
DEVELOPING ENGLISH MATERIALS FOR THE SECOND GRADE STUDENTS OF MARITIME VOCATIONAL SCHOOL

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Abstract

This study aims to: (1) develop the English materials for the second grade of Maritime Department of SMK Muhammadiyah 1 Kalasan; and (2) reveal the strength and limitation of the English materials. The type of this study is Educational Research and Development (R&D) which consists of seven steps as follows: (1) study and information collecting; (2) planning; (3) developing product; (4) field testing; and (5) final product revision. The subjects of this study were second grade students of Maritime Department of SMK Muhammadiyah 1 Kalasan in the academic year of 2013/2014. The data collection was conducted by needs analysis, expert judgment, and field testing. The data were analyzed by using the descriptive qualitative technique. The findings are: firstly, the English materials development for Maritime Department of SMK Muhammadiyah 1 Kalasan is developed based on the needs analysis and *International Maritime Organization* (IMO) syllabus. Secondly, the effective English learning materials tasks for the second grade of Maritime Department of SMK Muhammadiyah 1 Kalasan have some characteristics as such the tasks aim at developing students' four English macro skills, namely listening, speaking, reading, and writing and students' English micro skills, such as vocabulary, grammar, and pronunciation and the tasks are divided into eight parts for each unit, namely *snapshot*, *vocabulary*, *pronunciation*, *grammar focus*, *listening*, *speaking*, *reading*, and *writing*. Lastly, there are some strength and limitation of the English materials development. The strength of the English materials development were the tasks to support the development of the students' four English macro skills, namely listening, speaking, reading, and writing and students' English micro skills, such as vocabulary, grammar, and pronunciation; the materials or input texts are developed authentically based on the students' needs and IMO syllabus; the tasks in each unit reflects a real world or rationale, interesting and motivating the students; the layout is interesting and there are some authentic pictures. On the other hand, the limitation of the English materials development were the grading of the task difficulty is not appropriate to the level of the students; the task is not structured so that it can be undertaken at different levels of difficulty; and the teacher cannot determine how successfully the learners have performed.

Keywords: Research and Development, IMO syllabus, needs analysis, materials development

A. INTRODUCTION

Language has been widely accepted as a means of communication. There are many languages in the world, from the international languages, the national, and the traditional. English is one of the international languages. People in the world speak English in making conversation with others especially with those whose languages are different. In Indonesia, English is regarded as the foreign language to be taught for primary school, junior high school, senior high school or vocational school and university. English also becomes a global language that is important for the students because it is not only learned at the school as one of the main lessons but it is also one of the requirements to get the job and many other business purposes.

The goal of learning English in Indonesia stated in curriculum is mastering the language skills, namely listening, speaking, reading, and writing. When the students graduate, they are expected to be proficient in English. In listening skill, the students are expected to be proficient in understanding what people say. They also have to give feedback to the addressee. In speaking skill, students are expected to be excellent in using some expressions. In reading skill, students are expected to be able to understand texts. In writing skill, students are expected to be able to make some sentences.

Many students choose Vocational School to continue the education after Junior High school in order to develop more competencies and skills to compete in global work trade. If they continue their education in vocational school, they could choose the departments in Vocational school depend on their skills and their interests. Besides, the curriculum in Vocational school is also focused on the implementation of the theory in practice to the real work atmosphere. During their study, the learners will do the job-training to learn how to implement the theories and knowledge that they got in the school to the real industries. Therefore, they will have enough skills and competencies to compete in global work trade than the graduates of regular Senior High School. So far, they also get a work certificate to be used in their curriculum vitae to apply a job appropriate with their skill and competency.

Maritime Department is one of Departments in Vocational School which prepares the students to compete in maritime work especially in maritime field. Maritime Department focuses in preparing the students to have abilities in merchant marine services. They may take part in several sectors of work, such as; maritime transport, maritime engineering, cargo work, and shipping. To learn several sectors above, the students need English Maritime. Therefore, Vocational School provides English materials development for Maritime Department.

