

**DEVELOPING ENGLISH LEARNING MATERIALS FOR
STUDENTS VOCATIONAL HIGH SCHOOL
OF FISHERY MAJOR**



**ENGLISH EDUCATION STUDY
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PENGESAHAN KOMISI PENGUJI

Tesis dengan judul “Developing English learning Materials For Students Vocational High School of Fishery Major” yang disusun oleh saudara (Suliadi) NIM (17.0213.002), telah diujikan dan dipertahankan dalam Sidang Ujian Tutup/Munaqasyah yang diselenggarakan pada hari **Senin, 15-06-2020 Masehi**, bertepatan dengan tanggal **23 Syawal Hijriah**, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Magister dalam bidang **Tadris Bahasa Inggris** pada Pascasarjana IAIN Parepare.

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Polewali, 22 April 2020
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ABSTRACT

SULIADI. *Developing English Learning Materials For Students Vocational High School Of Fishery Major*. (Supervisor: Dr. Abd. Haris Sunubi and Dr. Zulfah).

This study aims to design English learning materials for eleventh grade students of Fishery Major. This research are Research and Development (R&D). The subjects of the research were eleventh grade students of Fishery major at SMK-PP Negeri Rea Timur, Polewali Mandar. The research procedure was adapted from the research procedure proposed by Borg and Gall and materials development procedure from Robert Maribe. The design of this research are conducting the needs analysis, developing a course grid, designing materials, expert judgment, implementations, and writing the final draft.

There were three questionnaires used to collect the data. The first questionnaire was used to collect data in need analysis, the second questionnaire was used to collect the data about the appropriateness of the materials in the expert judgment and the last questionnaire was used to assess acceptability. The data was analyzed using descriptive statistics.

Based on the learning needs, three units were developed in this study. Each unit consists of introduction, lesson proper (spoken and written cycle), reinforcement, and unique facts tasks ranging from 22 to 26 tasks. The activities include answering questions, completing texts, arranging jumbled words and sentences, writing texts, and role plays. Most of activities are done in pairs.

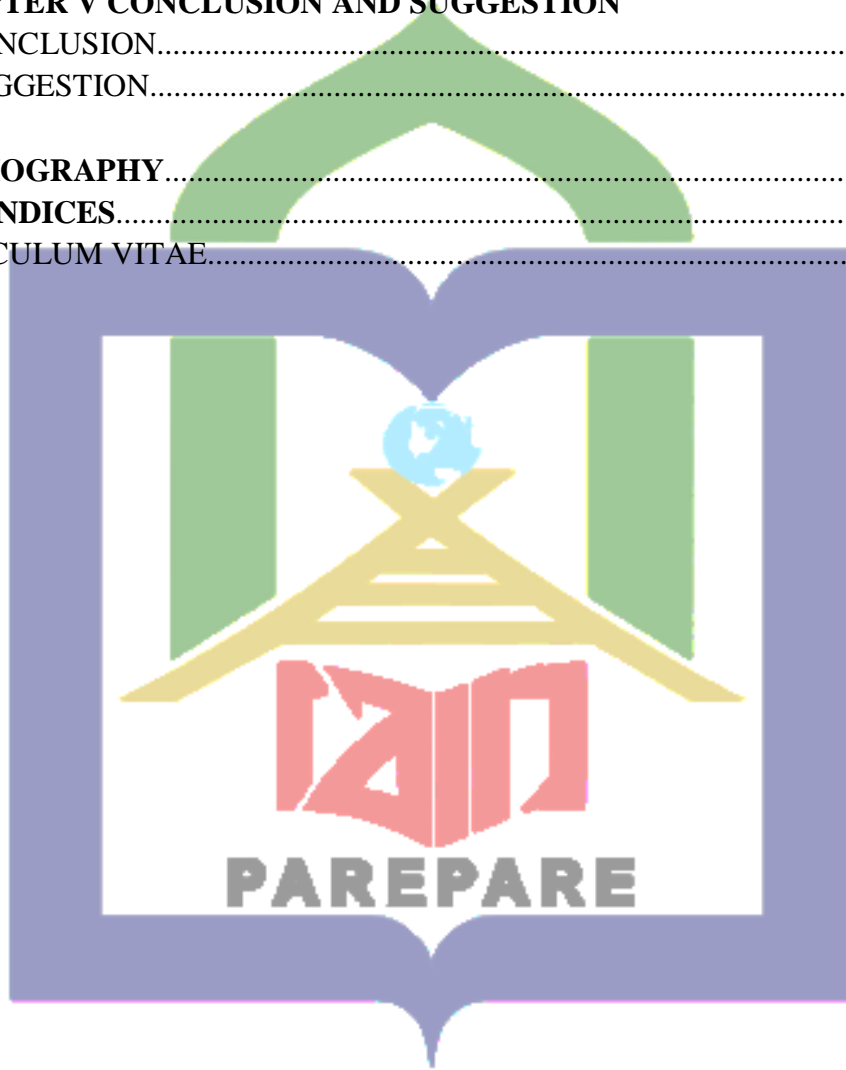
Based on the expert judgment data, the mean score of all aspects of the developed materials is (3.74) with categories “Good”. As for result implementation for assess acceptability rate English learning materials teachers and students as a respondent was obtained mean score (3.71) with acceptability rate (92%) with categories “High”. Therefore, English learning materials are developed is “appropriate” for use as a supporting book for the process learning for eleventh grade students fishery major.

Key word: *English learning materials, (R&D), fishery major*

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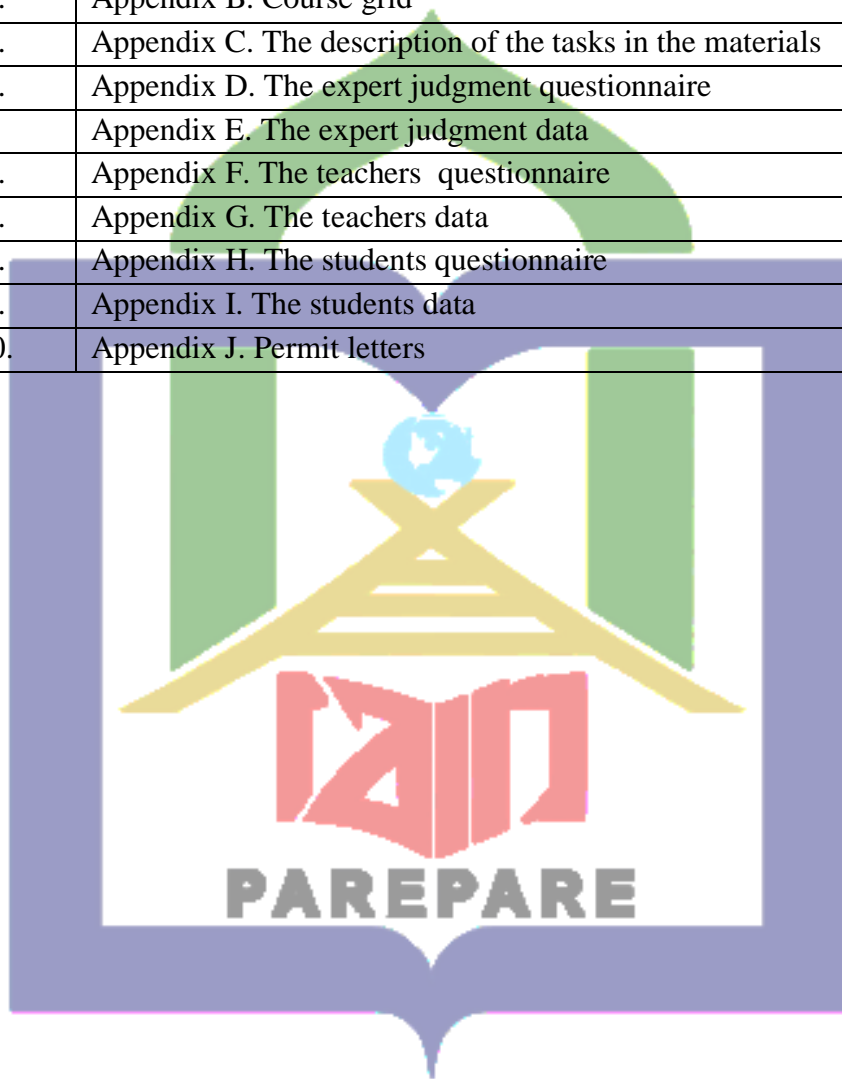


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CHAPTER I

INTRODUCTION

A. Background

Vocational high school is study aims to prepare students work in field soon after they graduate. Major in vocational high schools based on the government rule Number 17 year 2013¹ are: Technology and Engineer, Technology Information and Communication, Health, Agribusiness and Agrotechnology, Fishery and Marine, Business and Management, Tourism, Arts and Skill, and Arts Performance.

Teaching english in vocational high school aims to make students proficient in both spoken and written language to support their competence in a certain study program. It's the objective students enable to communicate in the target language orally and writing accurately and appropriately.

To reach the objective, there are some factors which have to be considered such as teachers, media, and materials. Materials take important part in the process of teaching and learning. The materials can make students to develop their knowledge and improve their skills. Tasks provided within the material also help students to practice and give them exposure about English. Based on the objectives of vocational education, the English material used in the learning process should be adjusted to the study programs. It aims to fulfill the students' needs so they can maximize their skills.

¹ Peraturan Pemerintah No. 17 Tahun 2013 tentang Pengelolaan dan Penyelenggaraan Pendidikan , Bab III, Pasal 80.

A good teaching English material is a material that caters the language and content based on the students needs, level, and environment. A good material can help students to learn English more easily. Learning English material that are related to their future job and their needs enable to develop their skill to communicate using English in the target situation of their field of works.

Unfortunately, most of vocational high school in Indonesia still has a problem related to the availability of English learning materials which are appropriate for the students. English learning materials for vocational high schools provided by the government and launched by some publishers are still general. The material is not different from the materials used in Senior High School they are not specified into certain study programs.

Students of Fishery Study Major learn everything about fish in expertise lessons including the characteristics of fish, how to cultivate them, how to feed them, etc. since after graduation, the students are expected to work in fishery industry both locally and globally. Ideally English materials used to teach students of fishery study program have relevance to their field. In fact, the materials are too general and do not support their knowledge in the field of fishery. Hidayatul Muanifah² in Choirul Rahma conducted a research to develop English learning materials for grade XI students of Computer Networking Study Program. It identified that the appropriate English learning materials for grade XI students of Computer Networking Study Program should contain *pictures, dialogs, advertisements, articles, pronunciation transcripts, and exercises* to be the input

²Choirul Rohmah, "Developing English Learning Materials For Grade X Students Of Marketing Study Program At Smk Muhammadiyah 2 Bantul," *Thesis* (Yogyakarta: UNY, 2015), h. 39

in the materials. The learning activities in the materials should improve the students' language skills namely listening, speaking, reading, and writing.

Based on the observation conducted in January 2019, Curriculum 2013 in SMK-PP Negeri Rea Timur had not been implemented well. Besides that, the materials designed by following the standard of Curriculum 2013 were very limited. Therefore, the teachers used materials taken from course books designed based on KTSP 2006 and worksheet to support the teaching and learning process. They also used additional materials taken from the internet and other sources. However, the researcher found some problems dealing with materials used by the teacher to teach fishery students. The problems they are:

First, the course book used to teach fishery students was still too general. It meant there was not any differentiation for each study program whereas the needs were different. The book entitled "Bahasa Inggris SMA/MA/SMK/MAK published by National Education Department in 2014 contained general themes and topics that were not relevant to with fishery field. For example the themes Bullying, Vanity, Benefit Of Doubt, etc, none of them is relevant to the fishery field. Although it was organized by referring to curriculum 2013 standard, the contents were still generalized for all study programs. Some tittle examples of Stop Bullying Now, Vanity, what is the Price, etc. The topics mentioned above don't really support the needs of students of fishery study program.

Second, the problem was found in some books were used in SMK-PP Negeri Rea Timur. From the title it could be known that the worksheet was made not only for vocational high schools students but also for that of senior high

schools. And there are not book specific for appropriate with major especially fishery.

The last problem was materials for TOEIC (Test of English for International Communication). Vocational high schools students have to take the test before graduation and reach a minimum score in order to get a certificate. The document is needed as one of requirements when they want to apply jobs in some companies. That is why the students need good preparation in order to pass the test. Unfortunately the school does not have the materials that are specially designed for TOEIC preparation.

Regarding the problem stated above, the researcher realizes that providing English materials for students of Fishery Study Major is important and urgently since the material available is not relevant while the students need English that has relation to the fishery field both now and in the future. The design of materials will refer to curriculum 2013.

Developing all types of materials which were stated above would consume too much time. Therefore the researcher focused on developing materials in the form of course book for eleventh grade students of fishery major of SMK –PP Negeri Rea Timur.

B. Problem Statement

1. What are English needs of eleventh grade students of Fishery Major?
2. What is the design of English material for eleventh grade students of Fishery Major?

3. Is the design English material acceptable for the teachers and eleventh grade students of Fishery Major?

C. Objective of The Research

Developing all types of materials which were stated above would consume too much time. Therefore the researcher focused on developing materials in the form of course book for grade XI students of fishery study program of SMK –PP Negeri Rea Timur. The objectives of the research are to:

1. To find out the English needs of eleventh grade students of Fishery Major.
2. To design English learning materials of eleventh grade students of Fishery Major.
3. To find out acceptability learning English materials for the teachers and eleventh grade students of Fishery Major.

D. Significance of the Research

1. English Teachers

The teachers can use the material textbook as additional and us a references source in teaching students of Fishery Study Major cause the material textbook appropriate their scope it is fishery and this study can motivate the teachers to develop such kind of materials for other study Major.

2. For Students

This research provides appropriate material for students of fishery study program so they can learn many vocabularies related to their need to support their competences in using and practising English fluently and appropriately. Thus, it can help the students to improve their confidence to use English their future.

3. For The Other Researchers

The result of this research can be used as a description for the other students of English Education department to conduct another research related to developing appropriate English learning materials for certain groups of learners.



CHAPTER II

REVIEW OF RELATED LITERATURE

In review of related literature discusses the previous related research finding and theories related of the research. There are some related research it is by Anista, Chirul Rahma, Dedi, and Arun Nisma Wulajani and the theories by Tomlinson, Tom Hutchinson and Water , Dick and Carey, Jolly and Balitho and Robert Maribe Branch.

A. Previous Related Research Findings

There were some researchers who have conducted researcher by using developing English materials , they are:

The study conducted by Anista³ focused on providing appropriate materials for students of Marketing Study Program at Vocational high schools. The results showed that the students were more interested to use materials that had topics covering marketing field. The developed materials consisted of introduction, main teaching and learning, and reinforcement. The field-testing presented the means in the range of 3.83 to 4.42.

Choirul Rohmah⁴ conducted a research, Developing English Learning Materials For Grade X Students Of Marketing Study Program At Smk Muhammadiyah 2 Bantul. The results showed that English learning materials are based on the core competence and basic competences of English curriculum for

³ Anita. " Developing Material of English students marketing study program at vocational high school." (*Journal of English Language, Literature, and Teaching* vol .1: 2012), p. 1-11.

⁴ Choirul Rohmah, "Developing English Learning Materials For Grade X Students Of Marketing Study Program At Smk Muhammadiyah 2 Bantul," *Thesis* (Yogyakarta: UNY, 2015), h. 92-93

grade X students. Considering the basic competences and the needs analysis results, the appropriate topic of the learning materials for grade X students of Marketing Study Program is related to communication in a workplace. In addition, the learning input for listening, speaking, reading, and writing are in the forms of dialogues, a text which contains several technical terms, short functional texts, and genre texts such as recount, descriptive, and narrative. The length of the dialogue for listening activity should be short (less or equal to 150 words), while the length of the text for reading activity should be medium (200-250 words). In addition, the learning materials provide input in terms of vocabulary, explanation about grammar, and pronunciation (phonetic transcriptions) to improve the students' micro-skills. Meanwhile, the learning activities are listening to a dialogue and then answering questions, having a role play, reading a text and answering comprehension questions, completing gaps and arranging jumbled sentences to be a good text. Related to the setting, pair-work and in small group work are preferable and good to promote interactions among the students.

In addition, Dedy (2013) also conducted similar kind of study to developed learning materials for students of Culinary Study Program. The results of needs analysis showed that the students wanted to have English materials with culinary topics. He also revealed that appropriate materials for students of culinary study program covered culinary field and consisted of Lead-in, Lesson proper, Homework, Reflection, and Summary. The mean of his developed materials was 4.48 and it was categorized as good.

Arum Nisma Wulanjani⁵ conducted a research Exploring Students' Need for Developing Material of English for Civil Engineering. Show that The students of Civil Engineering who had been investigated came from various background of English proficiency and various background knowledge about English. Considering the fact that the influence of different factors would produce a variety of needs for the students' learning (Peck), a lot of credibility is given to needs analysis as a prerequisite in any course design (Richterich & Chancerel). Students' need analysis is used as a device to explore the students' necessities, needs and lacks in order to develop a curriculum, syllabus, and course materials which are in accordance with the students/ requirements. Consequently, this study was aimed to explore the students' need as a beginning step to develop a course material by considering and taking the students' needs and wants in developing course materials especially for English for Civil Engineering university students.

In designing and developing the course materials, a creativity and technology literacy are highly needed and recommended for those designers and developers since English for Specific Purposes requires worthwhile changes following the most current needs for its field (Moiinvaziri). A variety in activities, exercises, and tasks seem have an important role in engaging and keeping the students actively in the learning process which is needed for the students in order to make them achieving learning experiences and goals.

⁵ Arum Nisma Wulanjani. " Exploring Students' Need for Developing Material of English for Civil Engineering." (*Journal of English Language, Literature, and Teaching* vol .2: 2018), p. 1-11.

The study conducted by Umi Ismiyati⁶ focused on Developing English Learning Materials For Grade XI Students of Patisserie Study Programme. Showed that target needs were what the learners needed to do in the target situation. The target needs were divided into three points. Those were necessities, lacks, and wants. Learning need was what the learners need to do in order to learn. There are five aspects which belonged to the learning needs. Those were input, procedures, setting, teachers' role, and learners' role.

According to the results of the expert judgment, the developed materials were considered appropriate. The developed materials consisted of three units with the same unit design including introduction, main lesson, reinforcement, and fun part. The topics were different for each unit such as baking problems, patisserie ingredients, and making pastries.

Based on the results of the expert judgment, the mean score of the whole aspects of the developed materials was 3.82 which was in the range of $3.25 \leq x \leq 4$, and categorized as "Very Good". It could be concluded that the materials were appropriate for grade XI students of Patisserie Study Programme.

Based on the studies proved that the topics of the materials are important things to support learning process, especially at Vocational high schools. Besides, the organization of the materials is also important to make sure that learning process meaningful.

⁶Umi Ismiati. " Developing English Learning Materials For Grade XI Students of Patisserie Study Programme." *E-Journal Yogyakarta UNY*: 2016, p. 1-7.

B. Some Pertinent Ideas

In some pertinent ideas discusses the theories employed by the researcher in managing this research. The theories such as theory of materials, materials development, theory of model materials development, task development, materials evaluations.

1. English Learning Materials

a. Materials

Materials are one factor that makes teaching and learning process successful. Therefore it is important to select or develop appropriate materials that meet students' needs. Many studies say that materials which have topics that are close to students live can improve the learning result. Furthermore, those studies also provide the appropriate materials for the students.

Tomlinson⁷ defines materials as anything which can be used by teachers or learners to facilitate the learning of a language (linguistic, visual, auditory or kinesthetic). Materials are not only in the form of a textbook, but they can be cassette, a CD-ROM, a video, a newspaper, a paragraph written on a whiteboard or anything which presents or informs about the language being learned. The teacher can use various materials to make students interested in learning. Furthermore, in this global era, internet and other digital tools can be used to facilitate learning. All those materials have function in making the language easier to learn.

⁷ Brian Tomlinson, *Material Development In Language Teaching* (, (New York: Cambridge University Press, 1998), p. 2. (Softcopy pdf adobe reader).

Hutchinson and Waters⁸ states that good materials contain interesting texts, enjoyable activities that engage learners' thinking capacities, give opportunities for learners to use their existing knowledge and skills, and have content which both learners and teachers can cope with. In accordance, Tomlinson provides some principles of good materials which are presented below:

- 1) Materials should achieve impact.
- 2) Materials should help learners to feel at ease.
- 3) Materials should help learners to develop confidence.
 - a) What is being taught should be perceived by learners as relevant and useful.
 - b) Materials should require and facilitate learner self-investment.
 - 1) Learners must be ready to acquire the points being taught.
 - 2) Materials should expose the learners to language in authentic use.
 - c) The learners attention should be drawn to linguistic features of the input.
 - 1) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
 - 2) Materials should take into account that the positive effects of instruction are usually delayed.
 - 3) Materials should take into account that learners differ in learning styles.

⁸Tom Hutchinson and Alan Waters, *English for Specific Purposes: A learning Centred-Approach*, (New York: Cambrige University Press, 1987), p. 107. (Softcopy pdf adobe reader).

- 4) Materials should take into account that learners differ in affective attitudes.
- 5) Materials should permit a silent period at the beginning of instruction.
- 6) Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.
- 7) Materials should not rely too much on controlled practice.
- 8) Materials should provide opportunities for outcome feedback. English language teaching materials should be flexible.

Based on the criteria of good materials proposed by Hutchinson and Water and Tomlinson, it can be concluded that good materials should have contents and activities that can make the learners feel easy and lead them to be independent learners. Further, materials should be able to encourage the learners to maximize their knowledge.

b. Materials Development

According to Tomlinson⁹ materials development refers to all the processes made by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research.

⁹Brian Tomlinson, ed., *Material Development In Language Teaching*, (New York: Cambrige University Press, 2012), p. 2. (Softcopy pdf adobe reader).

Materials development is both a field of study and a practical undertaking. As a field it studies the principles and procedures of the design, implementation and evaluation of language teaching materials. As a practical undertaking it refers to anything which is done by writers, teachers or learners to provide sources of language input, to exploit those sources in ways which maximise the likelihood of intake and to stimulate purposeful output: in other words the supplying of information about and/or experience of the language in ways designed to promote language learning. Ideally the 'two aspects of materials development are interactive in that the theoretical studies inform and are informed by the development and use of classroom materials.

Materials developers might write textbooks, tell stories, bring advertisements into the classroom, express an opinion, provide samples of language use or read a poem aloud. Whatever they do to provide input, they do so ideally in principled ways related to what they know about how languages can be effectively learned. All the chapters in this book concentrate on the three vital questions of what should be provided for the learners, how it should be provided and what can be done with it to promote language learning.

c. Model of Materials Development

a. Dick and Carey Model

The steps Dick and Carey Model or procedure of materials development include the design, implementation, and evaluation of language

teaching materials. Dick and Carey¹⁰ suggest ten components of the systems approach model :

1. Identify an instructional goal,
2. Conduct an instructional analysis,
3. Identify entry behaviors and characteristics,
4. Write performance objectives,
5. Develop criterion-referenced test items,
6. Develop an instructional strategy,
7. Develop and/or select instructional materials,
8. Design and conduct the formative evaluation,
9. Devise instruction,
10. Conduct summative evaluation.

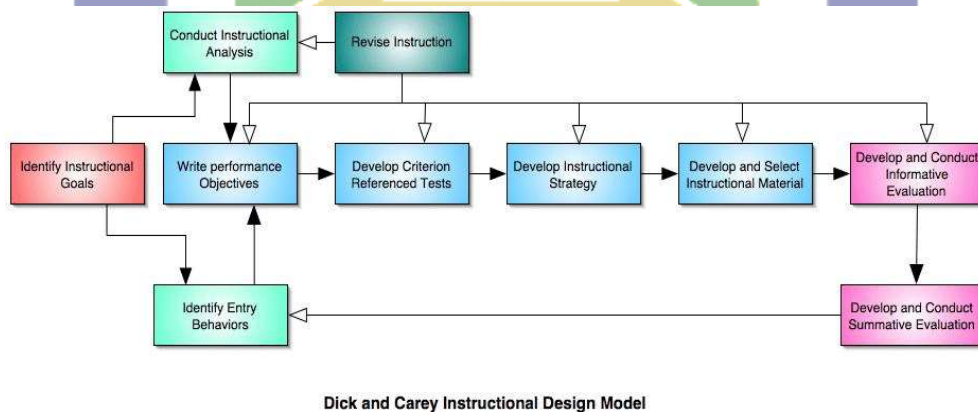


Figure 2.1. Dick and Carey Approach Model

b. Jolly and Balithos' Model

Jolly and Bolitho as cited in Tomlinson¹¹ propose a model of material development as presented below:

¹⁰ Dick and Carey, "Instructional Design Mode, I" (diakses dari http://www.nwlink.com/~donclark/history_isd/carey.html accessed on april 22, 2019)

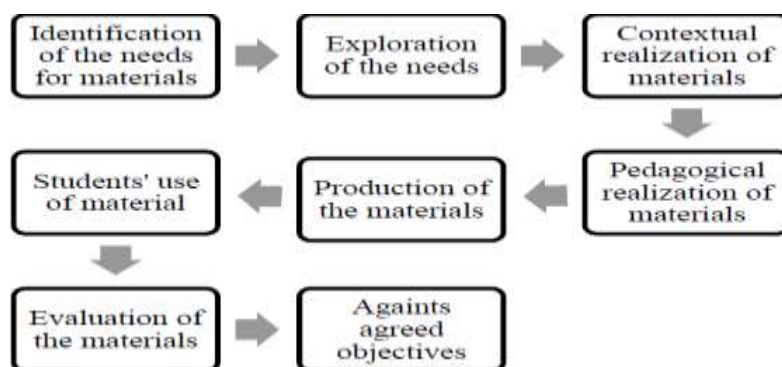


Figure 2.2 Jolly and Bolitho's model of material development process

From the figure 1.2 above, it can be seen that the main points of material design are needs analysis, material production, and material evaluation. The production of material is conducted after collecting the information about the needs.

c. The ADDIE Model

ADDIE is an acronym for Analyze, Design, Develop, Implement, and Evaluate. ADDIE is a product development concept. The ADDIE concept is being applied here for constructing performance-based learning. The educational philosophy for this application of ADDIE is that intentional learning should be student centered, innovative, authentic, and inspirational. The concept of systematic product development has existed since the formation of social communities. Creating products using an ADDIE process remains one of today's most effective tools. Because ADDIE is merely a process that serves as a guiding framework for complex situations, it is appropriate for developing educational

¹¹ Brian Tomlinson, *Development Materials for Language Teaching*, (London: Bloomsbury Academic, 2013), p. 97. (Softcopy pdf adobe reader).

products and other learning resources by Robert Maribe Branch¹².



Figure 2.3. ADDIE Models

d. Tasks Development

Task-based learning is an alternative approach to communicate language teaching because a task involves a primary focus on meaning, real-world processes of language use and any of the four language skills. A task is defined as an activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome (Willis). This is in line with Ellis's opinion which says that in contrast with exercise that tends to be form-focused activity, task gives attention more to meaning-focused activity. While some characteristics of a task are proposed by Richards¹³ to define the word task':

- a. It is something that learners do or carry out using their existing language resources.
- b. It has an outcome which is not simply linked to learning language, though language acquisition may occur as the learner carries out the task
- c. It involves a focus on meaning

¹²Robert Maribe Branch, *Instructional Design : The ADDIE Approach* (USA: University of Georgia, 2009), h. 2 (softcopy pdf adobe reader).

¹³Jack C. Richards, *Communicative Language Teaching Today*, (New York: Cambridge University Press, 2006), p. 31 (Softcopy pdf adobe reader).

- d. In the case of tasks involving two or more learners, it calls upon the learners' use of communication strategies and interactional skills.

From some definitions proposed by Willis, Ellis, as well as Richards, it can be drawn that task is an activity to improve learners' knowledge and communicative skill in which the focus is the meaning, rather than language form. The outcome is not learning language but language will be acquired during the process. Task-based learning focuses on meaning and communicative activity. Therefore, students need real-world tasks or authentic tasks. It means the tasks are not specially designed for classroom activity. Thus, it focuses on the use of authentic language and on asking students to do meaningful.

1. Task types

Tasks can be distinguished into two as proposed by Richards and Nunan pedagogical tasks and real-world task. Nunan¹⁴ says that pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language in order to express meaning in which the intention is to convey meaning rather than to manipulate form. Richards adds that a pedagogical task requires the use of specific interactional strategies and specific types of language (skill, grammar, vocabulary). When two learners are to find differences between two similar pictures, it is called pedagogical task.

The second type of task is real-world task. It refers to the uses of language in the world beyond the class-room¹⁵ and which might be considered a rehearsal

¹⁴David Nunan, *Task-Based Language Teaching* (Newyork: Cambrigde University Press, 2004), h. 4 (softcopy pdf adobe reader).

¹⁵David Nunan, *Task-Based Language Teaching* (Newyork: Cambrigde University Press, 2004), h. 1 (softcopy pdf adobe reader).

for real-world task (Richards)¹⁶. Therefore the activity represents actions that actually happened in real life like role play for job interview, hotel reservation, buying and selling conversation, etc.

Since the focus of this methodology is authenticity, tasks that are provided are authentic tasks such as tasks which include reserving hotel room, visiting a doctor, conducting an interview, calling customer service for help, etc. However, comprehensibility becomes another consideration in this issue since sometimes the language use in authentic materials is too complex and difficult to understand for language learners. Therefore the material should be adjusted to learners' knowledge in order to make it comprehensible. The material will be developed in this research is a combination between real-world task and pedagogical task.

2. Task components

In developing a good task, one should consider several components that should be present in task. Task components can be said as things that should be present in a task in order to create a meaningful activity for learners. The emergence of those components can support the function of the task in facilitating learners' in learning language. Shavelson and Stern¹⁷ propose some considerations in developing tasks: Furthermore, Nunan¹⁸ draws his own concept of task components by referring to concepts proposed by Candlin and others. Those components are shown in the figure below:

¹⁶Jack C. Richards, *Communicative Language Teaching Today*, (New York: Cambridge University Press, 2006), p. 31 (Softcopy pdf adobe reader).

¹⁷Ricar J. Shavelson, Paula Stern, *Research On Teachers' Peadagogical Tthoughts, Judgments, Decisions, and Bhaviour*. Article in Review of Educational Research ·1981,p.40.

¹⁸David Nunan, *Task-Based Language Teaching* (Newyork: Cambrigde University Press, 2004), h. 41 (softcopy pdf adobe reader).

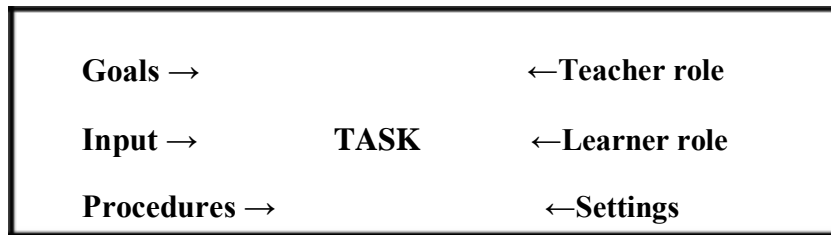


Figure 2. 4. Task components

a. Goals

Nunan argues that goal is an important component of a task for it provides direction, not only to any given task, but to the curriculum as a whole. Goals can be said as what expectation to the learners is after they work on the task. Further he categorizes goals into four types: communicative (exchange information, ideas, opinion, etc), sociocultural (understanding everyday pattern like formal and informal), learning-how-to-learn (learning how to set in real life), and language and cultural awareness (understanding the systematic nature of language and the way it works).

Suitable goals for vocational high schools students may cover those four types of goal mentioned above. Communicative goal is needed since the students will face the real communication in the workplace later. They need to ask questions, exchange information,

Suitable goals for vocational high schools students may cover those four types of goal mentioned above. Communicative goal is needed since the students will face the real communication in the workplace later. They need to ask questions, exchange information, giving and asking for opinion, suggestion, etc. In designing tasks, a developer should also insert sociocultural goal since the

learners need to know how the language will be used. This in line with the reality that after students graduate from school, some of them will work abroad. Learning how-to-learn goal will help learners in synchronizing what they get in classroom and how they can apply it in real life. The last type of goal is cultural awareness. As mentioned earlier that some graduated students will work abroad therefore the knowledge about culture of other countries need to be inserted in the tasks.

Over those four types of goals mentioned above, the communicative goal will be more dominant in the process of tasks development since it is considered as the most needed goal for students in work place therefore they can have active English. It means, they are expected to have good communication both oral and written to support their careers later on. Referring to the needs of the students, the material developed should be appropriate to their needs to have good communication in English.

b. Input

Input refers to any data in spoken as well as in written that learners work with in the course of completing a task. Data can be provided by teachers or adapted and taken from course books. Input can be in the form of articles from newspapers, magazines and journals, radio and television scripts and documentaries, comic books for entertainment, publicity brochures and posters, short stories, poems and plays, shopping lists, business cards, postcards, picture stories, street map (Hover and Morris & Stewart-Dore cited in Nunan).

Referring to the definitions and kinds of input, there will be four criteria of input that will be considered in the process of tasks development: theme,

authenticity, complexity, and length. The suitable theme used in the input for vocational high schools students is adjusted to their study programs since it is considered as issues that are close to students' present and future life. Using themes that are related to the study programs, teachers will help students to understand difficult foreign terms they may face in the productive lesson.

The second thing that should be considered in providing input for students is authenticity. Authentic input will be useful in giving the learners models they will meet in real world. Yet, in other hand, the language used in authentic material is too complex therefore it should be adjusted to the students' development. Good input for vocational high schools students will combine authentic materials and classroom material. Authenticity is needed to give a real model while the language use in classroom material helps learner to comprehend the input easily. An example of combination between authentic and non-authentic in listening input is a recording spoken by native speaker in low speed.

The next thing deals with complexity of the input. Good input has the level of complexity that is gradually increased. In the beginning of the unit, the language use should be simple. It aims to give students motivation. The complexity is also adjusted to the students' level. Input for the first grade students of vocational high schools will be simpler in term of language use than which for Grade XI and third Grade XII students. This is in line with the core competences and basic competences stated in Curriculum 2013. It says that for input text for Grade X covers introduction, expression of compliment, expression of sympathy, expression of congratulation, announcement, descriptive text, recount text,

narrative text, and song. For Grade XI students, the level of input complexity will be slightly higher. The input text for Grade XI students covers expressions of asking and giving suggestion, expressions of asking and giving opinion, formal invitation, personal letter, procedure text of manual and tips, explanation text, report text, analytical exposition, biography, and song. Inputs for Grade XII students are expression of offering service, application letter, caption of picture, report text, opinion and fact, news item, procedure text in form of recipe, and song.

c. Procedures

Procedures are activities of what learners should do with the input. Another point of criteria for task selection involves activation rather than a rehearsal rationale. Moreover, analyzing procedures should be based on the focus or skills required to achieve the goal (Nunan).

In listening skill, students are asked to listen to recordings or the teachers to get information. In speaking skills, the activities carried out should give student opportunities to speak as much as possible like role play and interview. In reading skills, the activities should make the students like reading to get information both implicitly and explicitly stated. In writing skill, the procedures should lead the students to write from the simplest to the complex one. In the beginning, students are asked to write words and then it gradually increases into phrases, sentences, and paragraphs.

d. Teacher role and Learner role

In their comprehensive analysis of approaches and methods in language teaching, Richards and Rodgers in Nunan¹⁹ devote considerable attention to learner roles. They say that approaches and method will determine the role of teachers and learners. In Curriculum 2013 learning takes place through the scientific method steps. This method places the learners as the center of learning process. It leads the learners to be independent by actively participating in the learning process and search for additional material from any source therefore they should not only depend on the teacher as the only information source. The teacher just facilitates and leads the learners to reach the goal of tasks.

e. Settings

Setting informs the learners where they should do the task. It can be in the classroom or outside. In Curriculum 2013, it is said that learning activities do not only take place in the classroom.

Further setting determines in what circumstance the task should be carried out like individually, in pairs, in groups, or in whole class. Nunan says that at the beginning of the units, students had better do the task individually. It aims to recall their present knowledge about the topics. After that, they can discuss with others in pairs of groups in order to change information they have already known. For listening activities, students can do the task individually while for speaking activities the tasks can be completed in pairs if they have to practice dialog. For research and presentation, the tasks can be completed in small group. The tasks

¹⁹David Nunan, *Task-Based Language Teaching* (Newyork: Cambrigde University Press, 2004), h. 64 (softcopy pdf adobe reader).

which can be completed in whole class are activities like drama. For reading and writing, most of tasks are completed individually and in pairs.

e. Material Evaluation

Designing tasks is not the final step in material design. The materials, then need to be evaluated through the process of material evaluation. Hutchinson and Waters²⁰ state that evaluation is a matter of judging the fitness of something for a particular purpose. They add that in the process of evaluation, there is no absolute good or bad only degree of fitness for the required purpose. In other words, material evaluation can be defined as an activity to measure whether the material meets learners' need or not.

After the materials are developed, it is necessary to evaluate the materials to find out the appropriateness of the materials for the learners. Choirul Rohma in Tomlinson²¹ proposes several steps to conduct materials evaluation. Those steps are:

Description of the task:
Contents (input, procedures, language activity)

Outcome(s)

↓
Planning the evaluation

↓
Collecting information



²⁰Tom Hutchinson and Alan Waters, *English for Specific Purposes: A learning Centred-Approach*, (New York: Cambridge University Press, 1987), p. 96. (Softcopy pdf adobe reader).

²¹Choirul Rohmah, "Developing English Learning Materials For Grade X Students Of Marketing Study Program At Smk Muhammadiyah 2 Bantul," *Thesis* (Yogyakarta: UNY, 2015), h. 37

Analysis of the information collected



Conclusion and recommendation

The steps are elaborated as follows:

a. Description of the task

A task evaluation requires a clear description of the task to be evaluated.

This can be specified as follows:

Input : the information that the learners are supplied with.

Procedures: the activities that the learners are to perform in completing the task

Language activity: whether the learners engage in receptive language activity or productive language

Outcomes: what is the learners will have done in completing the task

b. Planning the evaluation

Planning of a task evaluation may have a beneficial impact on the choice and design of a task. It needs the various dimensions of prior planning. Decision about what information to collect, when to collect it, and how to collect it is needed to be made.

c. Collecting information

The information that should be collected in this process includes how the task was performed, what learning took place as a result of performing the task, and the teacher's and the learner's opinion about the task

d. Analysis of the information collected

Evaluator need to decide whether the data is presented quantitatively, qualitatively, or both.

e. Conclusions and recommendation

At the end of process, conclusion and recommendation of the material should be presented in order to make it effective. In Indonesian context, the material evaluation is conducted by referring to *Badan Standar Nasional Pendidikan* (BSNP). There are four aspects of evaluation as listed below:

1. The appropriateness of content.
2. The appropriateness of presentation.
3. The appropriateness of language.
4. The appropriateness of lay out.

