

English Learning Materials for Grade XI Students of Multimedia Study Program

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Abstrak

Bahasa Inggris merupakan salah satu pelajaran yang harus diajarkan di sekolah ataupun universitas. Di sekolah tingkat atas, silabus bagi SMA dan SMK disamakan berdasarkan kurikulum 2013. Hal tersebut tidak sesuai dengan teori English for Specific Purposes dimana smk memiliki jurusan yang berbeda-beda dan membutuhkan materi bahasa Inggris khusus yang sesuai dengan masing-masing jurusan. Maka dari itu, mendesain materi Bahasa Inggris dibutuhkan untuk memenuhi kebutuhan, minat dan keinginan siswa, terutama siswa jurusan Multimedia. Penelitian ini dilakukan untuk mengetahui materi apa yang harus disediakan di dalam materi bahasa Inggris untuk jurusan Multimedia dan untuk mendeskripsikan bagaimana materi bahasa Inggris untuk jurusan multimedia dikembangkan. Penelitian ini menggunakan metode Penelitian dan Pengembangan mengadaptasi prosedur yang diusulkan oleh Gall dan Borg (2003). Hasil dari penelitian ini membuktikan bahwa materi yang harus ada di dalam materi bahasa Inggris untuk jurusan multimedia adalah materi yang berkaitan dengan teknologi dan multimedia. Aktivitas yang harus tersedia yaitu membaca dan berbicara dalam Bahasa Inggris; menyediakan audio/video yang bervariasi dan berkaitan dengan multimedia; teknik diskusi. Berdasarkan komentar guru terhadap materi yang dikembangkan, beberapa komponen seperti bahasa, konten, dan grafik serta materi telah berdasarkan pada kebutuhan siswa dan dikategorikan sesuai dengan jurusan multimedia.

Kata Kunci: Jurusan Multimedia, Analisa Kebutuhan, Bahasa Inggris untuk Tujuan Spesifik, Pengembangan Materi

Abstract

English is one of the subjects that must be taught in school or university. In high school, the syllabus for senior high school and vocational school is the same based on the 2013 curriculum. This is not in line with the theory of English for Specific Purposes where vocational high school has different majors and requires specific English material that is appropriate for each majors. Therefore, designing English material is needed to fulfill the needs, interests and demands of students, especially for multimedia students. This study was conducted to find out what material should be included for Multimedia major and to describe how English material for multimedia majors was developed. This research was used the Research and Development method adapting the procedure suggested by Gall and Borg (2003). The results of this study showed that the materials that must be included for multimedia major are materials related to technology and multimedia. Then, activities that must be provided are reading and speaking in English; audio/video related to multimedia; and discussion for teaching technique. Based on the teacher's opinions on the developed material, several components such as language, content, and graphics as well as the material categorized as appropriate materials since it based on the multimedia students' needs.

Keywords: *Multimedia study program, Need Analysis, English for Specific Purpose, Material development*

INTRODUCTION

In the recent decade, English is needed for countries that speak English as a secondary or foreign language, one of them is Indonesia. In Indonesia, English is one of the main subjects that must be learned for elementary until university. The Indonesian government supports this by

providing English learning materials for all level. However, materials provided by the government are not specifically focused at some educational institutions. It is because the materials did not guide the learners to improve their skills based on their mastery. Brown (1991) states that practicing an additional language for the same portion with learning a first language can involve the inductive process. It means that the learners must infer

certain information around them. Hence, the students not only need basic or General English (GE) but also need English for specific purposes (ESP).

