

DEVELOPING ENGLISH READING MATERIALS FOR ENGINEERING PROGRAM IN VOCATIONAL SCHOOL

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengembangan materi bahasa Inggris untuk program mesin berdasarkan analisis kebutuhan. Jenis penelitian yang digunakan adalah deskriptif kualitatif. Data dikumpulkan melalui kuesioner, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa desain dan fitur modul bahasa Inggris meliputi halaman depan, isi, dan penutup. Studi pendahuluan menunjukkan bahwa pembelajaran bahasa Inggris di kelas XI SMKN 2 Karanganyar berjalan dengan baik, namun belum optimal. Dalam pembelajaran membaca, guru menggunakan buku pelajaran yang diterbitkan oleh Diknas dan buku-buku penunjang lainnya. Buku-buku yang digunakan kurang menarik, monoton, dan terkesan membosankan. Siswa merasa kesulitan untuk memahami materi yang ada di dalam buku. LKS digunakan sebagai acuan guru dalam membuat soal. Hasil tes membaca menunjukkan bahwa: siswa mengalami kesulitan dalam menangkap ide pokok atau masalah dalam teks, siswa tidak mampu memahami isi teks, dan siswa tidak mampu menceritakan kembali teks yang telah dibaca. Hasil kuesioner terbuka menunjukkan bahwa perlu dikembangkan bahan bacaan yang dapat memudahkan siswa dalam memahami teks bahasa Inggris. Dalam rangka mengembangkan kompetensi siswa dalam komunikasi lisan dan tulisan, para guru 'memperbaharui' bahan bacaan. Desain pengembangan materi membaca tersebut berupa modul pembelajaran. Modul ini terdiri dari tiga bagian utama, yaitu bagian awal, bagian isi, dan bagian akhir. Bagian awal berisi sampul, kata pengantar, dan daftar isi. Bagian isi berisi teks bacaan. Bagian akhir berisi lampiran lembar evaluasi.

Kata kunci: pengembangan materi, membaca, sekolah menengah kejuruan

Abstract

The objectives of research is to investigate the English material development for machinery program based on need analysis. The type of the research was descriptive qualitative. The data were collected through questionnaire, observation, and documentation. Finding shows that the design and features of the English module includes front pages, content, and closing. The preliminary study shows that English lesson in class XI of SMKN 2 Karanganyar was going well, but not optimally. In reading class, the teacher used textbooks published by the Diknas and other supporting books. The books used were less interesting, monotonous, and seemed boring. Students found it difficult to understand the material in the book. LKS was used as the teacher reference in making questions. The result of reading test shows that: students had difficulty in capturing the main ideas or issues in the text, students were not able to understand the content of the text, and students were not able to retell the text they have read. The result of open questionnaires shows that it was necessary to develop reading material to make it easier for students to comprehend English texts. In order to develop students' competence in oral and

written communication, the teachers 'renew' materials for reading. The design of reading material development was in the form of learning module. The module consists of three main parts, namely the beginning, the content and the end. The initial section contains the cover, preface and table of content. The content section contains reading texts. The final part contains the attachment of the evaluation sheets.

Keywords: developing material, reading, vocational school

1. INTRODUCTION

Vocational training is an education program that is held directly associated with the preparation of the individual in the face of future work and career development required (Calhoun & Finch, 1982). Vocational high school (SMK) is part of vocational education. It is the means to prepare students for the world of work, so that it must be future oriented. The act of the Republic of Indonesia No. 20 of 2003 on National Education System article 15 stating that vocational education is secondary education program for preparing learners for a specific job. Those above-mentioned regulatory statements perfectly recognize that education in SMK should equip the students with particular skills or, in other words, promote them to have professional skills in a specific field so that they are ready to compete in today's workplace. Vocational high school graduates should have been ready to work, smart, had a competitive advantage, comparative and strong character as a professional worker.

Teaching English in vocational education, should be taken into account as English for Specific Purposes (ESP) program (Widodo, 2016). According to Hutchinson and Waters (1987), ESP is an approach to language teaching, where content and methods rely heavily on learners' needs and interests. Basturkmen (2010) stated that ESP is a course which concerns on narrower range of topics of English that the students need to learn. Thus, ESP course regards the students that they need to master qualifications in their subject area, so that, ESP course gives the students a preparation to enter in real activities of their subject area. For this reason, the English instructions applied in ESP teachings should be totally different from General English (GE) instructions which is very general in nature (Rahman, 2015). ESP courses, on the other hand, are designed to meet the needs of learners and other stakeholders to communicate for work or study purposes in specific disciplines (Vogt & Kantelinen, 2013).