2. English for Specific Purposes (ESP)

English for fishery students can be categorized as English for specific purposes because what they need is English for fishery field, not general English. This part presents the definition of ESP, need analysis and syllabus design.

There are some definitions of ESP according to some experts. According to Hutchinson and Waters²², ESP is an approach to language teaching in which learners' needs become the base to decide anything related to the learning and teaching process, including the learning contents and the methodology..

Hutchinson and Waters²³ define ESP as an approach to language teaching with

²²Tom Hutchinson and Alan Waters, *English for Specific Purposes: A learning Centred-Approach*, (New York: Cambrige University Press, 1987), p. 19. (Softcopy pdf adobe reader).

²³Tom Hutchinson and Alan Waters, *English for Specific Purposes: A learning Centred-Approach*, (New York: Cambrige University Press, 1987), p. 16. (Softcopy pdf adobe reader).

aims to meet students' need in the target situation in which all decisions as to content and method are based on the learner's needs. Therefore, ESP is English language teaching which is designed to meet specified needs of the learners. It means before teaching or designing material in ESP teachers should know what is needed by target learners. The process of getting information about learner's need is called needs analysis.

In addition, Dudley Evans and St. John in Basturkmen²⁴ say that ESP is designed to meet the learners' needs. They also stated that ESP has absolute and variable characteristics.

Absolute characteristics of ESP:

1. ESP is designed to meet the specific needs of learner
2. ESP makes use of the underlying methodology and the activities of the discipline it serves
3. ESP is centered on the language, skills, discourse, and genres appropriate to this activities

Variable characteristics of ESP:

1. ESP may be related to or designed for specific discipline;
2. ESP may use, in specific teaching situations, a different methodology from that
3. of general English
4. ESP is likely designed for adult learners

²⁴Helen Bastrukman, *Developing Courses In English For Specific Purposes*, (New Zealand: University of Auckland, 2010), p. 13. (Softcopy pdf adobe reader).

5. ESP is generally used for intermediate or advance learners. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

3. Needs Analysis

There are several definitions of needs analysis from some experts. Basturkmen²⁵ say that needs analysis is an identification process of skills and language use to determine the content of a course.

One thing that should become the starting point when one develops learning materials for specific purposes is the learners' needs. This is in line with the first step of developing learning materials for general purposes as well as that for English as a specific purposes (ESP) proposed by Hutchinson and Waters²⁶ who states that ESP is a course which is designed to meet learners needs. To get information about the learners, one should conduct needs analysis.

Furthermore, Hutchinson and Waters²⁷ explain there are number of ways to gather information about learners needs, the most popular to be used are questionnaires, interviews, observation, data collection, and informal consultation with sponsors, learners and others. Among those ways, questionnaire is the most appropriate way to get sufficient and accurate data of the needs of SMK students. Through questionnaires, it is expected that the students will feel free and give real answer that the information of those questionnaires are accurate.

²⁵Helen Bastrukman, *Developing Courses In English For Specific Purposes*, (New Zealand: University of Auckland, 2010), p. 17. (Softcopy pdf adobe reader).

²⁶Tom Hutchinson and Alan Waters, *English for Specific Purposes: A learning Centred-Approach*, (New York: Cambrige University Press, 1987), p. 3. (Softcopy pdf adobe reader).

²⁷Tom Hutchinson and Alan Waters, *English for Specific Purposes: A learning Centred-Approach*, (New York: Cambrige University Press, 1987), p. 58. (Softcopy pdf adobe reader).

Hutchinson and Waters also propose a framework for analyzing learning needs. The checklist is presented below: Furthermore, Hutchinson and Waters explain there are number of ways to gather information about learners needs, the most popular to be used are questionnaires, interviews, observation, data collection, and informal consultation with sponsors, learners and others. Among those ways, questionnaire is the most appropriate way to get sufficient and accurate data of the needs of SMK students. Through questionnaires, it is expected that the students will feel free and give real answer that the information of those questionnaires are accurate. Hutchinson and Waters also propose a framework for analyzing learning needs. The checklist is presented below:

Why are the learners taking the course?

1. Compulsory or optional;
2. Apparent need or not;
3. Are status, money, promotion involved?
4. What do learners think they will achieve?
5. What is their attitude toward the ESP course? Do they want to improve their English or they resent the time they have spent on it?

How do the learners learn?

1. What is their learning background?
2. What is their concept of teaching and learning?
3. What methodology will appeal to them?
4. What sort of techniques are likely to bore/ alienate them?

What resources are available?

1. Number and professional competence of teachers;
2. Attitude of teachers to ESP;
3. Teacher's knowledge of and attitude to the subject content;
4. Materials;
5. Aids;
6. Opportunities for out-of-class activities

Who are the learners?

1. Ages/ sex/ nationality;
2. What do they know already about English?
3. What subject knowledge do they have?
4. What are their in socio-cultural background
5. What teaching styles are they used to?
6. What is their attitude to English or to the culture of the Englishspeaking world?

Where will the ESP course take place?

1. Are the surrounding pleasant, dull, noisy, cold, etc?
2. Time of day;
3. Everyday/ once a week;
4. Full-time/ part-time;
5. Concurrent with need or pre-need

Hutchinson and Waters²⁸ divide needs into two types : target need and learning need. Target need is seen as what the learner needs to do in the target

²⁸Tom Hutchinson and Alan Waters, *English for Specific Purposes: A learning Centred-Approach*, (New York: Cambrige University Press, 1987), p. 54. (Softcopy pdf adobe reader).

situation. Target needs include necessities, lacks, and wants. Necessity is what the learner has to know in order to function effectively in target situation. Knowing the necessities only is not enough, we also need to know the lacks. It is necessary to know what the learners know already or learner's present knowledge so a teacher can decide which of the necessities of the learners' lacks. The last one dealing with target needs is wants. Want is what learner asks to learn. The second type of needs is learning needs. Hutchinson and Waters²⁹ define learning needs as what knowledge and abilities will the learners require in order to be able to perform to the required degree of competence in the target situation.

4. Syllabus Design

After getting information about the learner from needs analysis process, the next step that can be conducted by a developer is creating a syllabus. It is a document which says what will or what should be learnt. One of the reasons of having syllabus is that a syllabus provides a set of criteria for material selection and/or writing (Hutchinson and Water)³⁰

In planning the syllabus, Basturkmen³¹ suggests teachers/course developers to make decisions about what to include in terms of:

1. Types of units -- skills, vocabulary, genres, functions, notions and disciplinary, professional or cultural content
2. Items in the units -- which genres, semantic sets and functions

²⁹Tom Hutchinson and Alan Waters, *English for Specific Purposes: A learning Centred-Approach*, (New York: Cambrige University Press, 1987), p. 60. (Softcopy pdf adobe reader).

³⁰Tom Hutchinson and Alan Waters, *English for Specific Purposes: A learning Centred-Approach*, (New York: Cambrige University Press, 1987), p. 84. (Softcopy pdf adobe reader).

³¹Helen Bastrukman, *Developing Courses In English For Specific Purposes*, (New Zealand: University of Auckland, 2010), p. 61. (Softcopy pdf adobe reader).

3. Sequencing – what should come first, second and so forth and decisions made according to considerations such as: immediate and less immediate need, level of difficulty with easier items before more difficult items and logical flow.

Furthermore, Hutchinson and Water³² add that a syllabus should be developed based on some characteristics:

1. Consist of a comprehensive list of
2. Content items (words, structures, topics)
3. Process items (tasks, methods)
4. Is ordered (easier, more essential item first)
5. Has explicit objectives (usually expressed in introduction) is a public document
6. May indicate time schedule
7. May indicate a preferred methodology or approach
8. May recommend materials.

In creating a good syllabus, a developer should consider the characteristics of syllabus listed above therefore it can ease both the teacher to organize the class and material developer to develop the units.

5. Curriculum of Vocational High Schools

- a. English curriculum of the vocational high schools

Based on the Indonesian government's rule about National Education System No 20 year 2003, curriculum is a set of plans and arrangements of goals,

³²Tom Hutchinson and Alan Waters, *English for Specific Purposes: A learning Centred-Approach*, (New York: Cambrige University Press, 1987), p. 83-84. (Softcopy pdf adobe reader).

teaching contents, learning materials, and also procedures which are used as the guidelines of classroom teaching-learning process to achieve certain educational goals. In the beginning of year 2013, the Ministry of Education of Indonesian Republic has launched a new curriculum namely curriculum 2013. This curriculum is developed considering the following principles according to according to Regulation of Ministry of National Education No.65 year 2013³³:

- a. learning process is “learner-centered”; students must have choices to the materials they want to learn. Teachers facilitate them to learn,
- b. teaching learning process in classrooms involves communicative interaction between the teacher and the students,
- c. students learn from various sources, including internet
- d. learning process is done through collaborative learning;
- e. learning is integrated
- f. learning is competency-based
- g. teaching-learning process applies scientific approach

The implementation of curriculum 2013 makes some changes in the area of English teaching in vocational high schools including the process, learners’ role, teachers’ role, and the materials. English is taught only three periods a week. English is not categorized as adaptive lesson anymore but it belongs to group A (compulsory subject). Subjects that should be learned by learners in vocational high schools now are divided into three parts. Two of them are compulsory subjects and the rest is expertise subjects. To make it clearer, below is the table of

³³Peraturan Menteri Pendidikan Nasional No. 65 Tahun 2013 Tentang *Standar Proses Pendidikan Dasar dan Menengah* Jakarta: Muhammad Nuh, 2013

subjects for Fishery and Marine study program of vocational high schools according to ministry of education and culture regulation number 7 year 2018³⁴.

In KTSP curriculum, there were some differences between English taught in senior high schools and vocational high schools. In 2013 curriculum, all subjects belonged to group A and B are the same for Senior High School, Vocational high schools as well as schools which have the same level. Therefore, both senior high schools teacher and vocational high schools teachers use the same syllabus which is made by national education ministry with communication and learning as the main aims. In Vocational high schools there were subject C2 (basic skill program) and C3 (skill competence).

In curriculum 2013, student's Talking Time (STT) will be more dominant than Teacher's Talking Time (TTT) in teaching and learning process. Students will learn and actively explore their skill while teacher's role is only as facilitator. Further, character education becomes the main concern of curriculum 2013³⁵.

To reach the goals, English in vocational high schools are set in Core Competence and Basic Competence (KI-KD). The level is not categorized as novice, elementary, and intermediate anymore like in KTSP curriculum but it is divided into grade X, XI, and XII like in senior high schools. In addition, all English macro skills are integrated.

³⁴ Direktur Jenderal Pendidikan Dasar dan Menengah Nomor 7 Tahun 2018 Tentang *Struktur Kurikulum Sekolah Menengah Kejuruan (SMK)/ Madrasah Aliyah Kejuruan (MAK)*. Jakarta: Dikdasmen, 2018.

³⁵ Direktur Jenderal Pendidikan Dasar dan Menengah Nomor 7 Tahun 2018 Tentang *Struktur Kurikulum Sekolah Menengah Kejuruan (SMK)/ Madrasah Aliyah Kejuruan (MAK)*. Jakarta: Dikdasmen, 2018.

Further, the method used in curriculum 2013³⁶ is scientific method. This method aims to give the learners skill and knowledge through experiencing. There are six steps of scientific method in English teaching and learning.

1. Observing: In this step, learners are asked to observe things or phenomenon in language by listening or reading text to list items they need to know in comprehending and producing texts.
2. Questioning: Learners are asked to formulate questions about items they want to know and they also include temporary answers of the questions based on their knowledge and experience.
3. Collecting: Learners collect data and information to answer the question formulated before. The process of data collection can be done by observation, interview, reading book, searching data on internet, etc.
4. Analyzing: Data which have been gathered are sorted and classified based on the need to answer the formulated questions. Learners should be able to sort the necessary data and unnecessary data..
5. Communicating: In this step, learners communicate the answers of the questions to others orally and in writing.
6. Creating: Information that the students comprehend through the experience in the previous steps is now expressed orally and/or in writing. Learners are asked to express their thought and ideas.³⁷

³⁶Kementerian Pendidikan dan Kebudayaan, "Direktur Jenderal Pendidikan Dasar dan Menengah", *Bimbingan Teknis Implementasi Kurikulum 2013*. Jakarta: Dikdasmen. 2017.

³⁷Kementerian Pendidikan dan Kebudayaan, "Direktur Jenderal Pendidikan Dasar dan Menengah", *Bimbingan Teknis Implementasi Kurikulum 2013*. Jakarta: Dikdasmen. 2017.

b. Fishery Study Program

Considering the part of Indonesia that 70% of it is in the form of sea, human recourses with high knowledge and good skill are needed to manage the natural recourse produced by the sea to develop fishery and marine field. Therefore some vocational high schools in Indonesia offer fishery and marine as one of their study programs. The aim of fishery study program is to develop students' skill, knowledge, and attitude in the field of fishery.

After graduation, the students are expected to work in fishery industry both locally and globally. In local industry, they can be entrepreneur by running fishpond or building home industry that produces food made from fish. In global industry, they can work in foreign companies that are good in fishery like in Japan, South Korea, Spain, Thailand, China, Vietnam, and Australia. Some students of Fishery Study Program continue their study to university and they can work in fishery and marine ministry. Therefore they need English to communicate with others.

Considering the need of fishery students' graduation, the researcher thinks that students of fishery study program need English materials that are relevant to fishery and marine to support their careers later on. In relation to that, they need English for specific purposes. Therefore next part will discuss English for specific purposes.

B. Conceptual Framework

The procedure used in this research was research procedure proposed by Borg and Gall. Then it was combined with the model of material design proposed

by Robert Maribe Branch ADDIE models with some adaption. The combination was needed because the research procedure proposed by Borg and Gall was still too general. It was made for all products. Mean while in this research, the focus was learning material therefore it should be adjusted to the model of material designed proposed by Robert Maribe Branch. The model of materials development in this research is presented below:

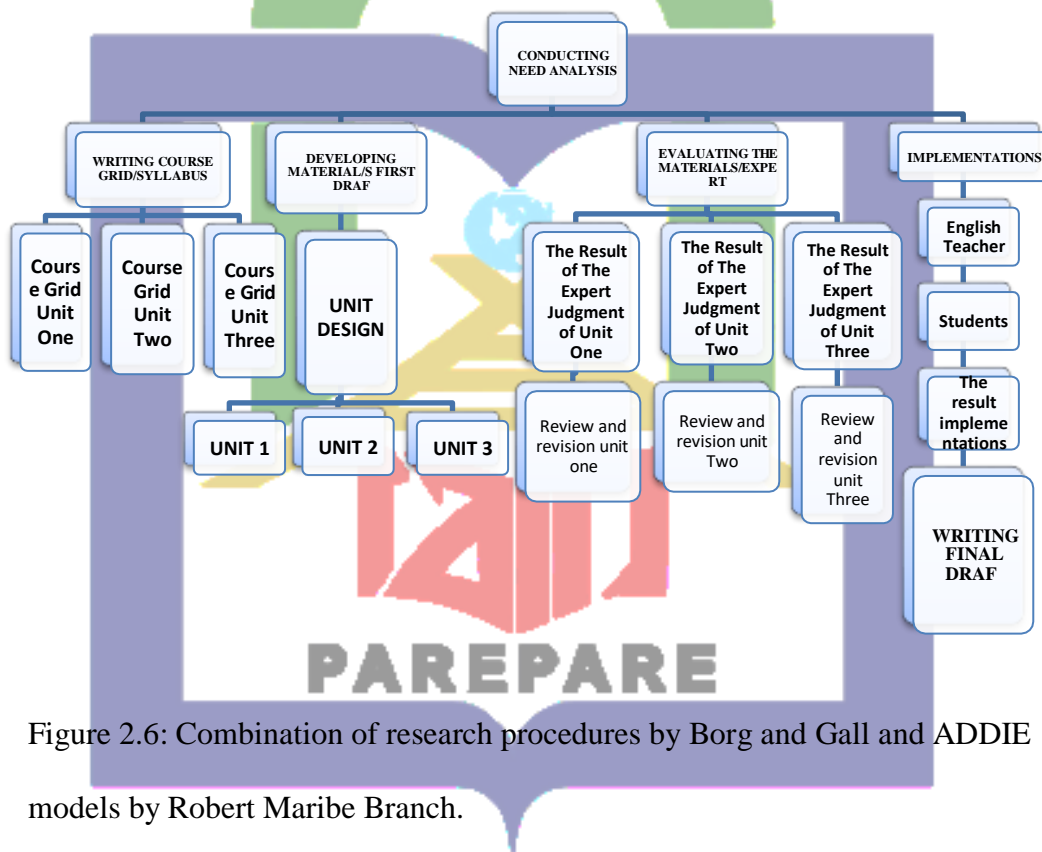


Figure 2.6: Combination of research procedures by Borg and Gall and ADDIE models by Robert Maribe Branch.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter deals with research methodology. It covers the research design, setting of the research, subject of the research, instruments of the research and data collection, and technique of data analysis.

A. Research Design

Research design this research is Educational Research and Development (R&D). Educational R & D is adapted from industry-based development model in which the results of the research will be taken to create new products or procedures, which then are systematically implemented, evaluated, and revised to meet specified criteria of effectiveness, quality, or similar standards (Borg and Gall)³⁸

The researcher chooses Research and Development (R&D) to produce certain products, and test the effectiveness of those products. To be able to produce certain products used research that is needs analysis and to test the effectiveness of these products in order to function in the wider community, research is needed to test the effectiveness of these products by Sugiono³⁹.

Evaluation or the process of refining products is done over and over until the best form of the products is found. This model provides a great promise for improving education because it involves a close connection between systematic

³⁸Borg and Gall, *Educational Research: an Introduction*, (New York, 2003), p. 569 (Softcopy pdf adobe reader).

³⁹Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R & D*. (Bandung: Alfabeta; 2017), p. 407

evaluation program and program development. In education, this research is conducted to design/develop appropriate materials which can be implemented effectively to meet the students' needs.

The design of the research proposed by Borg and Gall with combined model materials design proposed by Robert Maribe Branch ADDIE models with some adaption. The steps of the models of the research is presented below:

1. Conducting needs analysis

This step aims to get information about the learners: target need and learning need. This information is very important in developing material for ESP students. The need analysis process will be conducted by giving questionnaires to the students of fishery study program. The questionnaires are organized based on the task component. The result of this analysis, then, will be used to create course grid.

2. Writing the course grid/syllabus

The course grid will be developed based on the curriculum of vocational high schools with some adjustment in terms of content because the target students are students of fishery study program. After analyzing the needs analysis questionnaire, the result was used to write the syllabus. Syllabus is a document which contains the points of things that will be learnt or should be learnt in the course grid. In other words, the syllabus was developed to plan, order, and organize the contents of the materials. It becomes the guide for developing and managing the tasks and the learning materials. The syllabus involve the core competences, the basic competences, topic/unit, English learning materials,

learning activities, assessment, time allocation and the learning sources. After writing the syllabus, the next step was developing the first draft of the materials.

3. Developing the materials

Based on the course grid/syllabus, then, the materials will be developed. This process had to be done carefully in order to produce appropriate materials for the students. As the materials were developed based on the curriculum 2013, the approach use in the materials is scientific approach. It involve several steps; observing, questioning, collecting data, analyzing data, communicating findings, and creating texts. The units of materials will be designed by following the course grid/syllabus. This process is called first draft. There will be three units developed in this research in which each unit consists of 20-22 tasks.

4. Evaluating the Materials/Expert Judgment

The first draft needs to be consulted with the experts. The expert can be lecturer of English education department who are capable in judging material and have experience in material development. It aims to see if there are some parts needed to be revised in the term of content, presentation, language, and lay out. The result will be used as the base of writing final draft.

5. Implementation

After having suggestions from experts, the materials were revised based on the suggestions given by the experts. The purpose of the Implement phase is to prepare the learning environment and engage the students. The common procedures associated with the Implement phase are prepare the teacher and prepare the students.

Upon completion of the Implement phase, the researcher be able to move to the actual learning environment where the student can begin to construct the new knowledge and skills required to close the performance gap. The Implement phase indicates the conclusion of development activities and the end of formative evaluation.

6. Writing the final draft

Students of vocational high schools, including students of fishery study program, are expected to have competence in certain field. Ideally, they use English materials that contain fishery themes and vocabularies to support the goal. Unfortunately, the English materials that are available to support learning process are still too general. The materials do not have relevance with fishery field.

In accordance to the problem stated above, this research aims to provide suitable materials for students of fishery study programs that can support both their learning processes now and their careers later on. The design of the materials will follow some supporting theories.

Because the field learnt is fishery field, English for fishery study program is categorized as English for specific purposes (ESP). Hutchinson and Waters⁴⁰ define ESP as an approach to language teaching with aims to meet students' need in the target situation in which all decisions as to content and method are based on the learner's need. To get information about the need, a need analysis was conducted through giving students questionnaires. The result of the analysis was used as the base of creating course grid. The course grid was adjusted with Core

⁴⁰Tom Hutchinson and Alan Waters, *English for Specific Purposes: A learning Centred-Approach*, (New York: Cambrige University Press, 1987), p. 16. (Softcopy pdf adobe reader).

Competence and Basic Competence under the umbrella of Curriculum 2013. Then it was used to design the materials.

The contents of the materials followed the Content-Based Instruction since the principle of this instruction was teaching and designing materials are organized around content or information Richards and Rodgers. The materials in this research were organized around the content of fishery by providing appropriate task and vocabulary related to fishery field. Furthermore, Text-Based Instruction was also implemented in developing the units since the contents were broken down into texts.

The process of material development used the ADDIE model proposed by Robert Maribe Branch with some adaption according to the Indonesian context and the need of the research. The materials then were broken down into three units developed referring to curriculum 2013 and by following Nunan's model through consideration of good materials criteria proposed by Tomlinson.

Then, the units will developed by referring scientific approach like stated in curriculum 2013 which consists of six steps: observing, questioning, collecting, analyzing, communicating, and creating in both oral and written cycle.

After the units had been developed, the tasks were developed as the parts of unit. The six components of tasks proposed by Nunan were applied such as goal, input, procedures, teacher role, learner role, and setting.

The next process of material development is materials evaluation by an evaluator.

The evaluator in this study is a lecturer of English Education Department who has background in material development. The evaluation follows the standard of

materials evaluation proposed by *Badan Standar Nasional dan Pendidikan* (BSNP). The result of this evaluation is used as the base of developing the second draft of the materials.

B. Setting of the Research

The research was conducted in SMK-PP Negeri Rea Timur. It is located in Rea Village, Sub-District Binuang, Polewali Mandar Regency , West Sulawesi. It has six study Major: Fishery, Plantation, Animal Healt, Food Crops and Horticulture, Ruminansia Animals, Each study major has three classes. The research itself was conducted on 16 March 2019. The subjects of this research were eleventh grade students of fishery major.

C. Subject of the Research

The subjects of this research were eleventh grade students of fishery major in SMK-PP Negeri Rea Timur academic year of 2019/2020. All the students were involved as the research subject, the class consisted of 20 students. There are 4 English teachers in SMK-PP Negeri Rea Timur two civil servants and the other honorary teacher.

D. Instrument of the Research

There were three types of questionnaires in this research which were needs analysis, expert judgments and questionnaire for teachers and students to assessment acceptability.

a. Needs Analysis

The needs analysis questionnaire was distributed to the students to identify the target needs and the learning needs of the students. The questionnaire consists of 26 multiple choices and the students were not allowed to choose more than one options for some questions in the questionnaire. The organization of the questionnaires is presented in the table below:

Table 3.1: The organization of the questionnaires for needs analysis

No	Aspect	Item Number	Objective	Reference
1	Necessities	1	To find out the students' expectation	Nunan (2004: 174)
		2,3,4,7	To find out student needs in terms of target situation	Hutchinson (1987: 55)
2	Lacks	5,6	To find out the gap between learners' existing knowledge and required knowledge	Hutchinson (1987: 55)
3	Wants	8,9	To find out students want related to the material	Hutchinson (1987: 55)
4	Input	10,11,12, 13,15,17,18, 20	To find out the content should be carried out in designing task for listening, speaking, reading, and writing	Nunan (2004:47-52)
5	Procedure	14,16,19,21	To find out learners' preferred activities in listening, speaking, reading, and writing.	Nunan (2004:53-63)
		22,23	To find out learners preferred action in terms of vocabulary, pronunciation, and grammar.	Hutchinson (1987:60 – 63)
6	Setting	24	To find out learners'	Hutchinson

			preferred learning mode	(1987: 64)
7	Learners' Role	25	To find out learners' preferred role in classroom	Nunan (2004: 64)
8	Teachers' Role	26	To find out the teacher role in classroom	Nunan (2004: 67)

b. Expert Judgment, English Teachers and Students Questionnaire

The expert judgment questionnaire were used in the process of material evaluation and the questionnaire given to the teachers and the students to know acceptability the product. The questionnaire contained several points of evaluation taken from SMK's English Learning Textbook Assessment from Badan Standar Nasional Pendidikan, DEPDIKNAS. The points were involved the appropriateness of the contents, the appropriateness of the presentation, the appropriateness of the language, and the appropriateness of the graphic design.. The questions are organized in the table below:

Table 3.2: The organization of the questionnaires for expert judgment

No.	Components of evaluation	Number of item	Reference
1	The appropriateness of content: ➤ To validate the appropriateness of the materials to the curriculum, to validate the depth of the materials, and to validate the accuracy	1 – 10	BSNP
2.	The appropriateness of language: ➤ To validate the appropriateness of the language with the students' cognitive development, to validate whether the language use is communicative, and to validate the cohesiveness and the coherences	11 - 17	BSNP
3.	The appropriateness presentation: ➤ To validate the presentation technique and the learning presentation	18 - 27	BSNP

4.	<p>The appropriateness of lay out:</p> <p>➤ To validate the appropriateness of the materials' lay out and the content design, to validate the illustration to validate the typography of the materials</p>	28 - 35	BSNP

There were also three open ended questions that will be delivered to the experts:

1. What is your opinion of this unit?
2. What aspects should be revised in this unit?
3. What is your suggestion to this unit?

E. Data Collection Tehnique

In this study, the data were collected through questionnaires. Firstly, the needs analysis was used to gather the data learning needs in English. The students were asked to answer several questions related to their characteristic and needs in learning English by choosing one options from several options provided. Secondly, opinions and suggestions from the expert are proposed through the expert judgments questionnaire to find the appropriateness of the materials. And the third, the teachers and the students were asked to choosing one options from several questions provided to assesment acceptabilty of the materials.

F. Technique of Data Analysis

The data were analyzed in two ways. Data from the first questionnaires, which was used in need analysis process, was analyzed by calculating the percentage of each point of choice within the questions. Then, it was described in

descriptive statistic. Suharto proposes the formula of the analysis as presented below.

$$P (\%) = f/N (100)$$

Where:

P = Percentage

f = frequency

N = Total respondents

100 = fixed number

An item which has the highest presentation is considered as tendency of students.

The second questionnaire used in the material evaluation consisted statements and the responses in the form of Likert-Scale. It asked the respondent to indicate the strength of their agreement and disagreement dealing with statements given.

Table 3.3: The categories of expert judgment

No	Categories	Score
1.	Strongly Relevant	4
2.	Relevant	3
3.	Not Relevant	2
4.	Strongly Not Relevant	1

Table 3.4: The categories assessment acceptability rate of the teachers and studnets

No	Categories	Score
1.	Strongly Agree	4
2.	Agree	3
3.	Disagree	2
4.	Strongly Disagree	1

The data gathered from the expert was calculated by using formula proposed by Suharto to find the range or the data interval. The formula is presented below:

$R : xh - xl$
4

Where: **R** = range
xh = the highest score
xl = the lowest score
4 = range of likert-scale

The data was converted into descriptive statistics. It aimed to summarize a given data set which cannot be represented entirely. The researcher used mean (\bar{X}) as the indicator of measurement. The means were calculated using the formula below:

$\text{Mn}(\bar{X}) = \frac{\sum f x}{N}$

Table 3.5. Data Conversion Table

Scale s	Interval			Acceptabilty (%)	Descriptive Categories for Expert	Descriptive Categories for Acceptability
1	2.90	$< X \leq$	3.24	$< 75\%$	Poor	Low
2	3.25	$< X \leq$	3.49	75% - 83%	Fair	Medium
3	3.50	$< X \leq$	3.74	84% - 92%	Good	High
4	3.75	$< X \leq$	4.00	93% - 100%	Very Good	Very High

In this research, the acceptability rate was determined with the minimum score of $(3.50 < X \leq 3.74)$ with the category "**High**". So, if the results of the assessment English learning material by the teachers and students was average $(3.50 < X \leq 3.74)$, the product depeleving English learning material for students fishery major it is considered "acceptable" feasible to used.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses the results of needs analysis, the course grid or the materials, the first draft of the materials, the result of materials evaluation by expert (expert judgment), and the final draft of the materials.

A. Research Findings

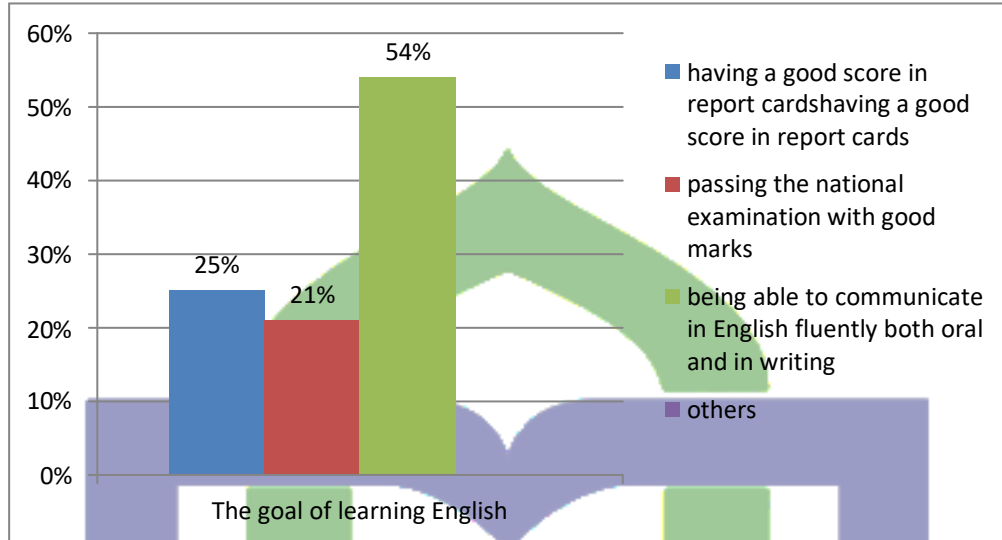
1. The Result of Needs Analysis for eleventh grade students of fishery major

The needs analysis was conducted on September, 24th 2019 by distributing questionnaire to grade XI students of fishery study major at SMK-PP Negeri Rea Timur.

a. Necessities

Necessity is described as what the learner has to know in order to function effectively in target situation Hutchinson and Waters⁴¹. Necessities in this study include students' goal of learning English, students' view about the use of English now, students' view about the use of English later, and students' view about the mostly used skill and knowledge. The data of students' goal of learning English is presented in graph below.

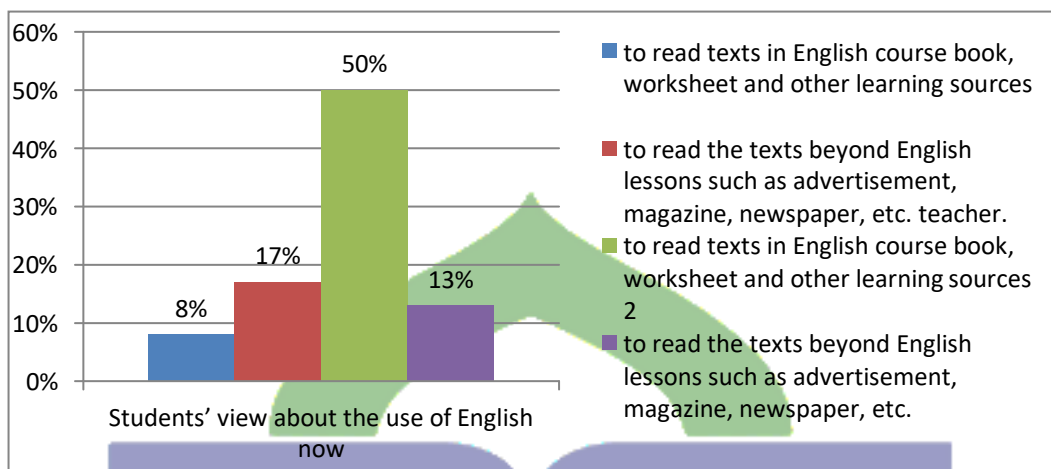
⁴¹ Tom Hutchinson and Alan Waters, *English for Specific Purposes: A learning Centred-Approach*, (New York: Cambrige University Press, 1987), p. 54. (Softcopy pdf adobe reader).

Graph 4.1 The goal of learning English

Graph 4.1 shows that most students learn English in order to be able to communicate in English fluently both orally and in writing (54%) while there was (25%) of them who admitted that passing the national examination with good mark was their aims of learning English. The last (21%) learn English in order to have good marks in report cards.

Another aspect of necessities is students' view about the use of English now. The data of students' view about the use of English now is presented in the graph below:

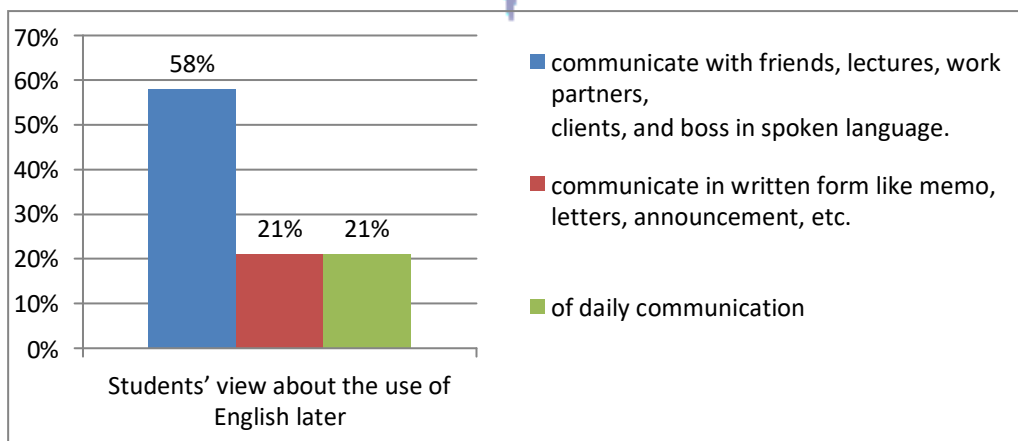
Graph 4.2 Students' view about the use of English now



Graph 4.2 shows that most students of fishery study major at SMK-PP Negeri Rea Timur (50%) now use English only to read texts in English course book, worksheet and other learning sources. (17%) them to read the texts beyond English lessons such as advertisement, magazine, newspaper. (13%) of them to read the texts beyond English lessons such as advertisement, magazine, newspaper. Only a few of them use English as a means to read texts in English course book, worksheet and other learning sources (8%).

The third aspect that belongs to necessities is students' view about the use of English later which is presented in the graph below.

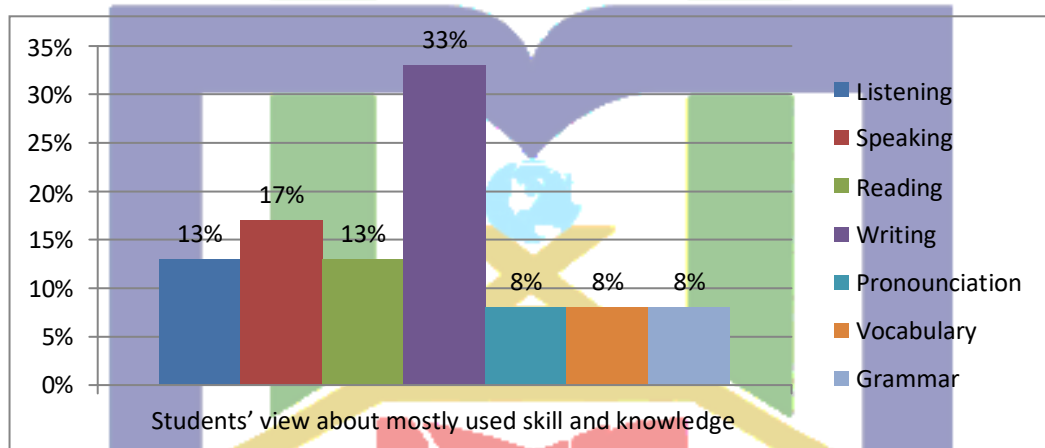
Graph 4.3 Students' view about the use of English later



Graph 4.3 shows that most students thought that the English usage later on was to communicate with friends, lectures, work partners, clients, and boss in spoken language (58%). (21%) communicate in written form like memo, letters, announcement, etc. (21%) of daily communication

The last aspect related to necessities is students' view about mostly used skill and knowledge which is presented in the graph below.

Graph 4.4 Students' view about mostly used skill and knowledge



Graph 4.4 shows that (33%) of the students thought that writing skill would be the most needed in workplace later. The second skill or knowledge mostly used later is speaking (17%), (13%) students like listening and reading and the last (8%) like pronunciation , vocabulary and grammar.