In general, the purpose of General English is to develop English competence involving four main skills. GE is the universal context which is not presented specific needs of particular area (Far, 2008). On the other hand, ESP is the learning and teaching linguistic skills involving specific information. Hutchinson and Waters (1987:19) claimed that there are several differences between GE and ESP. Both of them varies in the meaning of the subject matters which related to the particular area. Specifically, ESP is intended for adult learners in order to implement their skills in professional field situation. In ESP, the four main aspects in English which are Reading, Writing, Listening and Speaking are taught not focus on theory, yet more practical based on the major. For example, in order to become a professional photographer, they must know a lot of vocabularies related to the terms in photography, such as *Burst Mode*, *Exposure*, *Depth of Field*, etc. Students will get more advantage from an ESP course as it focuses correctly on their needs (Day and Krzanowski, 2011). Basically, ESP is needed for the educational institution such as vocational high school.

Vocational High Schools or SMK are proposed to improve the students' skills in order to set up the student to work within their chosen job once their finished study in school. Vocational High School students are supposed to master English competencies based on their study program (Admadja & Marpanaji, 2016; Indriaturrahmi & Sudiyanto, 2016). Related to the materials for vocational schools provided by the national curriculum or 2013 curriculum, it could be seen clearly that the syllabuses and English textbooks are also provided by the government. However, the syllabus provided in the 2013 curriculum for vocational high school is the same with senior high school which consist of English in general. This becomes a crucial case because VHS students need more specific English material based on their needs. As a result, VHS cannot provide students who are competent in English so that it cannot help the country to produce qualified human resource. Nevertheless, students' quality is influenced by how much their ability in mastering international

language required in the professional field. Raharja (2016) states that the reason why students have less interest to learn English is because the incapability of the materials learned with their interests.

This case also found in SMK N 12 Surabaya. During the interview with several multimedia students, they admitted that they do not get English materials that are suitable with multimedia. Moreover, they stated that they really need English to help them in learning multimedia materials. They are required to run multimedia software that are almost all terms used in English. However, the English materials taught by the teacher is still general material or the materials do not help them to improve their ability in multimedia field. Krashen and Terrell (1995) suggest that the use of content to teach target language that suits with the students 'needs has great efficacy during the process of learning. Therefore, hopefully that the teaching of English for multimedia students including the content of the subject matter will make the process of acquiring a language able to ease students to live autonomously after they finish their study in vocational high school.

Considering the facts above, the researcher developed English learning materials for grade XI students of multimedia study program to help them achieve good English mastery. Thus, the goals of this study are to describe the English materials that should be included in the English materials for the Multimedia program and to describe the English developing materials of the Multimedia study program.

RESEARCH METHOD

To do this study, the researcher was uses Educational Research and Development (ER&D) by following Borg and Gall (2003) procedure since the aims of this research were to design a product that can be used properly in educational institutions (Borg, 2002:772).

In this research, the data were collected through three instruments. There was close-ended questionnaire, interview guides, and instrument of checklist. For the first research question, close-ended questionnaire was used and supported by the teacher's interview. Next, after the researcher finds

the need analysis of the students, the researcher uses the instrument of checklist for material development from the theory of Tomlinson and Hitomi as mentioned in Pusparini (2007). To answer the second research question, the interview guide is used to obtain the teachers' opinions and suggestion toward the developed materials.

For the first step, the questionnaire was used to collect data related to learners' needs in English as the answer for research question number one. The researcher asked the students to answer the questionnaire based on their interests and needs in learning English by selecting one or more options from several choices offered. To support the data from the questionnaire, the teacher was interviewed informally. Then, the researcher asked the teacher's opinions and suggestions about the material developed by the researcher. The questions were based on the results of questionnaire that had previously been distributed and answered by multimedia students and also the results of the teacher's interview before the researcher designing the materials.

To answer the research question number one, several steps were done before the researcher designing the material. First, the researcher started with reading all the collected data from the questionnaire answered by the students and the interview of the teacher about need analysis. Then, to answer the first research question, the researcher decided which content should be provided in material development based on the need analysis.