In teaching English, there are five basic components of a language teaching program that should be examined such as the existing curriculum and syllabus, the materials in use, the teacher factors, the learners and resources program (Dubin and Olsain, 1990: 27-32). The materials, one of the crucial components in teaching learning activities, must be suitable with students' needs and relevant with the syllabus. However, the textbook or English materials in the second grade of Maritime Department of SMK Muhammadiyah 1 Kalasan are not appropriate with International Maritime Organization (IMO) syllabus. So far, the materials used are not authentic yet. Based on the explanation, there is a syllabus from international maritime organization (IMO) but the materials are not appropriate with the students' needs. Because of the limitation of the material books, the students could not learn maximally, so they could not increase their English ability and of course guiding ability. Moreover, the additional knowledge of maritime in English is obtained from the teachers itself. Therefore, in this case the developed materials are important to increase the students' English competence to prepare their competence in maritime work. Developed material also will be useful for both the students and the teachers.

As consideration, a study is conducted on the dissertation entitles *Pengembangan Buku Teks Bahasa Inggris Integratif untuk Sekolah Menengah Kejuruan* (Ghozali: 2011). Ghozali reported an attempt of developing an integrative English textbook for the students of vocational school or SMK to enhance the efficacy of the teaching-learning processes. The result of the study was enhancing the quality of the teaching of English in SMK could be conducted through improving the quality of the textbook. The textbook which bears features of effective textbooks is more effective in building classroom activities which, further, contributes to the better learning achievements of the students compared to those learning using the LKS. The study draws the conclusions that enhancing the quality of the teaching of English in SMK could be conducted through improving the quality of the textbook. The textbook which bears features of effective textbooks is more effective in building classroom activities which, further, contributes to the better learning achievements of the students compared to those learning using the LKS. Therefore teachers teaching English to SMK students are suggested to use textbooks having similar features as those used in *Bahasa Inggris Integratif untuk SMK*. As such books are scarce, this textbook is highly recommended to use because through the R&D it has proven its efficacy in developing effective classroom activities.

A study on the dissertation entitles "*Pengembangan Materi Ajar Bahasa Inggris dengan Pendekatan Fungsional (Penelitian Pengembangan di PJTKI Jakarta)*" (Hermayawati: 2008) is also conducted. This study practically implied as follows: (1) the teachers were less professional so that they were unable to choose appropriate materials to teach, and (2) the weaknesses of the uppers supervision and the manpower skill-building may affect both the low quality of the teachers and the current available modules. Hermayawati suggests theoretically that (1) the theory of language and language learning typically used for the labors power i.e. EOP needs continually developing, for the day-to-day demands of the job seekers abroad; (2) the researchers should improve the use of R&D method, to enrich such reference. Practically, Hermayawati suggests: (1) the teachers' professionalism needs continually improving, mainly in selecting and developing appropriate learning materials; (2) both the Depnakertrans and the

PJTKIs, as the responsible boards, should increase their supervisions and facilitate the manpower's job-training with appropriate modules to lighten the teachers' duty (Hermayawati: 2008).

The English materials development for the Maritime Department of Vocational school refers to the studies above. The study was conducted at the second grade of Maritime Department of SMK Muhammadiyah 1 Kalasan. Therefore, this study reports an attempt of developing the English materials for the second grade of Maritime Department of SMK Muhammadiyah 1 Kalasan and reveals the strength and limitation of the English materials development.

B. METHOD

1. Development Model

This study aims at developing effective product that can be used in educational programs; therefore, it is classified as Educational Research and Development (R & D). According to Gall and Borg (1983:772), R&D in educational program is a process used to develop and validate educational products. Products produced by R&D efforts includes not only material objects, such as textbooks, instructional films, and so forth, but is also intended to refer to established procedures and processes, such as a method of teaching or a method or organizing instruction. Therefore, the reason in using R&D method in this study is to develop English materials that incorporates each method used in the Maritime department of SMK Muhammadiyah 1 Kalasan that is not suitable with the objectives. The materials would be designed specifically for the second grade students of Maritime Department of SMK Muhammadiyah 1 Kalasan.

