

THE DEVELOPMENT OF ENGLISH MATERIALS FOR THE ELEVENTH GRADERS OF BUSINESS MARKETING PROGRAM

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Abstrak

Di Indonesia, pembelajaran Bahasa Inggris untuk tujuan khusus cocok untuk diajarkan di Sekolah Menengah Kejuruan (SMK) karena siswa SMK diajarkan untuk mengembangkan keahlian-keahlian khusus berdasarkan jurusannya. Namun, sebagian besar guru Bahasa Inggris SMK di Indonesia belum menerapkan pembelajaran Bahasa Inggris untuk tujuan khusus. Penelitian ini memiliki empat tujuan. Tujuan pertama adalah mengidentifikasi kebutuhan siswa kelas XI Jurusan Bisnis dan Pemasaran dalam belajar Bahasa Inggris. Tujuan kedua adalah mengidentifikasi konten-konten yang harus dimasukkan dalam materi Bahasa Inggris untuk siswa kelas XI Jurusan Bisnis dan Pemasaran. Tujuan ketiga adalah mengembangkan materi pembelajaran Bahasa Inggris yang tepat siswa kelas XI Jurusan Bisnis dan Pemasaran. Tujuan yang terakhir adalah mengetahui respon guru terhadap materi Bahasa Inggris yang telah dikembangkan. Hasil penelitian menunjukkan bahwa siswa kelas XI Jurusan Bisnis dan Pemasaran butuh belajar Bahasa Inggris karena di masa kompetisi global ini, kemampuan menggunakan Bahasa Inggris akan banyak membantu mereka ketika mereka mulai bekerja di masa depan. Sebagai siswa Jurusan Bisnis dan Pemasaran, mereka membutuhkan materi Bahasa Inggris khusus untuk Jurusan Bisnis dan Pemasaran yang berisi lebih banyak aktifitas berbicara. Untuk kontennya, mereka setuju bahwa isi materi Bahasa Inggris harus bisa mengembangkan seluruh keterampilan Bahasa Inggris mereka. Oleh karena itu, mereka merasa bahwa mereka harus mempelajari seluruh keterampilan Bahasa Inggris, tetapi lebih fokus kepada keterampilan berbicara dan pengucapan kata karena siswa Jurusan BDP diharapkan untuk bisa tawar menawar, mempromosikan, dan menjelaskan produk yang mereka jual. Dalam mengembangkan materi, peneliti menerapkan metode adaptasi materi dan hasilnya menunjukkan bahwa menurut pendapat guru Bahasa Inggris di Jurusan Bisnis dan Pemasaran, materi yang dikembangkan peneliti sudah baik secara keseluruhan dan memberi manfaat kepada guru dan siswa. Selain itu, materi yang dikembangkan juga telah memenuhi kebutuhan siswa dalam belajar Bahasa Inggris.

Kata Kunci: *pengembangan materi Bahasa Inggris, Bahasa Inggris untuk tujuan khusus, kebutuhan siswa, Jurusan Bisnis dan Pemasaran.*

Abstract

In Indonesia, ESP is appropriate to be taught at vocational high schools since the students at vocational high schools are taught to develop specific skills based on their major. However, most English teachers of vocational high schools in Indonesia have not taught ESP. There were four objectives of this study. The first one was to identify the needs of the eleventh grade students of Business Marketing Program in learning English. The second one was to identify the contents that should be included in English materials for the eleventh grade students of Business Marketing Program. The third one was to develop the appropriate English materials for the eleventh grade students of Business Marketing Program. The last one was to find out the teacher's response toward the English materials developed. The results showed that the eleventh grade students of Business Marketing needed to learn English because having English skills will help them a lot when they start to work in the future in this global competition era. As marketing students, they thought that they needed specific English materials for Business Marketing Program which contains more speaking activity. In terms of the content, they agreed that the materials should be able to develop their language skills. Therefore, they thought that they had still to learn all the language skills. However, they felt that the materials should focus more on developing their speaking skill and pronunciation since as marketing students, they are expected to be able to bargain, promote and also explain the products they are selling. In developing the materials, the researcher applied the materials adaptation method, and the result showed that according to the teacher, the materials developed were overall good and gave benefits for both teacher and students. Moreover, the teacher said that the materials have met the students' needs in learning English.

