

**DEVELOPING ENGLISH MATERIALS FOR THE ELEVENTH GRADE STUDENTS OF SMK  
TRIATMA JAYA SINGARAJA WITH THE INSERTION OF THE VALUES OF NATION  
CHARACTER**

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**ABSTRACT**

This study is a Research and Development study (R&D) which aimed at (1) identifying problem in the existing materials used at SMK Triatma Jaya Singaraja, (2) identifying the needs of the English materials for SMK students, (3) determining the suitable design of the English materials for SMK Students, (4) developing English materials for SMK Students, (5) measuring the effectiveness of the English materials developed, (6) determining the quality of the materials developed.

The research was conducted at *SMK Pariwisata Triatma Jaya Singaraja* in academic year 2012/2013. The subject of the study was the eleventh grade students of Food & Beverage Department. The data of the present study was collected by interview, questionnaire test and document analysis. The instruments used in the present study were interview guide, document analysis worksheet, questionnaire, and rubric. The data of the present study was analyzed descriptively and quantitatively.

This present study showed that (1) the problems faced by the existing materials used at SMK Triatma Jaya Singaraja are irrelevancy of the materials with the department of the students, insufficiency of pictures and illustration on the materials, and non-existence of the clear statement of the development of the values of nation character. (2) The need of the English materials for SMK students are the materials must follow the basic competences of the syllabus, the materials must include English expression, text, and grammar focus, reading materials should be quite long, materials discuss kitchen work safety, materials must include earth saving program, materials must discuss the technology in kitchen, materials must be equipped with sufficient pictures, and the materials should relate to F & B service. (3) The English material for SMK students are designed to meet the need of school syllabus, teacher, students and tourism industry, should insert the values of nation character, and conform with the criteria of good materials. (4) The materials development model used are the combination of Dick and Carey and Tomlinson Models. The new model consists of five major stages. They are (a) need analysis, (b) drafting, (c) expert judgment, (d) field test, and (e) production. (5) The materials developed were less effective than the old materials. The average score for pre-test was 78.2 and the average score for post-test was 73. It was because of (a) time limitation, (b) length of the text, and (c) students' readiness. (6) The quality of the materials developed is excellent.

The final product of this research was the department related and character based English Materials completed with compact disc (CD) for listening material. The materials are in the form of text which consists of two units.

**Key Words:** *research & development (R&D), the values of nation character*

Indonesian educational system has two major kinds of educational categories. They are general academic education and technical or vocational education (Sudira, 2010; 2). Academic education is projected to develop students' academic potential beneficial for higher education. Vocational education is aimed producing skilled human resources. For the vocational senior high school (SMK), its purpose is to prepare students to work and to continue their study. Thus, SMK is multi exit. Meaning that, after finishing their study, SMK students can either continue their study or find a job.

This situation requires special materials. Especially for English, the availability of the special English materials as language learning has central role in students' intellectual, social, and emotional development. Language learning is expected to help learners to understand themselves, their culture and the others culture. Besides, language learning also helps learners to express their ideas, opinion, and feeling, take part in social interaction, discover and use their analytical and imaginative thinking.

More importantly for SMK which major in tourism, English materials must be special and relevant with the students' department. Language in hospitality industry becomes important as good oral and written

communications are the top skills for tourism practitioners at different position. Language learning has to be made special as every field has its own language so does the hospitality industry. The special terms and language use in hospitality industry has to be introduced to students so that they will have good communicative competence.

Moreover, the materials for SMK students must also be inserted with the values of nation character. It is beneficial for (1) filtration, (2) fixation, and (3) development (Zubaedi, 2011; 187). So that students will then become a competent worker.

However, these kinds of materials were not found on the existing materials used at *SMK Pariwisata Triatma Jaya Singaraja*. The existing materials were lack of relevance with the students' department and were not inserted with the values of nation character. Therefore, there was urgent need to develop materials which are relevant with the students' department and which are inserted with the values of nation character.

Therefore, for solving those problems, this study was administered. This study is a Research and Development study (R&D) which aimed at (1) identifying problem in the existing materials used at SMK Triatma Jaya Singaraja, (2) identifying the needs of the English materials for SMK students, (3)

determining the suitable design of the English materials for SMK Students, (4) developing English materials for SMK Students, (5) measuring the effectiveness of the English materials developed, and (6) determining the quality of the materials developed.