2. Development Procedures

There are five steps in development procedures as follow: (1) studying and collecting information; (2) planning; (3) developing product; (4) field testing; and (5) final product revisioning.

In the first step, information is studied and collected, including literature review. A literature review is undertaken to collect study findings and other information pertinent to the planned development (Gall & Borg, 1983: 777). Based on the literature review, the knowledge is applied to develop draft of the material. In this study, there is an information collecting techniques. The information collecting technique is questionnaires guideline. In this questionnaires guideline, the first course is discussed to develop English material based on the learner needs. The questionnaires guideline was conducted in the second grade of Maritime Department of SMK Muhammadiyah 1 Kalasan. The first course is also discussed to develop English material based on the learner needs.

The second step in this study is planning. In this step, objectives to develop English Maritime materials are planned. The objectives also provide the best basis for developing an instructional program, since the program can be field tested and revised (Gall & Borg, 1983: 779). In the planning step, some phases are carried out such as (1) stating objectives of the study to develop English learning materials for second grade students of Maritime Department of SMK Muhammadiyah 1 Kalasan in academic year of 2013/2014, and (2) estimating the time required to develop the material.

In the third step, the development of the product that can be field tested is conducted. Preliminary form of English material based on information collected in the first step is developed. In the first step, there are questionnaire guidelines. The result of questionnaire guidelines is analyzed to developed English materials. The English materials design includes instructional materials, the English materials appropriate to the student needs, and evaluation devices based on questionnaire guidelines.

In the fourth step, field testing of the study is conducted. The purpose of the field test in main product revision is to determine whether the educational product under development meets its performance objectives. In this step, a tryout of the new English material of main product revision is done. There are thirty students of Maritime Department in the second grade of SMK Muhammadiyah 1 Kalasan.

To develop the English material in field testing, more information based on evaluation questioner data in the field test are collected. Questioner statement with English teacher of SMK Muhammadiyah 1 Kalasan and expert judgment statement with expert of Sarjanawiyata

Tamansiswa University who has experience in designing material to revise the developed English materials are given. The questioner statement result and expert judgment result are done to obtain feedback and observational data. The discussion focuses upon specific problems and materials deficiencies as well as suggestions for improvement. After the field test is done, all data are compiled and analyzed. Since the purpose of the field test is to determine the success of the new product and to collect information that can be used to improve the materials in its revision, therefore the results of the field test are used to re-plan the materials and goes on to make the revisions.

The fifth step of this study is final English material revision. The final English material revision is based on the evaluation result of the main field testing and the questioners statement results of English teacher of SMK Muhammadiyah 1 Kalasan and expert judgment with the designing material expert of Sarjanawiyata Tamansiswa University. The purpose of this step is to determine whether an educational product is fully ready for use in the schools. Therefore, the final product revision result of the new developing English materials must be ready to use in the second grade of Maritime Department of SMK Muhammadiyah 1 Kalasan.

3. Subject Tryout

This study is conducted in Maritime Department of SMK Muhammadiyah 1 Kalasan, Sleman, Yogyakarta. This school offers English subject from first grade up to third grade of Maritime Department of SMK Muhammadiyah 1 Kalasan, but English Maritime subject is offered only for the second grade of Maritime Department of SMK Muhammadiyah 1 Kalasan. For each grade, there are two classrooms. The study is involved the English teacher, and one classroom of the second grade students in the academic year of 2013/2014.

4. Data Collecting Technique

Data collecting conducted on needs analysis, expert judgment, and field testing. Instrument on the study is questioners. Data collecting is analyzed by using descriptive qualitative. Literature review is done to apply the knowledge to developed draft of the materials. Questioner guideline is conducted in the second grade students of Maritime Department of SMK Muhammadiyah 1 Kalasan, questioner statement is conducted with English teacher of SMK Muhammadiyah 1 Kalasan and expert judgment statement is conducted with expert of Sarjanawiyata Tamansiswa University who has experience in designing material to revise the developed English materials.