In some cases, based on the result of previous researches, the materials given in English subject in SMK sometimes irrelevant with students' background and need. This happened because of some reasons, such as the lacks of English teaching materials which is specified for certain purposes, and many available teaching materials are published by foreign country in which the level of difficulties is not really suitable with the students' need in Indonesia

(Hartanto & Fordiana, 2018). More surprisingly, the English teachers in both SMK and SMA even use the same course books that are provided by markets that the contents are frequently inadequate to the SMK students' needs (Fatmawati, 2017). Further, the teacher also had problems that they had a lack of interest in designing materials that are fully relevant to their needs due to unavailability of financial support from their institution, the limitation of time, and the lack of understanding on how to develop or design the teaching materials for a specific field (Kaharuddin & Arafah, 2017; Hartanto & Fordiana, 2018). Consequently, the teaching materials do not reliably ensure that the course contents are appropriate, effective, practical, and realistic to enable the students succeed in mastering English.

Realizing these facts, it is a must for the English teachers in SMK to develop English learning materials that meet their students' learning needs clearly reflected in their actual teaching-learning situation. It requires the need analysis to investigate effective ESP materials for students at vocational school. The need analysis can help them to clarify and validate the learners' true needs (Akyel & Ozek, 2010). According to Dudley-Evans and St. John in Graves (1996:126), "needs analysis is the procedure of establishing the *what* and *how* of a course." The aim of needs analysis is not only to perceive learners as language users but also to help them comprehend language use in the contexts of both target situations and learning environments. Most important, needs analysis helps learners maximize language learning and skills in a given target context.

Studies of needs analysis for ESP have been undertaken previously. A research by Mastoi, et.al (2019) presents basic needs and lacking's in some universities of Pakistan in teaching ESP in engineering context and also the needs of CLT in the engineering context. Need analysis is used in order to know about the student's learning background, their skills that they have owned and want to improve, and design the course that will benefit them related to their field of interest. It also fulfills the gaps of what student knows and what s/he wanted to know. It also focuses on the contextual learning. The results shows that students wanted to focus on the speaking skill, and they preferred that their teacher's should be as a facilitator and as a guide not a traditional teacher. Students were also interested to work in groups and pairs rather individually. They wanted to learn English to get their higher studies. They think English is necessary for their careers.

Pranoto & Suprayogi (2020) conducts a research which aims at constructing the ideal English material for Physical Education students using need analysis. A need analysis goes along several procedures; data collection on the perspective of students' desires learners' needs and hopes, beliefs and viewpoints. Therefore, the detail information such as materials, method,

and class environment are comprehensively acquired for the sake of learning goals and target. The findings reveal the Physical Education students' need of ESP in varied range of topics. The highly desired topics are English for sport journalism, English for professional athlete/referee/coach. Furthermore, based on the perspective of lecturers, they believe that students' speaking, and writing must be well developed in order to compete in international level as professional athlete, coach, journalist, and etc.

Teaching materials form an important part of most English teaching programmes. From textbooks, videotapes and pictures to the Internet, teachers rely heavily on a diverse range of materials to support their teaching and their students' learning. However, despite the current rich array of English language teaching materials commercially available, many teachers continue to produce their own materials for classroom use. Indeed, most teachers spend considerable time finding, selecting, evaluating, adapting and making materials to use in their teaching (Howard, 2000).

Materials have to be designed and developed if the existing materials do not match the students' needs and expectations. If materials can be provided, the student motivation has to be taken care of because they may find the materials boring. The teacher will have to reconcile his knowledge of specific subject with the level of knowledge assumed by the materials on the one hand and the academic level already attained by the students. The students may feel that studying the material is a waste of time because the content has been studied as part of their specialized subject or the teacher is not confident due to his inadequate or insufficient knowledge.

In order to develop materials, English teachers should carry out need analysis. Need analysis covers Target Situation Analysis (TSA), Present Situation Analysis (PSA) and Learning Situation Analysis (LSA). TSA refers to form of needs analysis, which centers on identifying the learners' language requirements in the occupational or academic setting. LSA means effective ways of learning the skills and language. LSA also refers to why do learners want to learn (Munby, 1978). Meanwhile, Nitu (2002) argued that needs analysis offers information on both the content and the form that the course should take. It is supposed to answer four major questions: WHO - target learners (Junior High School students in this case), WHY (their reasons for attending class), WHERE (the location) and WHEN (the duration and frequency of English class). It also offers information on the skills that are most required in the target situation.

