

## DEVELOPING LEARNING MATERIALS FOR ENGLISH CONVERSATION EXTRACURRICULAR PROGRAM FOR GRADE X STUDENTS OF OFFICE ADMINISTRATION OF SMK MUHAMMADIYAH 1 PRAMBANAN, KLATEN

### *PENGEMBANGAN MATERI BAHASA INGGRIS UNTUK PROGRAM EKSTRAKURIKULER CONVERSATION UNTUK SISWA KELAS X ADMINISTRASI PERKANTORAN DI SMK MUHAMMADIYAH 1 PRAMBANAN, KLATEN*

By Nafisah Ulfah Fitri Nurrasta, Ella Wulandari, M.A., English Language Education Department, Faculty of Languages and Arts, Yogyakarta State University, [nafisahfnr@gmail.com](mailto:nafisahfnr@gmail.com)

#### **Abstract**

The objectives of this research were: 1) to describe the Office Administration students' target needs, 2) to describe the Office Administration students' learning needs, and 3) to develop the appropriate English conversation learning materials for grade X students of Office Administration of SMK Muhammadiyah 1 Prambanan, Klaten. The nature of this study was research and development (R&D) adapting ADDIE cycle: analyzing, designing, developing, evaluating and revising. The data were obtained from questionnaires and observation. The data from questionnaire then were analyzed quantitatively using descriptive statistics. The observation data were analyzed qualitatively. As many as 26 grade X students of Office Administration were chosen as the research subjects. The result of this research was a three-unit module developed based on KKNi Level 2 Secretary standard graduate competences. Each unit of the developed materials has around 16 tasks. These tasks were divided into three parts: introduction, main lesson, and reinforcement. From the results of the expert judgment, the overall mean score for the developed materials is 3.61 and falls into the category of "Very Good". Therefore, the developed materials are appropriate to be used in the conversation extracurricular program.

**Keywords:** conversation, materials, extracurricular program, Grade X, Office Administration

#### **Abstrak**

*Penelitian ini bertujuan untuk: 1) mendeskripsikan target belajar siswa Administrasi Perkantoran, 2) mendeskripsikan kebutuhan belajar siswa Administrasi Perkantoran, dan 3) mengembangkan materi conversation Bahasa Inggris yang sesuai untuk siswa kelas X Administrasi Perkantoran di SMK Muhammadiyah 1 Prambanan, Klaten. Penelitian ini merupakan penelitian Research and Development (R&D) yang merupakan adaptasi dari model ADDIE: analisis, desain, pengembangan, evaluasi, dan perbaikan. Data dalam penelitian ini didapatkan dari kuisioner dan observasi. Data yang didapat kemudian dianalisa menggunakan statistik deskriptif. Data dari observasi dianalisa secara kualitatif. Sebanyak 26 siswa kelas X di jurusan Administrasi Perkantoran menjadi subyek dari penelitian ini. Hasil dari penelitian ini adalah sebuah modul dengan tiga unit yang dikembangkan berdasar pada standar kompetensi lulusan Sekretaris Level II di KKNi. Setiap unit yang dikembangkan memiliki sekitar 16 kegiatan. Kegiatan-kegiatan tersebut terbagi menjadi tiga bagian yaitu: pendahuluan, pelajaran utama, reinforcement. Dari hasil penilaian ahli, nilai rata-rata dari keseluruhan materi adalah 3.61 dan masuk pada kategori "Sangat Baik". Dengan begitu, materi yang dikembangkan ini sesuai untuk digunakan pada pembelajaran di program ekstrakurikuler conversation Bahasa Inggris.*

**Kata Kunci:** conversation, materi, program ekstrakurikuler, kelas X, Administrasi Perkantoran

## **INTRODUCTION**

In Indonesia, high schools are established in several types. They are junior, senior, and vocational high schools. According to Law No. 20 Year 2003 on National Education System Article 15, vocational high schools are parts of formal education. They are aimed to provide the students with knowledge, skills, and attitudes which can help them autonomously continue their life or

work for their specific fields. Those specific fields are represented in various study programs in vocational high schools. Some of them are Office Administration, Patisserie, Accounting, Computer Programming, and Pharmacy. Consequently, English teachers in vocational high schools need to be resourceful in providing the students with appropriate materials which are expected to be

needed by the students to communicate in their future workplaces.

In attempt to reach the aim of vocational high schools, SMK Muhammadiyah 1 Prambanan, Klaten has been conducting a good extracurricular program which is compulsory for grade X students. This extracurricular program focuses on the development of the students' communication skills, especially in conducting conversations. However, the students in this program are not facilitated enough with materials which are specialized for their study programs. The materials are developed by the teacher himself in the form of a module which is used for all study programs. It contains some units in which there are some examples of simple conversations. Although it is only an additional program, it has an important goal to make the students able to communicate using English in their carrier or future job. Therefore, the students need a module which can cover the conversation skills developed based on each study program skills.

The explanation above makes the researcher decide to conduct this study and to develop appropriate learning materials for English conversation extracurricular program for grade X students of Office Administration study program. Since the students of vocational high schools are prepared to be ready to work, this study focuses on developing the materials based on the standard of graduate competences of Level 2 Secretary in Indonesia named *Kerangka Kualifikasi Nasional Indonesia* (2014).