Keywords: *English materials development, English for Specific Purposes, students' needs, Business Marketing Program.*

INTRODUCTION

In Indonesia, English is considered as the foreign language. English is an obligatory subject for high school students in Indonesia. Referring to the purpose of teaching, English is divided into two specifications, namely English for General Purpose (EGP) and English for Specific Purpose (ESP). According to Far (2008), EGP refers to the contexts like school where the students' need in learning English cannot be specified. It means that EGP course provides broad English materials since the development of the EGP course is not based on the students' need. In Indonesia, EGP is applied at senior high schools. Senior high school is a secondary school in Indonesia consisting of grade 10, 11, and 12. All the majors and subjects learned by senior high school students are still general. Related to English subject, senior high school students learn the language skills and components of English with general topic.

On the other hand, ESP is taught for specific field. Robinson (1991) stated that ESP is a course designed with reference to the students' need. It can be said that ESP is goal-directed because it is designed to achieve specific target or need of the students. In Indonesia, ESP is appropriate to be taught at vocational high schools. Vocational high school is an educational institution in Indonesia which has the same level as senior high school. The main difference is that students at vocational high schools are taught to develop specific skills, such as accountant, engineer, nurse, and so on. Students are supposed to be able to work directly after they graduate, so it is important to equip them with all the knowledge and skills related to their major. In terms of English subject, students at vocational high school need to learn the language skills and components of English with specific topic related to their major.

However, most teachers of vocational high schools in Indonesia have not taught ESP. The English materials learned by students are still EGP based on the syllabus in the 2013 Curriculum which are the same as the materials learned by senior high school students. This condition also happens in Business Marketing Program at a vocational high school located in one of the big cities in East Java. Business Marketing Program is a major which studies about the basic skills and knowledge to be a good marketing staff conventionally and online. Students in this major are expected to be able to promote the products of the companies where they work. As world has globalized nowadays, the ability to use English in promoting the products will be required by most companies. Therefore, ESP should be applied in this program.

Developing appropriate English materials is essential because it can help the learners to reach the goal

of language teaching and learning. According to Tomlinson (2012), materials are anything used by teachers and students to support the language teaching and learning process. Those materials can be in the form of course books, videos, DVDs, dictionaries, games, etc. which support language teaching and learning.

This study focuses on developing English materials based on basic competence 3.2 and 4.2 dealing with opinions and thoughts. This basic competence is taught in the first semester of eleventh graders in Business Marketing Program. This basic competence is chosen because the knowledge about proper way to ask for and give an opinion will be beneficial for the students when they start to work. When they start to work, they may need their colleagues' opinions when they face problems related to their jobs. Also, their opinions may be needed to solve their colleagues' problems. Moreover, the researcher chooses this basic competence because the English materials developed from this basic competence have not related with the students' major. The English teacher of Business Marketing Program at this vocational high school still teaches those basic competences with general topic.

There have been some studies conducted related to the material development for students at vocational high school. Yuana (2013) conducted a study to find out the accounting students' needs at a vocational high school located in one of the big cities in East Java. The result of her study showed that the students' needs in learning English is to be able to communicate by using English in the subject area of accounting. Her study also found out that most students thought that the teaching learning process was not efficient since the materials provided by the teacher were irrelevant with their major. Another study conducted by Kusumawardani (2016) about English materials development for tourism major showed that the English teacher felt that the English materials developed by the researcher were very good. Besides, the English teacher also said that the materials have fulfilled the tourism students' needs. Thus, she recommended the future researchers to conduct the similar study in the other majors at vocational high school.

Based on several facts above, it is inferred that most English teachers at vocational high schools in Indonesia have not developed ESP materials, whereas it is necessary for the vocational high school students to learn ESP. Moreover, the previous studies about English material development have not discussed about English material development for Business Marketing Program. Therefore, this study aims to answer the following research questions:

1. What are the needs of the eleventh graders of Business Marketing Program in learning English?

2. What are the contents that should be included in English materials for the eleventh graders of Business Marketing Program?
3. How are the proper English materials for the eleventh graders of Business Marketing Program developed?
4. How is the teacher's response toward the English materials developed?