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to perceive learners as language users but also to help them comprehend language use in the contexts of both target situations and learning environments. Most important, needs analysis helps learners maximize language learning and skills in a given target context. According to Harding (2007), there are three considerations in developing materials: 1) Use context, texts, and situations from the students' subject area; 2) Exploit authentic materials; and 3) Make the tasks authentic as well as the tasks. Materials designers can choose to use traditional materials which comprises of the printed ones such as magazines, manuals brochures, and bulletins or current materials that are rising nowadays such as videos, listening files, websites, podcasts and many more (Adhabiyah, et.al., 2014).

This study takes place at SMKN 2 Karanganyar in which it has two programs, computer engineering and networks (TKJ), electronics, automobile machinery and multimedia which should provide the students with the skills of, for instance, understanding components and fixing machinery. Therefore, the required English material is ESP for machinery program. The theory that underlies this research is Needs Assessment by the English Purposes (ESP) theory by Munby (1978). The questionnaire will be administered to the teacher and students. It deals with the target needs centred on the learner's necessities, lacks and wants that are effectively functioned in the target situation. It also concerns about learning needs that encompass learning inputs, procedures, teacher's and learners' role, and setting. Additionally, interviews will be also conducted with the students and an English teacher to gather data in order to examine the practices of teaching writing and to uncover possible areas of students' language difficulties in learning English.

With regard to the statement, this study finds a comprehensive framework for needs analysis to design English material at vocational high school. In Indonesia, teaching English for Vocational High School is aimed to reach competency standard of English subject as it is stated in 2013 Curriculum document of English for Vocational High School. In line with the title of research, the research problem raised is stated as follows: "How is the English reading material development for machinery program based on need analysis?"

2. METHOD

The research design of this study is belonged to research and development, or commonly abbreviated as R & D. Research and development can be defined as a process or steps to develop a new product or to complete an available product and it can be accountable (Sujadi, 2003:164). According to Sugiono (2010:407), research and development is research method which is used to produce a certain product and examine the effectiveness of the product. Borg

and Gall (1983:772) define research and development method as a process which is used to develop and validate educational products.

Steps of Research and Development based on Borg and Gall (in Sugiyono, 2016: 298) are: (1) Research and information collecting, (2) Planning, (3) Develop primary form of product, (4) Preliminary field, (5) Main product revision, (6) Main field testing, (7) Operational product revision, (8) Operational field testing, (9) Final product revision, (10) Dissemination and implementation.

Lofland et. al (1984) stated that main data of qualitative research are words, note, activity and document. In line with this study, the written result of research restrains the data which includes script interview, field note, photographs, video, and document. Relied on the statements above, the data sources explored in this research are: 1) Event, The intended activities were all kinds of English material development activities carried out by the English teachers in SMKN 2 Karanganyar. The activities which were taken as data sources are English Need Analysis of material development; 2) Informant, Spradley (2000) argued that informant is source of information. They know deeply due to problem in the study and give information to researcher. There were some informants in conducting material of teaching English. They were two English teachers namely Mr. AW and Mrs. RE; 3) Document, there were essential documents relied on teaching-learning process. The documents were syllabus, lesson plan, teacher's hand book, student's handbook, document, and evaluation.

In this research, the researcher used methodological triangulation because he triangulated the data from the documents analysis, observations, questionnaires and interview

3. RESULTS AND DISCUSSION

3.1 Result

3.1.1 Preliminary Study

The initial stage was the observation to collect information with the English teacher for class XI SMKN 2 Karanganyar. Based on the daily test in English, class IX students had a low percentage of learning completeness, namely 20.45%. The average reading score of class IX students of SMKN 2 Karanganyar was 72.95, below the KKM score of 75. The problem with the low student learning outcomes was because reading lesson still used conventional methods, namely book-based assignments. The assignment method was used to compensate for a very large amount of learning material while having little time.