5. Data Analysis Technique

Data analysis technique is done by describing the qualitative data obtained from the results of questioner guidelines that is conducted in the second grade student of Maritime Department of SMK Muhammadiyah 1 Kalasan, questioner statement is filled by English teacher of SMK Muhammadiyah 1 Kalasan and expert judgment statement is filled by expert of Sarjanawiyata Tamansiswa University who has experience in designing material to revise the developed English materials.

C. FINDINGS AND DISCUSSIONS

Findings

1. Needs Analysis Result

Needs analysis is conducted to find out the learners' needs. It is done by distributing questionnaires to the second grade students of Maritime Department of SMK Muhammadiyah 1 Kalasan as the respondent on 4 October 2013. There is kind of information that is needed to gather from an analysis of target needs. In conducting the needs analysis, Hutchinson & Waters' checklist (2008: 59-63) is applied, and it is developed based on the context of the study subject. The result of the needs analysis reveals what kind of materials that the learners wished to have.

2. The Syllabus

After analyzing the learners' needs, the study is concerned to the syllabus as a guideline for developing the English materials. Minister of Communications in Indonesia has a Maritime syllabus based on the International Maritime Organization (IMO) syllabus. The Maritime syllabus in Indonesia is a Seafarers Quality Standard System of Engineer Officer Class-IV department or suitable with Department Maritime of Vocational School. There are

sixteen competencies for Engineer Officer Class-IV department. The units are developed orderly as what is stated in the syllabus and the students' need.

3. The English materials development

Based on the syllabus and student's needs, a new English Maritime English materials development is developed. The plan of English Maritime English materials development describes titles/topics, speaking, grammar, pronunciation/listening, reading and writing in each unit. There are three units in this English materials development.

There were 8 parts in each unit, namely *snapshot*, *conversation*, *pronunciation*, *grammar focus*, *listening*, *speaking*, *reading*, and *writing*. The first part is *snapshot*, this part to introduce the unit or cycle topic and provide personalized guided discussion questions. The second part is *conversation*, this part to provide speaking practice. The third part is *pronunciation*, this part to promote extended or personalized pronunciation practice. The fourth part is *grammar focus*, this part to provide summarizes of grammar and do grammars exercise. The fifth part is *listening*, this part to develop a variety of listening skills. The sixth part is *speaking*, this part to provide communicative tasks that help develop oral fluency and include pair work. The seventh part is *reading*, this part to present a variety of text types and promotes discussion that involves personalization, analysis and answering questions. And the last part is *writing*, this part to develop skill in writing different texts.

This English materials development also included bibliography, audio script and glossary in the last pages of the English materials development. There are 10 units English materials development that unit 1 entitled *I am a Captain*, unit 2 entitled *What is it?*, unit 3 entitled *What is next step*, unit 4 entitled *How to handle a ship?*, unit 5 entitled *Application of a ship engine* unit 6 entitled *What is the auxiliary machinery?*, unit 7 entitled *How to check it?*, unit 8 entitled *Life saving appliances*, unit 9 entitled *Communications at sea*, and unit 10 entitled *How to use the navigation tools*.

4. Expert Judgment

The writer also conducted statement questionnaires and expert judgment to obtain the data related to evaluate of English materials development. The statement questionnaires were conducted to one English teacher of SMK Muhammadiyah 1 Kalasan on 1 November 2013 and expert judgment with the designing material expert of Sarjanawiyata Tamansiswa University on 4 November 2013. The statement questionnaires result and expert judgment result were done to get deeper information about evaluation to the materials that were being developed.

The statement questioner, writer applied BSNP (*Badan Standar Nasional Pendidikan*) and it was developed based on the context of the study subject. Based on the result of the statement questionnaires, the evaluation of English materials development can be described more details. Generally, there are four components of the materials that need to be evaluated. They are content, presentation, language, and lay out of the materials.