RESEARCH METHOD

A descriptive qualitative research was conducted by the researcher to gain the data from the field. The researcher chose this research design because it was in accordance with the objectives of his study in which he wanted to identify the students' needs, the contents which should be included in developing proper English materials for them, and to find out the teacher's response toward the English materials developed. This study was conducted at a vocational high school located in one of the big cities in East Java. The subjects of this study were the eleventh graders and the English teacher of Business Marketing Program. The data of this research was in the form of words since it was a descriptive qualitative research. For the first and second research question, the data were collected from two sources. The first one was from the students answers and opinions about need analysis and the contents that should be covered in the English materials developed. Their answers and opinions were collected from the outcome of the questionnaire handed out by the researcher. The second one was from the result of the interview with the representative students and the English teacher of Business Marketing Program. The use of material adaptation method in which the researcher adapted the materials from the English textbook for the eleventh graders entitled "Stop Bullying Now: Stand Up, Speak Out" released by the government in 2017 was the data for the third research question. Lastly, the data for the fourth research question was the teacher's thoughts about the English materials designed by the researcher. The data was gotten from the interview with the English teacher. After collecting the data from the field, the researcher analyzed the data through three stages, namely (1) familiarizing and organizing; (2) coding and reducing; (3) interpreting and representing.

RESULTS AND DISCUSSIONS

Results

The results of this research were obtained from the analysis process of the questionnaire and interviews and the process of materials adaptation. The questionnaire was handed out to the eleventh graders of Business Marketing Program, while the interviews were asked to some representative students and the English teacher of

Business Marketing Program. Moreover, the process of materials adaptation method was elaborated in the materials adaptation checklist.

1. The Result of Need Analysis

The result of need analysis was gained from the questionnaire and interviews. The result was used to understand the students' needs and determine the content that should be included in developing materials as the answer of the first and second research questions.

A. Questionnaire

The questionnaire contains 16 questions which are separated into two main categories. The first five questions are related to English in the Business Marketing Program, while the last 11 questions are about the contents that should be covered by the English materials of Business Marketing Program. The result of the first five questions showed that there were several reasons why the eleventh grade students of Business Marketing Program needed to learn English. They are: (1) English is essential because it is the International Language used to communicate globally. When they start to work in the business field, they will also deal with foreigners who mostly speak English to communicate with each other; (2) English is needed because the ability of using English will increase their opportunity to get a job in the future; (3) they simply want to develop their English skill; and (4) they need to learn English only because they want to fulfill their academic requirement.

Related to the English activity that should be conducted in order to fulfill the students' needs, the eleventh grade students of Business Marketing Program considered that all the English activities, namely listening activities, speaking activities, reading activities, and writing activities, were needed. However, most of them agreed that speaking activity is the most important one in Business Marketing Program. In addition, they mostly agreed that they need specific English materials for Business Marketing Program in order to meet their needs. It is in accordance with the English for Specific Purpose (ESP) theory which says that particular major will need particular English material. Moreover, most of them thought that the teacher should provide the authentic material for Business Marketing Program in order to support them to meet their needs. Besides that, some of them also felt that the appropriate facilities will also support the learning process.

The result of the last 11 questions was about the contents that should be covered by the English materials for Business Marketing Program. The eleventh grade students of Business Marketing Program felt that the content of the English materials should be able to develop

their language skills. Moreover, they thought that they had to learn all the language skills. However, they chose speaking skill as the most important language skill needed to learn in Business Marketing Program. In accordance with speaking skill, they considered pronunciation as the most important language component to learn.

Related to the input that the students want in learning language skills, the majority of students chose monolog text as the type of input that they wanted in learning listening skill. In learning speaking skill, most of them wanted the dialog text as the input. Also, they mostly agreed that dialogue text should be used as the input in learning reading skill. Lastly, most of them chose the sentence structure related to the text they learn as the input for learning writing skill.

The result of the last 11 questions also showed the type of activities that the eleventh grade students of Business Marketing Program preferred in learning each language skills. In learning listening skill, they mostly wanted to answer the questions related to the text that they have listened to. For learning speaking skill, role play was the activity that most of them chose. In learning reading skill, majority of them preferred to read a text and answer several questions related to the text. Lastly, in learning writing skill, they mostly wanted to write a text based on the model or the example of the text given.

B. Interview

The interview was conducted to get deeper understanding about the result of the questionnaire. The researcher asked several questions to the representatives of the eleventh graders of Business Marketing Program and the English teacher of Business Marketing Program.

a. Interview with Representative Students

The representative of eleventh graders of Business Marketing Program explained that they have been taught three of four language skills, namely listening, speaking, and writing so far. Nevertheless, a representative student felt that they have not been taught enough speaking material. Moreover, they also said that they have been taught a lot about tenses by their English teacher.