In reading class, the teacher usually used English textbook published by the Ministry of Education and Culture (*Kemendikbud*) and several other supporting books, including theory

books and worksheets. However, the textbooks used were very limited. The teacher stated that the textbooks that had been used so far were less attractive, monotonous, and seemed boring. In addition to textbooks, the teacher also used several other references, namely worksheets and theory books. The theory book was used by the teacher to enrich the material to be delivered, while the LKS was used as a teacher reference in making exercises. These supporting books have not been able to help students to learn independently, especially in developing reading competence.

In developing the materials, the teachers hold on rules resulted from MGMP. They paid attention to the rules, and implemented them in syllabus and lesson plan. The elements are stated in students learning needs such as structure, vocabulary, and pronunciation. Based on observation result, before developing material, the teachers carried out need analysis. The need analysis carried out by the teachers is simple need analysis.

Material development carried out by the teachers in SMKN 2 Karanganyar was due to the fact that they met students' problem in learning English. The students found difficulties to learn English using textbook provided by Dinas Pendidikan, as the textbook was 'too heavy' for them. The thick textbook discouraged them to learn. As a result, they were unmotivated to learn and their English achievement became low.

Whereas, in the teaching learning process, teacher has a very important role to create the class to be conducive or not. The teachers faced difficult situation. They had to make the material being understood by the students and that students did not feel bored with it. Moreover, they also had to guide the students for gaining good result in their examination. After making discussion, the teachers concluded that they had to 'renew' the material, or, the textbook for instance. Thus, they ought to develop English material as simple as possible so that students would get easy to understand it.

After discussing with the principal, the teacher discussed the students' problems in English MGMP of Karanganyar. MGMP discussion resulted that the English teacher should have 'training' namely "Training of Development of Professional Competence" before they made material development. The training would be held in three meetings and financed by block grant. The material development used obvious design by considering teaching material taxonomy: (1) students book, (2) work book, and (3) teachers book. Work book should refer to lesson book. In this case, learning material, assignment, or exercise in the lesson book, while the assignment work or remedy should be considered in students book. It can be basis of book conducting or students work sheet. By having correct design, it is expected that the lesson book produced will be effective to use in learning and it can be used many times for the next

generations. The material should also cover principles or good compositions styles so that it is interesting and make students easy to learn. Based on observation result, need analysis conducted by English teacher at SMKN 2 Karanganyar is going through some activities such as: The teacher recognized students' 'present' problems in English. Their English textbook could not meet the conditions in a language class. Teacher also carried out need analysis by holding on 'Bedah SKL' in MGMP forum and analyzed the kisi-kisi.

In conclusion, need analysis conducted by English teachers at SMKN 2 Karanganyar holds on the purposes of English teaching as stated in curriculum: (1) Developing learners' competence in oral and written communication to achieve the level of functional literacy; (2) Having an awareness of the nature and importance of English to improve the nation's competitiveness in a global society; (3) Developing learners' understanding of the interrelationship between language and culture

3.1.2 Draft of Product Design

The second stage of the development model in this research was the design stage or product design. At this stage the researcher began to design the reading material that would be developed. There were 4 (four) steps at this design stage, including the preparation of a reading material framework, collection and selection of references, preparation of reading material design and features, and preparation of reading material assessment instrument.

3.1.3 Model Development

Material drafting was conducted by teachers adapted from syllabus guidelines. It indicated that teachers had known the important of syllabus based on 2013 Curriculum which cited in Puskur Balitbang Diknas (2013). It has direct role in developing syllabus are teachers or related subjects or MGMP. They have to develop syllabus and conduct the learning planning and evaluation based on BNSP guideline. Teacher can adapt the items in syllabus guideline to their syllabus that suited to the condition and characteristic of the students and school. BNSP has several principles due to adapt syllabus development are namely: 1) scientific, 2) relevant, 3) consistent, 4) accountable, 5) actual and contextual, 6) flexible, and 7) comprehensive.

The roles of material are namely; a) focused on communicative abilities of interpretation, expression and negotiation, (b) focus on understandable, relevant, interesting exchanges of information rather than presentation of grammatical form, and (c) involve different kind of text and media which learner can develop through a variety activities and task. It is considered sufficient based on consideration that it contains more various vocabulary, and clearer explanation on grammar course.

On the other hand there is another challenge raised, that is, the way the teacher gained English national competence. First, the weaknesses of the material was corresponded with students' material comprehension. Based on interview result, teacher A said that the weaknesses happened when the designed materials of MGMP result was given to students with 'middle-low' capability, they would have difficulty to comprehend materials, so that teacher A felt he should revise the material again. When teacher B was asked weaknesses she found in the developed material, she said the weakness was that patterns / language features presented in LKS sometimes were difficult to understand. As consequence, she looked for additional resources from other books or from internet.

