; (2) mendeskripsikan kebutuhan belajar siswa kelas sepuluh program Multimedia; dan (3) mengembangkan materi pembelajaran yang sesuai untuk siswa kelas sepuluh program Multimedia. Penelitian ini merupakan penelitian Penelitian dan Pengembangan (R & D). Subyek penelitian ini adalah siswa kelas sepuluh program Multimedia SMK Negeri 3 Yogyakarta. Penelitian ini mengadaptasi model R&D yang diajukan oleh Borg dan Gall (1983) (dalam Tomlinson, 1998). Langkah-langkah penelitian ini adalah melakukan analisis kebutuhan, pengembangan kerangka ajar, pengembangan draf pertamadari materi, evaluasi materi, dan penulisan draf akhir dari materi. Dua jenis kuesioner digunakan untuk mengumpulkan data. Kuesioner pertama dibuat untuk mendapatkan data untuk analisis kebutuhan sedangkan kuesioner kedua digunakan untuk mendapatkan data tentang kesesuaian bahan melalui penilaian ahli. Data kuesioner dianalisis secara kuantitatif melalui statistik deskriptif. Studi ini menemukan bahwa target kebutuhan siswa kelas sepuluh program Multimedia adalah: (1) lulus ujian nasional; (2) berada di tingkat lanjut untuk mendukung pekerjaan mereka nanti; dan (3) mengerti kosa kata bahasa Inggris. Penelitian ini mengembangkan tiga unit materi berdasarkan Kurikulum 2013. Masing-masing unit memiliki empat bagian utama: judul halaman, pelajaran utama, intermezzo, dan penguatan. Mengingat kebutuhan belajar siswa, masukannya berupa dialog dan monolog (untuk mendengarkan), teks, penjelasan, daftar kosa kata, dan gambar. Kegiatan dibagi menjadi dua siklus, setiap siklus menerapkan empat langkah *Genre-Based Approach*: *Building Knowledge, Modeling, Joint Construction,* dan *Independent Construction*. Berdasarkan analisis data dari penilaian ahli, nilai rata-rata semua aspek dari tiga unit yang dikembangkan, pada skala 1-4, adalah 3,5 yang berada pada kisaran $3,25 \leq x \leq 4$ dan dapat dikategorikan sebagai "Sangat bagus".

Kata kunci: materi, multimedia, *genre-based*

## Introduction

Nowadays, the Indonesian government really supports the development of the vocational high schools in Indonesia. Vocational High School is an educational institution which is intended to improve the students' knowledge, attitude, and skills in order to prepare them to live autonomously after they graduate or to continue their education based on their mastery. The ready-to-work graduates of Vocational High School hopefully can help the government decrease the number of unemployement people in this country. That's why the schools have to equip the students with English as a prerequisite skill to enter labor market. According to the regulation of National Education Minister (2006) English teaching at Vocational High School should aim to equip the students with English communication skills both oral and written in order to help them communicate in the context areas of their expertise.

English learning material becomes a need to learn English for students. It can help the students to learn English because it provides information that the students need. Students can find information which they need to and want to know by following the instructions, reading the passage, and doing the tasks included in the learning materials. Some authentic texts and dialogues containing language function the students learn are also needed to be included in learning materials. It is because, in English teaching and learning process, students are prepared to be able to communicate in English in real life. Instructions and tasks in the learning materials can also help the English teachers to transfer knowledge to the students. Teachers may use the learning materials in one of their teaching steps or students' activities.

For Vocational High School, English learning materials should be related to the study program of the students; which means different study programs should provide different English materials for the students. The contents of the learning materials can be the same based on the recent curriculum but the theme of the materials and vocabularies should be different related to the study program. For example, English learning materials for Multimedia students provides some dialogues of language functions and some texts in the field of multimedia. The vocabularies included are also related to Multimedia world. The portion of the skills learnt should be appropriate for the specific study programs because, like English for Specific Purposes, English in Vocational High School is learnt to prepare the students to be able to communicate in English in their world.