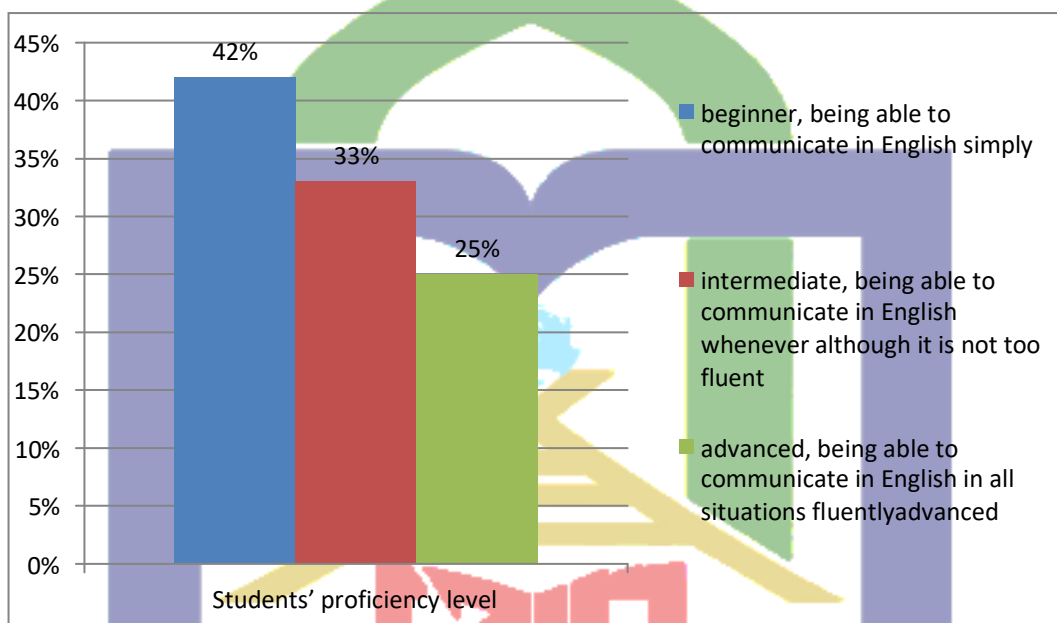
b. Lacks

Lacks refer to the gap between learners' existing knowledge and the knowledge required in the target situation in Nunan⁴². It helps teachers or materials developers to decide which materials should be put in the lessons.

⁴²David Nunan, *Task-Based Language Teaching* (Newyork: Cambrigde University Press, 2004), h. 55 (softcopy pdf adobe reader).

There were the questions distributed to the students to know the lacks. Those questions identified students' proficiency level, students' view about difficulties in English communication, and the English proficiency needed later. The graph below shows the data of students' proficiency level.

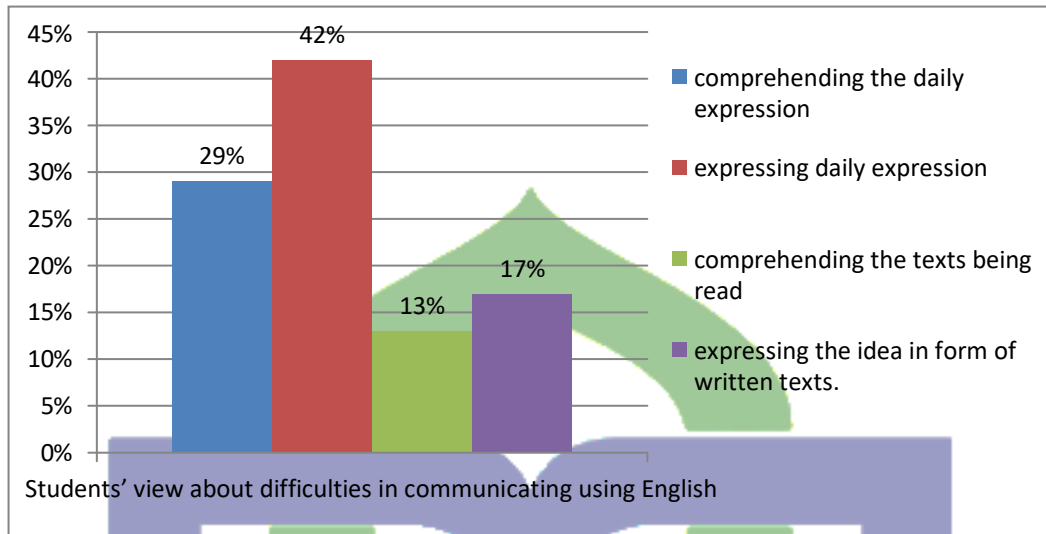
Graph 4.5 Students' proficiency level



Graph 4.5 shows that in the term of proficiency level, almost all students were at the beginner level (42%). It means they were able to communicate in English although it was in simple form. There were only (33%) of the students who were in intermediate proficiency level and the last (25%) advanced, being able to communicate in english in all situations fluently advanced.

The next question related to lacks is students' view about difficulties in English communication, which is presented in the graph below:

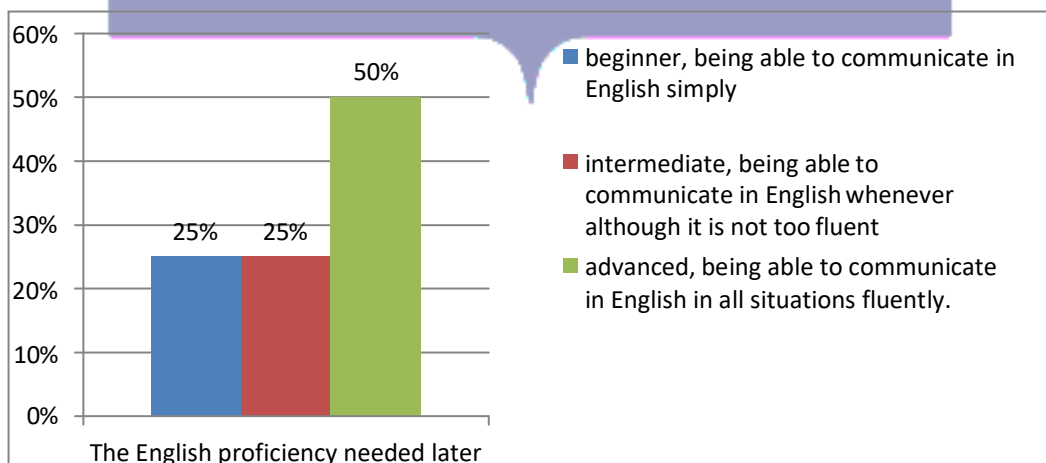
Graph 4.6 Students' view about difficulties in communicating using English



Graph 4.6 shows that (42%) of the students thought that they found difficulties in comprehending the daily expression. While others found difficulties in expressing daily expression (29%) and comprehending the text being read (13%). Then (17%) of the students had difficulties in expressing the idea in form of written text.

The last aspect related to lacks is students' view about the English proficiency needed later. The data of the question is shown in the graph below.

Graph 4.7 The English proficiency needed later



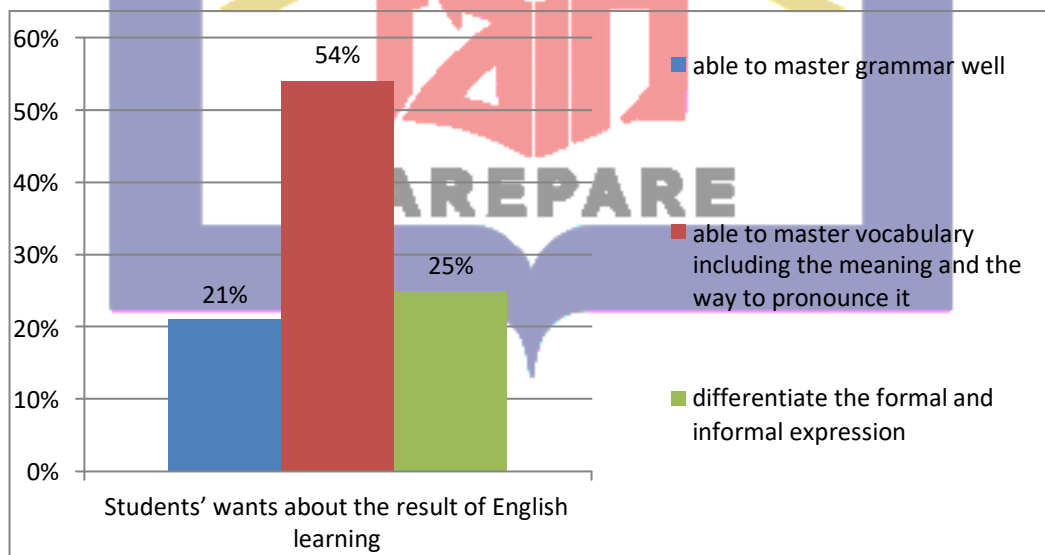
Graph 4.7 presents that (50%) of the students thought that the proficiency level needed was advanced. It means they should be able to communicate in English in all situations fluently. Moreover, (25%) of the students chose that beginner and intermediate level was good enough to support their careers or educations later on.

c. Wants

According to Water and Hutchinson⁴³ wants can be described as what the learners ask to know. In this case, learners have active roles about what they need. Wants in this study include students' wants after learning English and students' preferred materials.

The data of students' wants after learning English is presented in graph below.

Graph 4.8 Students' wants about the result of English learning

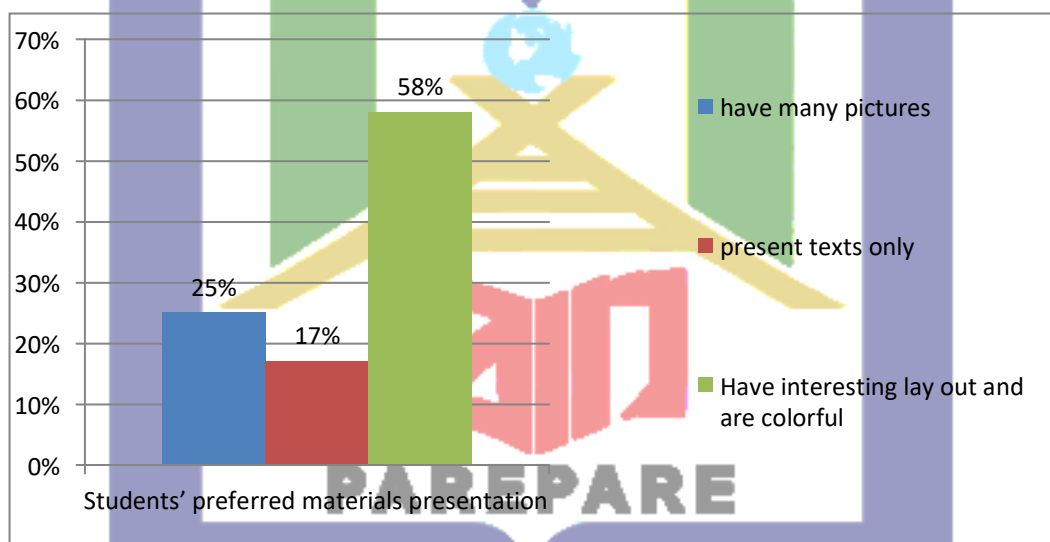


⁴³ Tom Hutchinson and Alan Waters, *English for Specific Purposes: A learning Centred-Approach*, (New York: Cambrige University Press, 1987), p. 56. (Softcopy pdf adobe reader).

Graph 4.8 shows that in terms of English learning, (54%) of students hoped that after learning English, they would be able to master vocabulary including the meaning and the way to pronounce it. Then (21%) of them hoped that they could master grammar well through English learning. And the last (25%) of them could differentiate the formal and informal expression.

Another aspect of wants is students' preferred materials. It means what kind of materials that the students want to facilitate English learning. The data about students' preferred materials is presented in the graph below.

Graph 4.9 Students' preferred materials presentation



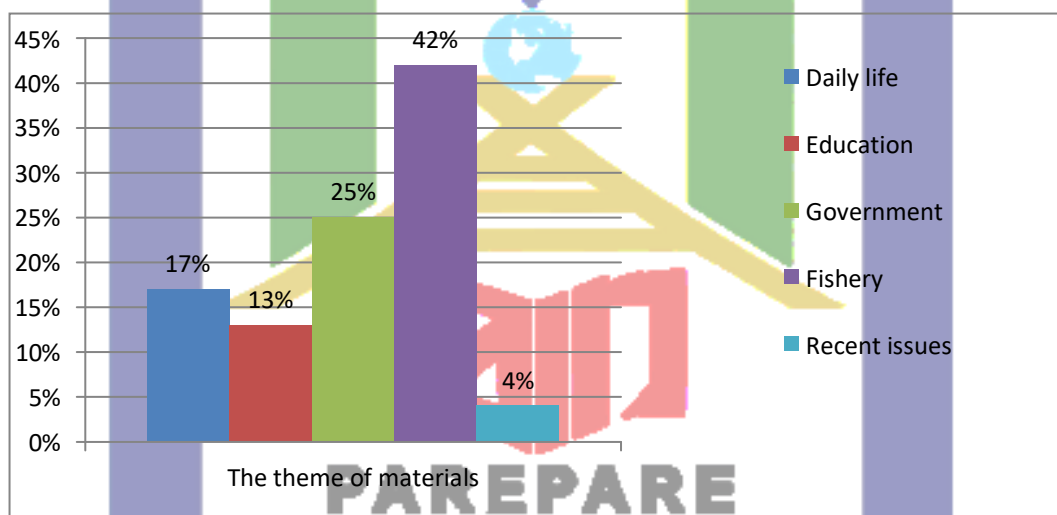
Graph 4.9 shows that in relation to the presentation of the materials, (58%) of the students liked materials which had interesting layout and were colorful. The other (25%) liked many pictures presented in the materials. There were only a few students (17%) wanted materials which presented the texts only, without any pictures at all.

d. Input

Input refers to any data in spoken as well as in written that learners work with in the course of completing a task (2004: 41). Input in this study includes theme, pictures availability, text for listening, speaking, reading, and writing, and the length of the text.

Theme is the first thing to think about before developing materials. The data of the theme that is wanted by the students of fishery study program is shown in graph below.

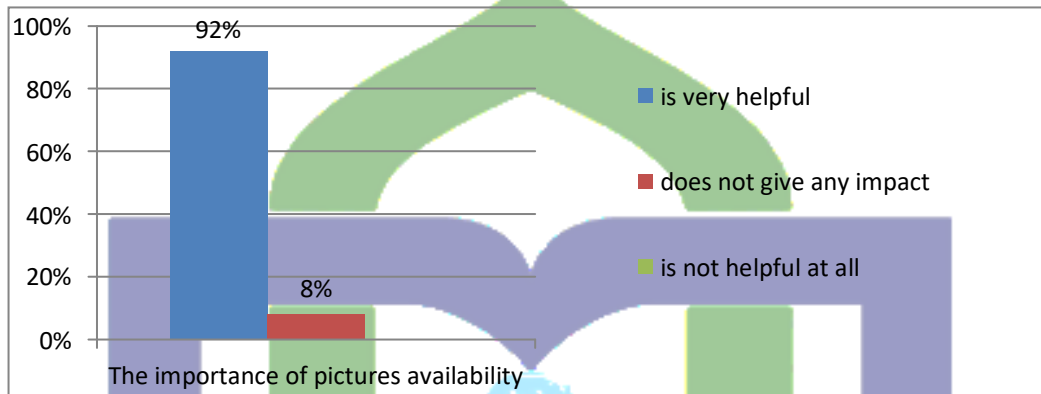
Graph 4.10 The theme of materials



Graph 4.10 shows that related to theme of the materials, (42%) of the students wanted fishery as the theme of English materials. Then, (25%) of them preferred education as the theme of English learning materials, (17%) preferred daily life as the theme and the last just (4%) of them preferred government and recent issues as the theme of English learning materials.

Then, the next aspect related to input is the pictures availability. The data of the importance of pictures availability in the materials is presented in graph below.

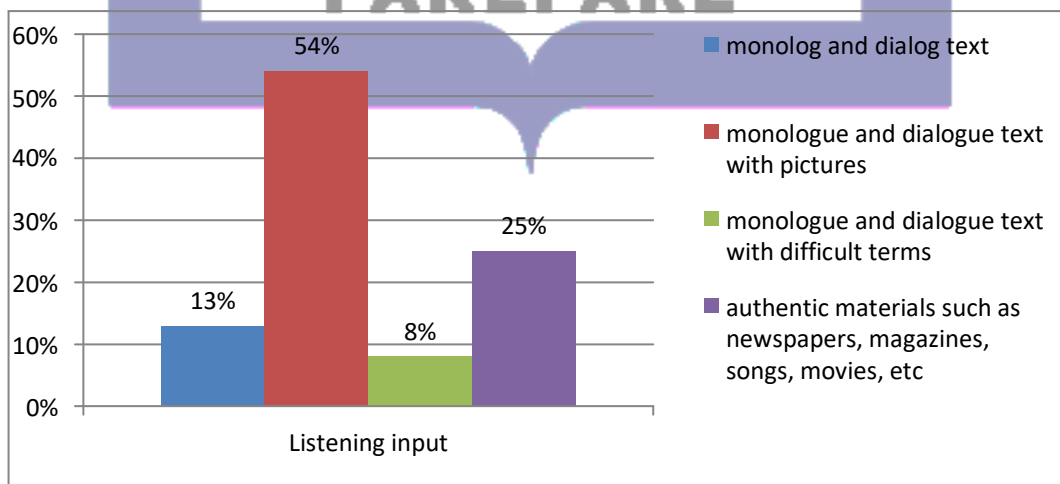
Graph 4.11 The importance of pictures availability



Graph 4.11 shows that (92%) thought that the availability of pictures in the materials was very helpful in English learning. In other hand, about (8%) of the students didn't feel any impact of the pictures availability in the materials.

Another aspect of input is kind of text that students want. The data of input for listening that they like is presented in graph below.

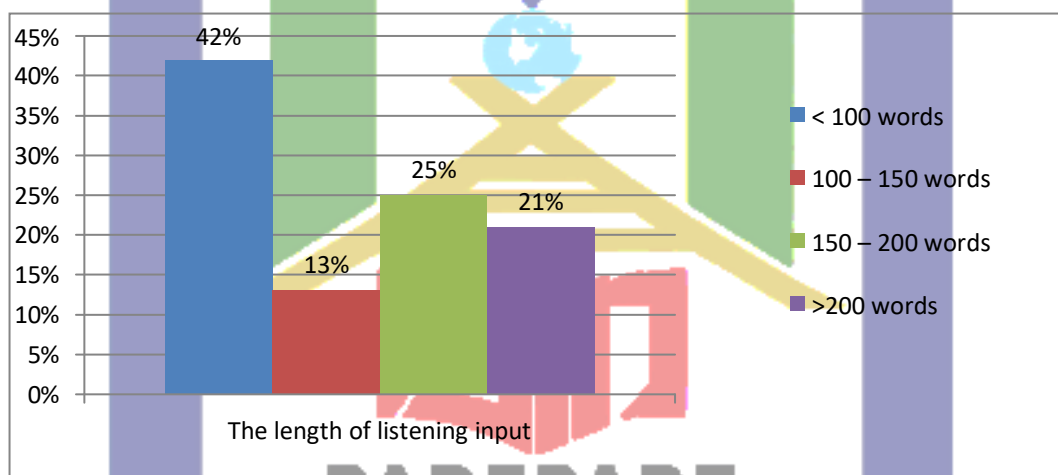
Graph 4.12 Listening input



Graph 4.12 present in term of input for listening, (54%) of the students liked listening input in the form of monologue and dialogue text with pictures. The second input that they liked was authentic materials such as newspapers, magazines, songs, movies, etc .(25%). Then, (13%) of the students expected to have monologue and dialogue text and (8%) liked monologue and dialogue text with difficult terms for listening input.

Related to the length of listening input, the data of the need analysis result is presented in graph below.

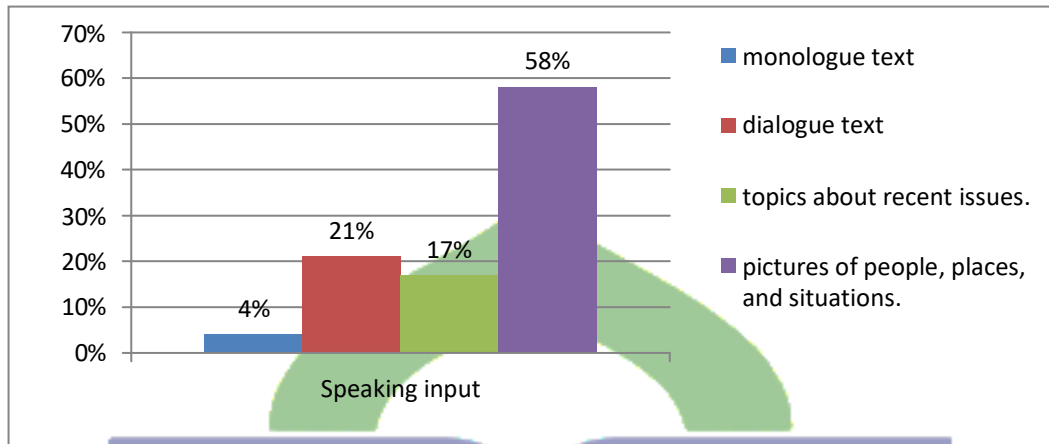
Graph 4.13 The length of listening input



Graph 4.13 shows that the length of listening input that the students like most was text with less than a hundred words (42%) while (25%) of the students preferred listening input which length was between 150 and 200 words. The last 100 until 150 words and more than 200 words like (13%) and (21%).

Another aspect of input is kind of text that students want in speaking activity. The data of input for speaking that they like is presented in graph below.

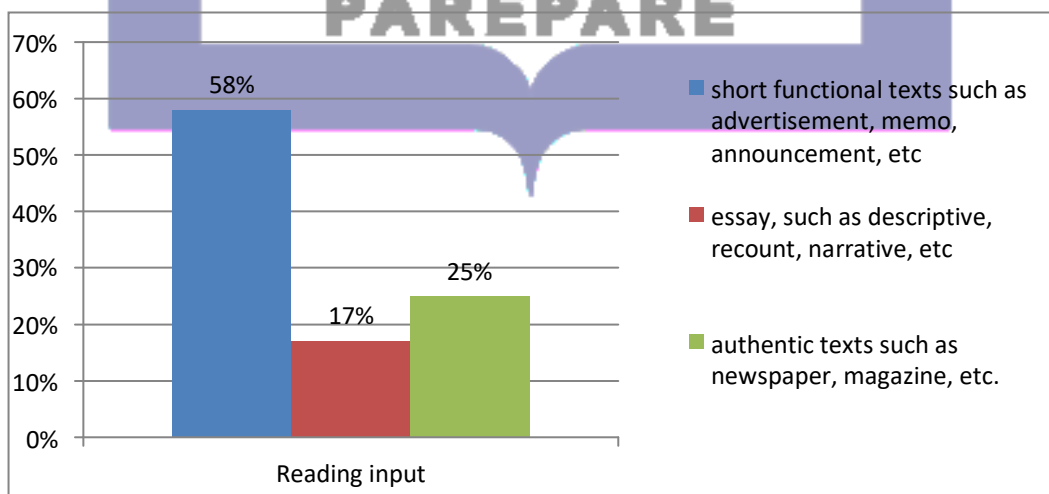
Graph 4.14 Speaking input



Graph 4.14 shows that (58%) of the students liked pictures of people, places, and situations as the input of speaking activity. Then in the second place, topics about recent issues as speaking input (17%). Furthermore, (21%) of the student liked to be given topics about dialogue text in the speaking activity and (4%) like monologue text.

The next aspect dealing with input is kind of text for reading activities. The graph below presents the result of needs analysis related to reading input.

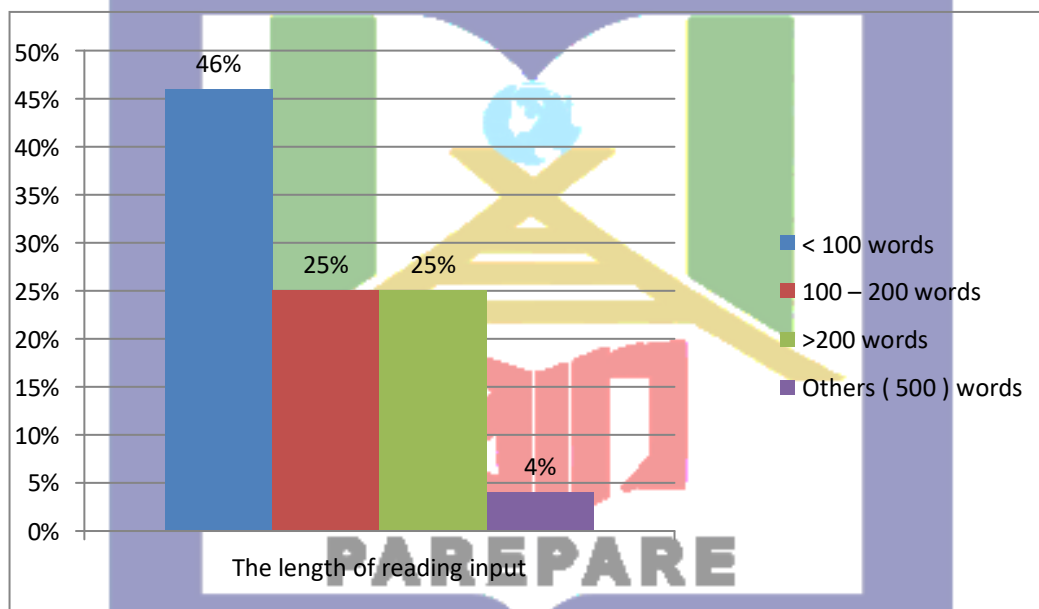
Graph 4.15 Reading input



Graph 4.15 shows that related to input for reading, (58%) of the students wanted reading input in the form of short functional texts such as advertisement, memo, and announcement. Other students (17%) chose essay such as descriptive, recount, narrative, etc as reading input. The last (25%) students choose authentic texts such as newspaper, magazine, etc.

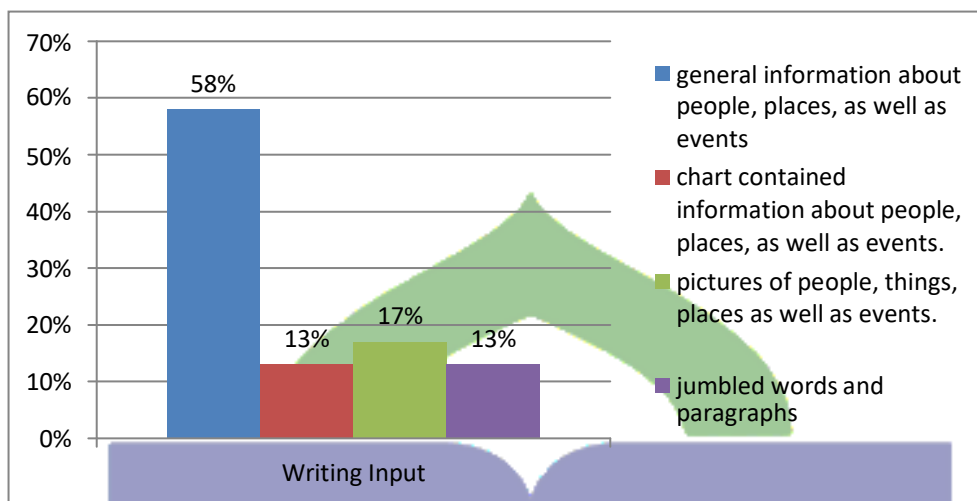
Related to the length of reading input, the data of the need analysis result is presented in graph below.

Graph 4.16 The length of reading input



Graph 4.16 shows that most students liked short text. It was indicated by the result that (46%) of the students chose text for reading input with the length is less than a hundred words. The others (25%) liked to have texts for reading input with the length of 100 – 200 words and more than 200 words. The last (4%) preferred text with length of others 500 words.

The last aspect related to input is kind of text for writing activities. The data of favourite texts for writing input is presented in graph below.

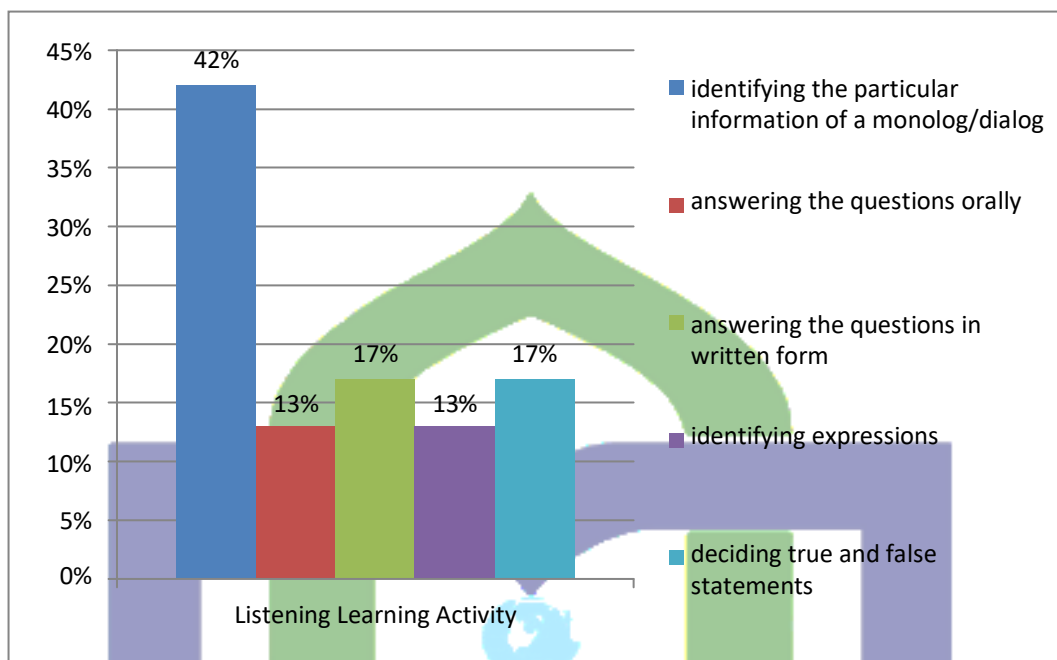
Graph 4.17 Writing Input

Based on the information in graph 1.17 (58%) of the students liked to have general information about people, places, as well as events as the writing input. Other students (58%) thought that they could develop their ideas to write if the input was in the form of pictures of people, things, places, as well as events. Students who chose chart contained information about people, places, as well as events and jumbled words and paragraphs as the input of writing activity was (17%) and (13%) for each.

e. Procedures

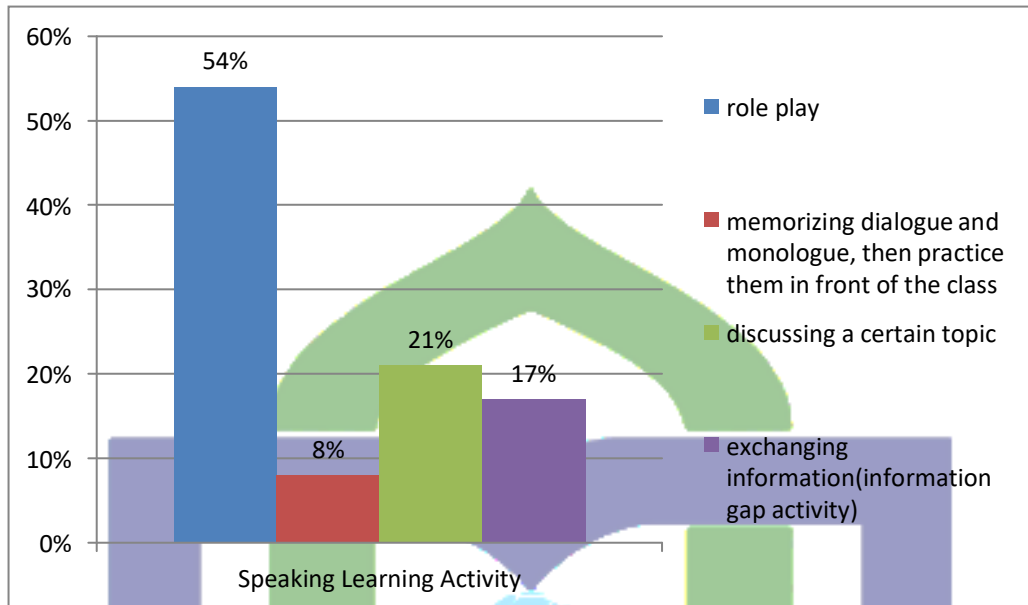
Procedures are activities of what learners should do with the input. Procedures in this research cover types of activities for macro skills (listening, speaking, reading, writing) and for micro skills (vocabulary and pronunciation)

The first question related to procedure aims to find listening activities liked by the students. The result of needs analysis dealing with listening activities is presented in graph below.

Graph 4.18 Listening Learning Activity

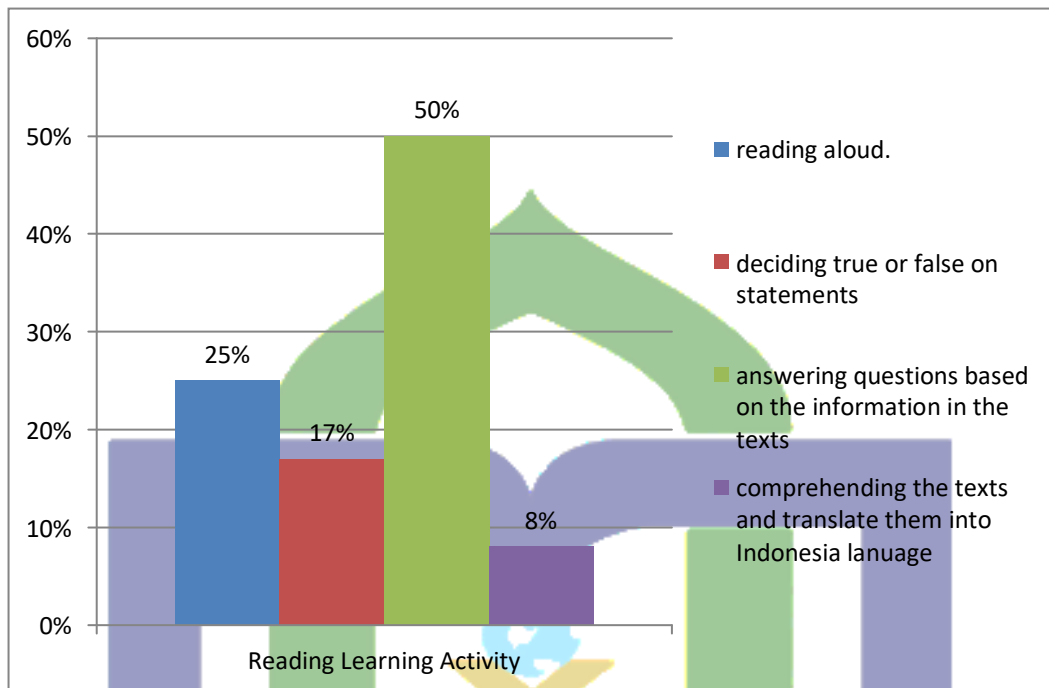
Graph 4.18 shows that the activity liked most by the students was identifying the particular information of a monolog/dialog (42%). Then, (17%) of them preferred answering the questions in deciding true and false statements when listening activity was running. Answering the questions orally (17%) chosen by the students. Few of them chose answering the questions in written form (13%) and the last (13%) chose identifying expressions.

The second question related to procedure aims to find speaking activities liked by the students. The result of needs analysis dealing with speaking activities is presented in graph below.

Graph 4.19 Speaking Learning Activity

Graph 4.19 shows that (54%) of the students thought that role play could be an activity which can improve their speaking skill. The second speaking learning activity liked by student was discussing a certain topic (21%). Then, (17%) of them chose exchanging information activity (information gap activity). And the last memorizing dialogue and monologue, then practice them in front of the class only (8%) students liked that.

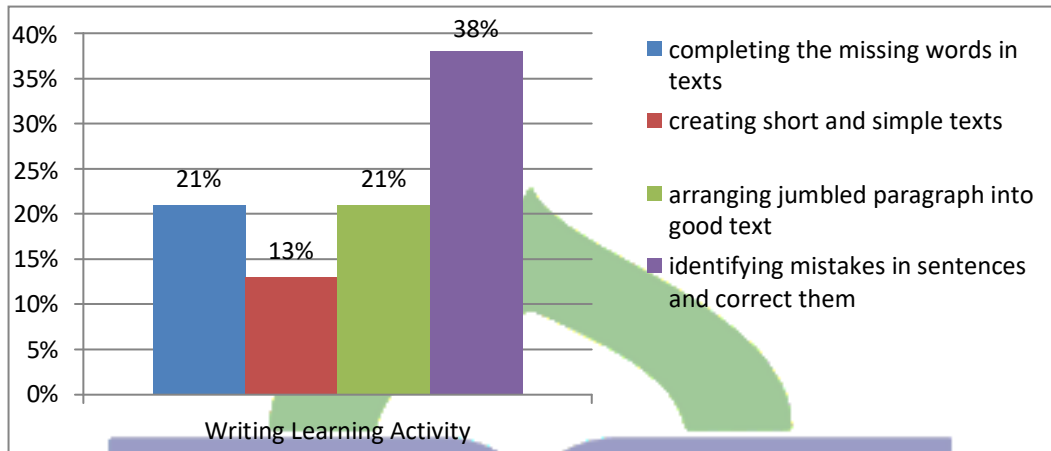
The third question related to procedure aims to find reading activities liked by the students. The result of needs analysis dealing with reading activities is presented in graph below.

Graph 4.20 Reading Learning Activity

Graph 1.20 shows that for reading learning activity, (50%) of the students preferred answering questions based on the information in the texts. (8%) of the students liked to to comprehend the text by translating it from English to Indonesian language. (17%) to decide true or false on statements given. In the last the students liked reading aloud (25%).

The fourth question related to procedure aims to find writing activities liked by the students. The result of needs analysis dealing with writing activities is presented in graph below.

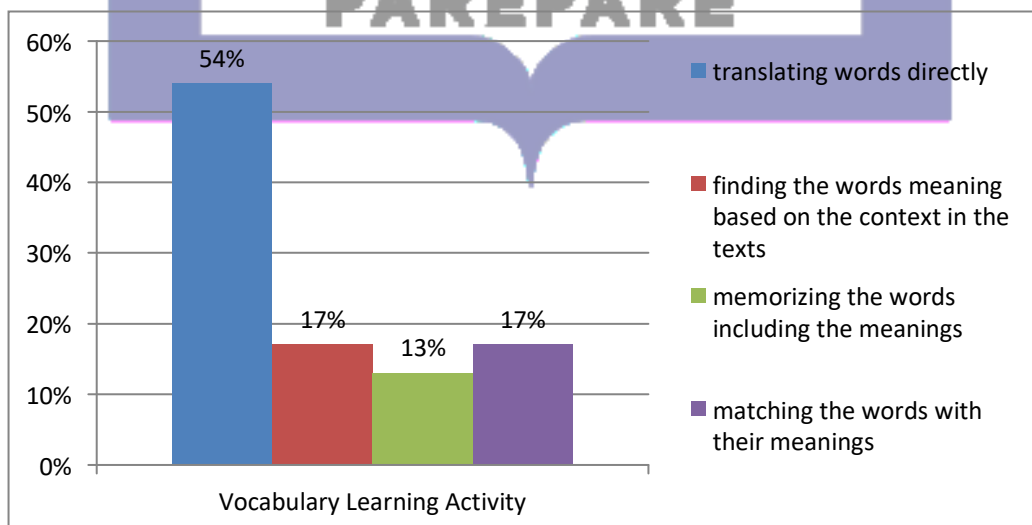
Graph 4.21 Writing Learning Activity



Graph 4.21 shows that in relation to writing learning activity, most of students liked to identifying mistakes in sentences and correct them (38%) and (21%) completing the missing words in the text and arranging the jumbled words into a good text and the last to create short and simple text (13%).

