

**TEACHERS' EFFORTS IN DEVELOPING ENGLISH  
MATERIALS FOR VOCATIONAL HIGH SCHOOL  
AT SMK MA'ARIF NU 1 AJIBARANG  
BANYUMAS REGENCY**



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Teachers Training of  
State Islamic University Of Prof. K.H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of The Requirements for Achieving the Degree of  
*Sarjana Pendidikan* (S.Pd.) in English Education**

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*Assalamu 'alaikum Wr. Wb.*

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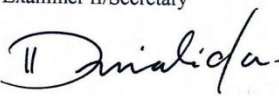
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## **MOTTO**

*Every day begins with expetations and ends with experience.*

~SLTHN~





## **DEDICATION**

*To my beloved parents, Kaminah, S.Pd. and Suro Wiyono, two of the greatest people in my life. And my lovely sister Nina Fitri Ramadhani.*

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## **ABSTRACT**

The purpose of this research is to explore teachers' efforts, challenges and solutions in developing teaching materials for students of the Computer and Network Engineering study program at SMK Ma'arif NU 1 Ajibarang. The type of research is descriptive research using a descriptive qualitative approach. The subjects in this study were 5<sup>th</sup> English teachers who taught in the Computer and Network Engineering study program. While the object of research in this thesis is the teachers' efforts in developing English material for the Computer and Network Engineering study program at SMK Ma'arif NU 1 Ajibarang. The method used in collecting data are interview, and documentation. The data analysis techniques that used by researcher is the Miles and Huberman models which include data reduction, data presentation as well as drawing conclusions and data verification. The results of this study indicate that the English teacher has made every effort to develop teaching materials about giving announcement that present National Technology Day Competition theme which are appropriate for Computer Network Engineering major because every element in the material is based on English. Because of the challenges in developing this material, one of them is time constraints and the busyness of each teacher.

***Keywords:*** *Effort, Development of Teaching Materials, Learning English*

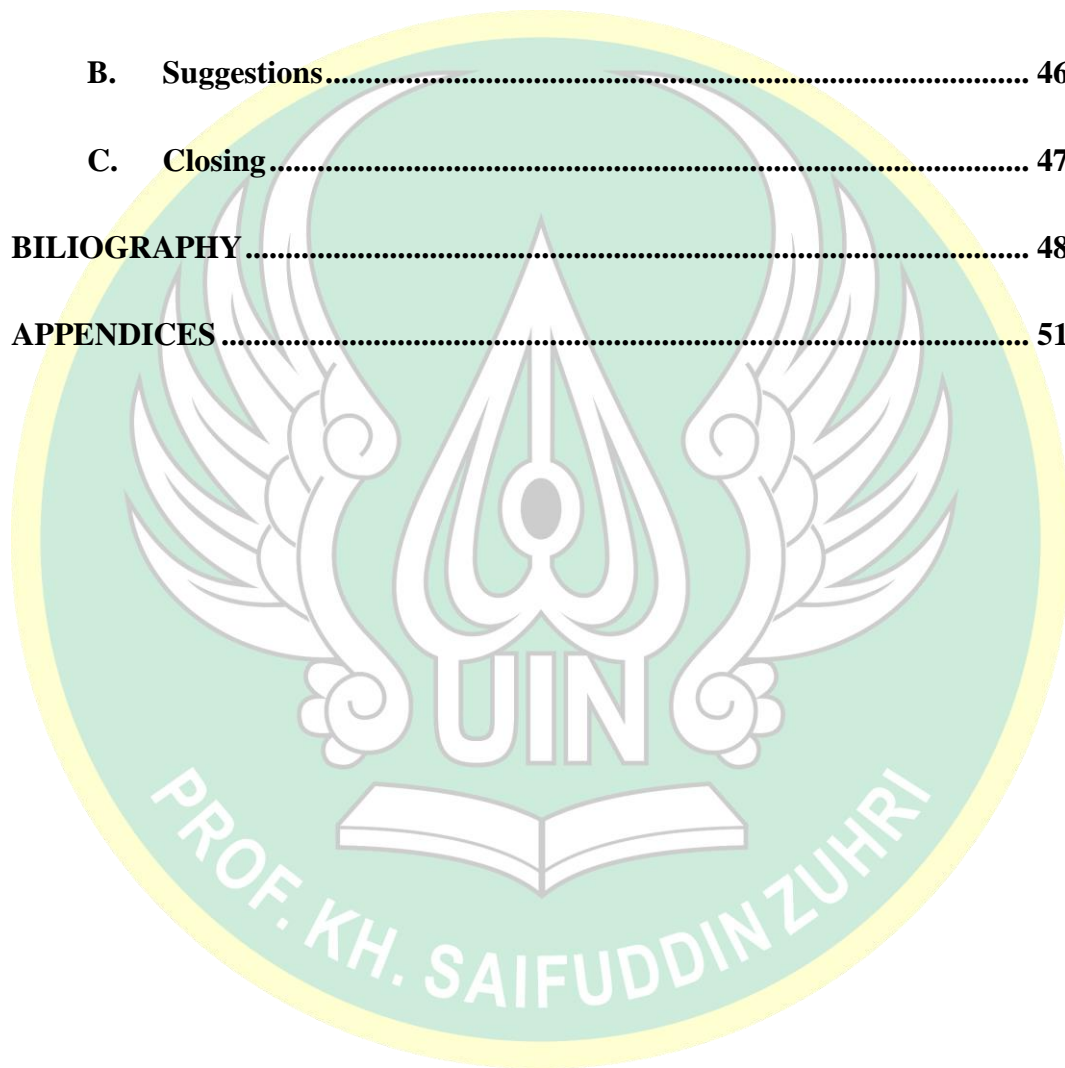
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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Vocational High School aims to prepare students to work directly in their chosen field after graduation. Major in vocational high schools based on the government rule Number 17 year 2013 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. Along with the 4.0 revolution, this has an impact in various fields, including education. Advances in educational technology have even affected management systems and classrooms (Jamun, 2018:28). Education 4.0 is education under the influence of the Industrial Revolution 4.0, using digital technology in the learning process (Gao et al., 2019:147).