## RESEARCH METHOD

This is research and development. The model for the development is the combination of Dick and Carey model and model provided by Tomlinson. Tomlinson provides simpler model than Dick and Carey do. The steps are (1) need analysis, (2) draft development (drafting), (3) expert judgment, (4) field test and (5) product production. Just after need analysis and before drafting, there is library research. It is the process of searching book or internet sources to find relevant data. It is not compulsory process. It depends on the need of the materials writer. If the materials writer conducts process of compilation it is better to perform library research, but not for the process of creation. Also, after expert judgement there is a process of revision. The revision is based on the comment of the expert.

The research was conducted at SMK Triatma Jaya Singaraja in the Eleventh Grade students of F & B department. The

informants of the of the present research are (1) I Putu Darmawan, English teacher at SMK Triatma Jaya Singaraja, (2) I Putu Budiasma, waiter at Payangan Hide Away Villa, (3) Putu Budiasma, F & B manager at Hotel Puri Bagus Lovina, (4) The eleventh grade student of SMK Triatma Jaya Singaraja.

They are chosen as the informant as they are tourism practitioner and have been working in F & B service for more than 4 years. Moreover, they are also literate worker. They had completed their degree before they were in tourism industry.

The idea of choosing the eleventh grade students was that they had already finished their on the job-training program. They were likely to have knowledge of their department, F & B department.

The judges were from Undiksha University. They are Dr. Ni Made Ratminingsih, MA and Dra. Ni Luh Putu Artini, Ph.D., who gave their comment over the material draft. They were chosen as experts because of their long experience in language teaching. Their comments were the basis for the draft improvement before it was tested.

The data was collected through document analysis, interview, and test. The document analysis was conducted at two phases, before the materials development,

and revision of learning materials. Before materials development, document analysis was conducted by analyzing English syllabus and learning materials. It was to find out the need of the syllabus and problems of the recent materials regarding the insertion of the character education and its relation to the students' future work field. And the last is at revision of learning materials, the document analysis is done when doing the revision process. The document analyzed was respond given by Judges.

The interview was focus group interview. It is because the individuals are well informed about the research topic. Interview was to defining the need of the need of teacher, students and tourism industry. It was for deciding gap of 'what is' and 'what should be' of their learning materials.

The test is used to collect data for determining the effectiveness of the materials. The tests were pre and post test (Sugiyono, 2010: 303).

The questionnaire was use to collect data for determining the quality of the materials, done at field test.

The instruments for the study were interview guide, document analysis worksheet, questioner, test and rubric.

## **FINDING**

### **The Problems Identified in the Existing English Materials Used at SMK Triatma Jaya Singaraja.**

Through document analysis on the existing materials used at SMK Triatma Jaya Singaraja it was found that: (1) The existing materials used at SMK Triatma Jaya students are not suitable with the Food & Beverage Service Department, (2) the existing materials are lack of pictures and illustration and (3) there is nonexistence of explicit statement of the development of the values of nation character.

### **The Needs of the English Materials for SMK Students.**

Through conducting interview to teacher, students and tourism industry and conducting document analysis on the syllabus, the needs of the English materials are (2) (1) the materials has to follow the basic competences of the syllabus used such as comprehend simple instruction and compose short message, directions, and list with the correct diction, spelling, and punctuation mark have long text, (2) The new materials must consist of English expression, text and grammar focus, (3) the new materials must have quite long reading text. The reading text is around one page, (4) the new materials must at least

introduce kitchen work safety, (5) the materials must include the discussion of technology of the kitchenware, (6) the materials must be F & B related materials, (7) the materials must introduce the discussion of earth saving program, and (8) materials must be F&B related materials.

### **The Appropriate Design of the English materials for SMK Students.**

Through conducting document analysis on the result of interview and the result of document analysis of the syllabus, the appropriate design of the English materials for SMK students is materials which meets the need of school syllabus, teacher, students and tourism industry, be inserted with the values of nation character, and conform with the criteria of good materials.

### **The Development of the Materials**

Through conducting document analysis on the development models available, then it was found that the materials development model used are the combination of Dick and Carey and Tomlinson Models. The new model that will be adopted consists of five stages. They are (a) need analysis, (b) drafting, (c) expert judgment, (d) field test, and (e) production. (5) The materials developed are excellent in term of its relation to criteria of good materials. (6) The

materials are less effective in term of the students score after conducting pre and post test. This negative result was due to: (a) the length of the text, (b) time limitation (c) students were not accustomed to reading long text.