In conducting the expert judgment statement, the writer applied Nunan' checklist (2004: 174-175). Based on the result of the expert judgment, the evaluation of English materials development can be described more details. Generally, there are seven components of the materials that need to be evaluated. They are goals and rational, input, procedures, roles and settings, grading, integration, and assessment and evaluation.

5. The Tryout of English materials development

The tryout was conducted in four meeting of the teaching and learning process of English maritime. The first meeting was conducted on Friday, 8 November 2013 in SMK Muhammadiyah 1 Kalasan. The second meeting was conducted on Friday, 13 November 2013 in SMK Muhammadiyah 1 Kalasan. The first tryout thought by the English teacher of Maritime Department of SMK Muhammadiyah 1 Kalasan. The third meeting was conducted on Friday 22 November 2013 in SMK Muhammadiyah 1 Kalasan. The four meeting was conducted on Friday, 29 November 2013 in SMK Muhammadiyah 1 Kalasan. The tryout thought by the English teacher of Maritime Department of SMK Muhammadiyah 1 Kalasan.

6. Final Product Revision

Based on the statement questionnaires were conducted to one English teacher of SMK Muhammadiyah 1 Kalasan, expert judgment with the designing material expert of Sarjanawiyata Tamansiswa University, and result of tryout of English materials development, the writer who evaluates the limitation and the strength of the second draft of English materials development. Based on this, the writer developed the final of English materials development.

The final of the English materials development there were 3 units. It is would be develop until 10 units appropriate the first plan of the English materials development before the dissemination and implementation of the product to the second grade of Maritime Department of SMK Muhammadiyah 1 Kalasan. The final of English Maritime English materials describe as titles/topics, speaking, grammar, pronunciation/listening, reading and writing each units in this English materials development.

There were 8 parts in each unit, namely *snapshot*, *vocabulary*, *pronunciation*, *grammar focus*, *listening*, *speaking*, *reading*, and *writing*. The first part is *snapshot*, this part to introduce the unit or cycle topic and provide personalized guided discussion questions. The second part is *vocabulary*, this part to provide vocabularies exercise. The third part is *pronunciation*, this part to promote extended or personalized pronunciation practice. The forth part is *grammar focus*, this part to provide summarizes of grammar and do grammars exercise. The fifth part is *listening*, this part to develop a variety of listening skills. The sixth part is *speaking*, this part to provide communicative tasks that help develop oral fluency and include pair work. The seventh part is *reading*, this part to present a variety of reading text and answers the questions based on the text. And the last part is *writing*, this part to develop skill in writing different texts. The plan of the English materials in the final study was 3 units 3 units of the English materials development. The final of English materials development were unit 1 *I am a captain* about maritime professions, unit 2 *What is it?* about ship types, and unit 3 *What is the next step?* about ship construction.

Discussion

English maritime is a subject in Maritime Department of SMK Muhammadiyah 1 Kalasan. The materials stated in the International Maritime Organization (IMO) syllabus are chosen to develop English learning materials. Corresponding to Richards (2001: 167) who says that teacher has a responsibility for determining and responding to learners' language needs, besides developing the materials based on the syllabus, students' needs are also taken into account. In this study, the needs analysis results had been presented in the study findings.

The English learning tasks were then sequenced into 8 parts. The first part is *snapshot*, this part to introduce the unit or cycle topic and provide personalized guided discussion questions. The second part is *vocabulary*, this part to provide vocabularies exercise. The third part is *pronunciation*, this part to promote extended or personalized pronunciation practice. The forth part is *grammar focus*, this part to provide summarizes of grammar and do grammars exercise. The fifth part is *listening*, this part to develop a variety of listening skills. The sixth part is *speaking*, this part to provide communicative tasks that help develop oral fluency and include pair work. The seventh part is *reading*, this part to present a variety of text types and promotes discussion that involves personalization and analysis. And the last part is *writing*, this part to develop skill in writing different texts.