The fifth question related to procedure aims to find vocabulary learning activities liked by the students. The result of needs analysis dealing with vocabulary learning activities is presented in graph below.

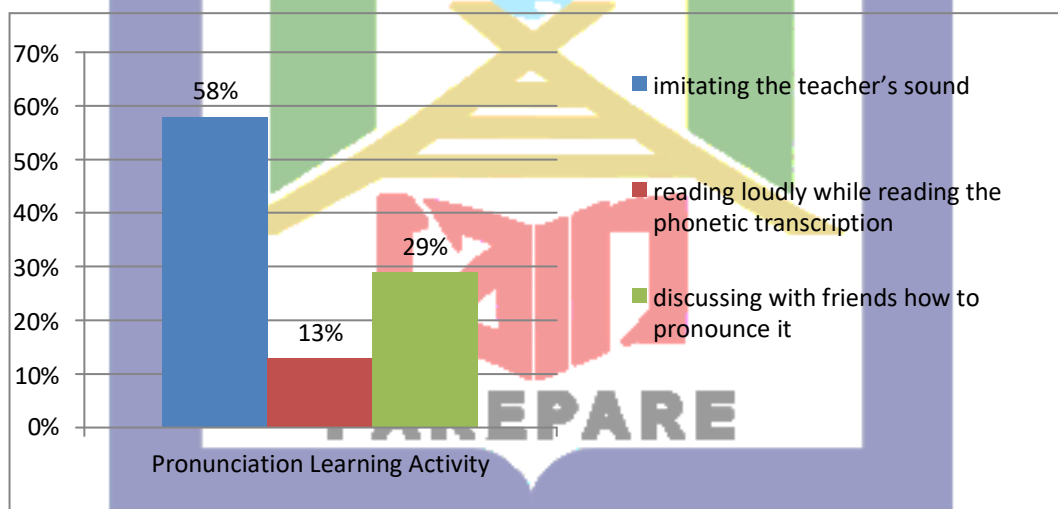
Graph 4.22 Vocabulary Learning Activity



Graph 4.22 shows that to enrich the vocabulary mastery, (54%) of the students chose to translate the words directly both from English to Indonesian and from Indonesian to English. Then, (13%) of them liked learning vocabulary by memorizing words including the meanings. There was (17%) of them preferred finding the meaning of the words based on the context in the texts while the rest chose to match the word with the meanings (17%).

The last question related to procedure aims to find pronunciation learning activities liked by the students. The result of needs analysis dealing with pronunciation learning activities is presented in graph below.

Graph 4.23 Pronunciation Learning Activity



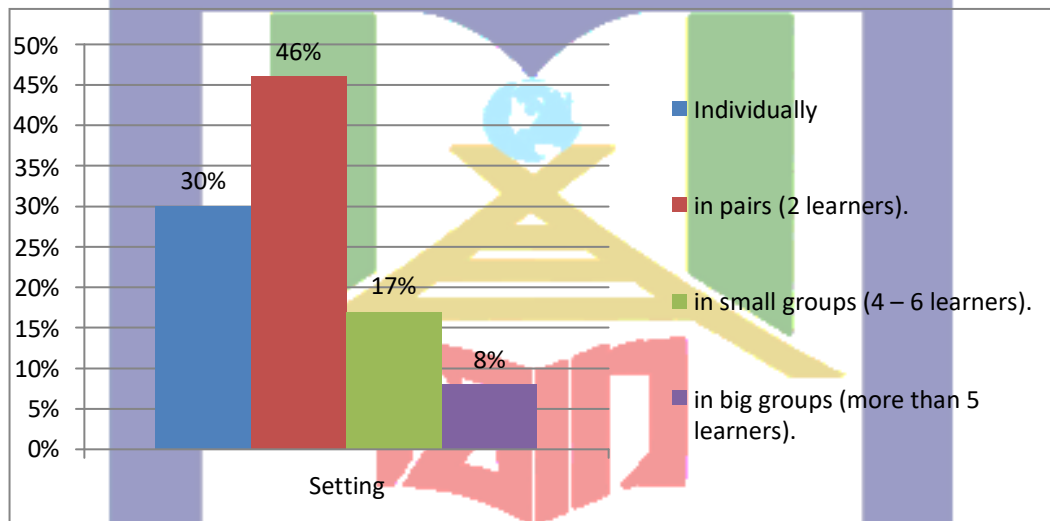
Graph 4.23 shows that there was (58%) of the students involved in this need analysis process liked to imitate the sound produced by the teacher while (29%) chose to discuss with friends about how to pronounce a certain word. Further, some students (13%) preferred reading the phonetic transcription to guide them in pronouncing words.

The graph below shows that result of the procedure there are (10) chosen identifying the particular information of a monolog/dialog, (13) chosen role play and translating words directly, (18) participant chosen answering questions based on the information in the texts and imitating the teacher's sound.

f. Setting

Setting can be described as how to carry the tasks during the learning process. The graph below shows learners' preferred setting to carry the tasks.

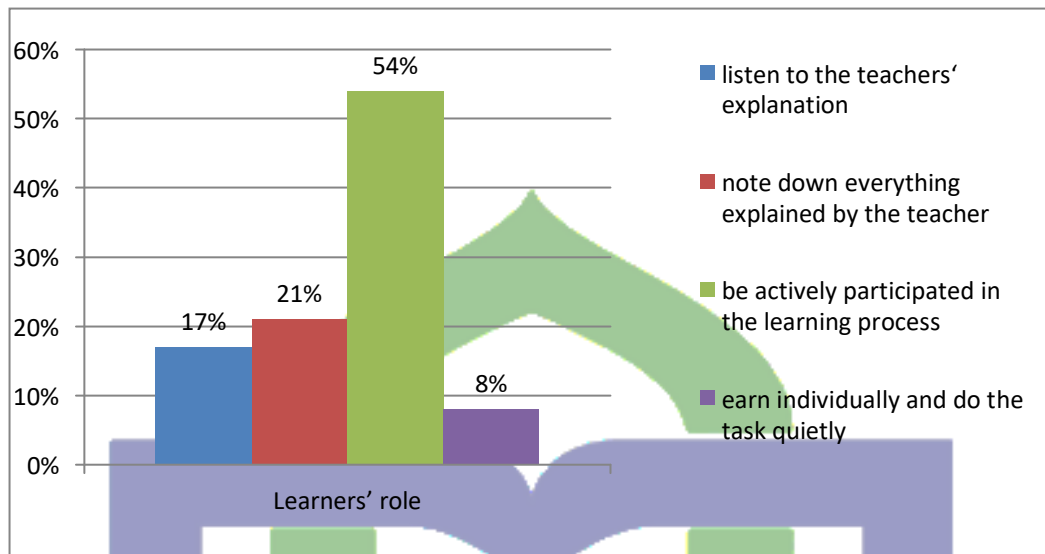
Graph 4.24 Setting



Graph 1.24 shows that (46%) of the students liked doing tasks in pairs , while (30%) of them thought that tasks would be best if they were completed in individually. Other student (17%) preferred to in small groups learners. Then there was (8%) of the students choosing doing tasks in big groups.

g. Learners' role

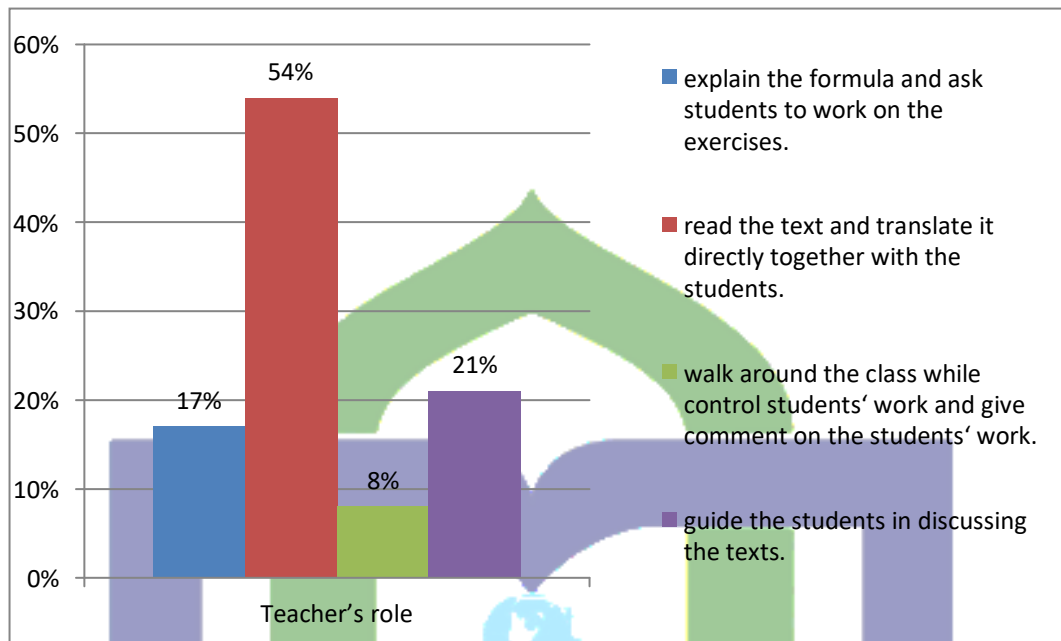
Learners' role can be said as what the learners want to do when the learning process is running. The result of needs analysis related to the learners' role is presented in graph below.

Graph 4.25 Learners' role

Graph 4.25 shows that in term of learners' role in the classroom, most of the students (54%) chose to be actively participated during the learning process. In other hand, some of them (17%) listen to the teacher's explanation. Then, (21%) of the students liked write down everything explained by the teacher and the last some of them like learn individually and do the task quietly (8%).

h. Teacher's role

Teacher's role is what the learners want the teacher to do when the learning process is running. The result of the needs analysis related to teacher role is presented in graph below.

Graph 4.26 Teacher's role

Graph 4.26 shows that (54%) of the students expected the teacher to read the text and translate it directly together with the students. Then, (17%) explain the formula and asked students to work on the exercises, 21%) wanted the teacher guide the students in discussing of the texts. And the last (8%) of them wanted their teacher to walk around the class while controlling students' work and giving comment on the students' work.

Before developing materials the researcher would showed the general illustration needs analysis result. The figure below shows the general illustration needs anlysis result.

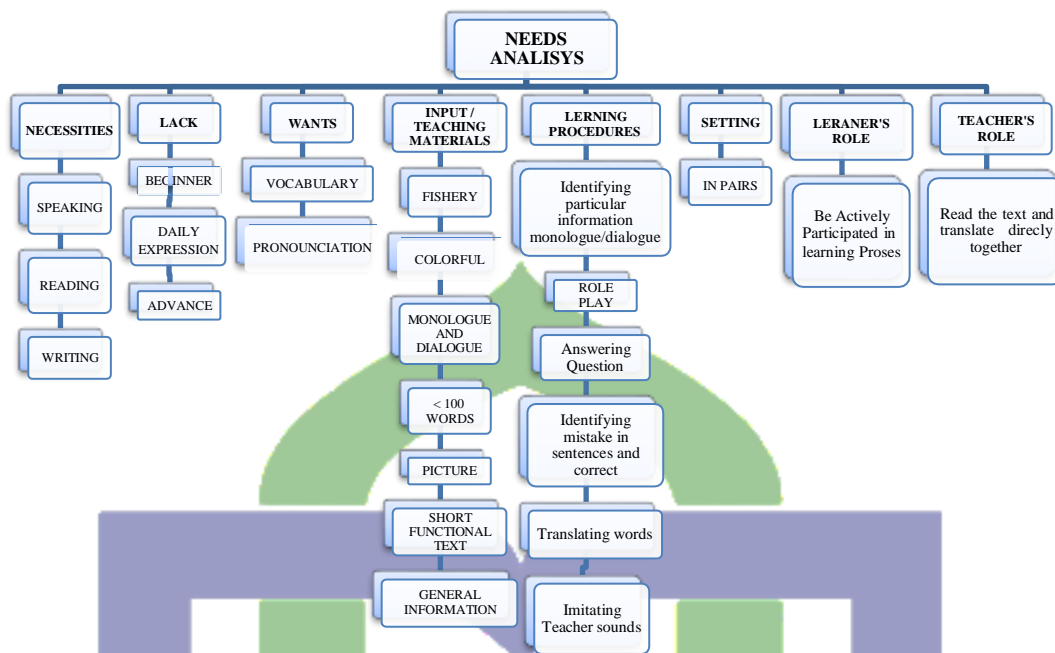


Figure 1.7 The general illustration needs analysis result

2. The Design of English Learning Matreials for Eleventh Grade Students of Fishery Major.

a. Course Grid / Syllabus

The next step of the material development was writing course grid. The course grid was used as a guideline to design the units of the materials. When creating the course grid, the researcher considered some aspects such as the results of needs analysis, Core competence, and basic Competence. For the results of need analysis, the course grid was developed by picking the highest percentage of the respondent. It was developed by following the core competence, and basic competence for eleventh grade of vocational high schools fishery major. The course grid consists of unit name and title, indicators, input, and activities.

1) Course grid of unit one

The course grid of unit one was derived from core competence 1, 2, 3, 4 and basic competence 3.5, and 4.5. The topic of this unit is kinds of freshwater and saltwater fish. The unit focuses on report text about animal. The title of the unit one is “**What is Stingray?**” The title shows that the unit focuses on the report of water animals. The focus of the grammar is present passive voice.

2) Course grid of unit two

The course grid of unit two was derived from core competence 1, 2, 3, 4 and basic competence 3.5, and 4.5. The topic of this unit is kinds of fish disease and how to treat them. The unit focuses on the language function of asking and giving suggestion and expression of offering. The title of unit two is “**Do You Have Any Suggestion?**” The title represents the language function that will be learnt in the unit. The focus of the grammar is modals.

3) Course grid of unit three

The course grid of unit three was derived from core competence 1, 2, 3, 4 and basic competence 3.4, and 4.4, 4.4.1, 4.4.2. The topic of this unit is fish breeding and maintenance. The unit focuses on the procedure text in terms of tips. The title of unit three is “**How to Breed and Take Care of Fish**”. The title clearly shows that in this unit, the students learn steps to breed fish and tips to take care of them. The focus of the grammar is imperative sentences and sequencing connectives.

b. Developing Materials First Draft

1) Unit Design

After the course grid was developed, the next step was developing the unit design materials first draft. The figure below shows the parts of each unit of the materials.

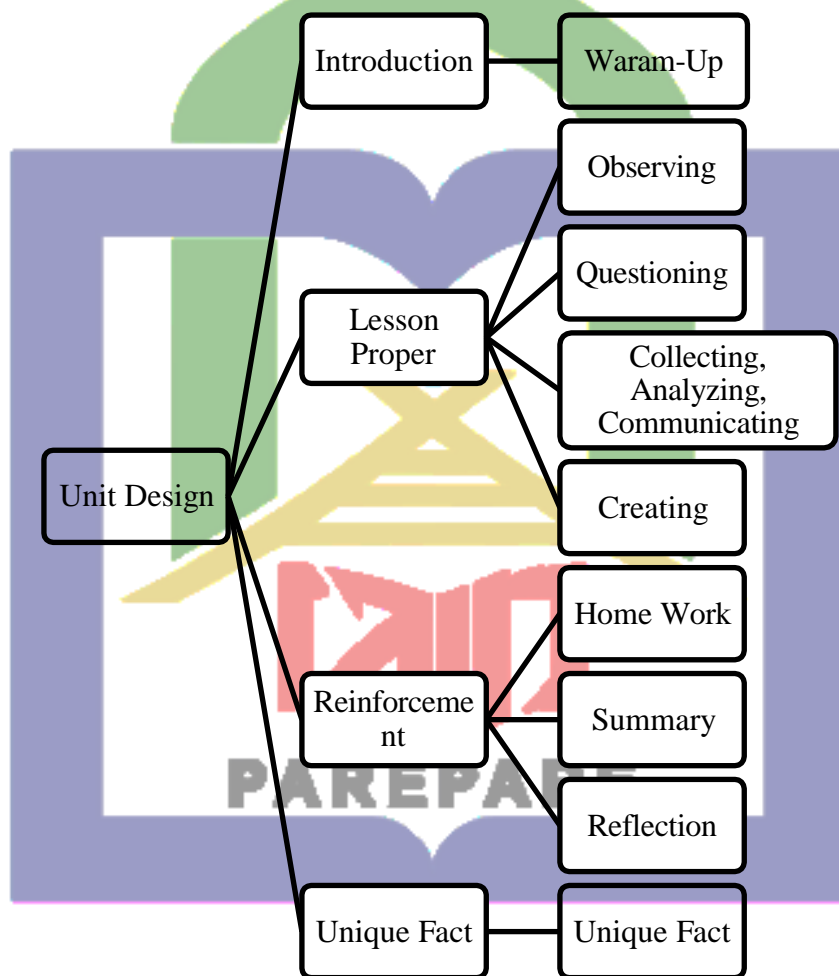


Figure 1.8 The unit design of the materials

The unit of the materials has four parts: introduction, lesson proper, reinforcement, and fish facts. The introduction part consists of warm-up activities. The activities help students to have schema building of the unit that will be learnt.

Besides, the students can recall their present knowledge through activities in this part.

The second part of the materials is lesson proper. It is divided into two cycles: spoken cycle and written cycle. Each cycle follows the steps of scientific approach that is required by curriculum 2013. Those steps are observing, questioning, collecting, analyzing, communicating, and creating. In the observing, students read or listen to a text and are given chance to observe things they want to know in terms of content, structure, language features, grammar, etc. Then, based on the items they want to know, they have to make questions in the questioning steps. In English lesson, the collecting, analyzing, and communicating are combined into one. It aims to ease students in carrying out the tasks in the developed materials. Students collect the data by doing the tasks and communicate their finding to their classmates. The last part of lesson proper is creating. In this step, students are asked to produce a particular kind of text. The activities are developed from guided to free activities.

The next part of the materials is reinforcement. It consists of homework, summary, and reflection. The reinforcement part aims to give the students chance to have more practice outside the classroom on what they have learned in the unit through activities in homework. While in summary, the students have a clear picture of what text, language features, and grammar in the unit. The reflection gives the students chance to recognize their own success and lack in learning the materials in the unit.

The last part is unique facts. In this part, students are informed with some unique facts related to the topic that they may not know before. This part aims to give students information beyond the lesson.

c. The First Draft of the Materials

The developed materials consist of three units which are elaborated below:

1) Unit One

Unit one was developed based on the course grid of unit one. The core competence and basic competences require students to be able to comprehend and analyze texts about factual report and also produce report texts in spoken and written language. Unit one was divided into two cycles: reading-writing cycle and listening-speaking cycle in which each cycle consists of several tasks.

There are 26 tasks in unit one consist of:

- a) **Introduction:** Warm-up activities consist of 3 tasks (Task 1,2, and task 3)
- b) **Lesson Proper:** Consist of 12 tasks belong to reading and writing (*Observing* consist of Task 4, *Questioning* consist of Task 5, *Collecting, Analysing, Communicating* consist of Task 6, 7, 8, 9, 10, 11, 12, 13, 14, and task 15, *Creating* consist of Task 16, and task 17), and 9 tasks belong to listening and speak (*Observing* consist of Task 18, *Questioning* consist of Task 19, *Collecting, Analysing, Communicating* consist of Task 20, 21, and task 22, *Creating* consist of Task 23, and task 24).
- c) **Reinforcement:** *Homework* consist of 2 task (Task 25 and Task 26),
Summary and Reflection.
- d) **Unique Fact:** Did you know.

2) Unit Two

Unit two was developed based on the course grid of unit two. The core competence and basic competences require students to be able to analyze the social function, text structure, and language features of the expression of asking and giving suggestion and expression of offering including the responses and also produce the text orally and in written form, the unit was divided into two cycles: reading-writing cycle and listening-speaking cycle in which each cycle consists of several tasks.

There are 22 tasks in unit two consist of:

- a) **Introduction:** Warm-up activities consist of 2 tasks (Task 1, and task 2).
- b) **Lesson Proper:** Consist of 9 tasks belong to reading and writing (*Observing* consist of Task 3, *Questioning* consist of Task 4, *Collecting, Analysing, Communicating* consist of Task 5, 6, 7, 8, and task 9, *Creating* consist of Task 10, and task 11), and 10 tasks belong to listening and speak (*Observing* consist of Task 12, *Questioning* consist of Task 13, *Collecting, Analysing, Communicating* consist of Task 14, 15, 16, 17, 18, 19, 20 and task 21, *Creating*, in this unit there aren't task).
- c) **Reinforcement:** *Homework* consist of 1 task it is task 22), *Summary* and *Reflection*.
- d) **Unique Fact:** Did you know

3) Unit Three

Unit three was developed based on the course grid of unit three. The core competence and basic competences require students to be able to analyze the

social function, text structure, and language features of procedure text in form of tips and also able to produce the text orally and in written form, the unit was divided into two cycles: reading-writing cycle and listening-speaking cycle in which each cycle consists of several tasks.

There are 23 tasks in unit three consist of:

- a) **Introduction:** Warm-up activities consist of 2 tasks (Task 1 and task 2).
- b) **Lesson Proper:** Consist of 11 tasks belong to reading and writing (*Observing* consist of Task 3, *Questioning* consist of Task 4, *Collecting, Analysing, Communicating* consist of Task 5, 6, 7, 8, 9, 10, 11, and task 12, *Creating* consist of Task 13, and task 14), and 10 tasks belong to listening and speak (*Observing* consist of Task 15, *Questioning* consist of Task 16, *Collecting, Analysing, Communicating* consist of Task 17, 18, 19, 20, and task 21, *Creating* consist of one task its task 22).
- c) **Reinforcement:** *Homework* consist of 1 task it's task 23), *Summary and Reflection*.
- d) **Unique Fact:** Did you know.

d. Evaluating The Materials / Expert Judgment

After the first draft of the materials was developed, it was evaluated by an expert. The expert of the developed materials by Darmawati Saleh, M.Pd., Ph. D she is a lecturer of English Education Postgraduate Program in IAIN Parepare years 2017-2018.

1) The Result of The Expert Judgment of Unit One

In the expert judgment, there were four aspects to evaluate in the unit one. The aspects were the appropriateness of content, the appropriateness of language, the appropriateness of presentation, and the appropriateness of layout. The data of the expert judgment of unit one is presented in the following tables:

a) The Result of the Expert Judgment of Unit One

1. The appropriateness of content

The expert judgment data of the appropriateness of content of unit one is presented in table below.

Table 4.7. The data of the appropriateness of content of unit one

No	Items	Score
1	The developed materials are in accordance with the core and basic competence for Grade XI of vocational high schools	3
2	The developed materials have relevance with students of fishery study program's daily life.	4
3	The materials cover texts and conversation that are relevant with daily life and the field of fishery.	4
4	The materials cover the explanation of generic structure of texts.	4
5	The materials cover the explanation of social function of texts.	3
6	The materials cover the explanation of linguistics features of texts	3
7	The materials cover vocabulary learning tasks which are relevant with the topic of the unit.	4
8	The materials cover pronunciation learning tasks which are relevant with the topic of the unit.	3
9	The materials cover learning activities that guide students to develop their communicative competence in spoken language.	3
10	The materials cover learning activities that guide students to develop their communicative competence in written language.	4
Mean (X)		3.50

Table 4.7 shows that the mean score of the appropriateness of content of the unit one is (3.50). It is categorized “**Good**” since the mean is within the interval $3.50 < x \leq 3.74$. However, there were some aspects needed to be revised. The expert suggested the researcher to clearly the purposes of the learning before included to “warm up”.

2. The appropriateness of language

The expert judgment data of the appropriateness of language of unit one is presented in table below.

Table 4.8. The data of the appropriateness of language of unit one

No	Items	Score
11	The language used in the materials is appropriate with the rule of English.	3
12	The language used in the explanation is appropriate with the students' cognitive development.	4
13	The language used in the instruction is appropriate with the students' cognitive development	4
14	The language used in the explanation is appropriate with the students' language development.	4
15	The language used in the instruction is appropriate with the students' language development.	3
16	The materials represent cohesiveness and coherence in every unit, paragraph, and sentences.	3
17	The materials use a language variation consistently.	4
Mean (X)		3.60

Table 4.8 shows that the mean score of the appropriateness of language of the unit one is (3.60). was categorized “**Good**” since the mean is within the interval $3.50 < x \leq 3.74$. However, there were some aspects of language needed to be revised.

3. The appropriateness of presentation

The expert judgment data of the appropriateness of presentation of unit one is presented in table below.

Table 4.9. The data of the appropriateness of presentation of unit one

No	Items	Score
18	The developed materials are in accordance with the steps of scientific approach as required by curriculum 2013.	4
19	The materials are presented in form of texts, learning activities, and proportional pictures.	4
20	The developed materials are in accordance with the steps of communicative English learning activities.	3
21	The learning activities in the developed materials encourage students to have interaction with other students, teacher, and bigger environment.	4
22	The learning activities in the developed materials are systematically presented from guided activities to autonomous activities.	4
23	The learning activities in the developed materials are systematically presented from the easiest task to the most difficult.	4
24	The learning activities in the developed materials encourage students have creative and critical communication in spoken and written language.	3
25	The developed materials encourage students to have self awareness of success and lack in the learning process	3
26	The developed materials are completed with learning objectives, summary, reflection, and homework.	4
27	Texts and picture in the developed materials have identity like title, number, and sources.	3
Mean (X)		3.60

Table 4.9 shows that the mean score of the appropriateness of presentation of the unit one is (3.60). was categorized as “**Good**” since the mean is within the interval $3.50 < x \leq 3.74$. However, there were some suggestions given by the expert

related to the presentation such as to append references text resources used in materials.

4. The appropriateness layout.

The expert judgment data of the appropriateness of layout of unit one is presented in table below.

Table 4. 10. The data of the appropriateness of layout of unit one

No	Items	Score
28	The font and colours in the developed materials are easily readable.	4
29	The use of language variation (bold, italic, underline, capitalization) is proportional.	4
30	The developed materials use proportional font type.	4
31	The developed materials use normal space.	4
32	The placement of title, texts, illustrations, picture captions and page number are consistent.	4
33	The developed materials use relevant pictures	4
34	The pictures in the developed materials are aesthetic and functional.	4
35	The overall design of the developed materials is interesting	4
Mean (X)		4.0

Table 4.10 shows that the mean score of the appropriateness of layout of unit one is (4.00). It is categorized “**Very Good**” since the mean is within the interval $3.75 < x \leq 4.00$.

b) Review and Revisions of unit one

In general, unit one of the developed materials is categorized “Good”. It is indicated by the mean (X) value 3,67. The experts also agreed that unit one is

appropriate materials for grade XI students of fishery major. However, there were some aspects to revise.

Overalls, the expert said that unit one of the materials needed to clearly the purposes of the learning before included to “warm up”. And related to presentations needed to append references text resources used in materials. The complete revisions of the developed materials of Unit one are elaborated through table below.

Tabel 4. 11 The Revision Of The Unit One

Items	Points To Revise	Revisions
Warm-Up	The purposes of the study must be clearly in materials	Before included to “warm-up the product needed to clearly purposes of the learning.
Presentations	Need to append references text, figures resources in product	Put the references text resources and figures resources in product
Task 1	No Revisions	No Revisions
Task 2	No Revisions	No Revisions
Task 3	No Revisions	No Revisions
Task 4	No Revisions	No Revisions
Task 5	No Revisions	No Revisions
Task 6	No Revisions	No Revisions
Task 7	No Revisions	No Revisions
Task 8	No Revisions	No Revisions
Task 9	No Revisions	No Revisions
Task 10	No Revisions	No Revisions
Task 11	No Revisions	No Revisions
Task 12	No Revisions	No Revisions
Task 13	No Revisions	No Revisions
Task 14	No Revisions	No Revisions
Task 15	No Revisions	No Revisions
Task 16	No Revisions	No Revisions
Task 17	No Revisions	No Revisions
Task 18	No Revisions	No Revisions
Task 19	No Revisions	No Revisions
Task 20	No Revisions	No Revisions
Task 21	No Revisions	No Revisions

Task 22	No Revisions	No Revisions
Task 23	No Revisions	No Revisions
Task 24	No Revisions	No Revisions
Task 25	No Revisions	No Revisions
Task 26	No Revisions	No Revisions

2) The Result of The Expert Judgment of Unit Two

In the expert judgment, there were four aspects to evaluate in unit two. The aspects were the appropriateness of content, the appropriateness of language, the appropriateness of presentation, and the appropriateness layout. The data of the expert judgment of unit two is presented in the following tables:

a) The Result of the Expert Judgment of Unit Two

1. The appropriateness of content

The expert judgment data of the appropriateness of content of unit two is presented in table below.

Table 4. 12. The data of the appropriateness of content of unit two

No	Items	Score
1	The developed materials are in accordance with the core and basic competence for Grade XI of vocational high schools	4
2	The developed materials have relevance with students of fishery study program's daily life.	4
3	The materials cover texts and conversation that are relevant with daily life and the field of fishery.	4
4	The materials cover the explanation of generic structure of texts.	3
5	The materials cover the explanation of social function of texts.	4
6	The materials cover the explanation of linguistics features of texts	3
7	The materials cover vocabulary learning tasks which are relevant with the topic of the unit.	4
8	The materials cover pronunciation learning tasks which are	3

	relevant with the topic of the unit.	
9	The materials cover learning activities that guide students to develop their communicative competence in spoken language.	4
10	The materials cover learning activities that guide students to develop their communicative competence in written language.	4
Mean (X)		3.70

Table 4.11 shows that the mean score of the appropriateness of content of unit two is (3.70). was categorized “**Good**” since the mean is within the interval $3.50 < \leq 3.75$.

2. The appropriateness of language

The expert judgment data of the appropriateness of language of unit two is presented in table below.

Table 4. 13. The data of the appropriateness of language of unit two

No	Items	Score
11	The language used in the materials is appropriate with the rule of English.	3
12	The language used in the explanation is appropriate with the students’ cognitive development.	4
13	The language used in the instruction is appropriate with the students’ cognitive development	4
14	The language used in the explanation is appropriate with the students’ language development.	3
15	The language used in the instruction is appropriate with the students’ language development.	4
16	The materials represent cohesiveness and coherence in every unit, paragraph, and sentences.	4
17	The materials use a language variation consistently.	4
Mean (X)		3.71

Table 4.13 shows that the mean score of the appropriateness of language of unit two is (3.71). It is categorized “ **Good**” since the mean is within the interval $3.50 < x \leq 3.74$. However, there were some aspects of language needed to be revised. The expert asked the researcher to pay attention to the articles because there were some countable nouns standing without articles.

3. The appropriateness of presentation

The expert judgment data of the appropriateness of presentation of unit two is presented in table below.

Table 4. 14. The data of the appropriateness of presentation of unit two

No	Items	Score
18	The developed materials are in accordance with the steps of scientific approach as required by curriculum 2013.	4
19	The materials are presented in form of texts, learning activities, and proportional pictures.	4
20	The developed materials are in accordance with the steps of communicative English learning activities.	4
21	The learning activities in the developed materials encourage students to have interaction with other students, teacher, and bigger environment.	4
22	The learning activities in the developed materials are systematically presented from guided activities to autonomous activities.	4
23	The learning activities in the developed materials are systematically presented from the easiest task to the most difficult.	4
24	The learning activities in the developed materials encourage students have creative and critical communication in spoken and written language.	4
25	The developed materials encourage students to have self awareness of success and lack in the learning process	3
26	The developed materials are completed with learning objectives, summary, reflection, and homework.	4

27	Texts and picture in the developed materials have identity like title, number, and sources.	3
Mean (X)		3.80

Table 4.14 shows that the mean score of the appropriateness of presentation of unit two is (3.80). It is categorized “**Very Good**” since the mean is within the interval $3.75 < x \leq 4.00$. However, there were some aspects of presentation needed to be revised. The expert asked the researcher to append refernces text resources used in materials.

4. The appropriateness of layout.

The expert judgment data of the appropriateness of layout of unit two is presented in table below.

Table 4. 15. The data of the appropriateness of layout of unit two

No	Items	Score
28	The font and colours in the developed materials are easily readable.	4
29	The use of language variation (bold, italic, underline, capitalization) is proportional.	4
30	The developed materials use proportional font type.	4
31	The developed materials use normal space.	4
32	The placement of title, texts, illustrations, picture captions and page number are consistent.	4
33	The developed materials use relevant pictures	4
34	The pictures in the developed materials are aesthetic and functional.	4
35	The overall design of the developed materials is interesting	4
Mean (X)		4.00

Table 4.15 shows that the mean score of the appropriateness of layout of unit two is (4.00). It is categorized “**Very Good**” since the mean is within the interval $3.75 < x \leq 4.00$.

b) Review and Revisions of unit two

In general, unit two of the developed materials is categorized “**Very Good**”. It is indicated by the mean score (3,80). The experts also agreed that unit two is appropriate materials for eleventh grade students of fishery major. However, there were some aspects to revise.

In terms of content, languages, presentation, and lay out overall is good, however the expert suggestions in terms presentations to append references text resources used in materials. The complete revisions of the developed materials of Unit two are elaborated through table below.

Table 4. 16 The Revision Of The Unit Two

Items	Points To Revise	Revisions
Warm-Up	The purposes of the study must be clearly in materials	Before included to “warm-up the product needed to clearly purposes of the learning.
Presentations	Need to append references text, figures resources in product	Put the references text resources and figures resources in product
Task 1	No Revisions	No Revisions
Task 2	No Revisions	No Revisions
Task 3	No Revisions	No Revisions
Task 4	No Revisions	No Revisions
Task 5	No Revisions	No Revisions
Task 6	No Revisions	No Revisions
Task 7	No Revisions	No Revisions
Task 8	No Revisions	No Revisions
Task 9	No Revisions	No Revisions
Task 10	No Revisions	No Revisions
Task 11	No Revisions	No Revisions
Task 12	No Revisions	No Revisions

Task 13	No Revisions	No Revisions
Task 14	No Revisions	No Revisions
Task 15	No Revisions	No Revisions
Task 16	No Revisions	No Revisions
Task 17	No Revisions	No Revisions
Task 18	No Revisions	No Revisions
Task 19	No Revisions	No Revisions
Task 20	No Revisions	No Revisions
Task 21	No Revisions	No Revisions
Task 22	No Revisions	No Revisions

3) The Result of The Expert Judgment of Unit Three

In the expert judgment, there were four aspects to evaluate in unit three. The aspects were the appropriateness of content, the appropriateness of language, the appropriateness of presentation, and the appropriateness layout. The data of the expert judgment of the unit three is presented in the following tables:

a) The Result of the Expert Judgment of Unit Three

1. The appropriateness of content

The expert judgment data of the appropriateness of content of unit three is presented in table below.

Table 4. 17. The data of the appropriateness of content of unit three

No	Items	Score
1	The developed materials are in accordance with the core and basic competence for Grade XI of vocational high schools	4
2	The developed materials have relevance with students of fishery study program's daily life.	4
3	The materials cover texts and conversation that are relevant with daily life and the field of fishery.	3
4	The materials cover the explanation of generic structure of texts.	4
5	The materials cover the explanation of social function of texts.	4
6	The materials cover the explanation of linguistics features of	3

	texts	
7	The materials cover vocabulary learning tasks which are relevant with the topic of the unit.	4
8	The materials cover pronunciation learning tasks which are relevant with the topic of the unit.	3
9	The materials cover learning activities that guide students to develop their communicative competence in spoken language.	3
10	The materials cover learning activities that guide students to develop their communicative competence in written language.	4
Mean (X)		3.60

Table 4.17 shows that the mean score of the appropriateness of content of unit three is 3.60. It is categorized “Good” since the mean is within the interval $3.50 < x \leq 3.75$. In term of content, the expert did not give specific suggestion.

2. The appropriateness of language

The expert judgment data of the appropriateness of language of unit three is presented in table below.

Table 4. 18. The data of the appropriateness of language of unit three

No	Items	Score
11	The language used in the materials is appropriate with the rule of English.	3
12	The language used in the explanation is appropriate with the students’ cognitive development.	4
13	The language used in the instruction is appropriate with the students’ cognitive development	4
14	The language used in the explanation is appropriate with the students’ language development.	4
15	The language used in the instruction is appropriate with the students’ language development.	4
16	The materials represent cohesiveness and coherence in every unit, paragraph, and sentences.	4
17	The materials use a language variation consistently.	4
Mean (X)		3.85

Table 4.18 shows that the mean score of the appropriateness of language of unit three is (4.00). It is categorized as “**Very Good**” since the mean is within the interval $3.75 < x \leq 4.00$. In term of languages, the expert did not give specific suggestion.

3. The appropriateness of presentation

The expert judgment data of the appropriateness of presentation of unit three is presented in table below.

Table 4. 19. The data of the appropriateness of presentation of unit three

No	Items	Score
18	The developed materials are in accordance with the steps of scientific approach as required by curriculum 2013.	4
19	The materials are presented in form of texts, learning activities, and proportional pictures.	4
20	The developed materials are in accordance with the steps of communicative English learning activities.	3
21	The learning activities in the developed materials encourage students to have interaction with other students, teacher, and bigger environment.	4
22	The learning activities in the developed materials are systematically presented from guided activities to autonomous activities.	4
23	The learning activities in the developed materials are systematically presented from the easiest task to the most difficult.	4
24	The learning activities in the developed materials encourage students have creative and critical communication in spoken and written language.	4
25	The developed materials encourage students to have self awareness of success and lack in the learning process	3
26	The developed materials are completed with learning objectives, summary, reflection, and homework.	3

27	Texts and picture in the developed materials have identity like title, number, and sources.	3
Mean (X)		3.60

Table 4.19 shows that the mean score of the appropriateness of presentation of unit three is (4.00). It is categorized **”Good”** since the mean is within the interval $3.50 < x \leq 3.75$. In term of presentation, the expert suggest to append references text resources in text procedure used in materials.