### **The effectiveness of the materials**

Through conducting serial of tests, in this study was pre and post test, on the eleventh grade students it was found that the result of the post test was worse than the pres test. The average score for pre-test was 78.2 and the average score for post-test was 73. From the average score, it then can be seen the materials developed are ineffective.

### **The Quality of the Materials Developed.**

The quality of the materials is determined by conducting questioner. The questioner was based on the criteria of good materials. It was combination of Tomlinson criteria (Tomlinson, 1998: 122) and Snjaya criteria (Sanjaya, 2008: 151 – 153) it was given to the teacher and students. The result of the questioner showed that the quality of the materials was excellent.

## **DISCUSSION**

### **The Problems Identified in the Existing English Materials Used at SMK Triatma Jaya Singaraja.**

Considering the problem found on the existing materials, the developed materials should cover the problems found. They should include pictures and illustrations. Pictures and illustration will enhance students learning. This is one way of making students ready to study (Harmer, 2007:135). The materials discuss the F & B related materials. It is to make the relation between the department and the materials match. This connection will make the students eager to learn. It is because this kind of materials can activate students' background knowledge (Anderson, 2003: 68) The materials should depict clear statement of the development of nation character. It is the implementation of values development at stage 1 (Sahlan & Teguh, 2012: 32-33). Moreover statement can affect person attitude. People always want something which can ease their life even just in a form of statement (Royded, 2012: 26)

### **The Needs of the English Materials for SMK Students.**

The needs of English materials for SMK student are derived from the need of syllabus, teacher, students, and tourism

industry. The need of syllabus is the primary point here. The rests follow what has been stated on the syllabus. It is because syllabus contains the competence standard and basic competence which have to be mastered by students (BSNP, 2006: 14). The needs of teacher and students are important as they are the potential user of the materials. Even though the industry does not involve actively at school, its needs are important to give a picture of the labor trend.

### **The Appropriate Design of the English materials for SMK Students.**

Vocational school and general academic school are different. Vocational school is intended to train students to be able to accomplish certain task. This makes the materials needed are also different. The difference comes from the different design used.

The materials must be designed to fulfill the need of syllabus, students, teacher, and tourism industry. Their needs are the important as they give valuable information on the materials development. Besides, the values of nation character should be inserted on the materials. In relation to the development of the materials, the new materials should not entirely change the old

one but develop it based on the problems faced.

### **The Development of the Materials**

Dick and Carey (1985, in Gall et al., 2003) provide comprehensive process of developing materials. The process comprises of 10 steps, namely (1) Assessing needs to identify goal, (2) Conducting instructional analysis, (3) Analyzing learners and context, (4) Writing performance objectives, (5) Developing assessment instruments. (6) Developing instructional strategy, (7) Developing and selecting instructional materials, (8) Designing and conducting the formative evaluation of instruction, (9) Revising, and (10) Designing and conducting summative evaluation.

In addition, Tomlinson also offer steps in developing materials (Tomlinson, 1998: 98). His model, however, is simpler than Dick and Carey model. It comprises of 7 steps: identification of need, exploring the area of need, contextual realization, pedagogical realization, physical production, students use the materials, and rewriting materials.

For the Dick and Carey Model, it is comprehensive but rather long. It may take longer time. For teachers who develop materials using Dick and Carey Model might

be run out of time. Especially for Indonesian teachers, they have about 2 weak breaks per semester, only for odd semester they have 3 weeks break. It is really short time for developing materials through Dick and Carey Model.

As an alternative, Tomlinson model can be used. However, the process offered by Tomlinson only has one evaluation, i.e. evaluation from students. If this model is followed there will be wasted resources because the material does not go through the process of selection, a process of selecting what materials are and are not worth developing. If the materials developer insists to use the models offered Tomlinson, he, after collecting the student response, will probably replace the whole or parts of the material that he has developed. If this happens, what he has already done is work in vain.

There is an important thing that can be seen from this model. This model provides a new understanding that the materials development model can be shortened. This also applies for the model of Dick and Carey, it can be simplified.

Seeing what is on offer from these two models, complexity of Dick and Carey Model and simplicity of Tomlinson Model, and then it can be prepared a new model. It consists of: (1) need analysis, (2)

developing the materials, (3) expert judgment, (4) revision, (5) field test and production). There is a library research step after need analysis. But this is not a compulsory step. If the materials writer uses material collection process, then this step must be done, but if he chose to create the materials by himself so he is not required to do this.