From the interview result, there are the result of product trial. First, since the syllabus is developed by teacher association, it gave many advantages to educational practitioner and students. In this case, school knows much more about students' needs, especially for educational input. Therefore, government gives the responsibility to school's unit to develop relied on the school capability and potency.

From the explanation above, the weaknesses of the material development is that the scenario made in the developed materials is to provide a series of learning activities by involving students doing the tasks. The structured used in the material is reading, speaking, listening, and writing, but but the structure does not reflect the natural use of the language. For example, the developed material concerned more about doing exercise after reading texts. Questions in reading texts do not provide with questions which can develop students' ability in conveying opinion. The other weakness also lied on its layout, design and reading texts

3.2 Discussion

The research on development of reading materials to improve students' reading competence of class XI was a type of Research and Development (R&D) research. The development model used Sukmadinata (2008: 184) development procedure with modifications, so that the development research steps consist of preliminary studies, development, and test.

Preliminary study was conducted to determine the problems of reading class, need analysis and drafting the product. The preliminary study was conducted through interview with English teacher at SMKN 2 Karanganyar. Observation shows that reading lesson in class XI of SMKN 2 Karanganyar was going well, but not optimally. In reading class, the teacher used textbooks published by the Ministry of Education and Culture and other supporting books, as well as worksheets. The books used were less interesting, monotonous, and seemed boring. The material presented in the book still seemed confusing. Students found it difficult to understand the material in the book because the themes have been determined. LKS was used

as a teacher reference in making questions. These supporting books have not been able to help students to learn independently, especially in developing reading competence.

The result of observation in reading teaching and learning in class XI of SMKN 2 Karanganyar were: students had difficulty in capturing the main ideas or issues in the text, students were not able to understand the content of the text, and students were not able to retell the text they have read. It is in accordance with the opinion of Purwa, (2013) that the problem often faced by students in learning English is the difference between pronunciation and written form. Often students just write what they hear, even though most of the vocabulary in English there is a difference between pronunciation and written form.

In order to find out students' need regarding teaching material that need to be developed, the researcher conducted needs analysis using open questionnaire. The result of open questionnaire shows that it was necessary to develop reading material to make it easier for students to comprehend English texts. Development stage includes preparation of product designs, instrument validation, limited class trial and large class trial. In product design stage, the researcher designed the reading material. Development Module consists of three main parts, namely the beginning, the content and the end. The initial section contains the cover, preface and table of content. The content section contains some reading texts. The final part contains the attachment of the evaluation sheets. Need analysis conducted by English teachers at SMKN 2 Karanganyar holds on the purposes of English teaching learning at SMK as stated in 2013 Curriculum: (1) Developing learners' competence in oral and written communication to achieve the level of functional literacy; (2) Having an awareness of the nature and importance of English to improve the nation's competitiveness in a global society; (3) Developing learners' understanding of the interrelationship between language and culture.

The findings above was similar with some researches reviewed by the researcher in the previous chapter. Isik's research (2018) indicates that the proposed materials evaluation system and related checklists can be used effectively for materials evaluation. The results about the reliability are found to be high and both the categories and subcategories of the checklists are employed dependably when evaluating materials. Thus, the research helps realize a reliable system for materials evaluation, concise screening checklist and the comprehensive detailed checklist for materials evaluation in language teaching. A study by Marand (2018) shows that the process of adoption and adaptation in material development are designed either to remedy the deficiencies in existing ones or to expand and improve them. In surveying the existing materials, it is necessary to develop questions as an aid for evaluating them, namely: By whom and where were the materials developed; Are the materials compatible with the syllabu; Do

most of the materials provide alternatives for teachers and learners; Which language skills do the materials cover; How authentic are the text types included in the materials; How do learners and teachers who have used the materials feel about them.

A research by Halim and Halim (2018) revealed that most of the teachers preferred to adopt materials for teaching rather than adapting. A study by Iwai, Kondo, Lim, Ray, Shimizu, and Brown (2019) shows preliminary data analysis reveals that there is a high degree of agreement between teachers and students with respect to the perceived needs for studying Japanese. Secondly, the needs analysis also sheds important light on a variety of domains where students assign a higher priority than teachers. Thirdly, the needs analysis reveals that there is only one item to which teachers assign a higher priority than the students, the use of Japanese in serving Japanese customers in a restaurant in Hawai'i. Lastly, the analysis also indicated that there are no significant differences in opinions between experienced and inexperienced teachers and native speakers of Japanese and non-natives. Hence, qualitative data reflected the real-life concerns of the students with regard to more practical aspects of Japanese language learning such as course materials, learning kanji, speaking/conversation, course pace and requirements, in addition to their desires to learn more about Japanese culture.