4. The appropriateness of layout.

The expert judgment data of the appropriateness of layout of unit three is presented in table below.

Table 4. 20. The data of the appropriateness of layout of unit three

No	Items	Score
28	The font and colours in the developed materials are easily readable.	4
29	The use of language variation (bold, italic, underline, capitalization) is proportional.	4
30	The developed materials use proportional font type.	4
31	The developed materials use normal space.	4
32	The placement of title, texts, illustrations, picture captions and page number are consistent.	4
33	The developed materials use relevant pictures	4
34	The pictures in the developed materials are aesthetic and functional.	4
35	The overall design of the developed materials is interesting	4
Mean (X)		4.00

Table 4.20 shows that the mean score of the appropriateness of layout of unit three is (4.00). It is categorized **”Very Good”** since the mean is within the

interval $3.75 < x \leq 4.00$. In term of layout, the expert did not give specific suggestion.

b) Review and Revisions of unit three

In general, unit three of the developed materials is categorized as “**Very Good**”. It is indicated by the mean score (3.76). The experts also agreed that unit three is appropriate materials for eleventh grade students of fishery major. However, there were some aspects to revise.

Overalls the unit of three is good, however the expert suggest to append references text resources in text procedure used in materials and in task 14 need to directions clearly, “what is the interview do with a fish farmer or students do role play. The expert to suggested In task 14 need give example interview questions so make students easy do the interview. The complete revisions of the developed materials of Unit three are elaborated through table below.

Table 4. 21 The Revision Of The Unit Three

Items	Points To Revise	Revisions
Warm-Up	The purposes of the study must be clearly in materials	Before included to “warm-up the product needed to clearly puropses of the learning.
Presentations	Need to append references procedure text, figures resources in product	Put the references procedure text resources and figures resources in product
Task 1	No Revisions	No Revisions
Task 2	No Revisions	No Revisions
Task 3	No Revisions	No Revisions
Task 4	No Revisions	No Revisions
Task 5	No Revisions	No Revisions
Task 6	No Revisions	No Revisions
Task 7	No Revisions	No Revisions
Task 8	No Revisions	No Revisions
Task 9	No Revisions	No Revisions

Task 10	No Revisions	No Revisions
Task 11	No Revisions	No Revisions
Task 12	No Revisions	No Revisions
Task 13	No Revisions	No Revisions
Task 14	Need to direction clearly	Give the example interview questions so make the students easy do the interview. Exmple interview questions: 1. How do you breed an angelfish? 2. Is it hard to breed angelfish? 3. What temperature do angelfish like? 4. What fish do angelfish get along with? 5. What is the easiest fish to breed? 6. How do you become a fish farmer? 7. What do you do at a fish farm? 8. What is the most profitable fish to breed?
Task 15	No Revisions	No Revisions
Task 16	No Revisions	No Revisions
Task 17	No Revisions	No Revisions
Task 18	No Revisions	No Revisions
Task 19	No Revisions	No Revisions
Task 20	No Revisions	No Revisions
Task 21	No Revisions	No Revisions
Task 22	No Revisions	No Revisions
Task 23	No Revisions	No Revisions

Graph 4.27 Result Expert Unit 1,2 and 3

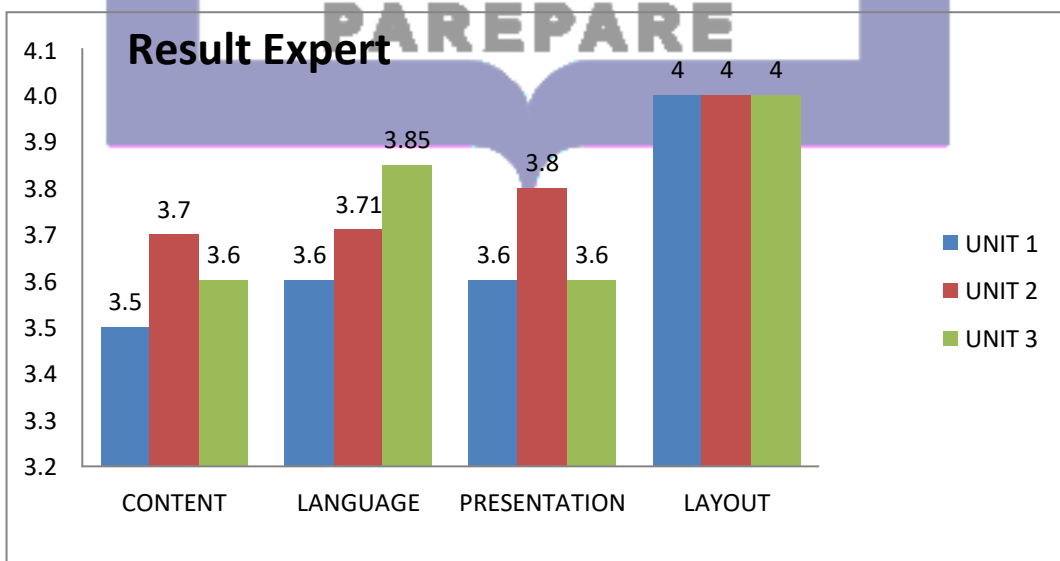


Table 4.22 Ratio mean score Unit 1,2 and 3

No	Unit	Mean(X)	Categories
1	Unit 1	3,67	Good
2	Unit 2	3,80	Very Good
3	Unit 3	3,76	Very Good
<i>Mean(X)</i>		<i>3,74</i>	<i>Good</i>

From the table 4.22 above conclude that mean score all unit were (3,74) with categories “**Good**”. While unit 1 have mean score (3,67) with categorized “**Good**”, mean score unit 2 (3,80) with categories “**Very Good**” and mean score unit 3 (3,76) with categories “**Very Good**”. Based on the result mean score unit one, unit two and unit three were appropriate materials for eleventh grade students of fishery major.

3. The Acceptability of English Learning Matreials for the teachers and Eleventh Grade Students of Fishery Major.

After the preparation of the materials is completed and consulted with the supervisor and expert, the next step was done the implementation. Implementation of teaching materials is given to eleventh grade students of fishery major and English teachers. The implementation was done with give an assessment on four aspects, namely the appropriateness of content, appropriateness of the language, appropriateness presentation, and appropriateness of layout.

a. Implementation for English Teachers

1) The appropriateness of content

The results of materials implementation for English teachers 1,2 and 3 the appropriateness of content presented in the table below:

Table 4.23 The data implementation of the appropriateness of content

No	Items	Score		
		Teacher 1	Teacher 2	Teacher 3
1	The developed materials are in accordance with the core and basic competence for Grade XI of vocational high schools	4	3	3
2	The developed materials have relevance with students of fishery study program's daily life.	3	3	3
3	The materials cover texts and conversation that are relevant with daily life and the field of fishery.	4	4	4
4	The materials cover the explanation of generic structure of texts.	4	4	4
5	The materials cover the explanation of social function of texts.	3	4	4
6	The materials cover the explanation of linguistics features of texts	3	4	4
7	The materials cover vocabulary learning tasks which are relevant with the topic of the unit.	3	4	4
8	The materials cover pronunciation learning tasks which are relevant with the topic of the unit.	4	4	4
9	The materials cover learning activities that guide students to develop their communicative competence in spoken language.	4	3	3
10	The materials cover learning activities that guide students to develop their communicative competence in written language.	4	3	4
Zum		36	36	37
Mean (X)		3,60	3,60	3,70
Categories		High	High	High
Acceptability(%)		90%	90%	92,5%

2) The appropriateness of language

The results of materials implementation for English teachers 1,2 and 3 the appropriateness of language presented in the table below:

Table 4.24 The data implementation of the appropriateness of language

No	Items	Score		
		Teacher 1	Teacher 2	Teacher 3
11	The language used in the materials is appropriate with the rule of English.	3	4	4
12	The language used in the explanation is appropriate with the students' cognitive development.	3	4	4
13	The language used in the instruction is appropriate with the students' cognitive development	3	4	4
14	The language used in the explanation is appropriate with the students' language development.	4	3	4
15	The language used in the instruction is appropriate with the students' language development.	4	3	4
16	The materials represent cohesiveness and coherence in every unit, paragraph, and sentences.	4	4	3
17	The materials use a language variation consistently.	4	4	4
Zum		25	26	27
Mean (X)		3,57	3,71	3,86
Categories		High	High	Very High
Acceptability(%)		89,2%	92,8%	96,4%

3) The appropriateness of presentation

The results of materials implementation for English teachers 1,2 and 3 the appropriateness of presentation presented in the table below:

Table 4.25 The data implementation of the appropriateness of presentation

No	Items	Score		
		Teacher 1	Teacher 2	Teacher 3
18	The developed materials are in accordance with the steps of scientific approach as required by curriculum 2013.	3	4	4
19	The materials are presented in form of texts, learning activities, and proportional pictures.	4	4	4
20	The developed materials are in accordance with the steps of communicative English learning activities.	4	4	4
21	The learning activities in the developed materials encourage students to have interaction with other students, teacher, and bigger environment.	4	4	4
22	The learning activities in the developed materials are systematically presented from guided activities to autonomous activities.	3	4	4
23	The learning activities in the developed materials are systematically presented from the easiest task to the most difficult.	3	4	4
24	The learning activities in the developed materials encourage students have creative and critical communication in spoken and written language.	4	3	3
25	The developed materials encourage students to have self awareness of success and lack in the learning process	3	3	3
26	The developed materials are completed with learning objectives, summary, reflection, and homework.	4	4	4
27	Texts and picture in the developed materials have identity like title, number, and sources.	4	3	4
Zum		36	37	38

Mean (X)	3,60	3,70	3,80
Categories	High	High	Very High
Acceptability	90%	92,5%	95%

4) The Appropriateness Layout

The results of materials implementation for English teachers 1,2 and 3 the appropriateness of layout presented in the table below:

Table 4.26. The data implementation of the appropriateness of layout

No	Items	Score		
		Teacher 1	Teacher 2	Teacher 3
28	The font and colours in the developed materials are easily readable.	4	4	4
29	The use of language variation (bold, italic, underline, capitalization) is proportional.	3	4	4
30	The developed materials use proportional font type.	3	4	3
31	The developed materials use normal space.	3	3	4
32	The placement of title, texts, illustrations, picture captions and page number are consistent.	4	3	3
33	The developed materials use relevant pictures	4	3	4
34	The pictures in the developed materials are aesthetic and functional.	4	3	4
35	The overall design of the developed materials is interesting	3	4	4
Zum		28	28	30
Mean (X)		3,50	3,50	3,75
Categories		High	High	Very High
Acceptability(%)		87,5%	87,5%	93,7%

Based on resulted implementation for english teacher 1,2,and 3 which has been explained before, then obtained mean score in presented in the table below:

Table 4.27. The data result implementation for english teacher 1,2, and 3

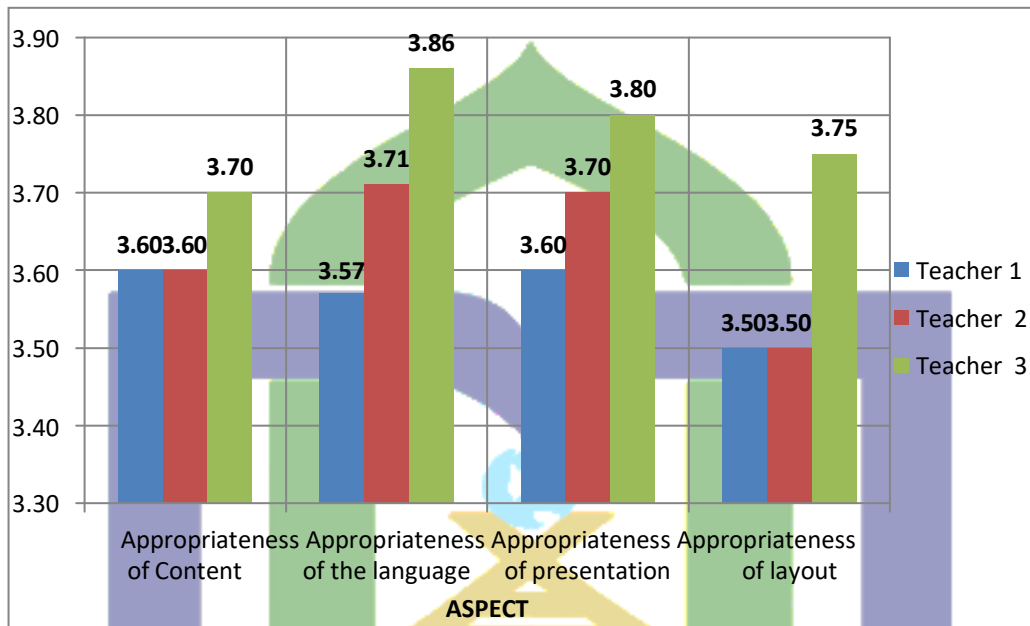
Teachers	No	Items	Mean (X)	Acceptability(%)	Categories
Teacher 1	1	The appropriateness of content	3,60	90%	High
	2	The appropriateness of languages	3,57	89%	High
	3	The appropriateness of presntation	3,60	90%	High
	4	The appropriateness of layout	3,50	87%	High
	Mean Score		3,56	89%	High
Teacher 2	1	The appropriateness of content	3,60	90%	High
	2	The appropriateness of languages	3,71	92,8%	High
	3	The appropriateness of presntation	3,70	92,5%	High
	4	The appropriateness of layout	3,50	87,5%	High
	Mean Score		3,63	91%	Good
Teacher 3	1	The appropriateness of content	3,70	92,5%	High
	2	The appropriateness of languages	3,86	96,4%	High
	3	The appropriateness of presntation	3,80	95%	High
	4	The appropriateness of layout	3,75	93,7%	High
	Mean Score		3,78	94,4%	Very High

Based on the data from the table above that result implementation for english teacher 1 with mean score (3,56), acceptability (89%) with categories “High”. Based on result implementation for english teacher 2 gained mean score (3,62), acceptability (91%) with categories “High” and result implementation for english teacher 3 gained mean score (3,78), acceptability (94,4%) with categories “Very High”. The implementation of the English teachers is only done once to

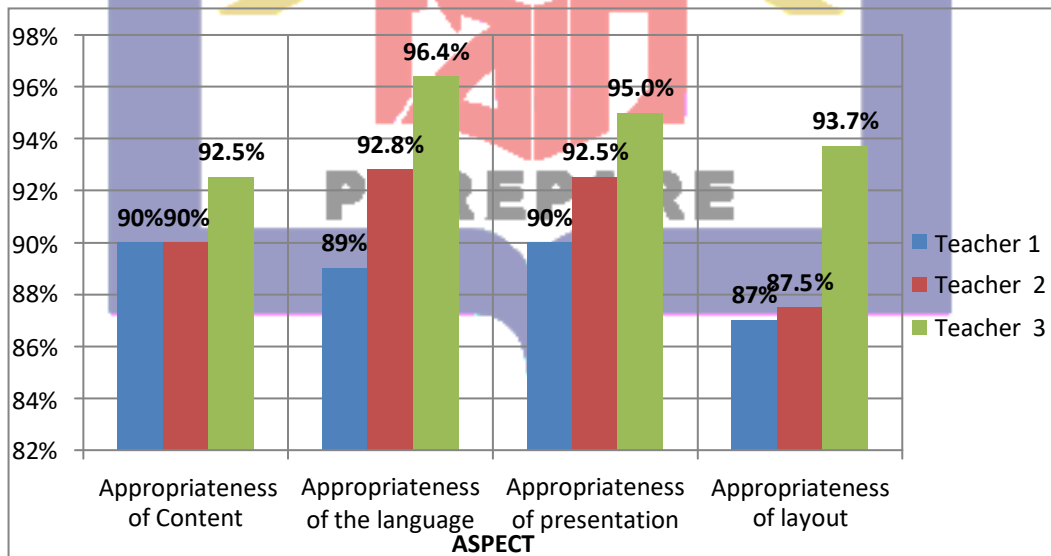
find out teachers assessment of the materials developed as education practitioners.

Besides that, textbooks can already be declared eligible for use.

Result implementation for english teacher is presented in diagram below.



Graph 4.28 Result implementation for english teacher 1,2,and 3



Graph 4.29 Result Acceptability for english teacher 1,2,and 3

Based on the results of the implementation by the English teacher 1, generally materials developed were good. In the appropriateness of the content is said that learning materials in accordance with core competencies (KI) and basic competencies (KD) in the 2013 Curriculum. The material presented is good and easier to understand than textbooks used by students every day. In the appropriateness of language mentioned that the sentence used in the explanation was accordance with the cognitive of students develop. In the appropriateness of presentation it is said that the material presented was already used scientific method in curriculum 2013. Overall in appropriateness of layout English teacher 1 assess in good categories.

Not different from the results of the English teacher 1 implementation, overall assess given by the English teacher 2 it's High, but there are still some lack, especially in aspects layout. In the appropriateness of presentation is high., but learning should be more students center accordance with the curriculum k13 and the aspects of language in general were high to. The language used is communicative and in suitable with development students' cognitive.

Based on the results of the implementation of the English teacher 3 the overall given assess very high, the appropriateness of language and presentation were considered very high while the aspects of content and layout were considered high.

b. Implementation For Eleventh Grade Students Fishery Major

After the textbooks developed were evaluated by expert, the next step was implemented to students. Students as a respondents provide an assessment by

filling out the questionnaire that has been provided. Tryout the product on these students only to find out the response or student responses as users. Assessment done to twenty students Class XI fishery major.

1) The appropriateness of content

The result of the students responses in appropriateness of content is presented below:

Table 4.28 The data of the appropriateness of content

Students	Items								Mean (X)	Acceptability (%)	Categories
	1	2	3	4	5	6	7	8			
1	4	4	4	3	3	4	3	4	3,63	91%	High
2	4	4	4	3	4	3	4	3	3,63	91%	High
3	4	4	4	3	4	4	3	4	3,75	94%	Very High
4	3	3	4	3	4	3	3	4	3,38	84%	Medium
5	4	4	4	4	4	4	4	4	4,00	100%	Very High
6	4	3	4	3	4	2	3	3	3,25	81%	Medium
7	4	3	4	3	3	4	4	3	3,50	88%	Good
8	4	4	4	4	4	4	4	4	4,00	100%	Very High
9	4	4	4	4	3	4	4	4	3,88	97%	Very High
10	4	4	4	4	3	4	4	3	3,75	94%	Very High
11	3	4	4	4	4	4	4	3	3,75	94%	Very High
12	4	3	4	3	3	3	3	3	3,25	81%	Medium
13	4	4	4	4	4	4	4	4	4,00	100%	Very High
14	4	4	4	4	4	4	3	4	3,88	97%	Very High
15	4	3	3	4	3	3	3	4	3,38	84%	Medium
16	4	4	4	4	3	4	4	4	3,88	97%	Very High
17	4	4	4	4	4	4	4	3	3,88	97%	Very High
18	4	3	4	3	3	2	4	3	3,25	81%	Medium
19	4	4	4	3	4	4	4	4	3,88	97%	Very High
20	4	4	4	3	3	3	4	4	3,63	91%	High
All Skor									3,68	92%	High

2) The appropriateness of language

The result of the students responses in appropriateness of language is presented below:

Table 4.29 The data of the appropriatenes languages

Students	Items					Mean (X)	Acceptability (%)	Categories
	9	10	11	12	13			
1	3	3	3	4	3	3,20	80%	Low
2	4	4	4	3	3	3,60	90%	High
3	4	4	3	4	4	3,80	95%	Very High
4	4	4	3	3	3	3,40	85%	Medium
5	3	4	3	4	3	3,40	85%	Medium
6	2	3	4	3	4	3,20	80%	Low
7	3	4	4	3	3	3,40	85%	Medium
8	4	4	4	4	4	4,00	100%	Very High
9	4	4	4	3	3	3,60	90%	Very High
10	4	4	4	4	4	4,00	100%	Very High
11	4	4	4	3	3	3,60	90%	Very High
12	4	4	4	3	3	3,60	90%	Very High
13	3	3	4	4	4	3,60	90%	Very High
14	4	4	3	4	3	3,60	90%	Very High
15	4	4	4	2	3	3,40	85%	Low
16	4	4	4	3	3	3,60	90%	Very High
17	4	4	4	4	4	4,00	100%	Very High
18	4	3	3	3	3	3,20	80%	Low
19	4	4	3	4	4	3,80	95%	Very High
20	4	4	3	4	4	3,80	95%	Very High
All Skor						3,59	89,8%	High

3) The appropriateness of presentation

The result of the students responses in appropriateness of presentation is presented below:

Table 4.30 The data of the appropriateness of presentation

Students	Items					Mean (X)	Acceptability (%)	Categories
	14	15	16	17	18			
1	4	4	4	4	3	3,80	95%	Very High
2	4	4	3	3	3	3,40	85%	Fair
3	4	3	4	4	4	3,80	95%	Very High
4	3	4	4	3	3	3,40	85%	Fair
5	3	3	4	4	3	3,40	85%	Fair
6	3	4	3	4	2	3,20	80%	Poor
7	4	3	3	4	4	3,60	90%	Good
8	4	4	4	4	3	3,80	95%	Very High

9	4	3	4	4	4	3,80	95%	Very High
10	4	4	4	4	4	4,00	100%	Very High
11	4	4	3	3	3	3,40	85%	Medium
12	3	3	4	3	3	3,20	80%	Low
13	4	3	4	4	3	3,60	90%	High
14	4	3	3	4	4	3,60	90%	High
15	3	3	4	3	3	3,20	80%	Low
16	4	4	4	4	4	4,00	100%	Very High
17	4	4	4	4	4	4,00	100%	Very High
18	4	3	4	3	4	3,60	90%	Good
19	4	4	4	4	4	4,00	100%	Very High
20	4	4	4	4	4	4,00	100%	Very High
All Skor						3,64	91%	High

4) The Appropriateness Layout

The result of the students responses in appropriateness Layout is presented below:

Table 4.31 The data of the appropriateness of layout

Students	Items				Mean(X)	Acceptability(%)	Categories
	19	20	21	22			
1	3	3	3	3	3,00	75%	Low
2	4	3	3	3	3,25	81%	Medium
3	4	4	4	4	4,00	100%	Very High
4	3	4	3	3	3,25	81%	Fair
5	3	4	4	3	3,50	88%	High
6	4	3	4	3	3,50	88%	High
7	4	4	4	3	3,75	94%	Very High
8	4	4	4	4	4,00	100%	Very High
9	4	4	4	4	4,00	100%	Very High
10	4	4	4	4	4,00	100%	Very High
11	3	3	3	3	3,00	75%	Low
12	4	4	4	4	4,00	100%	Very High
13	4	4	4	4	4,00	100%	Very High
14	3	3	3	4	3,25	81%	Medium
15	4	4	4	4	4,00	100%	Very High
16	3	4	4	4	3,75	94%	Very High
17	4	4	4	4	4,00	100%	Very High
18	4	3	3	4	3,50	88%	High
19	4	4	4	3	3,75	94%	Very High
20	4	4	4	4	4,00	100%	Very High

<i>All Score</i>	<i>3,68</i>	<i>92%</i>	<i>High</i>
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Based on the results of student responses materials were developed with categories is “**High**”. The appropriateness of the content with acceptability (**92%**) its considered “**High**” by students. Materials that was presented coherently and easily to understood. Language, presentation and appropriateness of the layout with acceptability each are (**89,8%**), (**91%**) and (**92%**) also considered categories is “**High**”. The language used was quite communicative and easy to understand. The cover and design of the content presented is attractive.

Based on the mean score data results of student responses that have been presented previously, the data mean score presented in table below.

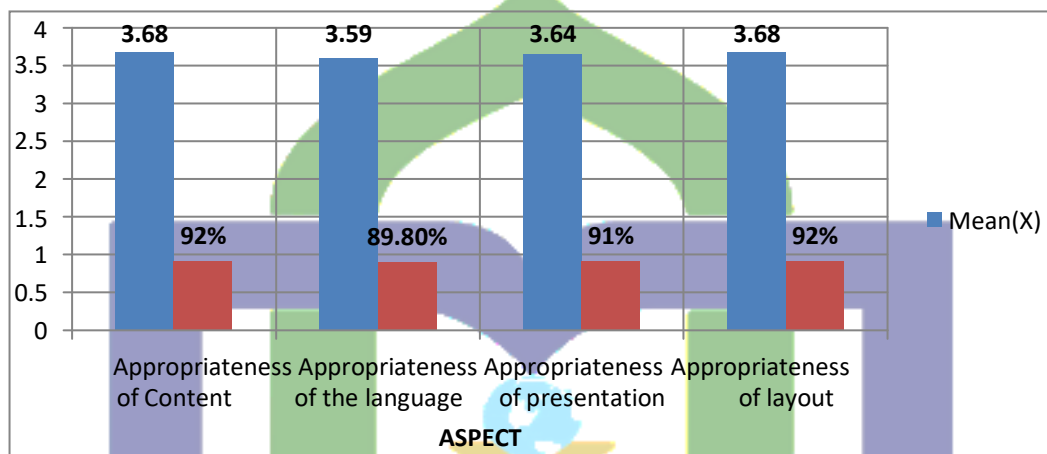
Table 4.32 Result mean score students responses

No	Items	Mean(X)	Acceptability(%)	Categories
1	The Appropriateness of the content	3,68	92%	High
2	The Appropriateness of the language	3,59	89,8%	High
3	The Appropriateness presentation	3,64	91%	High
4	The Appropriateness layout	3,68	92%	High
<i>Total</i>		<i>14,59</i>	<i>365%</i>	
<i>Mean Score</i>		<i>3,65</i>	<i>91%</i>	<i>High</i>

Based on the table above, it can be seen that students response results obtained with mean score (**3,65**) , with acceptabilty (**91%**) it’s in “**High**” categories. Mean score from the appropriateness of the content, appropriateness language, appropriateness presentation and appropriateness layout is “**High**” categories.

Based on the mean score data results and acceptability of student responses that have been presented previously, the data mean score and acceptability presented in graph below.

Graph 4.30 Result mean score and acceptability of students responses



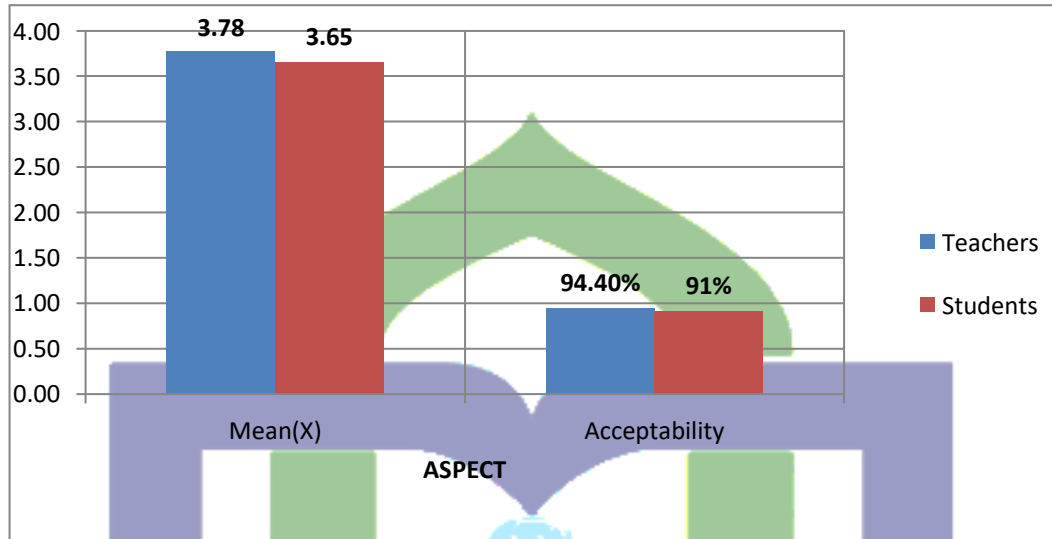
The results of materials implementation for English teacher and the students presented in the table below.

Table 4.33 The data mean score of materials for english teachers and students

No	Responden	Mean(X)	Acceptability(%)	Categories
1	Teachers	3,78	94,4%	Very High
2	Students	3,65	91%	High
Mean(X) Responden		3,71	92%	High

The acceptability of the materials developed in this research was determined with "High" categories. As described in Previous chapter, the acceptability rate in the range of scores with $3.50 < X < 3.74$ with percentage of 84% -92% have good categories. Based on the table above, the results mean score

teachers and students as a responden were (3,71) with acceptability rate (92%) have categories “High”. The data if prentented in the graph below.



Graph 4.31 The data mean score of materials for english teachers and students.

e. Writing FinalDraft

After all the step have done in process developing English learning materials for eleventh grade students of fishery major start from conducting needs analysis, wrting course grid, developing materials, evaluating the expert, implementations and the last step is writing final draft. The detailed draft is available in product (Book).

B. Discussion

The materials developed in this research in line with the concept of English for specific purposes (ESP) proposed by Hutchinson and Waters⁴⁴. Before the materials were developed, there should be need analysis to find out learning needs. The need analysis was conducted on October 22th 2019 by distributing 26 questions to eleventh grade students of fishery study major. Since the students of fishery major belonged to ESP student, the theme of the developed materials was fishery field only. It was in line with the result of needs analysis that showed that most of students wanted fishery as the theme of the materials.

The developed materials consisted of three units. The units was followed the core competences and basic competences proposed by curriculum 2013. Unit one was derived from basic competences 1.1, 2.3, 3.9, and 4.13. It focused on definition of fish and the text type was report text. Unit two was derived from basic competences 1.1, 2.3, 3.1, and 4.1. It focused on fish diseases and the language functions were expression of asking for and giving suggestion and expression of offering. Unit three was derived from basic competences 1.1, 2.3, 3.6, and 4.10. It focused on fish breeding and treatment while the text type was procedure text.

The organization of the units was also in line with grading, sequencing, and integrating concept by Nunan in which simple topics or texts came first. The researcher thought that the definition of fish is simpler than fish disease and fish breeding.

⁴⁴ Tom Hutchinson and Alan Waters, *English for Specific Purposes: A learning Centred-Approach*, (New York: Cambridge University Press, 1987), p. 19. (Softcopy pdf adobe reader).

Then each 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 relevant with the six steps of unit development proposed by Nunan⁴⁵. Moreover, the steps of lesson proper were developed by following the curriculum 2013 which proposed scientific approach in the learning process and material development.

Each unit had different numbers of tasks. Yet, each unit had the same parts which have been mentioned in the previous part. Introduction consisted of schema-builder pictures or question and also vocabulary that were relevant to the topic of each unit. Lesson proper part was divided into two cycles: spoken cycle and written cycle. Each cycle followed the steps of scientific approach: observing; questioning; collecting, analyzing, and communicating, and creating. The part focused in guiding students to reach the competence as stated in the core competence and basic competence through the activities in spoken and written cycle. Reinforcement part consisted of homework and reflection. Homework part consisted of activities beyond the classroom which gave students further practice in a particular task while reflection part gave the students self-evaluate what they had learnt and how deep it was.

As the materials had been developed, then they were evaluated by an expert. The material evaluation had been relevant with the standard of material evaluation proposed by BSNP. There were 35 questions distributed to the expert and there were 35 questions distributed to the teachers and 22 questions

⁴⁵David Nunan, *Task-Based Language Teaching* (Newyork: Cambrigde University Press, 2004), h. 31 (softcopy pdf adobe reader).

distributed to the students to assess acceptability learning materials product that covered four aspects of material evaluation proposed by BSNP: the appropriateness of content, the appropriateness of language, the appropriateness presentation, and the appropriateness of layout.

From the result of expert judgment that mean score unit 1 (3,67) were categorized “Good”, mean score unit 2 (3,80) were categorized “Very Good” and mean score unit 3 (3,76) were categorized “Very Good”. Based on the result mean score unit one, unit two and unit three were appropriate materials for eleventh grade students of fishery major.

It was in accordance with what was conveyed by Umi Ismiyati⁴⁶ the mean score of the whole aspects of the developed materials was 3.82 which was in the range of $3.25 \leq x \leq 4$, and categorized as “Very Good”. It could be concluded that the materials were appropriate for grade XI students of Patisserie Study Programme.

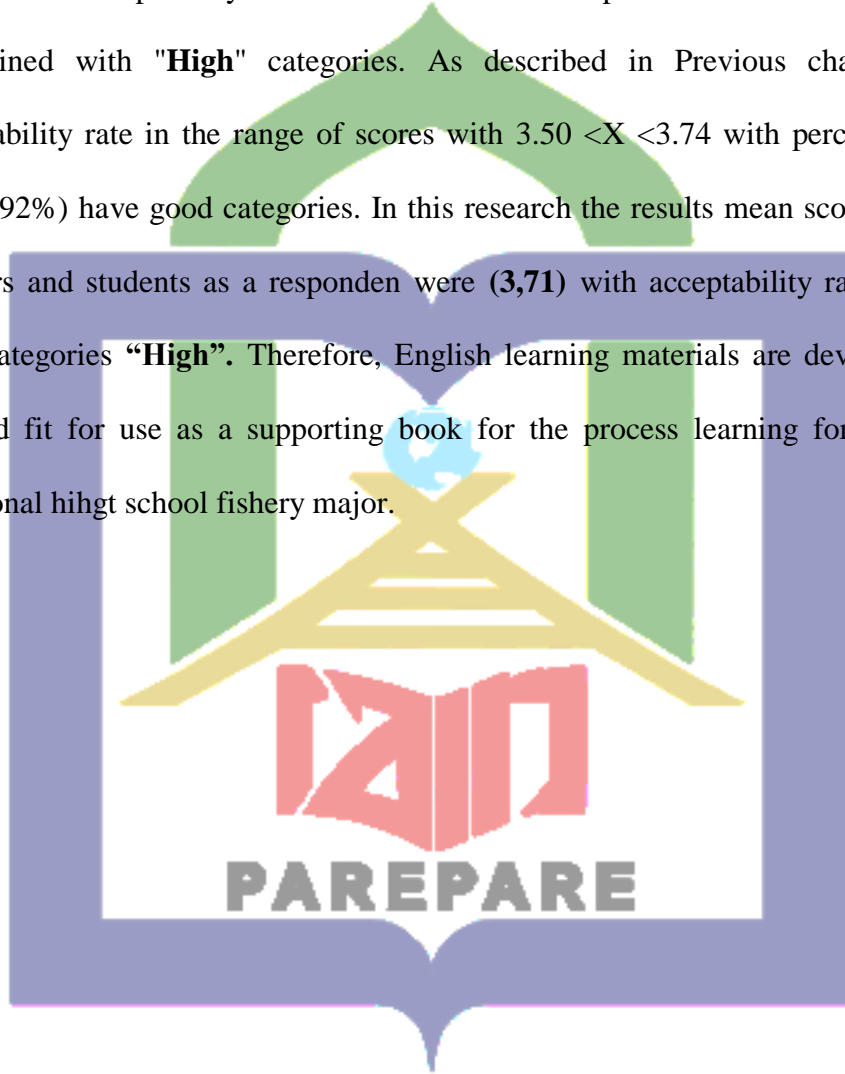
Referring to the results of research conducted by Kirana Heksari (2015)⁴⁷, overall validation results and product tests state that "Development of Learning Skill Books Based on Approach The process for High School and SMA Class XI students is declared feasible based on all aspects tested. The score obtained is based on the judgment of the material expert, teacher, and student responses to aspects of content, presentation, language and readability, as well as successive

⁴⁶Umi Ismiati. " Developing English Learning Materials For Grade XI Students of Patisserie Study Programme." *E-Journal Yogyakarta UNY*: 2016.

⁴⁷Karina Heksari. " Pengembangan Buku ajar keterampilan Menulis berdasarkan strategi 3W2H untuk SMA Kelas XI." *Thesis Yogyakarta UNY*: 2015.

graphic is 4.07; 4.32; 4.19; and 4.44. Average score of results validation of learning writing a book which is 4.25 with a feasibility level of 85% categorized as "very good" or very decent.

The acceptability of the materials developed in this research was determined with "**High**" categories. As described in Previous chapter, the acceptability rate in the range of scores with $3.50 < X < 3.74$ with percentage of (84% -92%) have good categories. In this research the results mean score overall teachers and students as a responden were (3,71) with acceptability rate (92%) have categories "**High**". Therefore, English learning materials are developed is deemed fit for use as a supporting book for the process learning for students vocational high school fishery major.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and the suggestions of the research. The conclusions part presents the conclusions from the research finding and discussion. The suggestion part presents some suggestions from the researcher to grade XI students of fishery major, English teacher, and other researcher.

A. Conclusions

The conclusions were drawn from the research findings and discussion in chapter IV which is aimed to answer the questions of this research. There are three conclusions that can be drawn. The first one is related to English needs of eleventh grade students of fishery major. The second is related to the design English materials for eleventh grade students of fishery major. The third is related to the acceptability of English materials for eleventh grade students of fishery major.

1. English needs of eleventh grade students of fishery major

Based on the needs analysis, most of eleventh grade students of fishery major learned English in order to able to communicate in English fluently both in spoken and in written. The results showed that almost all of them were at the level of beginner in terms of English proficiency level. Then, in order to be successful both in workplace and higher education, their English proficiency level should be advanced.

Learning needs in this research follow the task components proposed by Nunan⁴⁸ which consist of input, procedure, setting, learner's role, and teacher's role. Related to the input, the results of needs analysis showed that eleventh grade students of fishery major wanted written texts with pictures as the inputs. Furthermore, they want the texts that had topics which were related to their study major it's fishery.

In terms of procedure and setting, the students like various activities that make them become active and independent learners. They also like working in pairs in completing the tasks in the materials.

Related to the learner's role and teacher's role, the students want to actively participate in the learning process. However, they still want the teacher to explain the formula and ask students to work on the exercises. They also need guidance from the teacher to do the activities.

2. The design English materials for eleventh grade students of fishery major

Based on the developed materials, it can be concluded some characteristics of learning materials for eleventh grade students of fishery major. The following part elaborates those characteristics.

First, the topics in the materials should be relevant to the students' study major and their life. The appropriate topics for eleventh grade students of fishery major are fishery and daily life.

David Nunan, *Task-Based Language Teaching* (Newyork: Cambrigde University Press, 2004), h. 41 (softcopy pdf adobe reader).

Second, the materials should consist of introduction, lesson proper, reinforcement, and unique facts. Introduction part consists of several tasks that aim to give students opportunity to activate their present knowledge. In this task, students are introduced about what they are going to learn in the unit. Some vocabularies that have relevance to the topic are also introduced in this part.