According to the eleventh grade students of Business Marketing program, speaking was the most important language skill that they had to master. The representative students explained that it was because in the Business Marketing Program, they are demanded to be able to bargain, promote and also explain the products they are selling. As nowadays the world is in the global era, they may have foreign customers, so it is essential for them to master the International language, which is English, that can be used to communicate with foreign customers.

The result of the questionnaire has shown that the eleventh grade students of Business Marketing Program mostly agreed that they need specific material for their major. However, during the interview with the representative students, the researcher found out that the materials used by the teacher were not specific for the Business Marketing Program. The materials used by the teacher were mostly from the English textbook for the eleventh graders entitled “Stop Bullying Now: Stand Up, Speak Out” released by the government in 2017 which was the same textbook used by the senior high school students. Moreover, one of the representative students said that the materials were not attractive enough to motivate the students. However, another one felt that the implementation of the materials had been quite good. The problem was that the time allocated for English lesson in a week in the school was not enough for improving their English skills.

During the interview, the researcher also asked the representative students about the materials they needed most in the Business Marketing Program. Since they felt that speaking skill was the most crucial skill for them to learn, they agreed that the English materials for Business Marketing Program should focus more on speaking skill. Moreover, they also agreed that media was really needed to support the English materials. They thought that the use of media can make them more imaginative. Also, the use of media will help them to get better understanding about the materials explained by the teacher. Related to the types of media, they agreed that audio-visual media, such as video, will help them most in the teaching and learning process.

From the results of the questionnaire and interview with representative students, it may be inferred that the eleventh graders of Business Marketing Program needed to learn English because having English skills will help them a lot when they start to work in the future in this global competition era. As marketing students, they thought that they needed specific English materials for Business Marketing Program which contains more speaking activity.

In terms of the content, they agreed that the materials should be able to develop their language skills. Therefore, they thought that they had still to study all the language skills. However, they felt that materials should focus more on developing their speaking skill and pronunciation since as marketing students, they are expected to be able to bargain, promote and also explain the products they are selling. Moreover, they also agreed that they needed media to support them in the teaching learning process.

b. Interview with English Teacher

The English teacher of Business Marketing Program explained that the materials used to teach the eleventh grade students of Business Marketing Program has been in accordance with the 2013 Curriculum since the materials used in teaching were always related to the syllabus of the 2013 Curriculum.

Regarding to the ESP theory which says that the vocational learners should learn the materials related to their major, he strongly agreed with it. For instance, he said that two majors may learn the same kind of text, but the topic of the text should relate to each own major. He also said that the materials provided for the vocational learners should always prepare them to be ready for their future job related to their major. Therefore, in Business Marketing Program, he said that he always tried to improve the Business Marketing students speaking skill since the students are hoped to be able to promote and explain their products in their future job. It is in accordance with the students' opinion about the language skill they needed the most in Business Marketing Program. Moreover, he suggested that in preparing the materials for Business Marketing Program, it is better to find the other sources of materials because it is not enough to only use the English textbook from the government.

2. Material Adaptation

Pannen and Purwanto (2001) as cited in Kusumawardani (2016) stated that information repackaging is one of the methods that can be applied in developing learning materials. In this method, a teacher may use a textbook or the other available sources to repack to become learning materials. This method is usually known as material adaptation. To answer the third research question, the researcher decided to apply this method to design the proper English materials for eleventh graders of Business Marketing Program. The English textbook for the eleventh graders entitled "Stop Bullying Now: Stand Up, Speak Out" released by the government in 2017 was adapted by the researcher in developing the materials. The result of need analysis was used to decide the content from the textbook that could be included in the English materials developed by the researcher. The process of material adaptation was elaborated in the material adaptation checklist below.

There were three steps in the material adaptation checklist. The first step was about analyzing the book generally.

**BOOK ANALYSIS
ENGLISH SUBJECT**

A. Identity of the Book

Title : Bahasa Inggris Kelas XI "Stop Bullying Now: Stand Up, Speak Out"
 Author : Kemendikbud
 Publisher : Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud
 Year : 2017

B. Objectives

1. Explaining the content of the book.
2. Identifying the strengths and weaknesses of the book.
3. Formulating the improvement for the book if the content of the book is still not appropriate for Business Marketing Program.

C. Guides

1) Fill in the table below!