However, there are hardly English learning materials which are developed for specific study programs in Vocational High School in Indonesia. It was also the case of SMK Negeri 3 Yogyakarta. There is no English learning materials specifically designed for Multimedia study program students. On the other hand, the students expect an English learning material which is appropriate for their major; Multimedia. They will be more interested to learn English a learning material containing

texts, dialogues, and vocabularies in Multimedia theme can be developed. Hopefully, this research will give some contribution to:

1. grade X students of Multimedia study program
   The English learning material product can be used in English learning process at school.

2. English teachers of Vocational High School
   The English learning material product can be used to help teachers to teach English for Multimedia students.

3. English Education Department
   This study can help the English Education students who look for a reference of research and development study related to English learning materials for Multimedia students.

### Literature Review

In designing the learning materials for the grade X students of Multimedia prigram in SMK Negeri 3 Yogyakarta, the researcher developed the materials based on Curriculum 2013 as proposed by *Peraturan Menteri Pendidikan dan Kebudayaan No. 24 Tahun 2016*.Stated in *Permendikbud* No. 22 (2016), the first principle is the students should be active in the teaching and learning process. Teacher-centred learning process will be changed to learner-centred learning process which means that the students' role should be more dominant and the teacher should be the facilitator in the class. The second principle is that the teacher is not the only learning source for the students. Students are free to find learning sources from everyone and everywhere, including from the Internet. Third, teaching and learning process which implement the value of giving example or being a role model, building motivation, and encouraging students' creativity in learning process. Those values are in accordance with Ki Hajar Dewantoro's education principles i.e. *ing ngarso sung tulodho*, *ing madyo mangun karso*, and *tut wuri handayani*. And, the fourth principle is that everyone can be the teacher, everyone can be the student, and they can study in everywhere. It means that the learning process can take place at home, at school, or in the society.

For the Vocational High School students, English is an adaptive subject which aims to prepare them to have English communication skills, both spoken and written. Their English communication skill should be contextual according to their study programs (*Permendiknas*, 2006). Stated in *BNSP* (2006), there are two goals of learning English for Vocational High School students. The first goal is that students comprehend the English basic knowledge and skills to support their program achievements, and the second one is that they implement those knowledge and skills. So, after the students are able to comprehend the English basic knowledge and skills, they are expected to be able communicate well using spoken and written English in the society.

Curriculum 2013 implements several method and approach in teaching and learning process. The main approach that is proposed is scientific approach. In

English teaching, the stages of the scientific approach is nearly similar to the *Genre-Based Approach*. In *Genre-Based Aprroach*, Hammond (1992) recommends four stages of learning language. The first stage is *Building Knowledge of the Field (BKOF)*. In this stage, the teachers and students build cultural context, share experiences, discuss vocabulary, grammatical patterns, etc. All off these are geared towards the types of texts and topics they are going to deal with at the second stage. The second stage is called *Modelling of Text (MOT)* in which the students listen to or read statements of short functional texts, conversations, and monologues that are geared towards a certain communicative purpose.

The next stage is *Joint Construction of Text (JCOT)*. At this stage, the students are encouraged to try to develop spoken or written texts with their peers and with the help from the teachers. The last stage is *Independent Construction of Text (ICOT)*. After having the experience of working with their friends, the students are expected to be able to speak spontaneously or to carry out monologues or to be able to write texts independently. In this way, the integration of the skills is created by the communicative purposes of texts. Students are able to speak what they have heard, read what they have talked about, and write what they have read.

Materials development refers to every activity conducted by writers, teachers, or learners to provide sources of language input and to make use of them to supply information about and experience of the language to support the language learning process effectively (Tomlinson: 2011). Moreover, Graves (2000: 149-150) specifies that materials development is the planning process by which a teacher develops units and lessons within them to implement the goals and objectives of the course. The teachers also create, choose or adapt, and organize materials and activities for the students so that they can achieve the objectives which will help them reach the goals of the language learning. The process of materials development aims in creating materials which can serve as resources for effective learning by developing a sequence of activities that leads teachers and learners through a learning route. Those activities provided should be at an appropriate level of difficulty that provides both motivating and useful practices (Richards: 2001).