In line with the demands of the global era which is based on professional skills, learning activities in secondary education institutions are not only focused on efforts to gain as much theoretical knowledge as possible, but also must take advantage of technological developments to improve the quality of learning. Improving the quality of learning is expected to create professional skills in certain fields which are very important for students and their future. Learning experts generally agree that the basic abilities of the profession within certain limits can be formed and developed through learning activities in the fields of study and disciplines being taught (Suharsono, 2011: 124). One of the competency programs expected from the computer and network engineering expertise program (TKJ) is computer hardware, network concepts, and server design.

To support student competence in certain study programs, vocational high schools facilitate English language education with the aim that students are fluent in spoken and written language in communicating which can help support their careers. Material takes an important part in the teaching and

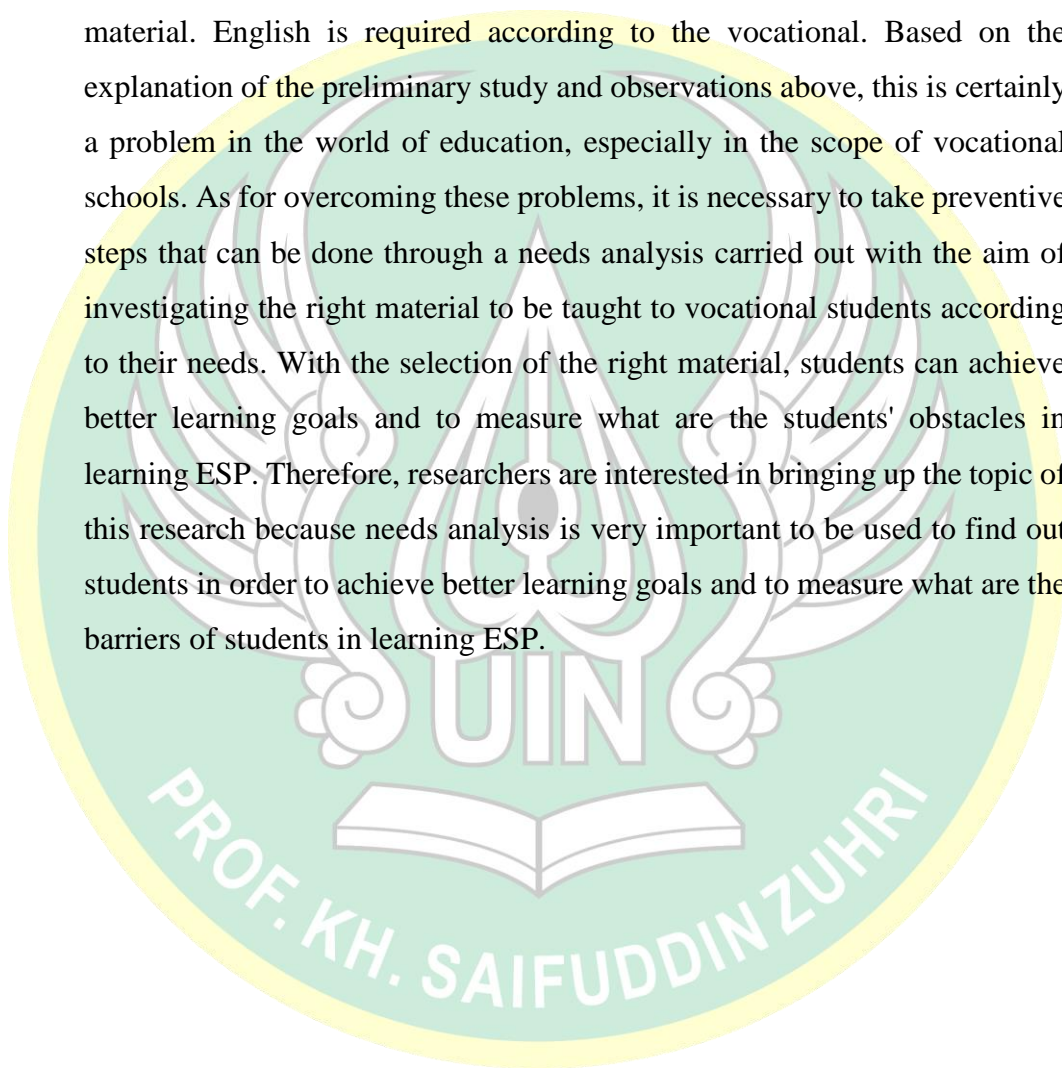
learning process. Knowledge and ability of students can develop as a result of the material that has been delivered. English material used in the learning process should be adapted to the study program based on vocational education goals. It aims to meet the needs of students so that they can use their skills to the fullest (Sunubi, 2020: 357). Studying English material related to their work and future needs enables them to develop their competency in English communication in their work field. Therefore, the teacher should not be careless in choosing material for learning. In order to produce graduates who are competent and competitive, teachers must select the appropriate content based on their students' vocational requirements in order to achieve the primary objectives of high school.