Statements	Information		Explanations
	Yes	No	
The book has contained			
a. The objectives of the book	✓		The objectives of the book can be seen in the beginning of each chapter in the book.
b. The format of a textbook	✓		The format of a textbook, namely identity of the book, the main title, copyright page, preface, table of contents, and chapter are stated in the book.
c. Learning approach	✓		Learning approach that can be found in the book is scientific approach.

d. Process skills	✓		Process skills as one of the skill assessment in the 2013 Curriculum which assess the students' ability in learning process can be found in the activities provided in the book.
e. Habituation of attitude	✓		The activities provided in the book have contained spiritual and social attitudes that the 2013 Curriculum want to develop in students.
f. Assessment	✓		The assessment applied in the book is formative assessment.
g. Time allocation of a lesson		✓	Time allocation of a lesson is not included in the book.

The result of the first step showed that the book was generally good. The book provided the objectives that could be seen in the beginning of each chapter in the book. The format of a textbook, namely the identity of the book, the main title, copyright page, preface, table of contents, and chapter were also stated clearly in the book which made the book systematically good. Next, the book applied scientific approach, but the steps of scientific approach were not written in the book. Moreover, the book included the activities that could be used to assess the students' ability in the learning process. Also, the activities in the book tried to develop students' spiritual and social attitude as stated in the 2013 Curriculum. Furthermore, the book applied formative assessment which was the type of

assessment used in the 2013 Curriculum. However, the time allocated for a lesson was not stated in the book.

The second step in the checklist was about analyzing a chapter in the book.

2) Choose one of the chapters in the book and analyze the content of the chapter. Write down the result of analysis on the table below!

Chapter 2: Opinions and Thoughts

Basic Competences	The Existence in the Book		Improvements
	Page	Problems	
(1)	(2)	(3)	(4)
3.2 Implement the social function, text structure, and language features of simple transactional text about asking for and giving opinions and thoughts.	18 - 31	1. The steps of scientific approach are not written. 2. The pictures are not related to Business Marketing Program. 3. The examples of asking for and giving an opinion are not related to Business Marketing Program. 4. There is no vocabulary related to Business Marketing Program. 5. The theme of the activities is not related	1. Writing the steps of scientific approach 2. Providing pictures related to Business Marketing Program. 3. Providing the examples of asking for and giving an opinion related to Business Marketing Program. 4. Providing vocabularies related to Business Marketing Program. 5. Changing the theme of the activities into

		to Business Marketing Program.	business and marketing theme.
		6. There is no listening activity.	6. Providing listening activity
		7. There is no media for supporting learning process.	7. Providing learning media for supporting learning process.

Information:

- (1) Write the basic competences.
- (2) Write the page number.
- (3) Write the problems found in the chapter.
- (4) Formulate the improvements clearly.

In this study, the researcher chose to analyze the second chapter of the book because the topic of this chapter was the topic that the researcher wanted to develop for the eleventh grade students of Business Marketing Program, namely “Opinions and Thoughts” topic. The researcher analyzed the weaknesses of this chapter in reference to the result of need analysis. Moreover, the researcher also gave the advices for improving the weaknesses of this chapter. The result of the second step showed that the chapter had several weaknesses, namely (1) the steps of scientific approach were not written in this chapter; (2) the pictures provided in this chapter were not related to Business and Marketing Program; (3) the examples of opinions and thoughts were not related to business and marketing field; (4) there was no vocabulary related to Business Marketing Program; (5) the topic of the activities in this chapter was not about business and marketing field; (6) there was no listening activity; and (7) there was no enough media for supporting learning process. Therefore, the researcher gave several suggestions, such as (1) writing the steps of scientific approach clearly in this chapter; (2) providing pictures related to Business and Marketing Program; (3) providing the examples of opinions and thoughts related to business and marketing field; (4) providing vocabularies related to Business Marketing Program; (5) changing the topic of the activities into business and marketing topic; (6) providing listening activity; and (7) providing media, such as video, to support learning process.

The last step was conducted to check whether the second chapter of this book was in accordance with the 2013 Curriculum or not.

3) Analyze whether the chapter is in accordance with the 2013 Curriculum or not by filling in the table below!