Based on the explanation, this research is aimed to answer the questions on:

1. What are the target needs of grade X students of Office Administration study program?
2. What are the learning needs of grade X students of Office Administration study program?
3. What are appropriate English conversation materials for grade X students of Office Administration study program of SMK Muhammadiyah 1 Prambanan, Klaten?

## RESEARCH METHOD

This research is an Educational Research and Development (R & D) which discovers new

knowledge in providing students' learning process with educational products (Borg and Gall, 1983:771). This research adapted the ADDIE (analyze, design, develop, implement and evaluate) cycle proposed by Branch (2009). The cycle conducted became (1) analyzing, (2) designing, (3) developing, (4) evaluating and (4) revising. This research was conducted on May 2017 involving 26 grade X students of Office Administration of SMK Muhammadiyah 1 Prambanan, Klaten.

The data for this research were collected from distributing two types of questionnaires and through observation. The first questionnaire was distributed to the students to obtain the data for the needs analysis. The data were then analyzed using descriptive statistics to define the students' preferences. The second questionnaire was used to obtain the data for the materials evaluation through the expert judgment. The four-point Likert-like-scale was used as a scoring system in the expert judgment questionnaire. The data then were analyzed using a formula proposed by Suharto (2006).

## RESEARCH FINDINGS

The data for the analysis were taken from a class of grade X of Office Administration of SMA Negeri 1 Muntilan and done on May 2017 by distributing questionnaires. The data then were analyzed to find out the students' goals, target needs, and learning needs. The results showed that the students' goal in learning English was to have a preparation to continue their study in university. However, they also were aware that they need English to support their communication skills in the workplaces. The target needs were divided into three aspects which were necessities, lacks and wants. In term of necessities, the students agreed that secretarial skills are important but they lacked in handling company visitors, handling telephone calls, and doing interview. They also stated that they need pronunciation and vocabulary to support them in communication. In terms of learning needs which include input, procedures, settings, teacher's role and learners' role the students wanted to have recordings (both audio and visual). For the learning activities, they

also wanted to watch videos and listen to recordings to identify the use of language expressions. For the productive activities, they wanted to do role plays and discussions. In the learning process, the students wanted to be active participants who respond the teacher's questions. They also wanted the teacher to motivate them to learn.

The developed materials were expected to be good materials. Tomlinson says that materials should help learners to develop confidence (1998:9). The materials contain knowledge which is comprehensible and tasks which are doable. The use of the tasks is expected to stimulate the students to perform confidently using the language. Next, Tomlinson states that what is being taught should be perceived by learners as relevant and useful (1998:11). This means that the developed materials should be developed based on the requirements or the standard graduate competences of the students' study program. Therefore, the course grid of the developed materials was rooted from the standard graduate competences of Level 2 Secretary written in KKNi (2014).

Furthermore, Task-Based Language Teaching (TBLT) proposed by Nunan (2004) was chosen as a teaching method used in the developed materials. From the course grid, the materials then were developed. The developed materials from this research is in the form of a module which consist of three units. Each unit consists of 16 tasks that are divided into main lesson: *Let's Watch*, *Let's Study*, *Let's Say It*, *Let's Listen*, and *Let's Practice*. The units also contain Word Power, Grammar Focus, and supplementary conversation skills as the enrichment. Before starting the main lesson, each unit has warming up activities to build the students' scheme of what they are going to learn. The units are completed with audio and video recordings as the input. The audio recordings are expected to help the students familiar with the sounds of English. The video recordings are expected to enrich the students' knowledge of the conversation behavior or non-verbal language used by speakers. Then, there is a Reflection part as the media for students to reflect on what they

have learned and what needs more improvement. At the end of the units, there is an Evaluation part to check the students' achievement both in the form of performance and the knowledge.

To assess the developed materials, an expert judgment was conducted by distributing a questionnaire. From the expert judgement result, it is obtained that the overall mean score of the developed materials in this research is 3.61. This score falls into the category of Very Good. Therefore, the developed materials are appropriate and possible to be used in the conversation extracurricular program.

## CONCLUSIONS

There are three conclusions that can be drawn from this research. The first one is to make the appropriate course grid for the extracurricular program. Since vocational high schools are aimed to prepare the students to be ready to work, the teachers should pay more attention into the target situation of the students in designing the course grid. From the needs analysis, the results showed that the students were lack of skills in handling company visitors, handling telephone calls, and doing interview. Moreover, they stated that they wanted to learn how to observe the appropriate speaking behavior based on a certain situation. These results were accommodated in the course grid.

The next conclusion is to design the appropriate materials. In this research, there are three units in which each unit follows a certain framework. The unit consists of three main parts which are the introduction, main lesson, and reinforcement. Every unit begins with warm up activities to build the students' scheme of what they are going to learn in the unit. The main lesson part contains the spoken and written texts and the tasks. The materials also include audio and video recordings as the learning input. The main lesson part is also accompanied with grammar focus and word power or supplementary materials like how to take turn and do small talks that focus on students' vocabulary enrichment. These features will help the students to understand the appropriate speaking behavior. Next, the unit also consists of the evaluation part which aims to

evaluate what the students have learned. At last, a reflection part is featured in each unit as a media for the students to reflect what they have learned and what they need to improve more next time.

In the evaluation process of developing materials, an expert judgment was conducted. From the results of the expert judgment, the overall mean score the expert gave for the developed materials in this research is 3.61. This score falls under the category of "Very Good". Therefore, it can be concluded that it is possible to use in the conversation extracurricular program.

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