Need analysis is conducted prior to the materials development. It is to know the need of school syllabus, teacher, students, and industry. The need of industry is important here as it provides insight of the labor market trend. The need analysis is beneficial to know the gap between 'what is' and 'what should be'. It is the gap between the new materials and the expectation of the teacher, student, and the industry.

Developing is a process of creating materials based on the needs gathered on the need analysis. In developing materials, the need of school syllabus becomes basic foundation. The rests support the existing syllabus. And they cannot out off from one stated on syllabus. For English learning materials, the drafting of the materials are based on the four language skills. They are namely, listening task, reading task, grammar focus, writing task, and speaking task. After that, these sections are sorted in which listening becomes the first task to

come followed by reading task. The idea of putting listening task first is that it wants to imitate the process of language acquisition where listening comes first. As reading belongs to the same category as listening, that is receptive, it is then placed right after listening just to make them in one group.

The grammar focus is the third task before writing task. Writing is complex process which needs grammar understanding. One cannot have deviant grammar in writing (Harmer, 2004: 6). Thus, grammar focus is placed before writing. It is to give students grammar knowledge before writing. As a result students will have grammatically correct writing.

Right after grammar focus, it comes writing task. If it is calculated, writing task is the fourth task. There are two reasons behind this placement. First, students needs example in writing. This example is such a kind of text familiarization for them. This example will make students aware of the genre of the text. At the first try students will use this example as their stepping stone to write. After they are familiar with certain genre, they will develop their own writing without looking at the example again. Second, writing is not the same as speaking in which grammar error can be tolerated. Writing must be grammatically correct. To have grammatically correct writing,



grammar teaching must precede writing task.

The last task is speaking task. This placement is merely to direct students to have planned speaking activity. Students write the draft of their speaking before acting it out in front of the class. By having this activity students are less anxious because they have draft. Whenever they forget about what to say, they can read their draft.

There is also modification process done here. The modification is done by omission of difficult words and sentences, additions words and sentences or pictures so that passages can be easily understood and reordering paragraph to make it easier for students to understand a passage. These are done to make materials easier to read and understood.

Expert judgment is a process of testing the materials by expert. It is important to examine the validity of the materials. This process is also beneficial to determine what materials can and cannot go so that there will be no wasted resources at the end of the process.

Revision is done to revise the materials before they are tested practically to the students. It is based on the experts' evaluation on the materials.

Field test and production are the last steps of the materials development. Test is conducted to know quality and effectiveness of the materials. The test is a before after model which compares the score before the implementation of new materials and after the implementation of the new materials (Sugiyono, 303; 2010). After this process is finished, the comprehensive materials can be produced.

### **Effectiveness of the Materials.**

The effectiveness of the materials is in the form of how effective the materials can improve students' competence. It was measured by conducting test. The tests were pre and post test. The result of the test showed that the materials developed were ineffective as there was no improvement seen after conducting pre and post test. It does not mean the materials are complicated: rather it is the process of familiarization because it is new materials for the students. They need time to familiarize themselves with the new materials. (Nunan, 2004: 87) stated that familiarity will affect difficulty. The more familiar the materials the easiest they are or vice versa.

### **The Quality of the Materials**

The quality of the materials is actually measured on the field test. It was conducted to measure how good the materials are seen from the criteria of the good materials. The data was collected through questioner handed to teacher and students. The result of the questioner showed that the materials developed were excellent in term of its relation to the criteria of good materials.

## CONCLUSION

Based on the research questions of the present study, it then can be concluded that (1) the problems of the existing materials used at SMK Triatma Jaya Singaraja are irrelevancy of the materials with the department of the students, insufficiency of pictures and illustration, and non-existence of the clear statement of the development of the values of nation character. (2) The need of the English materials for SMK students are the materials must follow the basic competences of the syllabus, the materials must include English expression, text, and grammar focus, reading materials should be quite long, materials discuss kitchen work safety, materials must include earth saving program, materials must discuss the technology in kitchen, materials must be equipped with sufficient pictures, and the materials should relate to F & B service. (3) The English material for SMK students are

designed to meet the need of school syllabus, teacher, students and tourism industry, should insert the values of nation character, and conform with the criteria of good materials. (4) The materials development model used are the combination of Dick and Carey and Tomlinson Models. The new model consists of five major stages. They are (a) need analysis, (b) drafting, (c) expert judgment, (d) field test, and (e) production. (5) The materials developed were less effective than the old materials. The average score for pre-test was 78.2 and the average score for post-test was 73. It was because of (a) time limitation, (b) length of the text, and (c) students' readiness. (6) The quality of the materials developed is excellent.

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