Num.	Statements	Information		Improvements
		Suitable	Not Suitable	
1	The suitability of indicators of competence achievement with the basic competences	✓	-	-
2	The suitability of objectives of the lesson with the basic competences	✓	-	-
3	The suitability of the learning steps with the scientific approach.	-	✓	The steps of scientific approach should be written clearly.
4	The accuracy of assessments in the book with these aspects:			
	a. Attitude	✓	-	-
	b. Knowledge	✓	-	-
	c. Skill	✓	-	-

Adapted from Puskur (2016)

The result showed that the indicators of competence achievement and the objectives of the lesson were in accordance with the basic competences of the 2013 Curriculum. Moreover, the scientific approach was applied in this book. However, the steps of scientific approach were not written, so the researcher suggested to write the steps of scientific approach in this chapter. The researcher thought that if the steps of scientific approach are stated clearly in the materials, this approach can be conducted more easily in teaching learning process. Lastly, the assessment of this chapter was also in accordance with the assessment of the 2013 Curriculum. The data from the materials adaptation checklist were used by the researcher to design the English materials for the eleventh graders of Business Marketing Program.

3. Teacher's Response toward the English Materials Developed

After developing the materials, the researcher sent the materials to the teacher and asked him to review the materials. After the teacher had finished reviewing the materials, the researcher interviewed the teacher to find out the teacher's response toward the materials as the answer for the fourth research question.

There were four questions that the researcher asked to the teacher to obtain the teacher's response. The first question which the researcher asked to the teacher was about the teacher's opinion toward the materials developed. The teacher thought that the materials were good because the objectives of the lesson had been mentioned in the beginning of the chapter. Moreover, he said that the materials can help the teacher to conduct the scientific approach in teaching learning process since the steps of scientific approach were stated clearly in the materials. Also, he thought that the media, such as pictures and video, included in the materials can make the teaching learning process more interesting.

The second question asked to the teacher was about whether the materials have met the students' needs or not. The teacher felt that the materials have already met the students' needs of Business Marketing Program since the materials, including the texts, activities, explanation section, examples, pictures, and video, were related to the Business Marketing Program. Moreover, he thought that since the theme of the materials were related to the Business Marketing Program, the students can learn the English materials that they need in their future job.

The third question in the interview was about whether the activities included in the materials have met the students' needs or not. The teacher said that the materials have included all the activities that the students need. He added that the materials are good since they contain more speaking activities which are needed the most by the students of Business Marketing Program. Moreover, he thought the addition of pronunciation, vocabulary, and listening activities related to Business Marketing Program is good because although the students need to focus on speaking and pronunciation, they still need to learn all the language skills and components. Also, he said that the media included in the activities can make the activities more attractive.

The last question that the researcher asked to the teacher was about the teacher's suggestion for the materials developed by the researcher. The teacher said that since the materials have been good enough, he only suggested the researcher to add more vocabulary and pronunciation activities so the students will know more vocabularies and their pronunciation related to the Business Marketing Program.

It may be inferred that the teacher thought that the English materials developed by the researcher were overall good since they have related to the Business Marketing Program. Also, the materials were good because although they focused on developing students' speaking skill, they still included all the language skills and components activities, namely listening, speaking, reading, writing, pronunciation, vocabulary, and grammar.

Discussion

According to the theory of English for Specific Purposes (ESP), vocational learners need specific materials related to their major (Hutchinson & Waters, 1987). Therefore, the researcher decided to develop the English materials for the eleventh graders of Business Marketing Program because from the researcher's observation, the English materials they learnt have not related to their major.

The first stage in designing the materials was conducting need analysis. According to Richards and Schmidt (2010), need analysis is the activity of determining the students' needs in learning language. In this study, need analysis was conducted by handing out questionnaire to the students and interviewing some representative students and the English teacher of Business Marketing Program.

The result of need analysis showed that the eleventh graders of Business Marketing Program mostly felt that they need to learn English because English will help them a lot in their future job. As marketing students, they are expected to be able to promote what they sell to their consumers. In this global era, they will likely meet the foreign consumers when they work. Therefore, the result of need analysis showed that they considered speaking activity as the activity they need the most in Business Marketing Program.

In terms of the type of materials, the result of need analysis showed that the students mostly agreed that they need specific English materials for their major in order to meet their needs. Moreover, they expected their teacher to provide authentic materials and some facilities to support their learning process. However, from the interview, the researcher found out that the materials that they learnt were still general. One of the representative students said that the teacher mostly used the materials from the English textbook released by the government which is the same textbook used by senior high school students. Therefore, it is less appropriate for vocational learners to learn the materials from the same textbook because they need more particular materials than the senior high school learners.