**Methodology**

This study is categorized as Research and Development (R&D) research because the aim of the study is to develop a product that can be used in an educational program. In this research, the product is an English complementary learning materials.

The population was grade ten students of Multimedia program of SMK Negeri 3 Yogyakarta and the samples were taken randomly in conducting the study.

The research took place in SMK Negeri 3 Yogyakarta which is located at R. W. Monginsidi Street No. 2 Cokrodiningratan, Jetis, Yogyakarta in December 2017 . The school has eight study programs, they are Architecture, Wood Construction,

The data were collected through questionnaire. Two different questionnaire were used in this study to collect data. The first questionnaire which is aimed to assess the learners' needs was applied to the subject. The second questionnaire, aimed to validate the developed materials and to find out whether the materials are already suitable with the learners' needs or not, was be applied to the validator.

In the first questionnaire, the subject was asked several questions related to their learning needs by answering multiple choice questions. This questionnaire was given to collect the learners' needs. In the second questionnaire, the validator was asked for opinion considering the developed materials. The evaluator was asked to respond if s/he is Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD).

The data from the needs analysis questionnaire were analyzed by calculating the percentage of each answer in the questionnaire. The data from the expert judgement were analyzed by using Likert's scale.

**Research Findings and Discussions**

The result of this research is a set of English learning materials for grade ten students of Multimedia study program by using Genre-Based Approach. After passing some steps of developing materials, the developed materials finally have been judge as appropriate materials for Multimedia students.

A need analysis was conducted as the first stage of the research to assess the target and learning needs of the students the questionnaire was distributed in December 2017. The questionnaire was in the form of multiple choice questions. The respondents were the students of class Multimedia grade X and the number of respondents was 28 students.

In terms of target needs, the students' main goal in learning English is to pass national examination. They also believe that they need to be in the advanced level in order to support their later education and job. Based on the needs analysis, the students are mostly in the beginner level of English proficiency.the students' wants is that English language teaching adn learning process should make them understand English vocabulary.

The analysis of learning needs of the students is divided into some points that are input, procedures, learners' role, teacher's role, and setting. In terms of inputs, the result of the needs analysis shows that the students want short monologues and dialogues in with new vocabulary as the listening input, medium lenght monologues and dialogues with pictures as the speaking input, medium lenght texts with pictures as the reading input, and medium lenght texts and new vocabulary related to the text as the writing input. The students also want topics related to their daily life and future job on multimedia.

For listening activities, the students want to learn listening by identifying the detailed information of the text by answering the questions provided. In speaking activities, they want to learn speaking by discussing a topic and giving opinion related to

the topics. In reading activities, they want to learn reading by reading a text to find general idea of the text.

Unit 1 is derived from core competences number 1, 2, 3, 4 and basic competences number 3.1 and 4.1. The title of Unit 1 is "About Me". The topic of the unit is introducing self and asking someone's information of personal identity. The unit focuses on expression of asking and giving information about personal identity. The focus of the grammar are simple present tense and pronouns.

The core competence and basic competence require the students to be able to analyze the social function, text structure, and language feature of asking and giving information about personal identity and use the expression in an oral conversation and in the written form. The unit is divided into two cycles: written cycle and oral cycle in which each cycle consisted of several tasks in the order of Genre-Based Approach stages.There are 23 tasks in this unit; 14 tasks belong to listening and speaking activities and 9 tasks belong to reading and writing activities.

Unit 2 is derived from core competences number 1, 2, 3, 4 and basic competences number 3.4, 4.4.1 and 4.4.2. The title of Unit 2 is "Let's Visit Universal Studio". The topic of the unit is describing tourism object and famous historical building. The unit focuses on descriptive text. The focus of the grammar is noun phrase.

The core competence and basic competence require the students to be able to analyze the social function, text structure, and language feature of descriptive text, describe a tourism object and historical building, and develop a descriptive text in spoken and written form. The unit is divided into two cycles: written cycle and oral cycle in which each cycle consisted of several task in the order of Genre-Based Approach stages.There are19 tasks in this unit; 13 tasks belong to reading and writing activities and 6 tasks belong to listening and speaking activities.