To answer the research question number two, the researcher began by deciding which chapter should be developed. The researcher was analyzed the book by using the comparison table for material adaptation to investigate whether the basic competence or the learning objective were matched with the syllabus. While the researcher found the problem and the solution of the existed book, then the researcher wrote the best and worst quality of the book and gave the purposes of adaptation and put the students' needs in the developed materials that not presented yet in the course book. After the comparison table for adaptation was answered, the researcher designed the material in accordance to the result of students' need analysis. Once the materials were designed well, the researcher continue to do the interview with the teacher about their opinion of material

development for multimedia program developed by the researcher. The researcher started by transcribing the result of the teacher's interview. The last, the researcher made the conclusion of the data of the teacher opinion toward the material development.

FINDINGS AND DISCUSSION

The findings of this research were obtained through the analysis process from questionnaires and interviews. The questionnaires were delivered to the grade XI of vocational students in Multimedia Study Program at SMKN 12 Surabaya. After passing several stages of developing materials, the materials finally have been given opinions and suggestions by the teacher and considered as appropriate materials for grade XI students of multimedia study program.

1. The Result of Need Analysis

In order to assess the learning needs of the multimedia students, the researcher was conducted a need analysis. In need analysis, learning needs is one of the important aspects that can be said as knowledge and abilities that students will need to be able to master certain competencies in the situation which the language they learned is used. Input, procedure, teacher role and student role are the components involved in the learning needs. The questionnaires were divided into two main questions. The first seven questions consisted questions about English in Multimedia program and the last fifteen questions were related to the contents of English materials for vocational learners in Multimedia program.

The first aspect of learning needs is input. Several sources that can be used as input including themes, media availability, texts for listening, speaking, reading, and writing. Before designing materials, the first thing that comes up and must be prepared is the theme. In terms of themes, most of students chose English language material that related to multimedia and technology. The reason why they chose multimedia and technology as the themes they had to study is because in the second semester, they were given several projects related to creative design and they were required to run software that all the terms used are mostly in

English. It means that they need more multimedia-related material to support them while doing their project. In terms of learning media, the result of need analysis showed that all of the students agreed that they need media in learning English. Most of them chose Audio-visual (visual monologue/dialogue movie). The next aspect of input is kind of text that students want. In terms of text for listening, many students wanted listening to input in the form of authentic materials such as, conversation, news, radio streaming, film, and song. In terms of text for speaking, most of the students chose authentic materials such as, conversation, news, radio streaming, film and song as the input of speaking activity. Related to input for reading, most of the students liked reading input in the form of authentic materials that is easily found in daily (e.g. magazine, newspaper, announcement, etc.). In terms of text for writing, many students liked to have an example of vocabulary and explanation that will be used in the text.

The second component of learning need is procedures. Procedures in this study include kind of activities for macro skills (listening, speaking, reading, writing) and for micro skills (vocabulary and pronunciation). The result of needs analysis dealing with listening activities shows that the activity liked most by the students was identifying the detail information of the listening text that is played by answering some of the questions that have been provided. The result of needs analysis dealing with speaking activities shows that most of the students thought that discussing a topic then telling opinion related to the topic could be an activity which can improve their speaking skill. Whereas, the result of needs analysis dealing with reading activities shows that for reading learning activity, many students preferred reading a text then answering a question related to the content of the text. The result of needs analysis dealing with writing activities shows that in relation to writing learning activity, most of the students liked to write the same text with examples of text model given suitable with the correct grammar and structure of paragraphs.

After getting the answer of the macro skills activities need by the students, the researcher was asked about the micro skills activities liked by the students. The result of needs analysis dealing with vocabulary learning activities, many students

chose to find new vocabularies in a text and identifying for the meaning or translation based on the context in the text in order to improve their vocabulary mastery. Related to grammar/structure, most students chose to answer questions about language to improve their grammar. Whereas, the result of needs analysis dealing with pronunciation learning activities shows that there were a half of the students involved in this need analysis process liked to practice pronouncing each sentence including the stress and intonation.