Referring to the content of the materials, the result of need analysis indicated that eleventh grade

students of Business Marketing Program felt that they needed to learn all the language skills, but they considered speaking as the most important English skill they needed to learn. Moreover, they thought that all the language components were essential to learn, but they chose pronunciation as the most important one to master in Business Marketing Program. Also, they felt that media, such as pictures and videos, are needed to support the learning materials. They said that the use of media could make the materials more attractive.

After getting the data from need analysis, the researcher started to develop specific English materials for Business Marketing Program. In developing the materials, the researcher applied the material adaptation method. According to Tomlinson and Hitomi (2004), materials adaptation is a method in developing materials where the author modifies the existing materials so the materials become more specific for the learners. The English textbook for eleventh graders released by the government was adapted by the researcher. The researcher chose "Opinions and Thoughts" topic from the textbook as the topic to be developed. The researcher changed the context of this topic so it was related to the Business Marketing Program since this topic in the textbook has not related to the Business Marketing Program.

In the materials developed, the researcher stated the steps of scientific approach clearly. The objectives of the lesson were also stated clearly before the warm-up stage. In the warm-up stage, the researcher provided a simple conversation with a picture followed by several questions to trigger the students to understand what material they will learn. In the observing and questioning section, the researcher gave a quite long conversation with its picture about asking for and giving an opinion. In this stage, the researcher encouraged the students to ask by providing some items they may want to know from the conversation. In collecting data stage, the researcher provided the vocabulary and pronunciation practice about some words related to business field found in the conversation. The researcher also provided reading activity in the form of several questions about expressions of asking for and giving an opinion found in the conversation. Lastly, in this stage, the researcher gave the explanation about asking for and giving an opinion. Next, the associating stage consists of writing, speaking, and listening activity. In the last stage of scientific approach, namely creating and communicating stage, the researcher provided the writing and speaking activity. Lastly, in the last session of the materials, the researcher provided the formative assessment for the students to measure their own knowledge before and after learning the materials. This type of assessment is applied in the 2013 Curriculum.

Also, the researcher provided the summary of the topic before the material ended.

The result of need analysis showed that the students also needed media in the learning materials. Therefore, the researcher provided media, namely pictures and video, in the learning materials developed. Since the students needed specific materials for their major, the pictures and video provided were of course related to the business field. Furthermore, the conversations, practices, explanations, and activities included in the materials were all related to the business and marketing field.

After developing the materials, the researcher asked the English teacher of Business Marketing Program to review the material. The teacher thought that the English materials were overall good. He said that the English materials were good for both the teacher and the students. The use of media made the materials become more attractive. Moreover, it was good for the teacher because it helped the teacher to conduct scientific approach since the steps of scientific approach were stated clearly in the materials. Also, it was good for the students because the materials have fulfilled the students' needs so they can learn the English materials that they need in their future job.

CONCLUSION AND SUGGESTIONS

Conclusion

This study aimed to develop specific English materials for the eleventh graders of Business Marketing Program at one of the vocational high schools in one of the big cities in East Java because from the researcher's observation, the English materials for this program were still too general. The result of need analysis showed that the students learnt English in order to help them in their future job, so they needed specific English materials for their major. Furthermore, as marketing students, they wanted to learn more speaking activity followed by pronunciation practice. Moreover, they thought that the use of media in learning materials will be beneficial in their teaching and learning process. In reference to the result of need analysis, the researcher developed specific English materials related to business and marketing field. The learning materials contain all the language skills and components activities, but they focus more on developing students' speaking and pronunciation. Also, the media, such as pictures and video, included in the learning materials were also related to business and marketing field. According to the English teacher of Business Marketing Program, the English materials developed by the researcher were overall good because they gave advantages for both teacher and students. Moreover, the

teacher said that the materials have met the students' needs.

Suggestions

The researcher wants to give several suggestions related to this study to the English teachers of Business Marketing Program and the future researchers. For the English teachers, they should be more creative to create the specific English materials for Business Marketing Program since the English textbook released by the government consists of general materials. The teachers can change the context of the materials, so the materials can relate to business and marketing field. Moreover, the teachers should use media because it can make the learning materials more attractive. In addition, for the future researchers who are interested in this topic, they can implement the materials developed by the researcher in the classroom to know the effect and the students' responses toward the materials. Moreover, they can also develop the learning materials for different programs.

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