A research by Rahardjo, Setiyanti, Sofiani (2021) indicated that the students should master the speaking skill needed to complete the secretarial tasks such as handling phone calls, facing a job interview, describing a product, making an appointment, making a hotel reservation, making a press release, running a business meeting, giving a presentation, winning a negotiation and many more. A study by Oktavia and Suwartono (2020) shows that from the questionnaire result, students admitted that they had low and basic capability in English, but they still wanted to learn more about it and put their wish to be able to master English at least for communication. The three heads of departments expected the students to master the terms concerning their discipline and scientific background of economics. The graduate who had applied English in her professional life argued that students are better to learn the most practical English daily conversation, and finally the English lecturer preferred the material to be more varied and challenging, so that the students would gain the optimal result of learning English once a week within a semester.

Material development preparation is tailor-made with blue print, LKS, textbooks, and functional resources content builder. Alternatively, teachers can use any other resources existed at school. With developed material, language learning becomes flexible and effective. This finding is in line with Kaewmak & Intharaksa's research (2018) explaining that most English teachers in private secondary schools, Songkhla Province used books, word and picture cards,

realia as developed instructional materials. Most developed instructional materials were created by the teachers. Some were commercially bought by the schools. The reason for using developed instructional materials was that students paid more attention to the lessons. And the criterion to select developed instructional materials was that it had to be in accordance to the lesson and objectives of learning.

The result of feasibility test for developing reading material showed that the total percentage was 96.7% with very practical criteria. In accordance with the practicality criteria in the large group trial, the development of reading material is stated to be very practical and feasible to use. It is similar with a study by Kaewpet (2017) which presents a framework for investigating the English for Specific Purposes (ESP) needs. The results of needs analysis conducted prior to class have been extended to course design, implementation, and evaluation. The approach is best suited to a context with potential for joint instruction of a technical discipline with the English language. In addition, the research was conducted in an English-speaking environment. Meanwhile, a study by Syakur (2020) discusses the analysis of the needs of English courses (ESP) for educational students who need analysis of targets and learning needs. Finding shows that the product of materials has been suitable for it proven with its synchronization with students' needs in semester 3. Content matters a prime basis of which an ESP materials are composed, not only used to being in academic context, students could also enhance their communicative skills through functional expressions they will need in the future job and on the job training. In addition, this product of materials provides effective learning mode with the principles of CTL highlighting experiential learning with the goal to more productive learning.

A research by Albassri (2018) investigated the English for specific purposes (ESP) needs of business students to explore how best to address their expressed needs through subsequent tutoring. Finding shows that reading textbooks and articles received more attention. They need to read textbooks because this is what their grading is partially based on, because they must be aware of the content in order to pass the class. Meanwhile, the most important areas of speaking were speaking to colleagues, speaking on the phone, taking part in meetings, taking part in conferences, and small talk. Writing academic papers and summaries of articles are less important than writing emails, reports, and business letters.

4. CONCLUSION

The design of reading material development was in the form of learning module. The module consists of three main parts, namely the beginning, the content and the end. The initial section

contains the cover, preface and table of content. The content section contains reading texts. The final part contains the attachment of the evaluation sheets.

Need analysis conducted by English teachers at SMKN 2 Karanganyar holds on the purposes of English teaching learning at SMK as stated in 2013 Curriculum: (1) Developing learners' competence in oral and written communication to achieve the level of functional literacy; (2) Having an awareness of the nature and importance of English to improve the nation's competitiveness in a global society; (3) Developing learners' understanding of the interrelationship between language and culture. In order to achieve the goals above, the English teachers develop the material, because the textbook provided by school is not sufficient for students to gain all competencies above. In order to develop students' competence in oral and written communication, the teachers 'renew' materials for speaking and writing focusing on Islamic teachings. This is more feasible for teachers and students in SMKN 2 Karanganyar. By using the developed materials, students know the English terms and expressions related to the Islamic themes so that they experience using the expressions in their daily communication.

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