The last parts of learning needs are the learner's role and the teacher's role. The result of needs analysis related to the learners 'role shows that most of the students said that they have to actively participate in the classroom activities, whereas the other students consider that they need to be guided in doing the tasks. While the result of need analysis related to the teacher's role according to the students is the teacher should provide authentic materials or specific related to multimedia program.

Based on the result of the result of need analysis, the students state that reading is the skill they need the most. Throughout the interview, the researcher asked further questions about the strategies that students regularly do to enhance their reading skill. They said that they usually do reading text in article, magazine, comics outside the classroom and try to implement what they have read previously with their classmates inside the classroom. Moreover, they said if the strategy of English used by the teacher does not help them to improve their reading ability since not many students have good proficiency in English. Another reasons for selecting reading as their most requiring skill are because (1) Software or program used by the students requires reading skill; (2) English is completely needed when it is dealing with people from other countries, and (3) English is gained dominance worldwide.

Most of grade eleventh students of multimedia study program agreed that reading ability will improve their vocabulary mastery. If grade XI students of multimedia study program know more English vocabulary, they will be able to run multimedia software easily. Therefore, vocational learners especially multimedia students need different and specific English materials based on their expertise. Additionally, the grade eleventh

students of multimedia major should be given specific English materials. Yet, the outcome of interview shown that the English materials used by teacher and students are still general. They said that they need materials which suitable with their interests and needs. However, some of them approved that the implementation of learning English inside the classroom has been fairly good. They said that they are able to follow the learning process as long as the materials given are clear.

The students said that English materials are more focused on guidelines, however, the materials are still relatively general and hardly meet the needs of students in Multimedia programs. Aside using the compulsory textbook, teacher can look for other tools which will engage the students to actively participate in the learning process. Moreover, they will have much chance to read interesting texts which suitable with their wants and needs. They need to master reading skill from the very beginning in order to make them familiar to read English earlier so that the learning needs can be best completed by the students. Therefore, as what the students said, the teacher should provide reading sources that can motivate students in the learning process related to multimedia.

As the answer of the students' interview above, it can be concluded that the English materials that the grade eleventh students of multimedia study program in SMKN 12 Surabaya are not appropriate. The students also want material that dominates in reading and vocabulary practices. In addition, it would be better if those two skills can be combined with interesting multimedia learning activity such as, designing, editing, and photographing.

In the globalization era, someone's ability to speak English becomes one of the advantages to face competition among others. Therefore, the grade eleventh students of multimedia study program are expected that English can be their advantage and support their career in the future. In addition, they said English materials will help them to develop reading skills for doing practical work dealing with technology. Thus, the English materials should have many reading and vocabulary practice so that the learners can be motivated to actively participate during classroom activity.

One of the English teacher of Multimedia study program at SMK N 12 Surabaya explained that the implementation of the 2013 curriculum in multimedia study program has been well-implemented since the teaching and learning activity is always based on the syllabus in the 2013 curriculum. For instance, teacher always choose a learning topic based on the basic competence provided in the syllabus. Then, teacher also follows the steps of scientific approach where the students are required to participate more actively than the teacher.

Based on the theory of English for Specific Purposes (ESP), the students of vocational high school must be given different and more specific English materials. This is in accordance on what the teacher has said that most of vocational students will work in a field that requires them to use their skills. Therefore, specific English materials are essential for the students to help and support them to be ready to use their multimedia skills in the professional field.

The suitable English materials are necessary by Multimedia students. Nevertheless, there is no specific multimedia-made syllabus and materials developed explicitly in this study group. The teachers suggested that the suitable materials should be in good sequences and integrated their expertise. Thus, it can be inferred that the English materials should consist of reading practice and the other languages skills and language components which will complement each other since the 2013 Curriculum applies integrated skills in improving human resources through education.

After finding the needs of learning English from the teacher and the students, then the researcher analyzed the book by using material adaptation checklist in order to know the strengths and the worsts of the English book used by the students. The result divides into several components; book analysis in general, analysis of one sub-theme, components adapted and adaptation techniques used.