The plan of the English materials in the final study was 3 units of the English materials development. The final of English materials development were unit 1 *I am a captain* about maritime professions, unit 2 *What is it?* about ship types, and unit 3 *What is the next step?* about ship construction.

The writer reported that the study tried to answer two questions. Firstly, the English materials development is appropriate to improve the student competence for Maritime Department in the second grade of SMK Muhammadiyah 1 Kalasan. It is because the English materials development based on the student's need, IMO syllabus, and the treatment of the English materials development with the second grade of Maritime Department of SMK Muhammadiyah 1 Kalasan. Therefore, the English materials development could improve the student competence for Maritime Department in the second grade of SMK Muhammadiyah 1 Kalasan.

Secondly, there are some strength and limitation of the English material development. The strength and limitation of the English material development based on treatment with the students, the statement questionnaires result with the English teacher and expert judgment result with Expert of designing English materials. The description of strength and limitation of the English material development as follows.

The strength of the English materials development were the tasks aim at developing students' four English macro skills, namely listening, speaking, reading, and writing and students' English micro skills, such as vocabulary, grammar, and pronunciation; the materials or input texts are developed authentically based on the students' needs and IMO syllabus; the

tasks each unit is reflecting a real world or pedagogic rationale; the tasks each unit is interesting and motivating to the student; the layout is interesting and there are some picture authentically. Furthermore, the limitation of the English materials development were the grading of the task is not appropriate level difficulty for the students; the task is not structured so that it can be undertaken at different levels of difficulty; and the teacher is cannot determine how successfully the learners have performed.

D. CONCLUSION AND RECOMMENDATION

1. Conclusion

Based on the discussion, there are three conclusion in this paper as follows. Firstly, the English materials development for Maritime Department of SMK Muhammadiyah 1 Kalasan is developed based on the need analysis and *International Maritime Organization* (IMO) syllabus. Secondly, the effective English materials development tasks for the second grade of Maritime Department of SMK Muhammadiyah 1 Kalasan have some characteristics such as (1) the tasks aim at developing students' four English macro skills, namely listening, speaking, reading, and writing and students' English micro skills, such as vocabulary, grammar, and pronunciation; (2) and the tasks are divided into eight parts for each unit, namely *snapshot, vocabulary, pronunciation, grammar focus, listening, speaking, reading, and writing*.

Thirdly, there are some strength and limitation of English materials development for the second grade of Maritime Department of SMK Muhammadiyah 1 Kalasan. The strength of the English materials development were the tasks aim at developing students' four English macro skills, namely listening, speaking, reading, and writing and students' English micro skills, such as vocabulary, grammar, and pronunciation and; the materials or input texts are developed authentically based on the students' needs and IMO syllabus; the tasks each unit is reflecting a real world or pedagogic rationale; the tasks each unit is interesting and motivating to the student; the layout is interesting and there are some picture authentically. The limitation of the English materials development were the grading of the task is not appropriate level difficulty for the students; the task is not structured so that it can be undertaken at different levels of difficulty; and the teacher is cannot determine how successfully the learners have performed.

2. Recommendation

This paper there is some suggestions which would be useful for the materials developers and English teachers who teach in Maritime Department of SMK Muhammadiyah. Firstly, to materials developers, there should be good understanding and good record-keeping notes in doing every step of the study. They have to pay attention to the specific details and information of the students' needs, students' characteristics as well as English teaching and learning process in Maritime Department of SMK Muhammadiyah 1 Kalasan before conducting a study in materials development.

Secondly, to the English teachers who teach in Maritime Department of SMK Muhammadiyah 1 Kalasan, a more detailed analysis on the students' needs is highly recommended. Then, in terms of providing specific learning material based on the students' needs and certain curriculum, the teachers should be able to collaborate well with other teachers to create a better language inputs for the students. Finally, English teacher should create a relaxed-but-serious classroom atmosphere in every meeting.

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