Lesson proper or main lesson is divided into two cycles: spoken cycle and written cycle. As required by curriculum 2013, especially for scientific approach, tasks in each cycle should be organized through steps of scientific approach which consist of observing; questioning; collecting, analyzing, communicating; and creating. In observing, students observe a language phenomenon by reading or listening then they list things they want to know. In questioning, they formulate questions based on the items have been listed in observing step. In collecting, analyzing, communication step, students collect data or information to answer the questions have been formulated in questioning step by following the instructions of the tasks. Besides, the students have to communicate their answers or their findings in every task either in spoken or in written. In creating step, students create their own texts. The tasks start from guided production to free production.

The third part of the materials is reinforcement. This part aims to give students opportunity to recall what they have learnt in the unit by doing the homework. Besides, they can make reflection of strength and weakness during the learning process in reflection part.

The last part of the materials is fish facts. This part is optional. The part presents unique facts of fish around the world.

3. The acceptability of English materials for the teachers and eleventh grade students of fishery major.

The acceptability of the materials developed in this research was determined with "High" categories. As described in Previous chapter, the acceptability rate in the range of scores with $3.50 < X < 3.74$ with percentage of (84% -92) have high categories. In this research the results mean score overall teachers and students as a responden were (3,71) with acceptability rate (92%) have categories "High". Therefore, English learning materials are developed was "appropriate" for used as a supporting book for the process learning for eleventh grade students fishery major.

The effect of this teaching material to both teachers and students namely this textbook describes the desires of students in accordance with their expectations expressed by the teacher, in the form of advertisements into the classroom, expressing opinions, giving samples of language use and whatever they do to provide input, they do it ideally in a principled way related to what they know about how language can be effectively learned. All chapters in this book concentrate on three important questions about what should be provided for students, how it should be provided and what can be done to promote language learning. so in this teaching material accommodate all the needs of students based on their needs according to their scope. It is appropriate according to Tomlinson⁴⁹ materials development refers to all the processes made by practitioners who produce and/or use materials for language learning, including

⁴⁹Brian Tomlinson, ed., *Material Development In Language Teaching*, (New York: Cambridge University Press, 2012), p. 2. (Softcopy pdf adobe reader).

materials evaluation, their adaptation, design, production, exploitation and research.

B. Suggestions

In this part, some suggestions were given to other materials developers. For other materials developers who want to develop materials for vocational high schools students, there are some aspects that should be considered.

First, it is important to organize the materials through theme since vocational high schools has many study majors and each major has its own characteristics. Therefore the theme has to be relevant with the study major.

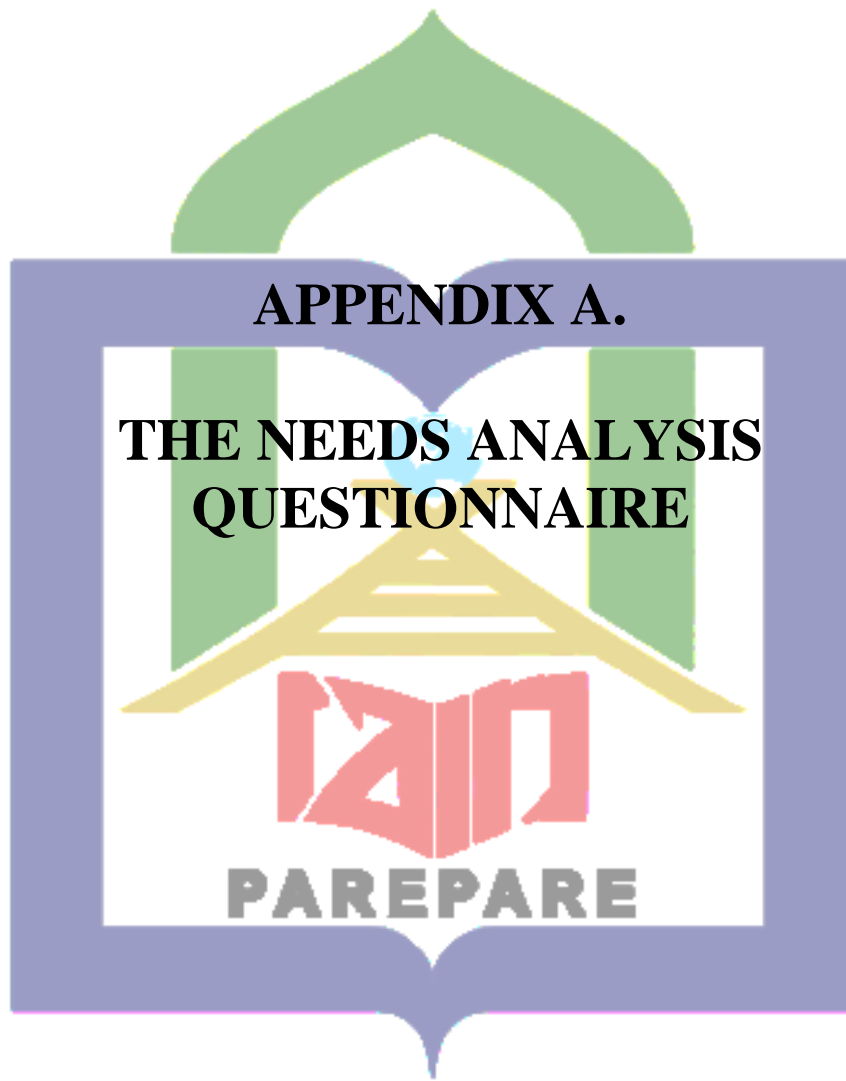
Second, the developers should consider task components that consist of input, procedures, settings, teacher's role, and learner's role. The input and vocabulary in the materials should be relevant to the study major to support the students in the workplace later. Moreover, the activities in the materials should be various and can support students to actively participate in the teaching learning process since most students want to participate in teaching learning process. Besides, since most students want peer activities, the material developer can create activities that can be completed in pairs.

Third, the layout of materials should be interesting because interesting materials can increase students' motivation in learning. Material developers can add pictures and illustrations that have relevance with the topic being discussed.

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APPENDIX A.

**THE NEEDS ANALYSIS
QUESTIONNAIRE**

PAREPARE

Kepada anak-anakku kelas XI jurusan perikanan

SMK-PP Negeri Rea Timur

Dalam rangka meembangkan materi pembelajaran Bahasa Inggris bagi siswa kelas XI jurusan perikanan, pada kesempatan ini saya meminta kesediaan anak-anakku untuk mengisi kuesioner ini. Jawaban yang Anda berikan murni untuk kepentingan penelitian dan sama sekali tidak berpengaruh pada nilai rapor Anda. Dimohon Anda mengisi seluruh pertanyaan dibawah ini sesuai dengan keadaan dan pendapat Anda sendiri dengan sebenarnya, tanpa dipengaruhi orang siapapun. Jawaban dan identitas Anda akan dirahasiakan sesuai dengan kode etik penelien. Semua jawaban yang Anda berikan akan sangat bermanfaat dalam penelitian saya ini.

Terimakasih

Polewali,
Peneliti

2019

SULIADI
Nim. 17.0213.002

PAREPARE

A. PROFIL SISWA

Isilah data pribadi anda di bawah ini.

(Bagian ini bersifat optional, yakni tidak memaksa responden untuk mengisinya)

Nama :

Usia :

Jenis kelamin :

B. ANALISA KEBUTUHAN

Berikut ini ada beberapa pernyataan yang menggambarkan kebutuhan anda dalam mempelajari bahasa Inggris. Pilihlah satu jawaban yang sesuai dengan pendapat dan keadaan anda. Anda juga dapat menambahkan jawaban jika yang tersedia kurang sesuai dengan diri anda.

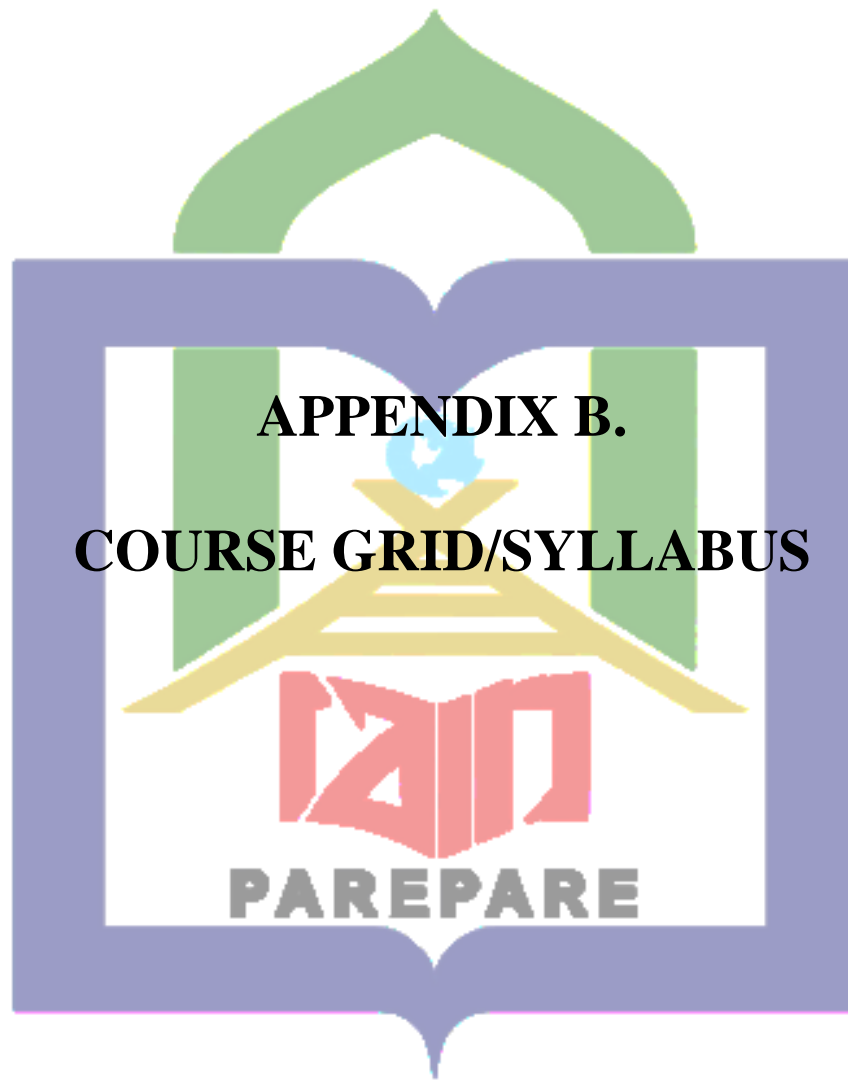
1. Tujuan saya belajar Bahasa Inggris di sekolah adalah....
 - a. memperoleh nilai rapor yang bagus
 - b. lulus ujian nasional dengan nilai yang memuaskan
 - c. mampu berkomunikasi menggunakan Bahasa Inggris dengan baik secara lisan maupun tertulis
 - d. lainnya(tuliskan)....
2. Saat ini, saya menggunakan Bahasa Inggris untuk....
 - a. berkomunikasi sehari-hari
 - b. berkomunikasi dengan teman dan guru bahasa inggris
 - c. membaca teks-teks berbahasa Inggris di buku pelajaran, LKS, dan sumber belajar lainnya
 - d. membaca teks-teks berbahasa Inggris di luar buku pelajaran seperti iklan, majalah, surat kabar, dll
 - e. mendengarkan lagu atau film berbahasa Inggris
 - f. lainnya(tuliskan)
3. Setelah lulus, baik saat berada di jenjang pendidikan yang lebih tinggi maupun di dunia kerja, saya akan menggunakan Bahasa Inggris untuk....
 - a. berkomunikasi secara lisan dengan teman, dosen, rekan kerja atau atasan
 - b. berkomunikasi secara tertulis (surat, memo, dll)dengan rekan kerja, dosen atau atasan
 - c. membaca berbagai macam jenis teks
 - d. lainnya(tuliskan)....
4. Saat bekerja nanti, jenis *skill* dan pengetahuan bahasa inggris yang akan sering saya gunakan adalah...
 - a. listening
 - b. speaking
 - c. reading
 - d. writing
 - e. pronunciation
 - f. vocabulary
 - g. grammar
 - h. lainnya (tuliskan)...
5. Secara umum, kemampuan bahasa inggris saya berada pada tingkat....

- a. *beginner* (pemula), mampu menggunakan bahasa inggris untuk komunikasi sehari-hari secara sederhana
 - b. *intermediate* (menengah), mampu menggunakan bahasa inggris untuk komunikasi sehari-hari dimanapun meskipun belum lancar.
 - c. *advanced* (mahir), mampu menggunakan bahasa inggris untuk berkomunikasi di semua situasi dengan lancar dan benar.
6. Dalam komunikasi menggunakan Bahasa Inggris, saya sering mengalami kesulitan ketika....
 - a. memahami ungkapan sehari-hari
 - b. mengekspresikan ungkapan sehari-hari
 - c. memahami teks yang dibaca
 - d. mengungkapkan gagasan tertulis
 - e. lainnya (tuliskan.)....
 7. Untuk menunjang pekerjaan saya kelak maupun pendidikan yang lebih tinggi, seharusnya kemampuan Bahasa Inggris saya berada pada level....
 - a. *beginner* (pemula), mampu menggunakan bahasa inggris untuk komunikasi sehari-hari secara sederhana
 - b. *intermediate* (menengah), mampu menggunakan bahasa inggris untuk komunikasi sehari-hari dimanapun meskipun belum lancar.
 - c. *advanced* (mahir), mampu menggunakan bahasa inggris untuk berkomunikasi di semua situasi dengan lancar dan benar.
 8. Secara umum, saya menginginkan pembelajaran bahasa inggris yang dapat membuat saya....
 - a. mampu menguasai grammar dengan baik
 - b. mampu menguasai kosakata, arti, serta cara pengucapannya
 - c. membedakan ungkapan formal dan informal
 - d. lainnya (tuliskan)...
 9. Dari segi penampilan saya ingin materi Bahasa Inggris yang...
 - a. di dalamnya terdapat banyak gambar
 - b. hanya menyajikan teks-teks untuk dipelajari
 - c. memiliki tampilan menarik dan *colorful*
 - d. lainnya (tuliskan)....
 10. Secara umum, tema yang saya inginkan ketika belajar listening, speaking, reading, dan writing adalah....
 - a. kehidupan sehari- hari
 - b. pendidikan
 - c. pemerintahan
 - d. perikanan
 - e. isu atau berita terkini
 - f. lainnya (tuliskan.)....
 11. Tersedianya gambar dalam materi Bahasa Inggris menurut saya....
 - a. sangat membantu
 - b. tidak berpengaruh
 - c. tidak membantu
 12. Dalam pelajaran menyimak (listening), bentuk teks yang saya inginkan sebagai input adalah....
 - a. teks monolog dan dialog

- b. teks monolog dan dialog yang disertai gambar
 - c. teks monolog dan dialog yang disertai kata-kata sulit
 - d. materi autentik seperti koran, majalah, berita, lagu, film, dll.
 - e. lainnya (tuliskan)...
13. Panjang teks sebagai input kegiatan mendengarkan (listening) yang saya inginkan adalah....
- a. < 100 kata
 - b. 100 – 150 kata
 - c. 150 – 200 kata
 - d. > 200 kata
 - e. Lainnya (tuliskan)...
14. Jenis kegiatan mendengarkan (listening) yang saya sukai adalah....
- a. mengidentifikasi informasi tertentu dalam monolog/dialog
 - b. menjawab pertanyaan secara lisan
 - c. menjawab pertanyaan secara tertulis
 - d. mengidentifikasi ungkapan
 - e. menentukan true dan false pada sebuah pernyataan
 - f. lainnya (tuliskan)...
15. Jenis teks yang saya inginkan sebagai input berbicara (speaking) adalah....
- a. teks berisi monolog
 - b. teks berisi dialog
 - c. topik mengenai peristiwa yang sedang ramai dibicarakan
 - d. gambar tentang orang, tempat, maupun situasi
 - e. lainnya (tuliskan)....
16. Jenis kegiatan berbicara (speaking) yang saya sukai adalah....
- a. bermain peran (role play)
 - b. menghafalkan dialog atau monolog dan mempraktekkannya di depan kelas.
 - c. berdiskusi tentang topic tertentu
 - d. bertukar informasi (information gap)
 - e. lainnya (tuliskan)...
17. Jenis teks sebagai input yang saya inginkan sebagai input membaca (reading) adalah....
- a. teks fungsional pendek seperti iklan, memo, pengumuman, dll
 - b. teks esai seperti descriptive, recount, narrative, dll
 - c. teks authentic seperti koran dan majalah
 - d. lainnya (tuliskan)...
18. Panjang teks sebagai input kegiatan membaca (reading) yang saya inginkan adalah....
- a. <100 kata
 - b. 100 – 200
 - c. > 200 kata
 - d. Lainnya (tuliskan)...
19. Jenis kegiatan membaca (reading) yang saya sukai adalah....
- a. membaca nyaring
 - b. menentukan benar atau salah pada pernyataan
 - c. menjawab pertanyaan berdasarkan informasi yang ada dalam bacaan
 - d. memahami teks dan mengartikannya ke Bahasa Indonesia

- e. lainnya (tuliskan)...
20. Jenis teks sebagai input yang saya inginkan sebagai input menulis (writing) adalah....
- informasi umum mengenai orang, benda, tempat, maupun peristiwa
 - bagian berisikan informasi mengenai orang, benda, tempat, maupun peristiwa
 - gambar orang, benda, tempat, maupun peristiwa
 - kata dan paragraf acak
 - lainnya (tuliskan)...
21. Jenis kegiatan menulis (writing) yang saya sukai adalah
- melengkapi bagian yang rumpang dalam teks
 - membuat teks singkat dan sederhana
 - menyusun kalimat acak menjadi paragraph
 - mengidentifikasi kesalahan pada kalimat baik dalam kata maupun struktur dan memperbaikinya.
 - lainnya (tuliskan)....
22. Dalam mempelajari kosakata (vocabulary) saya lebih suka....
- mengartikan kata-kata secara langsung
 - mengartikan kata berdasarkan konteks dalam teks
 - menghafal kata beserta artinya
 - mencocokkan kata dengan artinya
 - lainnya(tuliskan.)....
23. Dalam mempelajari cara pengucapan(pronunciation) saya lebih suka....
- menirukan cara pengucapan yang dicontohkan oleh guru
 - membaca nyaring sambil membaca cara bacanya (phonetic transcription)
 - berdiskusi dengan teman tentang cara mengucapkan kata atau kalimat
 - lainnya (tuliskan)...
24. Dalam proses pembelajaran, tugas sebaiknya dikerjakan secara....
- individu
 - berpasangan (2 orang)
 - kelompok kecil (4 – 6 orang)
 - kelompok besar (5 orang atau lebih)
 - lainnya (tuliskan)...
25. Dalam proses pembelajaran siswa sebaiknya
- hanya mendengarkan penjelasan guru
 - mencatat semua yang dijelaskan guru
 - ikut berpartisipasi aktif dalam proses pembelajaran
 - belajar sendiri dan mengerjakan soal dengan tenang
 - lainnya (tuliskan)
26. Dalam proses pembelajaran guru sebaiknya....
- menerangkan rumus dan meminta siswa mengerjakan latihan soal
 - membaca teks dan mengartikannya langsung bersama siswa
 - mengitari kelas sambil mengontrol pekerjaan siswa dan memberi komentar.
 - menuntun siswa dalam membahas teks
 - lainnya (tuliskan)...

-----TERIMAKASIH-----



APPENDIX B.
COURSE GRID/SYLLABUS

COURSE GRID/ SYLLABUS
ENGLISH LEARNING MATERIALS FOR GRADE XI STUDENTS OF FISHERY STUDY MAJOR

UNIT 1

Grade/ Semester : XI/ 1
Study Program : Fishery

CORE COMPETENCE

KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

BASIC COMPETENCE

3.5. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *passive voice*)

4.5. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

UNIT/TOPIC

INDICATORS

INPUT

ACTIVITY

UNIT 1

What is stingray?

Students are able to:

- Identify the social function of report texts.
- Identify the generic structure of report texts.
- Use passive voice appropriately.
- Produce a report text about fish.

- Spoken and written report text about fish.
- List of relevant vocabulary
- Explanation of passive voice

Warm-up

- Students study the pictures of fish and label them with their names that are provided in the box.
- Students answer the questions related to pictures in previous task.
- Students have vocabulary and pronunciation Exercises related to the topic of the unit

Reading & Writing

Observing

- Students read a report text and then, tick and write the items they want to know.

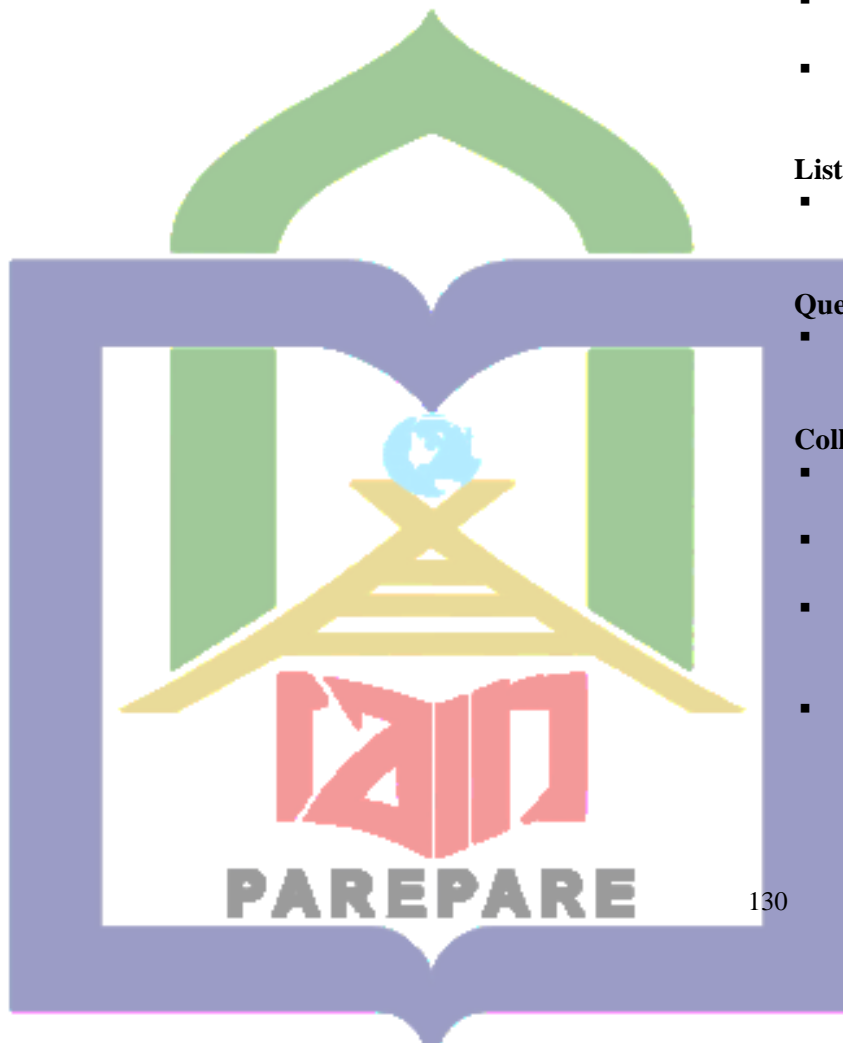
Questioning

- Students formulate questions based on the items they want to know and provide temporary answers based on their knowledge.

Collecting, Analyzing, Communicating

- Students find out the Indonesian of some English word and then, report their answers to their classmates.
- Students read the text in observing step again and answer the questions and then, report their answers to their classmates.
- Students choose the right statements related to the social function of report text and then, report their answers to their classmates.
- Students study the explanation of the structure of report text and have a discussion with their classmates and teacher.
- Students identify the structure of a report text about fish and then, report their answers to their classmates.
- Students study the map of the structure of the report text.
- Students identify the structure of a report text about fish and





- then, report their answers to their classmates.
- Students study the explanation about passive voice and have a discussion about it with their classmates and teacher.
- Students have exercise on passive voice by underlining the passive verbs and then, report their answers to their classmates.
- Students have exercise on passive voice by changing the verbs into passive verbs then, report their answers to their classmates.

Creating

- Students fill in the blanks about information of several fish in groups of four.
- Students individually write a report text about one of fish based on the information in the previous Task.

Listening & Speaking

- Students listen to a recording about report text and then, tick and write the items they want to know.

Questioning

- Students formulate questions based on the items they want to know and provide temporary answers based on their knowledge.

Collecting, Analyzing, Communicating

- Students find the Indonesian of several English words that present in the recording.
- Students listen again the recording and answer the questions and then report the answers to their classmates.
- Students listen to a recording about report text and decide whether the statements are true or false. Then, they report the answers to their classmates.
- Students have exercise on vocabulary and pronunciation by



matching the English words with the English definition. Then, they report the answers to their classmates.

- Students listen to a report text and arrange the jumbled sentences into a good text based on the recording.

Creating

- Students have monologue based on the information provided in the box.
- Students have monologue based on the information they got from the internet, books, and other sources by explaining the characteristics of a certain fish without mentioning the names. Their classmates should guess the name of the fish.

Homework

- Students find out a report about water animal in www.wikipedia.com and rewrite it using their own words.
- Students make a clipping about fish in groups of five.

COURSE GRID/ SYLLABUS
ENGLISH LEARNING MATERIALS FOR GRADE XI STUDENTS OF FISHERY STUDY MAJOR

UNIT 2

Grade/ Semester : XI/ 1
Study Program : Fishery

CORE COMPETENCE

KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

BASIC COMPETENCE

3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *should, can*)

4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

UNIT/TOPIC

INDICATORS

INPUT

ACTIVITY

UNIT 2
Do you have any suggestion?

Students are able to:

- identify the social function of expressions of asking and giving opinion, and also offering including the responses.
- use the expressions of asking and giving opinion, and also offering including the responses appropriately.
- produce texts and dialogues containing expression of asking and giving opinion, and also offering including the responses.

- spoken and written expressions of asking and giving opinion, and also offering including the responses.
- list of relevant vocabulary.
- list of expressions of asking and giving opinion, and also offering including the responses.

Warm-up

- Students study the pictures and answer the questions
- Students have vocabulary and pronunciation exercises related to the topic of the unit

Reading & Writing

Observing

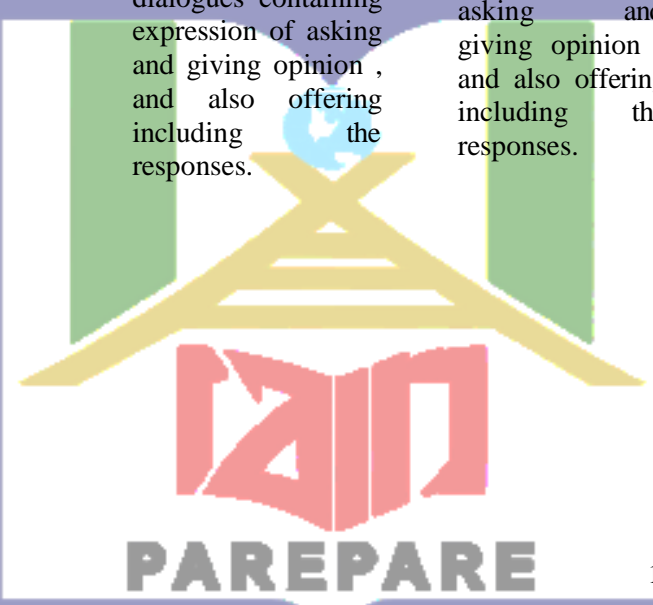
- Students read a text and then, tick and write the items they want to know.

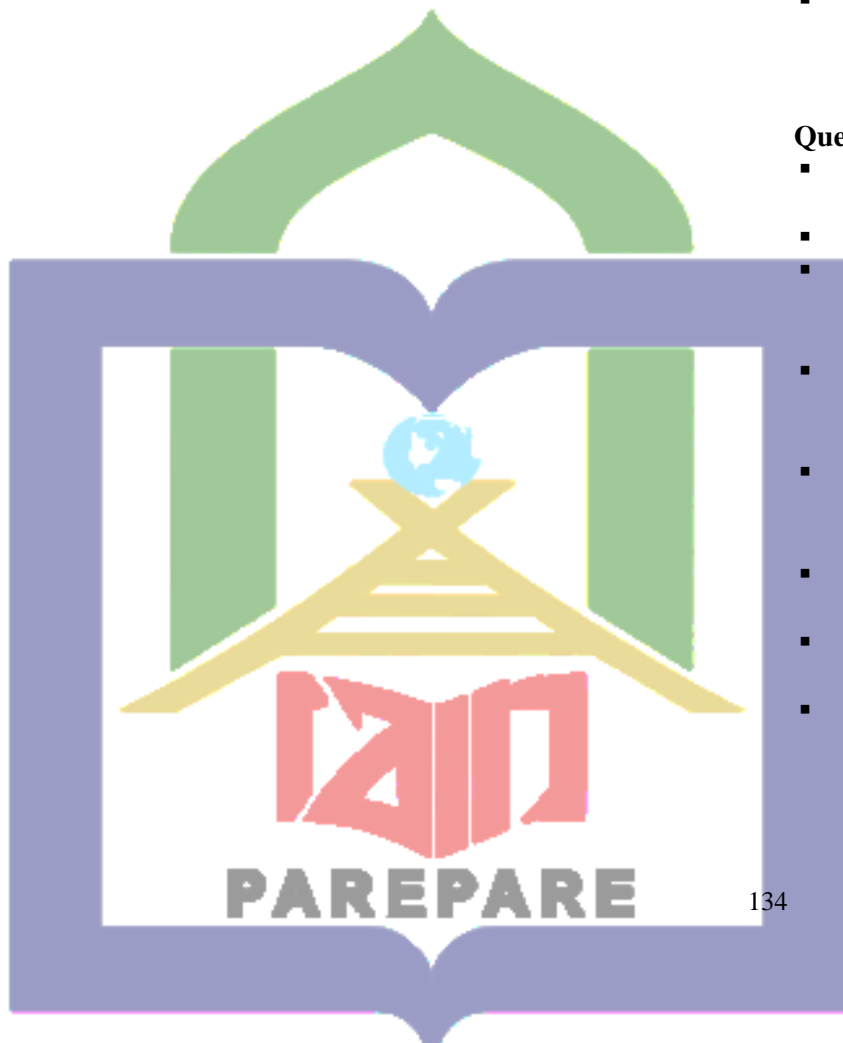
Questioning

- Students formulate questions based on the items they want to know and provide temporary answers based on their knowledge.

Collecting, Analyzing, Communicating

- Students match the English words and their meaning in Indonesian. Then, report their answers to their classmates.
- Students read the text in observing part again and answer the questions and then, report their answers to their classmates.
- Students study the explanation of the lists of expressions of asking and giving suggestion.
- Students match the texts that contain the expression of asking suggestion with the suitable responses. Then, report their answers to their classmates.
- Students identify the expression of asking and giving suggestion that present in the previous task.





Creating

- Students complete the letter that aims to ask for suggestion based on the clues given.
- Students write a message that aims to ask for suggestion.
- Students exchange the message they have written with one of their classmates and give response (suggestion) based on the message contents.

Listening & Speaking

- Students listen to a recording that contains asking and giving suggestion and also expression of offering. Then, tick and write the items they want to know.

Questioning

- Students formulate questions based on the items they want to know and provide temporary answers based on their knowledge.
- Collecting, Analyzing, Communicating
- Students find the Indonesian of several English words that present in the recording. Then, they report the answers to their classmates.
- Students listen again the recording and decide whether the statements are true or false. Then, they report the answers to their classmates.
- Students listen to a recording and fill in the blanks with the words provided in the box and answer the questions. Then, they report the answers to their classmates.
- Students study the explanation of offering and its responses and have a discussion with their classmates and teacher.
- Students match the expression of offering with the suitable responses. Then, they report the answers to their classmates.
- Students listen to a dialogue and fill in the blanks with the

suitable expressions which are provided in the box.

- Students identify the expression of asking and giving suggestion and also expression of offering that present in the previous task.

Creating

- Students read some dialogues and fill in the blanks with suitable expressions.
- Students read some dialogues and give suitable responses.
- Students have dialogues based on the situations given.

Homework

- Students find out a consultation rubric about fishery in magazines or newspaper and list the expression of asking and giving suggestion.



COURSE GRID/ SYLLABUS
ENGLISH LEARNING MATERIALS FOR GRADE XI STUDENTS OF FISHERY STUDY MAJOR

UNIT 3

Grade/ Semester : XI/ 1
Study Program : Fishery

CORE COMPETENCE

KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

BASIC COMPETENCE

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedural lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya

4.4 Teks prosedural

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedural lisan dan tulis, terkait isu aktual

4.4.2 Menyusun teks prosedural tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

UNIT/TOPIC

INDICATORS

INPUT

ACTIVITY

UNIT 3
How to breed and take care of your fish

Students are able to:

- identify the social function of procedure texts.
- identify the generic structure of procedure texts
- use imperative sentences appropriately.
- use sequencing connectives appropriately.
- produce a procedure text.

- spoken and written procedure text about fish..
- list of relevant vocabulary
- explanation of imperative sentences.
- explanation of sequencing connectives.

Warm-up

- Students study the pictures of a man that is breeding fish and answer the questions.
- Students have vocabulary and pronunciation exercises related to the topic of the unit

Reading & Writing

Observing

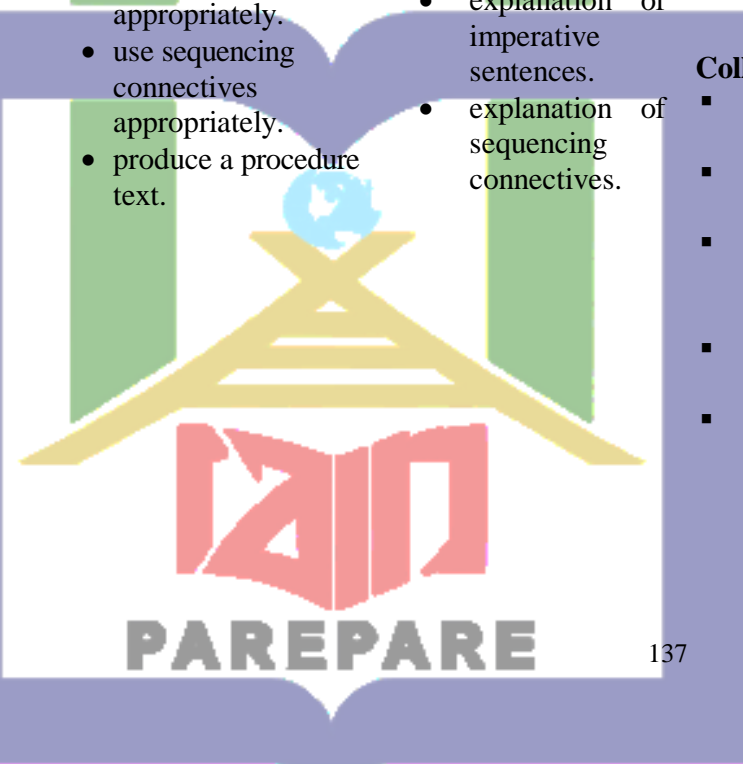
- Students read a procedure text and then, tick and write the items they want to know.

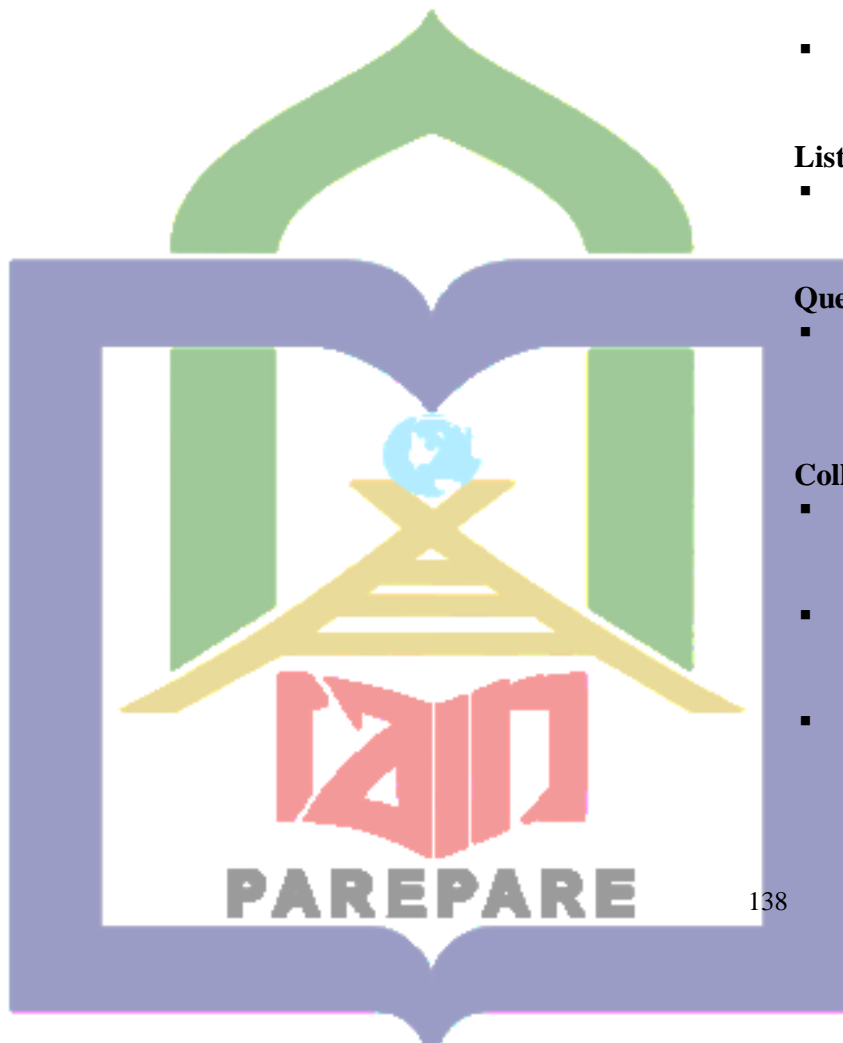
Questioning

- Students formulate questions based on the items they want to know and provide temporary answers based on their knowledge.

Collecting, Analyzing, Communicating

- Students match the English words with the Indonesian and then, report their answers to their classmates.
- Students read the text in observing again and answer the questions and then, report their answers to their classmates.
- Students choose the right statements related to the social function of procedure text and then, report their answers to their classmates.
- Students study the explanation of the structure of procedure text and have a discussion with their classmates and teacher.
- Students identify the parts of a procedure text about fish and then, report their answers to their classmates.