Related to the book analysis in general, several aspects have been included in the book such as the purpose of writing a book, process skills, habituation of attitudes, and appropriateness of approaches or learning methods with the 2013 curriculum. However, researchers found that book

was not written in a good arrangement. Core competencies, basic competencies and learning objectives are not arranged sequentially. The book also does not explain the allocation of learning time in the introduction.

The next stage after analyzing the book is choosing a theme then analyzed it. The researcher selected KD 3.2 which provided in the chapter one in the book. In this chapter, the learning objectives with the KD used are not suitable. The book does not provide learning objectives for every basic competency. Moreover, the researcher found that the steps of scientific approach were incomplete and not arranged sequentially. The materials about opinion and thought also were not deep. The explanation provided related to *opinion and thought* were not detail so that the students will get confused to understand the materials. Moreover, the activities in the book use instructions that are not easily understood. It should have clear activities ranging from listening, speaking, reading, writing, then added to activities related to components in English such as vocabulary, grammar, and pronunciation. In addition, the book does not provide much vocabulary related to multimedia. The book should also offer media such as audio, pictures, audio-visuals to motivate students in learning English and make students better understand the material being learned.

The researcher adapted the learning components researcher by using various techniques. The first material component adapted is the conversation in the material. The researcher used addition and conversation techniques where the researcher added or changed the type of text and activities. The second component is exercises which includes speaking, reading, writing, vocabulary, pronunciation and grammar using addition technique. Then, the researcher adds several texts and activities on certain skills. The third material component is the material about definitions, examples of formal and informal conditions, grammar, and how to pronounce. The adaptation technique used was expansion. The researcher extended the text or activity by increasing the length, difficulty and depth of a text. The last material component is media such as images, audio, and video. The researcher used addition techniques in which researcher added some media that is suitable for certain materials.

2. Teacher's Responses toward the Material Development for Multimedia Study Program at SMKN 12 Surabaya

During the interview, the researcher asked ten questions to find out the response of an English teacher of eleventh graders of multimedia program towards material development designed by the researcher (see appendix 3.) The questions are about the teacher's opinion toward the suitability of the material developed with the core competencies (KI) and Basic Competencies (KD) in 2013 curriculum, the appropriateness of the material that was developed with the multimedia context, the suitability of the language used in learning materials with the correct rules of English, the suitability of the material developed with the steps of learning using the 2013 curriculum scientific methods start from observing until creating, the completeness of the material (which covers learning objectives, material summary, reflection, and homework), the feasibility of graphics (such as the use of fonts and colors and the use of variations of letters) can be read properly or not, the teacher's overall opinion about the material developed by researchers, and the last is about what should be added or subtracted from the material designed by the researcher.

As a result, the researcher obtained a good response from the teacher. She said that the material designed by the researcher is good enough since the learning goals mentioned in the textbook is clear and based on the basic competence, the existence of warm-up activity is interesting since the students will be triggered to learn, also the steps of the scientific approach are complete and included in the textbook. Regarding the feasibility of graphics, she said that the book design created by the researcher considered appropriate since it followed the trends and preferences of the students. In addition, she said that the font size is big enough and the color used are visible.

After knowing the teacher's response toward the material, the researcher continued to know what should be added or deleted from the first draft of the material. The teacher thought that the researcher should add more pictures in order to make the students more understand and interest to learn. The picture that should be added are should be clear enough and easy to understand by the students. The teacher also thought that the activity

is good enough since the researcher focused on reading, speaking and vocabulary but still integrated all skills and components to the textbook.

In other words, it can be said that the teacher considers the material development designed by the researcher are able to meet the need of multimedia program and recommended material for the major.

The researcher designed the kind of materials based on the results of need analysis. This is in line with the theory of English for Specific Purposes (ESP) that the vocational high school students need narrower and specific materials (Hutchinson and Waters, 1987). Before the material is developed, the researcher did the need analysis of vocational students to determine the learning needs. The need analysis was conducted on February 10th, 2020 by distributing 23 questions to grade XI students of multimedia study program. The questionnaire is adapted from Kusumawardani (2016) and Purnamasari (2015). The need analysis was supported by the teacher's and students' interview.