Unit 3 is derived from core competences number 1, 2, 3, 4 and basic competences number 3.5, 4.5.1 and 4.5.2. The title of Unit 3 is "Attention Please!". The topic of the unit is giving announcement. The unit focuses on announcement text. The focus of the grammar is forming nouns from verbs.

The core competence and basic competence require the students to be able to analyze the social function, text structure, and language feature of descriptive text and develop an announcement in spoken and written form. The unit is divided into two cycles: written cycle and oral cycle in which each cycle consisted of several task in the order of Genre-Based Approach stages.There are17 tasks in this unit; 11 tasks belong to reading and writing activities and 6 tasks belong to listening and speaking activities.

As the first draft of the materials had been designed, the next step was expert judgment. There were four aspects of the materials that were being evaluated. Those were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic.

The results of the expert judgment of the Unit 1 show that the mean value of the appropriateness of the content is 3.7 which falls into the category of "Very Good". The mean value of the appropriateness of the language is 3.4 which falls into the category of "Very Good". The mean value of the appropriateness of the presentation is 3.1 which falls into the category of "Good". The mean value of the appropriateness of the graphic is 3.9 which falls into the category of "Very Good".

The revisions of Unit 1 mostly dealt grammatical mistakes, there were also some mistyping. For example the phrase "aten grader" that must be "a ten grader". There were also three additional sections in this unit, they are Intermezzo, Summary, and Reflection. The order of the cycles was also revised. Written cycle came first after the revision to make the order of the cycles in this unit parallel to the other units.

The results of the expert judgment of the Unit 2 show that the mean value of the appropriateness of the content is 3.7 which falls into the category of "Very Good". The mean value of the appropriateness of the language is 3.2 which falls into the category of "Good". The mean value of the appropriateness of the presentation is 3.3 which falls into the category of "Very Good". The mean value of the appropriateness of the graphic is 3.9 which falls into the category of "Very Good".

According to the materials evaluation, Unit 2 was appropriate for grade ten students of Multimedia study program but there were several revisions. There were five tasks that needed to be revised. The revisions of Unit 2 mostly dealt with grammatical mistakes and mistyping.

The results of the expert judgment of the Unit 3 show that the mean value of the appropriateness of the content is 3.6 which falls into the category of "Very Good". The mean value of the appropriateness of the language is 3.2 which falls into the category of "Good". The mean value of the appropriateness of the presentation is 3.2 which falls into the category of "Good". The mean value of the appropriateness of the graphic is 3.9 which falls into the category of "Very Good".

According to the materials evaluation, Unit 3 was appropriate for grade ten students of Multimedia study program but there were several revisions. There were four tasks that needed to be revised. The revisions of Unit 3 mostly dealt with grammatical mistakes and mistyping.

**Conclusion**

In terms of inputs, the result of the needs analysis shows that the students want short monologues and dialogues in with new vocabulary as the listening input, medium lenght monologues and dialogues with pictures as the speaking input, medium lenght texts with pictures as the reading input, and medium length texts and new vocabulary related to the text as the writing input. The students also want topics related to their daily life and future job on multimedia.

In terms of procedures, the students want to learn listening by identifying the detailed information of the text by answering the questions provided for listening activities. In

speaking activities, they want to learn speaking by discussing a topic and giving opinion related to the topics. In reading activities, they want to learn reading by reading a text to find general idea of the text. For writing activities, students want to learn writing by writing the same text as the given model text based on the correct grammar and sentence structures. In vocabulary enrichment activities, they want learn vocabulary by searching the synonyms or antonyms of words and finding new vocabulary on a text and identifying the meaning based on the context. In terms of grammar activities, they want to learn grammar by identifying and correcting the wrong sentence structures. For the pronunciation activities, they want to learn pronunciation by listening and repeating the pronunciation from the teacher.

In terms of setting, the students prefer to learn inside the classroom and in a group of 3-4. For learners' role, the students want to listen to their teacher's explanation only. In terms of teacher's role, students want the teacher to give them suggestion, correction, and comment in every result of their learning.

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