- Students study the explanation of imperative sentence and have a discussion about it with their classmates and teacher.
- Students arrange the jumbled words into good imperative sentences and then, report their answers to their classmates.
- Students make imperative sentences using the words given and then, report their answers to their classmates.

Creating

- Students study the picture series of fish breeding and label them with the suitable steps.
- Students interview a fish farmer and write the report on how to breed a certain fish.

Listening & Speaking

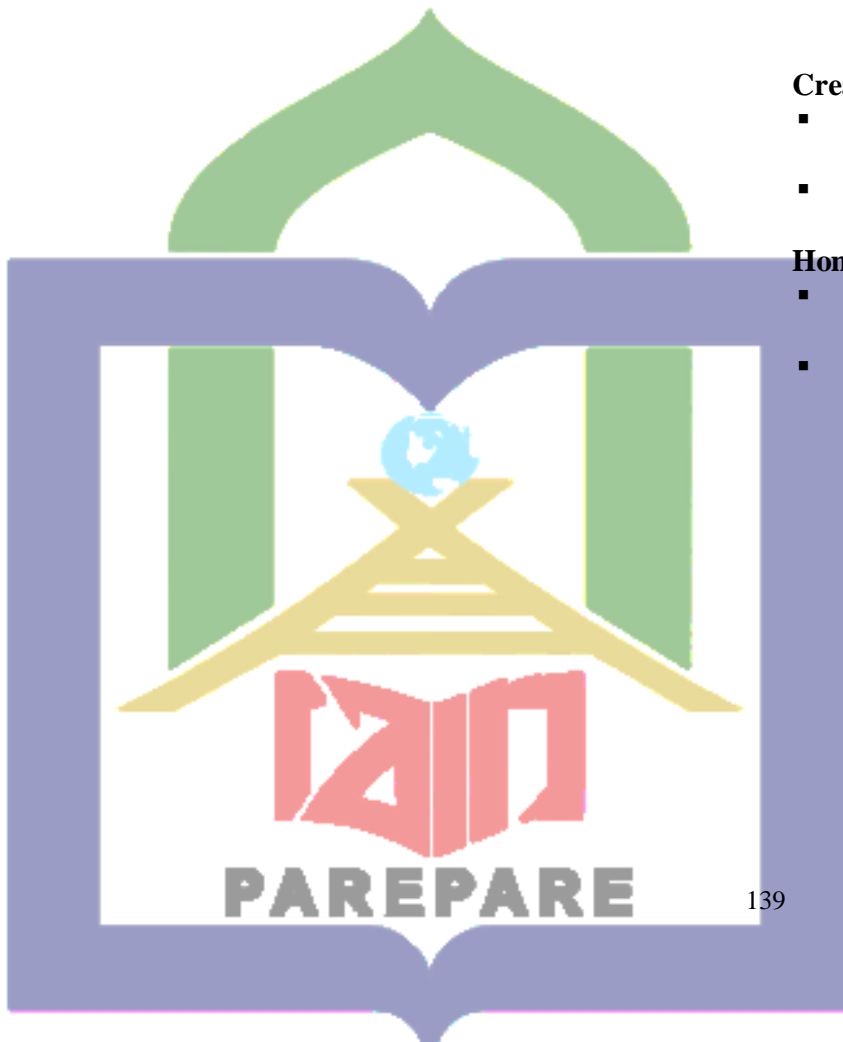
- Students listen to a recording about tips to take care of certain fish. Then, they tick and write the items they want to know.

Questioning

- Students formulate questions based on the items they want to know and provide temporary answers based on their knowledge.

Collecting, Analyzing, Communicating

- Students find the Indonesian of several English words that present in the recording. Then, report their answers to their classmates.
- Students listen again the recording and decide whether the statements are true or false. Then, they report the answers to their classmates.
- Students study the explanation of sequencing connectives and



- have a discussion about it with their classmates and teacher
- Students listen to a monologue and arrange the jumbled sentences into a good procedure text. Then, report their answers to their classmates.
- Students listen to a procedure text and fill in the blanks with the words provided in the box. Then, report their answers to their classmates.
- Students answer the questions based on the recording in the previous activity. Then, report their answers to their classmates.

Creating

- Students have monologue based on the information provided in the box.
- Students have monologue based on the picture provided.

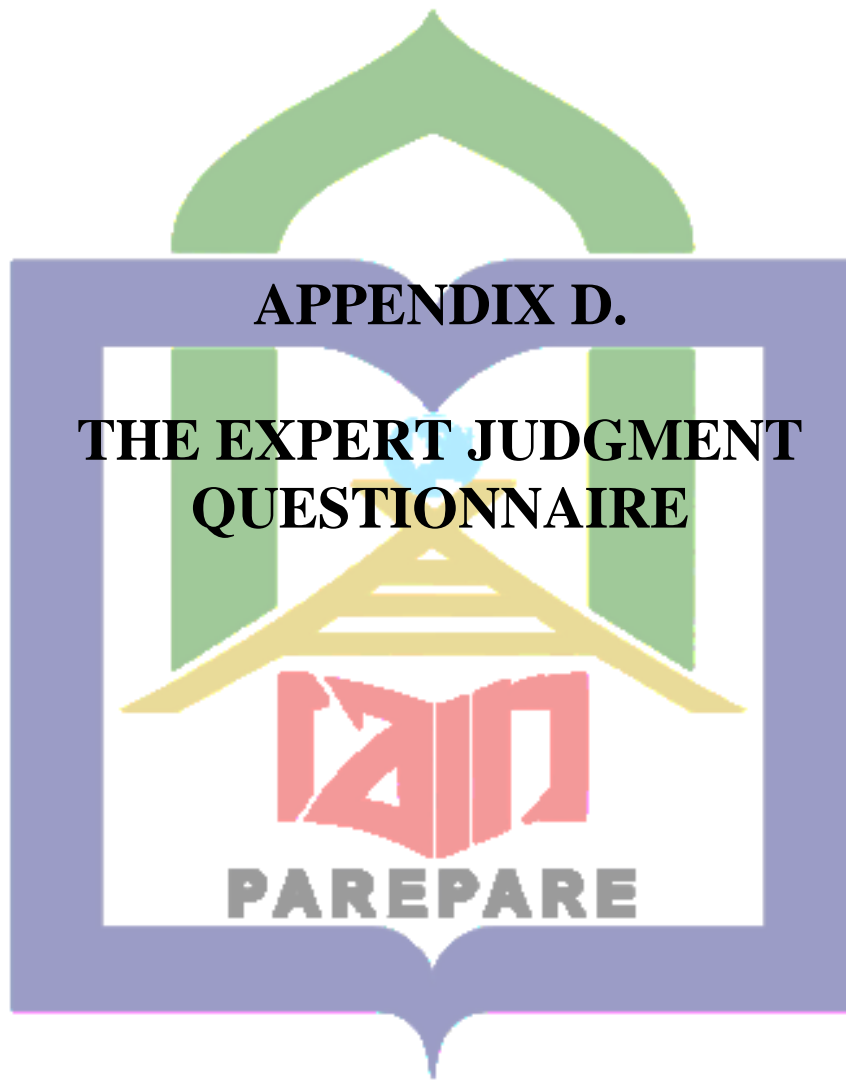
Homework

- Students find out a video in www.youtube.com and paraphrase the content using their own words.
- Students make a video containing tips to take care of a certain fish

APPENDIX C.

THE DESCRIPTION OF THE TASK IN MATERIALS





APPENDIX D.
THE EXPERT JUDGMENT
QUESTIONNAIRE

Angket Evaluasi Materi Pembelajaran Bahasa Inggris Unit 1 untuk Kelas XI SMK Jurusan Perikanan

Dikembangkan berdasarkan Kompetensi Inti dan Kompetensi Dasar:

- KI- 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI- 2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- 3.5. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *passive voice*)
- 4.5. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

1. Komponen Kelayakan Isi

No	Pernyataan	SR	R	TR	STR
1	Materi yang dikembangkan sesuai dengan Kompetensi inti (KI) dan Kompetensi Dasar (KD) kurikulum 2013 untuk kelas XI SMK.				
2	Materi yang dikembangkan memiliki topik yang sesuai dengan konteks kehidupan siswa kelas XI SMK jurusan perikanan.				
3	Materi pembelajaran mencakup teks-teks dan percakapan yang relevan dengan kehidupan sehari-hari dan bidang perikanan.				
4	Materi mencakup pembelajaran struktur sebuah teks.				
5	Materi mencakup pembelajaran fungsi sosial sebuah teks.				
6	Materi mencakup pembelajaran fitur linguistic sebuah teks.				
7	Materi mencakup pembelajaran kosakata yang relevan dengan topic sebuah unit.				
8	Materi mencakup pembelajaran pronunciation yang relevan dengan topic sebuah unit.				
9	Materi mencakup aktivitas yang membimbing siswa				

	mengembangkan kompetensi dalam berkomunikasi secara lisan secara akurat dan berterima.				
10	Materi mencakup aktivitas yang membimbing siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis secara akurat dan berterima.				

Saran dan Perbaikan:

2. Kelayakan Bahasa

No	Pernyataan	SR	R	TR	STR
11	Bahasa yang digunakan dan dalam materi pembelajaran ini sesuai dengan kaidah Bahasa Inggris yang benar.				
12	Bahasa yang digunakan dalam penjelasan yang ada dalam sesuai dengan perkembangan kognitif siswa.				
13	Bahasa yang digunakan dalam instruksi yang ada dalam materi sesuai dengan perkembangan kognitif siswa.				
14	Bahasa yang digunakan dalam penjelasan yang ada dalam materi sesuai dengan perkembangan bahasa siswa.				
15	Bahasa yang digunakan dalam instruksi yang ada dalam materi sesuai dengan perkembangan bahasa siswa.				
16	Materi ini mencerminkan keruntutan makna pada satu bab/subbab/kalimat/paragraf.				
17	Materi pembelajaran menggunakan satu jenis variasi bahasa secara konsisten.				

Saran dan Perbaikan:

3. Kelayakan Penyajian

No	Pernyataan	SR	R	TR	STR
18	Materi yang disajikan sudah sesuai dengan langkah-langkah pembelajaran menggunakan metode saintifik kurikulum 2013 mulai dari mengamati sampai mencipta.				
19	Materi disajikan dalam bentuk teks, kegiatan				

	pembelajaran, dan gambar yang seimbang.				
20	Materi disajikan sesuai urutan pembelajaran Bahasa Inggris yang komunikatif.				

No	Pernyataan	SR	R	TR	STR
21	Kegiatan pembelajaran dalam materi mendorong siswa untuk berinteraksi dengan siswa, guru, dan lingkungan yang lebih luas.				
22	Kegiatan pembelajaran (Task) dalam materi yang dikembangkan disajikan dari kegiatan terbimbing sampai mandiri.				
23	Kegiatan pembelajaran (Task) dalam materi yang dikembangkan secara sistematis, berurutan dari yang paling mudah hingga paling sulit.				
24	Kegiatan pembelajaran dalam materi mendorong siswa untuk berkomunikasi secara lisan dan tertulis secara kreatif dan kritis.				
25	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kelurahan mereka dalam melaksanakan kegiatan pembelajaran.				
26	Materi dilengkapi dengan tujuan pembelajaran, ringkasan materi, refleksi, dan pekerjaan rumah.				
27	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.				

Saran dan Perbaikan:

4. Kelayakan Grafis

No	Pernyataan	SR	R	TR	STR
28	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.				
29	Penggunaan variasi huruf (bold, italic, underline,				

	capitalization) tidak berlebihan.				
30	Tidak menggunakan terlalu banyak jenis huruf				
31	Spasi antar baris susunan teks normal				
32	Penempatan unsur tata letak (judul, subjudul, text, ilustrasi, keterangan gambar, nomor halaman) konsisten/seragam.				
33	Penggunaan gambar/ilustrasi relevan dengan topic dan isi materi.				
34	Penggunaan gambar/ilustrasi bersifat estetis dan fungsional.				
35	Keseluruhan tampilan materi menarik.				

Keterangan :

SR : (4) Sangat Relevan

R : (3) Relevan

TR : (2) Tidak Relevan

Str : (1) Sangat Tidak Relevan

Saran Perbaikan:**Tanggapan dari Materi**

1. Bagaimana pendapat Bapak/Ibu mengenai materi yang dikembangkan?
2. Apa saja kekurangan yang terdapat dalam materi tersebut?
3. Apa saran Bapak/ Ibu untuk memperbaiki kekurangan tersebut?

Angket Evaluasi Materi Pembelajaran Bahasa Inggris Unit 2 untuk Kelas XI SMK Jurusan Perikanan

Dikembangkan berdasarkan Kompetensi Inti dan Kompetensi Dasar:

- KI- 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI- 2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- 3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *should, can*)
- 4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

1. Komponen Kelayakan Isi

No	Pernyataan	SR	R	TR	STR
1	Materi yang dikembangkan sesuai dengan Kompetensi inti (KI) dan Kompetensi Dasar (KD) kurikulum 2013 untuk kelas XI SMK.				
2	Materi yang dikembangkan memiliki topik yang sesuai dengan konteks kehidupan siswa kelas XI SMK jurusan perikanan.				
3	Materi pembelajaran mencakup teks-teks dan percakapan yang relevan dengan kehidupan sehari-hari dan bidang perikanan.				
4	Materi mencakup pembelajaran struktur sebuah teks.				
5	Materi mencakup pembelajaran fungsi sosial sebuah teks.				
6	Materi mencakup pembelajaran fitur linguistic sebuah teks.				
7	Materi mencakup pembelajaran kosakata yang relevan dengan topic sebuah unit.				
8	Materi mencakup pembelajaran pronunciation yang relevan dengan topic sebuah unit.				
9	Materi mencakup aktivitas yang membimbing siswa mengembangkan kompetensi dalam berkomunikasi secara lisan secara akurat dan berterima.				

10	Materi mencakup aktivitas yang membimbing siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis secara akurat dan berterima.				
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Saran dan Perbaikan:

2. Kelayakan Bahasa

No	Pernyataan	SR	R	TR	STR
11	Bahasa yang digunakan dan dalam materi pembelajaran ini sesuai dengan kaidah Bahasa Inggris yang benar.				
12	Bahasa yang digunakan dalam penjelasan yang ada dalam materi sesuai dengan perkembangan kognitif siswa.				
13	Bahasa yang digunakan dalam instruksi yang ada dalam materi sesuai dengan perkembangan kognitif siswa.				
14	Bahasa yang digunakan dalam penjelasan yang ada dalam materi sesuai dengan perkembangan bahasa siswa.				
15	Bahasa yang digunakan dalam instruksi yang ada dalam materi sesuai dengan perkembangan bahasa siswa.				
16	Materi ini mencerminkan keruntutan makna pada satu bab/subbab/kalimat/paragraf.				
17	Materi pembelajaran menggunakan satu jenis variasi bahasa secara konsisten.				

Saran dan Perbaikan:

3. Kelayakan Penyajian

No	Pernyataan	SR	R	TR	STR
18	Materi yang disajikan sudah sesuai dengan langkah-langkah pembelajaran menggunakan metode saintifik kurikulum 2013 mulai dari mengamati sampai mencipta.				
19	Materi disajikan dalam bentuk teks, kegiatan pembelajaran, dan gambar yang seimbang.				

20	Materi disajikan sesuai urutan pembelajaran Bahasa Inggris yang komunikatif.				
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No	Pernyataan	SR	R	TR	STR
21	Kegiatan pembelajaran dalam materi mendorong siswa untuk berinteraksi dengan siswa, guru, dan lingkungan yang lebih luas.				
22	Kegiatan pembelajaran (Task) dalam materi yang dikembangkan disajikan dari kegiatan terbimbing sampai mandiri.				
23	Kegiatan pembelajaran (Task) dalam materi yang dikembangkan secara sistematis, berurutan dari yang paling mudah hingga paling sulit.				
24	Kegiatan pembelajaran dalam materi mendorong siswa untuk berkomunikasi secara lisan dan tertulis secara kreatif dan kritis.				
25	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kelurahan mereka dalam melaksanakan kegiatan pembelajaran.				
26	Materi dilengkapi dengan tujuan pembelajaran, ringkasan materi, refleksi, dan pekerjaan rumah.				
27	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.				

Saran dan Perbaikan:

4. Kelayakan Grafis

No	Pernyataan	SR	R	TR	STR
28	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.				
29	Penggunaan variasi huruf (bold, italic, underline, capitalization) tidak berlebihan.				

30	Tidak menggunakan terlalu banyak jenis huruf				
31	Spasi antar baris susunan teks normal				
32	Penempatan unsur tata letak (judul, subjudul, text, ilustrasi, keterangan gambar, nomor halaman) konsisten/seragam.				
33	Penggunaan gambar/ilustrasi relevan dengan topic dan isi materi.				
34	Penggunaan gambar/ilustrasi bersifat estetis dan fungsional.				
35	Keseluruhan tampilan materi menarik.				

Keterangan :

SR : (4) Sangat Relevan

R : (3) Relevan

TR : (2) Tidak Relevan

STR : (1) Sangat Tidak Relevan

Saran Perbaikan:

Tanggapan dari Materi

1. Bagaimana pendapat Bapak/Ibu mengenai materi yang dikembangkan?
2. Apa saja kekurangan yang terdapat dalam materi tersebut?
3. Apa saran Bapak/ Ibu untuk memperbaiki kekurangan tersebut?

Angket Evaluasi Materi Pembelajaran Bahasa Inggris Unit 3 untuk Kelas XI SMK Jurusan Perikanan

Dikembangkan berdasarkan Kompetensi Inti dan Kompetensi Dasar:

- KI- 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI- 2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- 3.4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya
- 4.4 Teks prosedur
- 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, terkait isu aktual
- 4.4.2 Menyusun teks prosedur tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

5. Komponen Kelayakan Isi

No	Pernyataan	SR	R	TR	STR
1	Materi yang dikembangkan sesuai dengan Kompetensi inti (KI) dan Kompetensi Dasar (KD) kurikulum 2013 untuk kelas XI SMK.				
2	Materi yang dikembangkan memiliki topik yang sesuai dengan konteks kehidupan siswa kelas XI SMK jurusan perikanan.				
3	Materi pembelajaran mencakup teks-teks dan percakapan yang relevan dengan kehidupan sehari-hari dan bidang perikanan.				
4	Materi mencakup pembelajaran struktur sebuah teks.				
5	Materi mencakup pembelajaran fungsi sosial sebuah teks.				
6	Materi mencakup pembelajaran fitur linguistic sebuah teks.				
7	Materi mencakup pembelajaran kosakata yang relevan dengan topic sebuah unit.				
8	Materi mencakup pembelajaran pronunciation yang relevan dengan topic sebuah unit.				
9	Materi mencakup aktivitas yang membimbing siswa mengembangkan kompetensi dalam berkomunikasi				

	secara lisan secara akurat dan berterima.				
10	Materi mencakup aktivitas yang membimbing siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis secara akurat dan berterima.				

Saran dan Perbaikan:

6. Kelayakan Bahasa

No	Pernyataan	SR	R	TR	STR
11	Bahasa yang digunakan dan dalam materi pembelajaran ini sesuai dengan kaidah Bahasa Inggris yang benar.				
12	Bahasa yang digunakan dalam penjelasan yang ada dalam sesuai dengan perkembangan kognitif siswa.				
13	Bahasa yang digunakan dalam instruksi yang ada dalam materi sesuai dengan perkembangan kognitif siswa.				
14	Bahasa yang digunakan dalam penjelasan yang ada dalam materi sesuai dengan perkembangan bahasa siswa.				
15	Bahasa yang digunakan dalam instruksi yang ada dalam materi sesuai dengan perkembangan bahasa siswa.				
16	Materi ini mencerminkan keruntutan makna pada satu bab/subbab/kalimat/paragraf.				
17	Materi pembelajaran menggunakan satu jenis variasi bahasa secara konsisten.				

Saran dan Perbaikan:

7. Kelayakan Penyajian

No	Pernyataan	SR	R	TR	STR
18	Materi yang disajikan sudah sesuai dengan langkah-langkah pembelajaran menggunakan metode saintifik kurikulum 2013 mulai dari mengamati sampai mencipta.				
19	Materi disajikan dalam bentuk teks, kegiatan pembelajaran, dan gambar yang seimbang.				
20	Materi disajikan sesuai urutan pembelajaran Bahasa				

	Inggris yang komunikatif.				
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No	Pernyataan	SR	R	TR	STR
21	Kegiatan pembelajaran dalam materi mendorong siswa untuk berinteraksi dengan siswa, guru, dan lingkungan yang lebih luas.				
22	Kegiatan pembelajaran (Task) dalam materi yang dikembangkan disajikan dari kegiatan terbimbing sampai mandiri.				
23	Kegiatan pembelajaran (Task) dalam materi yang dikembangkan secara sistematis, berurutan dari yang paling mudah hingga paling sulit.				
24	Kegiatan pembelajaran dalam materi mendorong siswa untuk berkomunikasi secara lisan dan tertulis secara kreatif dan kritis.				
25	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kelurahan mereka dalam melaksanakan kegiatan pembelajaran.				
26	Materi dilengkapi dengan tujuan pembelajaran, ringkasan materi, refleksi, dan pekerjaan rumah.				
27	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.				

Saran dan Perbaikan:

8. Kelayakan Grafis

No	Pernyataan	SR	R	TR	STR
28	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.				
29	Penggunaan variasi huruf (bold, italic, underline, capitalization) tidak berlebihan.				
30	Tidak menggunakan terlalu banyak jenis huruf				

31	Spasi antar baris susunan teks normal				
32	Penempatan unsur tata letak (judul, subjudul, text, ilustrasi, keterangan gambar, nomor halaman) konsisten/seragam.				
33	Penggunaan gambar/ilustrasi relevan dengan topic dan isi materi.				
34	Penggunaan gambar/ilustrasi bersifat estetik dan fungsional.				
35	Keseluruhan tampilan materi menarik.				

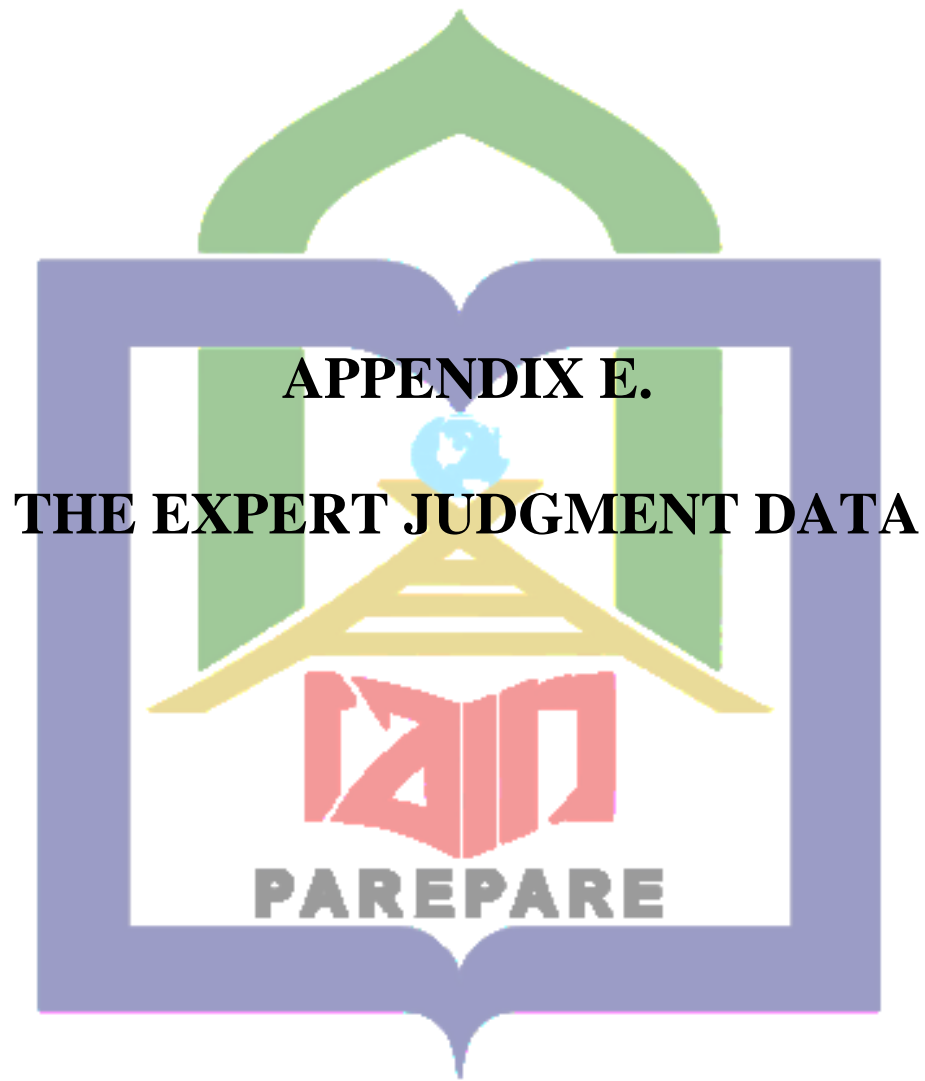
Keterangan :

- SR : (4) Sangat Relevan
R : (3) Relevan
TR : (2) Tidak Relevan
STR : (1) Sangat Tidak Relevan

Saran Perbaikan:

Tanggapan dari Materi

4. Bagaimana pendapat Bapak/Ibu mengenai materi yang dikembangkan?
5. Apa saja kekurangan yang terdapat dalam materi tersebut?
6. Apa saran Bapak/ Ibu untuk memperbaiki kekurangan tersebut?



APPENDIX E.
THE EXPERT JUDGMENT DATA

Angket Evaluasi Materi Pembelajaran Bahasa Inggris Unit 1 untuk Kelas XI SMK Jurusan Perikanan

Dikembangkan berdasarkan Kompetensi Inti dan Kompetensi Dasar:

- KI- 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI- 2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- 3.5. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *passive voice*)
- 4.5. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

1. Komponen Kelayakan Isi

No	Pernyataan	SR	R	TR	STR
1	Materi yang dikembangkan sesuai dengan Kompetensi inti (KI) dan Kompetensi Dasar (KD) kurikulum 2013 untuk kelas XI SMK.		√		
2	Materi yang dikembangkan memiliki topik yang sesuai dengan konteks kehidupan siswa kelas XI SMK jurusan perikanan.	√			
3	Materi pembelajaran mencakup teks-teks dan percakapan yang relevan dengan kehidupan sehari-hari dan bidang perikanan.	√			
4	Materi mencakup pembelajaran struktur sebuah teks.	√			
5	Materi mencakup pembelajaran fungsi sosial sebuah teks.		√		
6	Materi mencakup pembelajaran fitur linguistic sebuah teks.		√		
7	Materi mencakup pembelajaran kosakata yang relevan dengan topic sebuah unit.	√			
8	Materi mencakup pembelajaran pronunciation yang relevan dengan topic sebuah unit.		√		
9	Materi mencakup aktivitas yang membimbing siswa		√		

	mengembangkan kompetensi dalam berkomunikasi secara lisan secara akurat dan berterima.				
10	Materi mencakup aktivitas yang membimbing siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis secara akurat dan berterima.	√			

Saran dan Perbaikan:

2. Kelayakan Bahasa

No	Pernyataan	SR	R	TR	STR
11	Bahasa yang digunakan dalam materi pembelajaran ini sesuai dengan kaidah Bahasa Inggris yang benar.		√		
12	Bahasa yang digunakan dalam penjelasan yang ada dalam sesuai dengan perkembangan kognitif siswa.	√			
13	Bahasa yang digunakan dalam instruksi yang ada dalam materi sesuai dengan perkembangan kognitif siswa.	√			
14	Bahasa yang digunakan dalam penjelasan yang ada dalam materi sesuai dengan perkembangan bahasa siswa.	√			
15	Bahasa yang digunakan dalam instruksi yang ada dalam materi sesuai dengan perkembangan bahasa siswa.		√		
16	Materi ini mencerminkan keruntutan makna pada satu bab/subbab/kalimat/paragraf.		√		
17	Materi pembelajaran menggunakan satu jenis variasi bahasa secara konsisten.	√			

Saran dan Perbaikan:

3. Kelayakan Penyajian

No	Pernyataan	SR	R	TR	STR
18	Materi yang disajikan sudah sesuai dengan langkah-langkah pembelajaran menggunakan metode saintifik kurikulum 2013 mulai dari mengamati sampai mencipta.	√			
19	Materi disajikan dalam bentuk teks, kegiatan pembelajaran, dan gambar yang seimbang.	√			
20	Materi disajikan sesuai urutan pembelajaran Bahasa Inggris yang komunikatif.		√		

No	Pernyataan	SR	R	TR	STR
21	Kegiatan pembelajaran dalam materi mendorong siswa untuk berinteraksi dengan siswa, guru, dan lingkungan yang lebih luas.	√			
22	Kegiatan pembelajaran (Task) dalam materi yang dikembangkan disajikan dari kegiatan terbimbing sampai mandiri.	√			
23	Kegiatan pembelajaran (Task) dalam materi yang dikembangkan secara sistematis, berurutan dari yang paling mudah hingga paling sulit.	√			
24	Kegiatan pembelajaran dalam materi mendorong siswa untuk berkomunikasi secara lisan dan tertulis secara kreatif dan kritis.		√		
25	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan pembelajaran.		√		
26	Materi dilengkapi dengan tujuan pembelajaran, ringkasan materi, refleksi, dan pekerjaan rumah.	√			
27	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.		√		

Saran dan Perbaikan:

Perlu melampirkan rujukan / sumber text yang digunakan

4. Kelayakan Grafis

No	Pernyataan	SR	R	TR	STR
28	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.	√			
29	Penggunaan variasi huruf (bold, italic, underline, capitalization) tidak berlebihan.	√			
30	Tidak menggunakan terlalu banyak jenis huruf	√			
31	Spasi antar baris susunan teks normal	√			
32	Penempatan unsur tata letak (judul, subjudul, text, ilustrasi, keterangan gambar, nomor halaman) konsisten/seragam.	√			
33	Penggunaan gambar/ilustrasi relevan dengan topic dan isi materi.	√			
34	Penggunaan gambar/ilustrasi bersifat estetis dan	√			

	fungsional.				
35	Keseluruhan tampilan materi menarik.	√			

Ketrangan :

- SR : (4) Sangat Relevan
R : (3) Relevan
TR : (2) Tidak Relevan
Str : (1) Sangat Tidak Relevan

Saran Perbaikan:

Tanggapan dari Materi

1. Bagaimana pendapat Bapak/Ibu mengenai materi yang dikembangkan?

- Materi yang disajikan berdasarkan fakta.
- Materi dan kegiatan pembelajaran dikembangkan sesuai dengan konteks kehidupan peserta didik kelas XI jurusan perikanan.
- Topik-topik worksheet tepat, akurat, timely menggambarkan minat dan realitas peserta didik yang mengambil jurusan perikanan
- Materi pembelajaran mendukung peserta didik bekerja secara mandiri.
- Materi Pembelajaran menggunakan pendekatan yang bervariasi untuk mengakomodir gaya belajar yang berbeda.
- Materi pembelajaran memberikan kesempatan kepada peserta didik untuk menggunakan bahasa Inggris untuk mencapai tujuan komunikatif

2. Apa saja kekurangan yang terdapat dalam materi tersebut?

- Tujuan pembelajaran kurang jelas

3. Apa saran Bapak/ Ibu untuk memperbaiki kekurangan tersebut?

- Tujuan pembelajaran perlu dinyatakan dengan jelas sebelum masuk pada "warm up", berdasarkan pada kompetensi dasar yang diatur pada kurikulum 2013.

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi Bahasa Inggris untuk SMK

kelas XI jurusan Perikanan dinyatakan*:

- Layak tanpa revisi
 Tidak layak
 Layak dengan revisi sebagai berikut:

Tujuan pembelajaran perlu dinyatakan dengan jelas sebelum masuk pada "warm up".

Contohnya:

"By the end of this lesson, learners will be able to applied the social function, the structure and the language features of the report text and to produce a report text about underwater animals orally and in written"

*Berilah tanda centang (✓) pada pilihan yang sesuai pendapat Anda.

Parepare, 29 Februari 2020
Evaluator Materi

PAREPA

Darmawati Saleh, M.Pd., Ph.D

Angket Evaluasi Materi Pembelajaran Bahasa Inggris Unit 2 untuk Kelas XI SMK Jurusan Perikanan

Dikembangkan berdasarkan Kompetensi Inti dan Kompetensi Dasar:

- KI- 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI- 2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- 3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *should, can*)
- 4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

1. Komponen Kelayakan Isi

No	Pernyataan	SR	R	TR	STR
1	Materi yang dikembangkan sesuai dengan Kompetensi inti (KI) dan Kompetensi Dasar (KD) kurikulum 2013 untuk kelas XI SMK.	√			
2	Materi yang dikembangkan memiliki topik yang sesuai dengan konteks kehidupan siswa kelas XI SMK jurusan perikanan.	√			
3	Materi pembelajaran mencakup teks-teks dan percakapan yang relevan dengan kehidupan sehari-hari dan bidang perikanan.	√			
4	Materi mencakup pembelajaran struktur sebuah teks.		√		
5	Materi mencakup pembelajaran fungsi sosial sebuah teks.	√			
6	Materi mencakup pembelajaran fitur linguistic sebuah teks.		√		
7	Materi mencakup pembelajaran kosakata yang relevan dengan topic sebuah unit.	√			
8	Materi mencakup pembelajaran pronunciation yang relevan dengan topic sebuah unit.		√		
9	Materi mencakup aktivitas yang membimbing siswa mengembangkan kompetensi dalam berkomunikasi secara lisan secara akurat dan berterima.	√			

10	Materi mencakup aktivitas yang membimbing siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis secara akurat dan berterima.	√			
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Saran dan Perbaikan:

2. Kelayakan Bahasa

No	Pernyataan	SR	R	TR	STR
11	Bahasa yang digunakan dalam materi pembelajaran ini sesuai dengan kaidah Bahasa Inggris yang benar.		√		
12	Bahasa yang digunakan dalam penjelasan yang ada dalam sesuai dengan perkembangan kognitif siswa.	√			
13	Bahasa yang digunakan dalam instruksi yang ada dalam materi sesuai dengan perkembangan kognitif siswa.	√			
14	Bahasa yang digunakan dalam penjelasan yang ada dalam materi sesuai dengan perkembangan bahasa siswa.		√		
15	Bahasa yang digunakan dalam instruksi yang ada dalam materi sesuai dengan perkembangan bahasa siswa.	√			
16	Materi ini mencerminkan keruntutan makna pada satu bab/subbab/kalimat/paragraf.	√			
17	Materi pembelajaran menggunakan satu jenis variasi bahasa secara konsisten.	√			

Saran dan Perbaikan:

3. Kelayakan Penyajian

No	Pernyataan	SR	R	TR	STR
18	Materi yang disajikan sudah sesuai dengan langkah-langkah pembelajaran menggunakan metode saintifik kurikulum 2013 mulai dari mengamati sampai mencipta.	√			
19	Materi disajikan dalam bentuk teks, kegiatan pembelajaran, dan gambar yang seimbang.	√			
20	Materi disajikan sesuai urutan pembelajaran Bahasa Inggris yang komunikatif.	√			

No	Pernyataan	SR	R	TR	STR
21	Kegiatan pembelajaran dalam materi mendorong siswa untuk berinteraksi dengan siswa, guru, dan lingkungan yang lebih luas.	√			
22	Kegiatan pembelajaran (Task) dalam materi yang dikembangkan disajikan dari kegiatan terbimbing sampai mandiri.	√			
23	Kegiatan pembelajaran (Task) dalam materi yang dikembangkan secara sistematis, berurutan dari yang paling mudah hingga paling sulit.	√			
24	Kegiatan pembelajaran dalam materi mendorong siswa untuk berkomunikasi secara lisan dan tertulis secara kreatif dan kritis.	√			
25	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan pembelajaran.		√		
26	Materi dilengkapi dengan tujuan pembelajaran, ringkasan materi, refleksi, dan pekerjaan rumah.	√			
27	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.		√		

Saran dan Perbaikan:

Perlu melampirkan sumber rujukan pada text yang digunakan

4. Kelayakan Grafis

No	Pernyataan	SR	R	TR	STR
28	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.	√			
29	Penggunaan variasi huruf (bold, italic, underline, capitalization) tidak berlebihan.	√			
30	Tidak menggunakan terlalu banyak jenis huruf	√			
31	Spasi antar baris susunan teks normal	√			
32	Penempatan unsur tata letak (judul, subjudul, text, ilustrasi, keterangan gambar, nomor halaman) konsisten/seragam.	√			
33	Penggunaan gambar/ilustrasi relevan dengan topic dan isi materi.	√			
34	Penggunaan gambar/ilustrasi bersifat estetis dan fungsional.	√			
35	Keseluruhan tampilan materi menarik.	√			

Keterangan :

- SR : (4) Sangat Relevan
R : (3) Relevan
TR : (2) Tidak Relevan
STR : (1) Sangat Tidak Relevan

Saran Perbaikan:

Tanggapan dari Materi

1. Bagaimana pendapat Bapak/Ibu mengenai materi yang dikembangkan?

- Materi pembelajaran kelihatan mudah dibaca dan dipahami.
- Materi menarik dan teratur.
- Materi menggambarkan pembelajaran terkini dan konsep yang berhubungan dengan peserta didik.
- Ketrampilan dikembangkan dan diajarkan berhubungan dengan latihan-latihan yang harus dilengkapi oleh peserta didik.
- Tugas / latihan yang dilengkapi peserta didik menggambarkan kebutuhan (immediate needs)
- Materi menyajikan kegiatan berdiskusi sebagaimana topiknya yang terkini
- Materi pembelajaran mempertimbangkan pengetahuan dan ketrampilan peserta didik.
- Materi pembelajaran berdasarkan pada pengetahuan sebelumnya untuk membentuk ketrampilan baru.
- Materi pembelajaran memberikan kesempatan kepada peserta didik untuk menggunakan bahasa Inggris untuk mencapai tujuan komunikatif.
- Peserta didik dapat mengaplikasikan ketrampilan yang telah mereka pelajari secara langsung.

2. Apa saja kekurangan yang terdapat dalam materi tersebut?

- Tidak terdapat sumber rujukan pada text yang digunakan

3. Apa saran Bapak/ Ibu untuk memperbaiki kekurangan tersebut?

- Mencantumkan sumber rujukan pada text yang digunakan

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi Bahasa Inggris untuk SMK kelas XI jurusan Perikanan dinyatakan*:



Layak tanpa revisi



Tidak layak



Layak dengan revisi sebagai berikut:

*Berilah tanda centang (√) pada pilihan yang sesuai pendapat Anda.