After getting the need analysis from both parties, the researcher analyzed English book used by grade 11 students of multimedia study program by using material adaptation checklist. It covers several aspects which are book analysis in general, analysis of one sub-theme, components adapted and adaptation techniques used. In the aspect of book analysis in general, the researcher found that book was not written in a good systematic. Core competencies, basic competencies and learning objectives are not arranged sequentially. Moreover, in the chapter 1, the learning objectives with the KD used are not suitable so that the researcher chose this chapter which is about asking and giving opinion and thought to be analyzed. In that chapter, some learning components are not appropriate such as exercises that need to be added or even some text that must be reduced because the length is too long. Therefore, some techniques such as addition and expansion were used by researchers in designing the material.

In the result of need analysis, the theme of the developed materials was related to the multimedia field only since the students of multimedia study program belonged to ESP

student. This was in line with grading, sequencing, and integrating by Nunan (2004) in which the theme came first. In addition, the results of needs analysis shown that most students want multimedia as the theme of the material. The macro skill that they want to learn most is reading since their need for texts concerning technology and multimedia. Besides that, the students stated that English should be able to support their multimedia skills in the future. They admitted that they need to have more vocabulary practice as the micro skills.

After getting the students' needs of English, the researcher was designing syllabus. The syllabus was used as a guideline to design the chapter of the materials. Besides considering the students' needs of English, the researcher also deliberating the core and basic competence. For the results of need analysis, the syllabus was designed by selecting the highest percentage of the participants. The syllabus was made based on the core and basic competence for grade eleventh of vocational high schools. The syllabus consists of core and basic competence, learning materials, assessment, time allocation and learning source.

The materials developed by the researcher consisted of one chapter. This chapter was derived from basic competences 3.2 and 4.2 about asking and giving opinion and thought. The title of the unit is "Do You Have Any Opinion?". It focuses on creative design by using two software and the language functions were expression of asking for and giving opinion and thought. There are 13 tasks in this unit; 7 tasks belong to reading and writing activities and 6 tasks belong to listening and speaking activities.

The unit consists of introduction (warm-up), lesson proper (spoken and written cycle), reinforcement (homework, let 's make reflection, let 's make summary), and unique facts. The parts of the materials were line with the six steps of unit development proposed by Nunan (2004:31). Moreover, the steps of lesson proper were developed by following the curriculum 2013 which proposed scientific approach in the learning process and material development. The unit covers four skills since the activities should reflect the all the language elements (Graves, 2000).

Warm-up activity covered of schema-builder pictures and questions that were in line with

the topic which is asking and giving opinion about graphic designer. Lesson proper was made based on the steps of scientific approach: observing, questioning, collecting, analyzing, communicating, and creating. The students will learn several transactional texts related to asking and giving opinion and thought. Therefore, they were asked to understand several terms that are often found in multimedia then find out the meaning. In addition, the researcher also provided situations dealing with technical errors and hopefully, the students can be able to solve any problems properly. Spoken cycle is the part concentrated in guiding students to achieve the competence as stated in the core competence and basic competence. Reinforcement part covered of homework and self-reflection. Homework part consisted of activities outside the classroom which provide opportunities for students to further practice related to the material that has been learned before while reflection part gave the students self-evaluate what they had studied and how deep it was.

After the materials had been developed, then the researcher did an interview with an English teacher of Multimedia study program to found out whether the developed materials were suitable with the students' needs. Some questions were asked to the teacher that included four components of material evaluation proposed by BSNP: the suitability of content, the appropriateness of language, the relevance of presentation, and the properness of graphic.