Parepare, 29 Februari 2020
Evaluator Materi

Darmawati Saleh, M.Pd.,Ph.D

Angket Evaluasi Materi Pembelajaran Bahasa Inggris Unit 3 untuk Kelas XI SMK Jurusan Perikanan

Dikembangkan berdasarkan Kompetensi Inti dan Kompetensi Dasar:

- KI- 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI- 2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- 3.4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya
- 4.4 Teks prosedur
- 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, terkait isu aktual
- 4.4.2 Menyusun teks prosedur tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

1. Komponen Kelayakan Isi

No	Pernyataan	SR	R	TR	STR
1	Materi yang dikembangkan sesuai dengan Kompetensi inti (KI) dan Kompetensi Dasar (KD) kurikulum 2013 untuk kelas XI SMK.	√			
2	Materi yang dikembangkan memiliki topik yang sesuai dengan konteks kehidupan siswa kelas XI SMK jurusan perikanan.	√			
3	Materi pembelajaran mencakup teks-teks dan percakapan yang relevan dengan kehidupan sehari-hari dan bidang perikanan.		√		
4	Materi mencakup pembelajaran struktur sebuah teks.	√			
5	Materi mencakup pembelajaran fungsi sosial sebuah teks.	√			
6	Materi mencakup pembelajaran fitur linguistic sebuah teks.		√		
7	Materi mencakup pembelajaran kosakata yang relevan dengan topic sebuah unit.	√			
8	Materi mencakup pembelajaran pronunciation yang relevan dengan topic sebuah unit.		√		
9	Materi mencakup aktivitas yang membimbing siswa mengembangkan kompetensi dalam berkomunikasi secara lisan secara akurat dan berterima.		√		

10	Materi mencakup aktivitas yang membimbing siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis secara akurat dan berterima.	√			
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Saran dan Perbaikan:

2. Kelayakan Bahasa

No	Pernyataan	SR	R	TR	STR
11	Bahasa yang digunakan dalam materi pembelajaran ini sesuai dengan kaidah Bahasa Inggris yang benar.		√		
12	Bahasa yang digunakan dalam penjelasan yang ada sesuai dengan perkembangan kognitif siswa.	√			
13	Bahasa yang digunakan dalam instruksi yang ada dalam materi sesuai dengan perkembangan kognitif siswa.	√			
14	Bahasa yang digunakan dalam penjelasan yang ada dalam materi sesuai dengan perkembangan bahasa siswa.	√			
15	Bahasa yang digunakan dalam instruksi yang ada dalam materi sesuai dengan perkembangan bahasa siswa.	√			
16	Materi ini mencerminkan keruntutan makna pada satu bab/subbab/kalimat/paragraf.	√			
17	Materi pembelajaran menggunakan satu jenis variasi bahasa secara konsisten.	√			

Saran dan Perbaikan:

3. Kelayakan Penyajian

No	Pernyataan	SR	R	TR	STR
18	Materi yang disajikan sudah sesuai dengan langkah-langkah pembelajaran menggunakan metode saintifik kurikulum 2013 mulai dari mengamati sampai mencipta.	√			
19	Materi disajikan dalam bentuk teks, kegiatan pembelajaran, dan gambar yang seimbang.	√			
20	Materi disajikan sesuai urutan pembelajaran Bahasa Inggris yang komunikatif.		√		

No	Pernyataan	SR	R	TR	STR
21	Kegiatan pembelajaran dalam materi mendorong siswa untuk berinteraksi dengan siswa, guru, dan lingkungan yang lebih luas.	√			

22	Kegiatan pembelajaran (Task) dalam materi yang dikembangkan disajikan dari kegiatan terbimbing sampai mandiri.	√			
23	Kegiatan pembelajaran (Task) dalam materi yang dikembangkan secara sistematis, berurutan dari yang paling mudah hingga paling sulit.	√			
24	Kegiatan pembelajaran dalam materi mendorong siswa untuk berkomunikasi secara lisan dan tertulis secara kreatif dan kritis.	√			
25	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan pembelajaran.		√		
26	Materi dilengkapi dengan tujuan pembelajaran, ringkasan materi, refleksi, dan pekerjaan rumah.		√		
27	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.		√		

Saran dan Perbaikan:

Perlu melampirkan sumber rujukan pada procedure text yang digunakan

4. Kelayakan Grafis

No	Pernyataan	SR	R	TR	STR
28	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.	√			
29	Penggunaan variasi huruf (bold, italic, underline, capitalization) tidak berlebihan.	√			
30	Tidak menggunakan terlalu banyak jenis huruf	√			
31	Spasi antar baris susunan teks normal	√			
32	Penempatan unsur tata letak (judul, subjudul, text, ilustrasi, keterangan gambar, nomor halaman) konsisten/seragam.	√			
33	Penggunaan gambar/ilustrasi relevan dengan topic dan isi materi.	√			
34	Penggunaan gambar/ilustrasi bersifat estetik dan fungsional.	√			
35	Keseluruhan tampilan materi menarik.	√			

Ketrangan :

SR : (4) Sangat Relevan

R : (3) Relevan

TR : (2) Tidak Relevan

STR : (1) Sangat Tidak Relevan

Saran Perbaikan:

Tanggapan dari Materi

1. Bagaimana pendapat Bapak/Ibu mengenai materi yang dikembangkan?
 - Materi yang disajikan berbasis pada fakta atau fenomena yang dapat dijelaskan dengan logika atau penalaran tertentu yang dapat mendorong peserta didik untuk berpikir secara kritis dan analitis.
 - Pendekatan scientific yang digunakan dalam mengembangkan materi ini akan lebih bermakna bagi peserta didik. Peserta didik dapat memperoleh pengetahuan dan informasi baru secara mandiri yang juga dapat mengembangkan ketrampilan berbahasa inggris mereka melalui aktifitas mengamati, menanya, menganalisa, mengkomunikasikan dan mencipta.
 - Peserta didik diberikan kesempatan untuk mengaplikasikan ketrampilan yang sudah mereka pelajari dalam situasi praktis yang sesuai dengan kebutuhan mereka.

2. Apa saja kekurangan yang terdapat dalam materi tersebut?
 - Tidak tertulis sumber rujukan pada procedure text yang digunakan.
 - Pada Task 14 perlu diperjelas instruksinya, apakah interview dilakukan dengan "a fish farmer" atau peserta didik melakukan role play.
 - Tidak terdapat contoh-contoh pertanyaan interview pada Task 14, yang kelihatan sulit dilakukan bagi peserta didik SMA/SMK kelas XI.

3. Apa saran Bapak/ Ibu untuk memperbaiki kekurangan tersebut?
 - Perlu mencantumkan sumber rujukan pada procedure text yang digunakan.
 - Perlu memberikan contoh-contoh pertanyaan interview untuk memudahkan peserta didik melakukan interview.

Contoh pertanyaan misalnya:

 1. How do you breed an angelfish?
 2. Is it hard to breed angelfish?
 3. What temperature do angelfish like?
 4. What fish do angelfish get along with?
 5. What is the easiest fish to breed?
 6. How do you become a fish farmer?

7. *What do you do at a fish farm?*
8. *What is the most profitable fish to breed?*

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi Bahasa Inggris untuk SMK kelas XI jurusan Perikanan dinyatakan*:

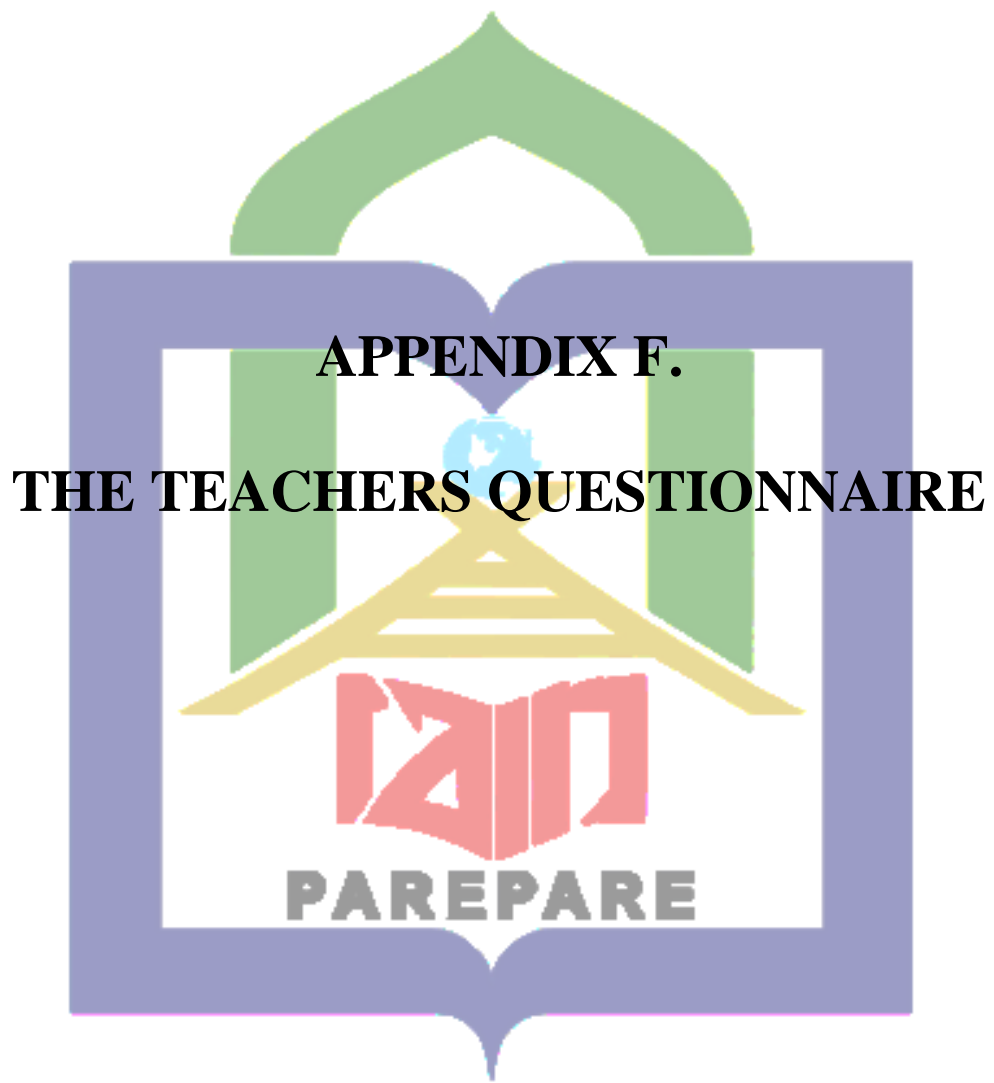
- Layak tanpa revisi
- Tidak layak
- Layak dengan revisi sebagai berikut:

*Berilah tanda centang (✓) pada pilihan yang sesuai pendapat Anda.

Parepare, 29 Februari 2020
Evaluator Materi



Darmawati Saleh, M.Pd.,Ph.D



APPENDIX F.
THE TEACHERS QUESTIONNAIRE

Angket Responden Materi Buku Ajar Bahasa Inggris Untuk Guru Bahasa Inggris

Dikembangkan berdasarkan Kompetensi Inti dan Kompetensi Dasar:

- KI- 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI- 2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- 3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *should, can*)
- 4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

1. Komponen Kelayakan Isi

No	Pernyataan	SS	S	TS	STS
1	Materi yang dikembangkan sesuai dengan Kompetensi inti (KI) dan Kompetensi Dasar (KD) kurikulum 2013 untuk kelas XI SMK.				
2	Materi yang dikembangkan memiliki topik yang sesuai dengan konteks kehidupan siswa kelas XI SMK jurusan perikanan.				
3	Materi pembelajaran mencakup teks-teks dan percakapan yang relevan dengan kehidupan sehari-hari dan bidang perikanan.				
4	Materi mencakup pembelajaran struktur sebuah teks.				
5	Materi mencakup pembelajaran fungsi sosial sebuah teks.				
6	Materi mencakup pembelajaran fitur linguistic sebuah teks.				
7	Materi mencakup pembelajaran kosakata yang relevan dengan topic sebuah unit.				
8	Materi mencakup pembelajaran pronunciation yang relevan dengan topic sebuah unit.				
9	Materi mencakup aktivitas yang membimbing siswa mengembangkan kompetensi dalam berkomunikasi secara lisan secara akurat dan berterima.				
10	Materi mencakup aktivitas yang membimbing siswa				

	mengembangkan kompetensi dalam berkomunikasi secara tertulis secara akurat dan berterima.				
--	---	--	--	--	--

2. Kelayakan Bahasa

No	Pernyataan	SS	S	TS	STS
11	Bahasa yang digunakan dan dalam materi pembelajaran ini sesuai dengan kaidah Bahasa Inggris yang benar.				
12	Bahasa yang digunakan dalam penjelasan yang ada dalam materi sesuai dengan perkembangan kognitif siswa.				
13	Bahasa yang digunakan dalam instruksi yang ada dalam materi sesuai dengan perkembangan kognitif siswa.				
14	Bahasa yang digunakan dalam penjelasan yang ada dalam materi sesuai dengan perkembangan bahasa siswa.				
15	Bahasa yang digunakan dalam instruksi yang ada dalam materi sesuai dengan perkembangan bahasa siswa.				
16	Materi ini mencerminkan keruntutan makna pada satu bab/subbab/kalimat/paragraf.				
17	Materi pembelajaran menggunakan satu jenis variasi bahasa secara konsisten.				

3. Kelayakan Penyajian

No	Pernyataan	SS	S	TS	STS
18	Materi yang disajikan sudah sesuai dengan langkah-langkah pembelajaran menggunakan metode saintifik kurikulum 2013 mulai dari mengamati sampai mencipta.				
19	Materi disajikan dalam bentuk teks, kegiatan pembelajaran, dan gambar yang seimbang.				
20	Materi disajikan sesuai urutan pembelajaran Bahasa Inggris yang komunikatif.				

No	Pernyataan	SS	S	TS	STS
21	Kegiatan pembelajaran dalam materi mendorong siswa untuk berinteraksi dengan siswa, guru, dan lingkungan yang lebih luas.				
22	Kegiatan pembelajaran (Task) dalam materi yang				

	dikembangkan disajikan dari kegiatan terbimbing sampai mandiri.				
23	Kegiatan pembelajaran (Task) dalam materi yang dikembangkan secara sistematis, berurutan dari yang paling mudah hingga paling sulit.				
24	Kegiatan pembelajaran dalam materi mendorong siswa untuk berkomunikasi secara lisan dan tertulis secara kreatif dan kritis.				
25	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kelurahan mereka dalam melaksanakan kegiatan pembelajaran.				
26	Materi dilengkapi dengan tujuan pembelajaran, ringkasan materi, refleksi, dan pekerjaan rumah.				
27	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.				

4. Kelayakan Grafis

No	Pernyataan	SS	S	TS	STS
28	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.				
29	Penggunaan variasi huruf (bold, italic, underline, capitalization) tidak berlebihan.				
30	Tidak menggunakan terlalu banyak jenis huruf				
31	Spasi antar baris susunan teks normal				
32	Penempatan unsur tata letak (judul, subjudul, text, ilustrasi, keterangan gambar, nomor halaman) konsisten/seragam.				
33	Penggunaan gambar/ilustrasi relevan dengan topic dan isi materi.				
34	Penggunaan gambar/ilustrasi bersifat estetis dan fungsional.				
35	Keseluruhan tampilan materi menarik.				

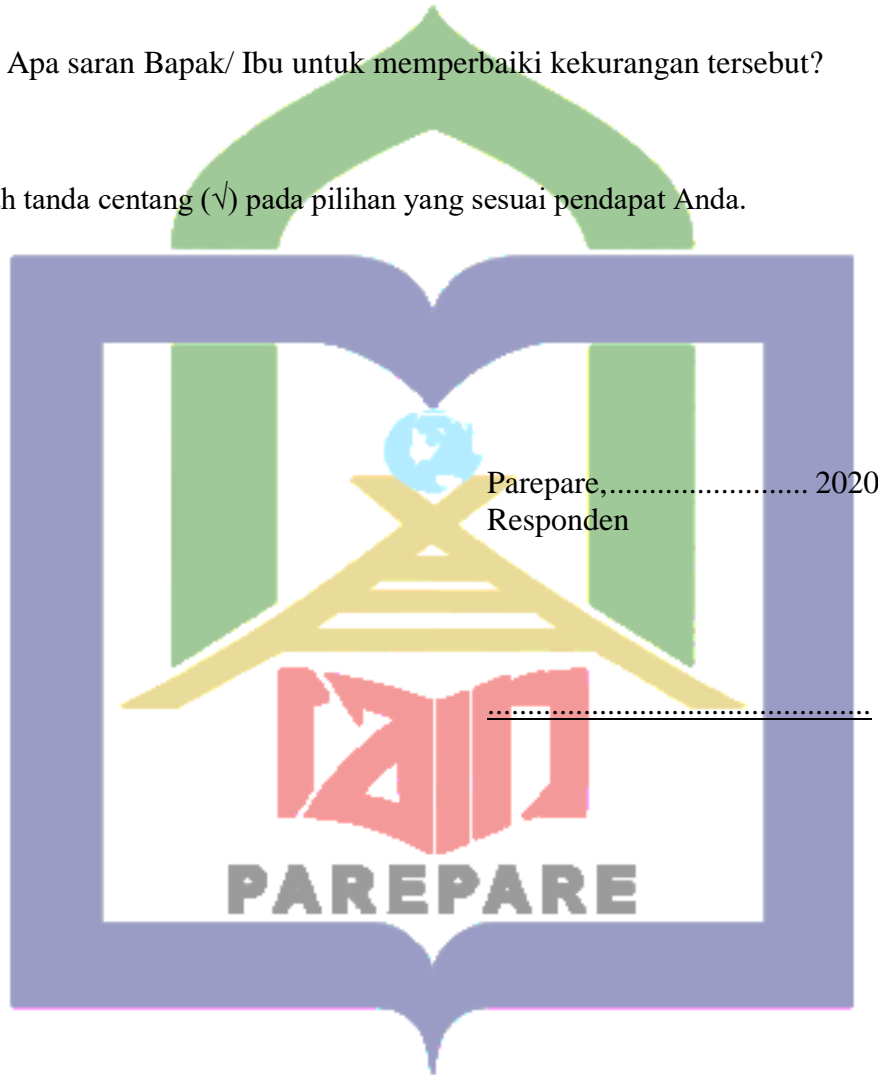
Keterangan :

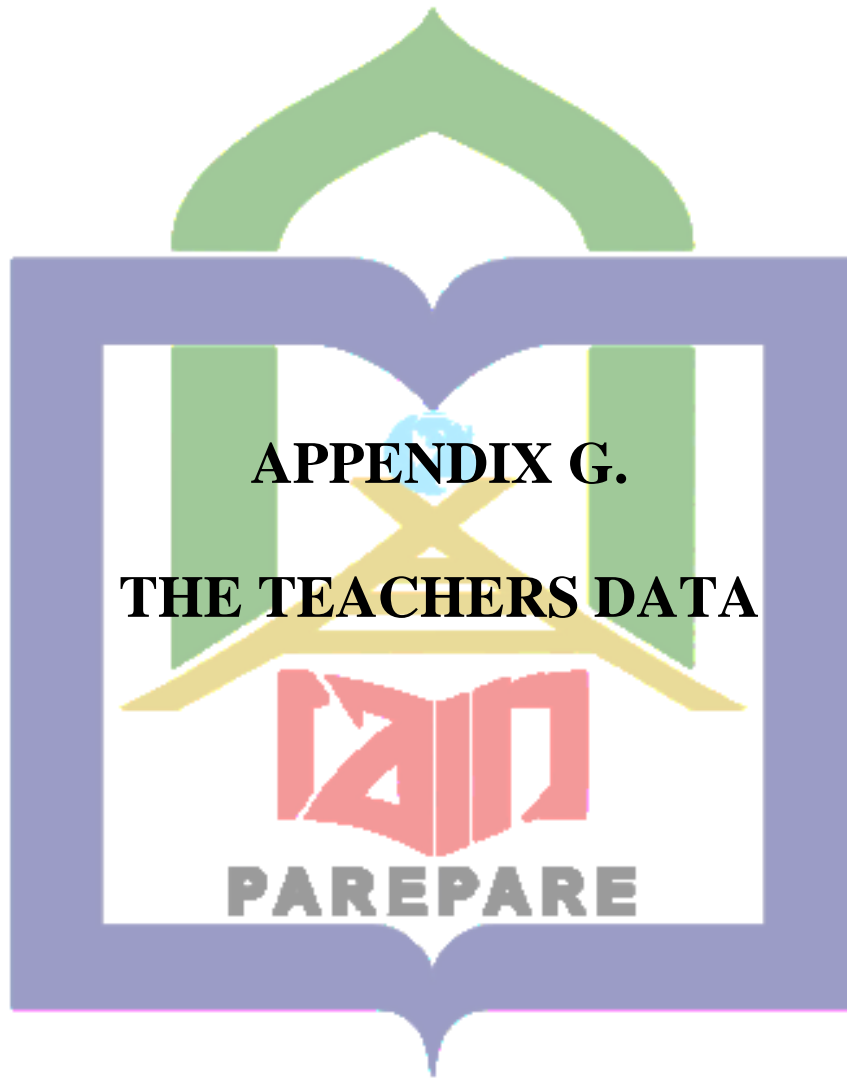
- SS : (4) Sangat Setuju
 S : (3) Setuju
 TS : (2) Tidak Setuju
 STS : (1) Sangat Tidak Setuju

Tanggapan dari Materi

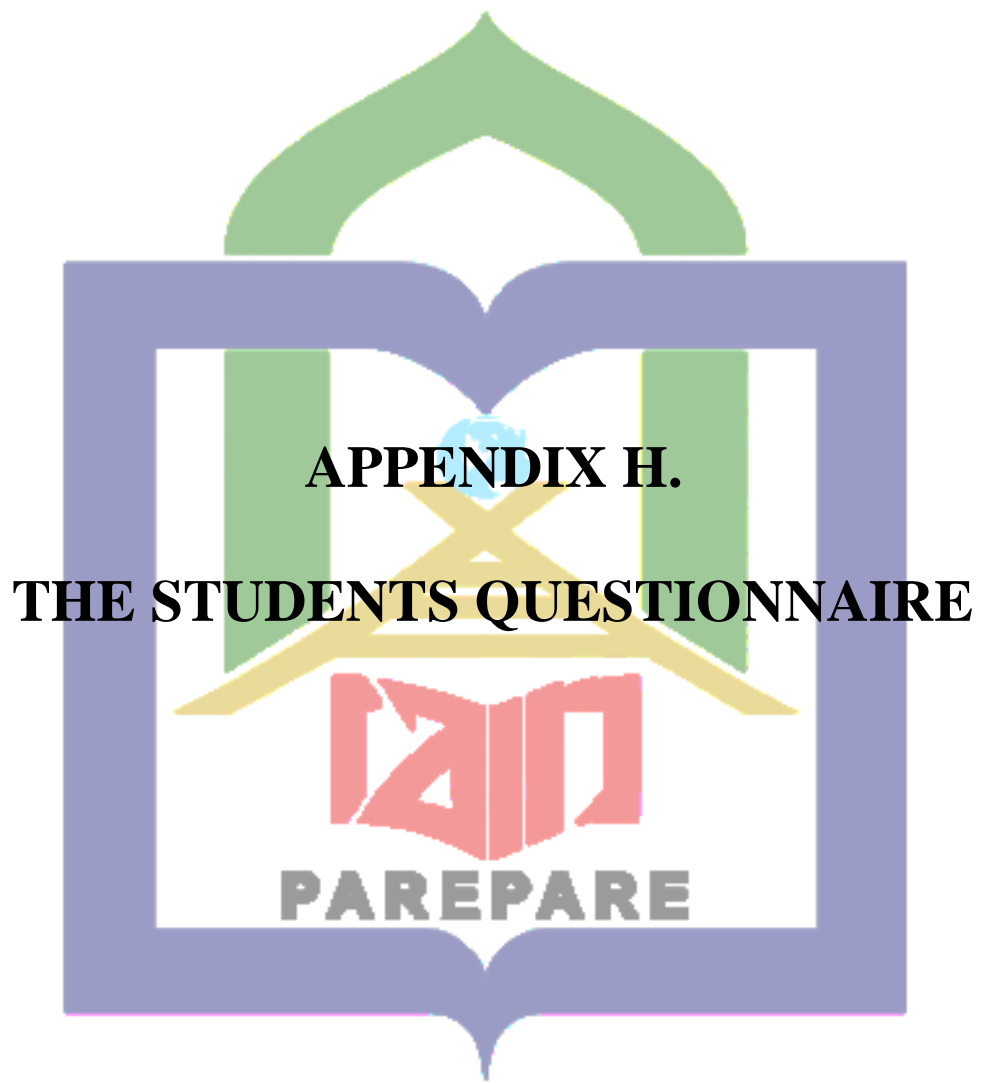
1. Bagaimana pendapat Bapak/Ibu mengenai materi yang dikembangkan?
2. Apa saja kekurangan yang terdapat dalam materi tersebut?
3. Apa saran Bapak/ Ibu untuk memperbaiki kekurangan tersebut?

*Berilah tanda centang (√) pada pilihan yang sesuai pendapat Anda.





**APPENDIX G.
THE TEACHERS DATA**



APPENDIX H.

THE STUDENTS QUESTIONNAIRE

Angket Penilaian Buku Ajar untuk Siswa sebagai Responden

Mata Pelajaran : Bahasa Inggris
 Sasaran : Siswa SMK Kelas XI Jurusan Perikanan
 Penyusun : Suliadi

Petunjuk Pengisian:

1. Instrumen ini dibuat untuk mengetahui penilaian dan pendapat saudara tentang buku ajar Bahasa Inggris yang telah disusun.
2. Penilaian yang diberikan akan sangat bermanfaat untuk menyempurnakan kualitas buku ajar ini.

Sehubungan dengan hal tersebut, dimohon Saudara memberikan penilaian dan pada setiap kriteria dengan memberi tanda cek (√) pada kolom skor penilaian yang saudara pilih.

Berikut kriteria penilaian:

Skor 4 : Sangat Setuju (SS)

Skor 3 : Setuju (S)

Skor 2 : Tidak Setuju (TS)

Skor 1 : Sangat Tidak Setuju (STS)

3. Isilah instrumen ini dengan jujur sesuai dengan penilaian Saudara terhadap buku ini berdasarkan kriteria penilaian di atas.
4. Atas kesediaan Saudara dalam merespon dan menilai buku ini dengan baik, saya sampaikan terima kasih.

5. Komponen Kelayakan Isi

No	Pernyataan	SS	S	TS	STS
1	Materi yang di sajikan sesuai dengan konteks kehidupan siswa XI SMK jurusan peikanan				
2	Materi yang disajikan mencakup teks-teks dan percakapan yang relevan dengan kehidupan sehari-hari dalam bidang perikanan				
3	Materi yang disajikan dapat menambah pengetahuan saya khususnya dalam bidang perikanan				
4	Materi memudahkan saya untuk belajar kosakata terkait dengan bidang perikanan				
5	Materi memudahkan saya belajar pronuonciation yang relevan dengan bidang perikanan				
6	Peyajian materi memberi saya kesempatan melaksanakan tugas secara mandiri.				
7	Penyajian buku memberikan dorongan kepada saya untuk berpikir aktif.				
8	Penyajian buku memberikan dorongan kepada saya untuk mengembangkan kompetensi dalam berkomunikasi secara lisan dan tertulis				

6. Kelayakan Bahasa

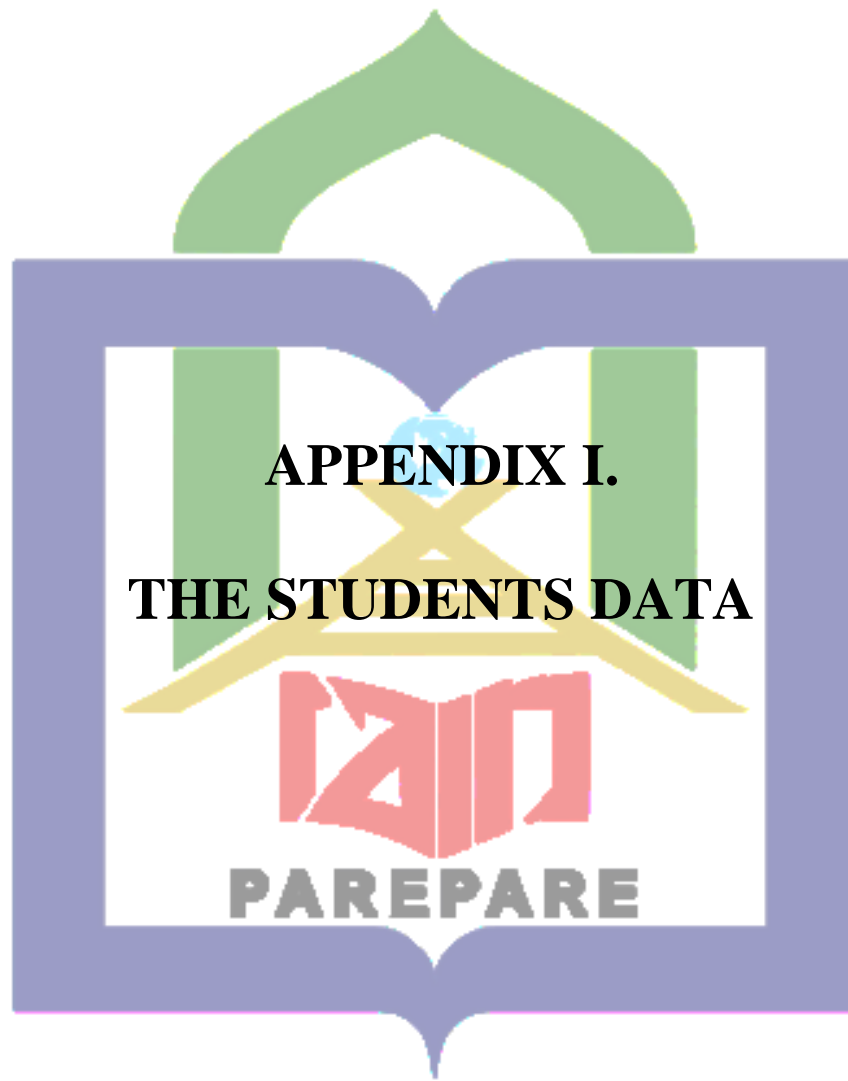
No	Pernyataan	SS	S	TS	STS
9	Huruf yang digunakan mudah saya baca.				
10	Bahasa yang digunakan mudah saya pahami.				
11	Bahasa yang digunakan komunikatif				
12	Bahasa yang digunakan dalam materi sesuai dengan perkembangan bahasa siswa				
13	Materi menggunakan satu jenis variasi bahasa secara konsisten				

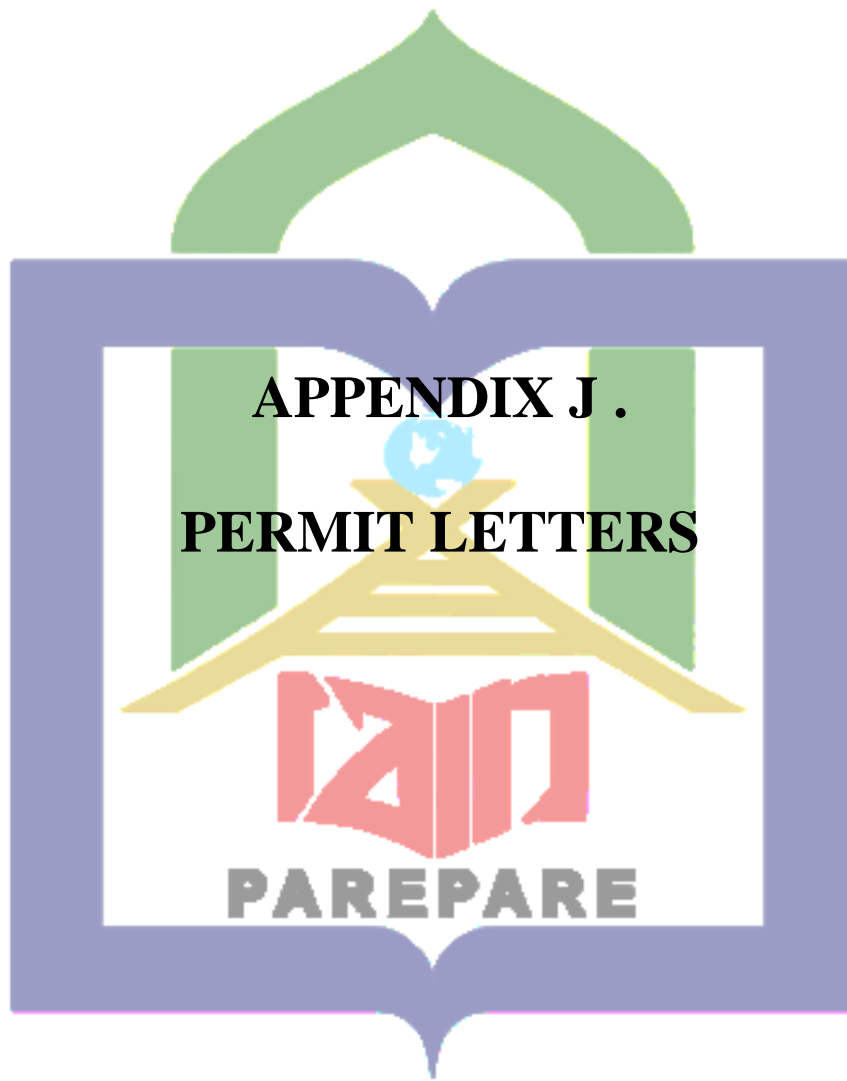
7. Kelayakan Penyajian

No	Pernyataan	SS	S	TS	STS
14	Gambar-gambar yang digunakan dalam setiap judul pelajaran sesuai dengan pembelajaran yang akan dilakukan				
15	Terdapat kata pengantar pada setiap bab				
16	Terdapat petunjuk pada setiap tugas-tugas yang memudahkan saya memahaminya				
17	Materi yang disajikan berurutan				
18	Saya sangat tertarik menggunakan buku ini dalam belajar				

8. Kelayakan Grafis

No	Pernyataan	SS	S	TS	STS
19	Desain sampul luar/kulit menarik.				
20	Desain sampul dalam/tiap judul bab menarik.				
21	Desain bagian isi buku bagus.				
22	Gambar yang disajikan dalam materi menarik				







PEMERINTAH KABUPATEN POLEWALI MANDAR
**DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU**

Jl. Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

IZIN PENELITIAN

NOMOR : 503/675/IPL/DPMPTSP/IX/2019

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Izin Penelitian;
 2. Peraturan Daerah Kabupaten Polewali Mamasa Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
 3. Memperhatikan :
 - a. Surat Permohonan Sdr (i) SULIADI
 - b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-675/Bakesbangpol/B.1/410.7/IX/2019, Tgl. 17-09-2019

MEMBERIKAN IZIN

Kepada :

Nama	: SULIADI
NIM/NIDN/NIP	: 17.0213.002
Asal Perguruan Tinggi	: IAIN PAREPARE
Fakultas	: -
Jurusan	: PENDIDIKAN BAHASA INGGRIS
Alamat	: KEL. MANDING KEC. POLEWALI

Untuk melakukan Penelitian di SMK PP Negeri Rea Timur Kabupaten Polewali Mandar, terhitung tanggal 18 September s/d 18 Oktober 2019 dengan Judul " **DEVELOPING ENGLISH LEARNING MATERIALS FOR STUDENTS VOCATIONAL HIGH SCHOOL OF FISHERY MAJOR** ".

Adapun Rekomendasi ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar
 Pada Tanggal, 18 September 2019

a.n. **BUPATI POLEWALI MANDAR**
 KEPALA DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU



ANDI MASRI MASDAR, S.Sos., M.Si
 Pangkat Pembina
 NIP. 19740206 199803 1 009

Tembusan:

1. Unsur Forkopinda di tempat;
2. Ka. Disdikbud Kab. Polman di tempat;
3. Camat Binuang di tempat;
4. Ka. SMK PP Negeri Rea Timur di tempat.



**PEMERINTAH PROVINSI SULAWESI BARAT
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK-PP NEGERI REA TIMUR**

Alamat : Desa Rea, Kec. Binuang Kab. Polewali Mandar Prop. Sulawesi Barat Telp. (0428) 2410514 Kode Pos 91351
Email : smkppsulbar@yahoo.co.id, Website : smkppsulbar.sch.id



SURAT KETERANGAN PENELITIAN

Nomor : 421. 3 /127 / SMK-PP/III/ 2020

Kepala SMK-PP Negeri Rea Timur menerangkan bahwa :

Nama : **S U L I A D I**
Nip : 17.0213.002
Fakultas : Tadris Bahasa Inggris
Perguruan Tinggi : IAIN Parepare
Waktu : 19 September 2019 sampai selesai

Benar-benar telah mengadakan penelitian di SMK-PP Negeri Rea Timur, dengan judul penelitian:

**DEVELOPING ENGLISH LEARNING MATERIALS FOR
STUDENTS VOCATIONAL HIGH SCHOOL
OF FISHERY MAJOR**

Demikian Surat keterangan ini penelitian ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Polewali, 17 Maret 2020
Kepala Sekolah,



MULYADI, S.Pd., M.Pd
NIP. 19691231 199412 1 071

CURRICULUM VITAE

SULIADI



Address : BTN Marwah Regency Blok G.12
Kel. Manding Kab. Polewali mandar
E-mail : suliadiadhi@gmail.com
Hp/ Wa : 085 255 492 347
Fb : Adhye Suliadi

SULIADI, he was born on Desember 31st 1986 in Apoleang, Sendana district majene Regency West Sulawesi Province. He is the second child of four childrens of Saeni and Sitti Nur couple. He enetered his Elementary School at SDN No. 1 Mosso Sendana District in 1992, and graduated in 1998, in the same year, he continued his Junior High School at SLTPN 2 Pamboang and graduated in 2001. Then he continue his Senior Hihg School at SMUN 1 Majene and graduated in 2004. He continue his study at STAIN Parepare S1 English Program and graduated in 2009. And continued his study in IAIN Parepare English Education Study Postgraduate Program. He has a wife named Zakiah and a daugther named Shafiah Lubna.