Based on the result of the teacher's interview, she said that the material development of asking and giving opinion and thought is overall appropriate. The materials designed by the researcher were in accordance with the learners' needs, interests and demands. After reviewing the material, the teacher stated that the researcher should provide more picture in the textbook since the students are easier to understand the material if the book is interesting for them. She also added that picture will help the students since the ability of the students in English are different.

Generally, the teacher agreed that the material development of "Opinion and Thought" is well-developed. Nevertheless, she added that the researcher should provide more pictures into the materials so that the students are helped to understand the materials more easily. In addition,

the availability of pictures can also attract their attention and make them eager to learn English. To conclude, the materials have reflected the learner's specialization in multimedia.

CONCLUSION

The goal of this paper was to find out the students' learning needs and to develop suitable English learning materials for Grade XI students of Multimedia study program. The research use Research and Development (R&D) adapting Borg and Gall (2003) procedure involving, needs analysis, developing materials, evaluating and revising materials. The first step in developing materials was the researcher conducted need analysis to decide what materials that are suitable for multimedia students. Next, in order to determine the appropriate topic based on the result of need analysis, the researcher analyzed the English book used by both students and teacher. After passing the process of analyzing the students' needs and book used by teacher and students, the researcher chooses "Opinion and Thought" as the English materials to be developed. Since the material was well designed, then the material evaluated by English teacher of multimedia program to know whether the material that has been developed is appropriate and can facilitate the needs of multimedia students or not.

Based on the need analysis findings, it is found that the main goal of the students to learn English is to help them to do the work related to multimedia in the future. To achieve these goals, learning needs are collected as the answer for the first research question. Learning needs in this research followed the task components suggested by Nunan (2004) which consist of input, procedure, learner 's role, and teacher 's role. Majority of the students stated that Reading and Speaking are the most important skills to be learned to supported their expertise. In addition, they agree that the most important component in English that they need to improve is vocabulary. In terms of input in listening, reading, and speaking, the text that they want are authentic materials such as, conversation, news, radio streaming, film and song while for writing, they chose to have an example of vocabulary and explanation related to the text. Related to the procedure, the students chose

different activities for each skill. It means that they want variety of activities that are more interesting and motivate them to learn English. Related to the learner's role and teacher's role, the students want to actively participate in the classroom activities. They also want the teacher to provide various kinds of media to make the teaching and learning process more engaging.

For the answer of the second research question related to the how is English learning materials for grade XI of multimedia students developed, it can be concluded that the material developed by the researcher is appropriate since it has received positive responses from the teacher. She stated that the English materials designed by the researcher already meet the needs of multimedia students. She added that the use of Scientific Approach steps make this material easier to understand by both teacher and students.

SUGGESTION

In this section, several suggestions were addressed to English teacher, future research in the area of English material development:

1. For the English teacher of Multimedia program

Since the national examination will be replaced into the implementation of the minimum competency assessment and character survey in 2021 and one of those affected by the change is the grade XI students of multimedia study program, it is recommended that the teacher should facilitate students with learning that can develop their skills, abilities and needs related to their area. Teacher can provide variety of interesting media such as audio or video about technology. The use of media is expected to help the materials developed by the researcher. In addition, hopefully the media can be applied to English learning activities so that students can have good ability in English. For students in 11th grade of senior or vocational high school, it means that the teacher should make an interesting activity of the teaching and learning process. Moreover, teacher can provide and use vocabulary related to multimedia as much as possible so that they can be helped when doing multimedia-related work.

2. For the material developers

Further researcher should consider several aspects for developing materials. First, it is

suggested to develop materials using an appropriate theme since vocational high school consists of different majors and has its own characteristics. Therefore, the theme chosen must be in accordance with the majors. Second, it is recommended to apply the materials developed by the present researcher to determine the strengths and the weaknesses of the material if it is applied in the real teaching and learning activity. Then, it is essential for material developers to pay more attention to the design and layout used in developing materials since it can influence students' motivation to learn English. Material developers should consider students' interests and desires when choosing the design of developing materials.

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