The government still offers general English education resources for Vocational High School, along with certain other publishers. The subject matter is the same as that taught in senior high school. They are not specified in specific study programs. There are some research on other current issues in the development of the English material for Vocational High School Students. Prayoga & Irwansyah (2021: 38) found that the students of the peripheral city of Indonesia concluded that the development of English learning materials for computer networks should be centered on the needs of students; that the coursebook's encouraging visual elements and clear maps are what make it more acceptable; and that expert validation of developed coursebooks improves its readability and acceptance. Other research found by Rohimajaya, Sudirman, & Hamer (2021: 248) conclude that Students are bored and may not understand what they are learning. Based on the needs analysis, it is required to create teaching materials in the form of modules that can motivate students. More contextual teaching resources, tailored to students' requirements, must be developed in order for them to be more excited about learning. Another research by Sari & Atmanegara (2018: 9), the result of the findings, after being implemented on the students in an actual class, it was determined that ESP reading materials for accounting students



had an average potential effect. To put it another way, the ESP reading materials developed in this study could help students read better.

In addition, based on the facts in the field, the problems found in the preliminary observations at SMK Ma'arif NU 1 Ajibarang include: Teachers still only rely on handbooks, teachers do not develop materials according to the vocational classes being taught, and students do not master the language material. English is required according to the vocational. Based on the explanation of the preliminary study and observations above, this is certainly a problem in the world of education, especially in the scope of vocational schools. As for overcoming these problems, it is necessary to take preventive steps that can be done through a needs analysis carried out with the aim of investigating the right material to be taught to vocational students according to their needs. With the selection of the right material, students can achieve better learning goals and to measure what are the students' obstacles in learning ESP. Therefore, researchers are interested in bringing up the topic of this research because needs analysis is very important to be used to find out students in order to achieve better learning goals and to measure what are the barriers of students in learning ESP.



## **B. Conceptual Definition**

Definitions of key terms are essential matters that form guidelines for research to be carried out. Related to this research, there are several things in the form of key terms that are used to guide the implementation of this research. That is:

### **1. Developing English Learning Materials**

One of the elements that support the success of teaching and learning is material. Therefore, it is very important to use or create relevant materials that maximize students' potential. Tomlinson (2001: 35) defines "material development" as everything that professionals do to create and use resources for language acquisition, including evaluating, modifying, designing, producing, using, and conducting research on these resources. Material development is not only a practical activity but also a research topic. Aside from being a practicum activity, material development is also research material. This is a field that examines the ideas and practices of creating, using, and valuing language education resources. In practical terms, it refers to any action taken by a researcher, teacher, or student to offer a source of language input, exploit that resource in a way that maximizes consumption possibilities, and promotes meaningful outcomes. In other words, it refers to the provision of knowledge and or exposure to a language in a way designed to enhance language learning. Ongoing research should inform and be informed by the production and use of classroom resources, making the two elements of materials development interactive. Material developers can create textbooks, tell stories, advertise in class, express opinions, provide examples of language use, or read poetry aloud. Whatever they do to provide input, they ideally do so in a way that is consistent with what they know about how language can be learned most effectively.

## 2. ESP (English for Specific Purposes)

Because they need specific English for computer and network engineering majors rather than general English, computer and network engineering students' English can be categorized as English for specific purposes. This section creates a syllabus, examines requirements, and defines an ESP. Hutchinson & Waters (1987: 21) say that ESP is a way of teaching language where students' needs are used to decide everything about the learning and teaching process, including the materials and approaches. ESP is defined by Hutchinson and Waters (1987: 17) as a language teaching method that focuses on meeting the needs of students in the intended setting and basing all content and method choices on those needs. Therefore, ESP is teaching English that is tailored to the needs of students. Teachers need to know what the needs of their target students are before creating ESP materials or teaching them.

## 3. English for Vocational High School

Vocational education is recognized in secondary education programs, namely SMK (Sekolah Menengah Kejuruan). The demand for a more specialized workforce with a higher level of skills has prompted the Indonesian government to further encourage and invest in the future of vocational education through state vocational schools with international standards. The process of teaching and learning in schools is the core to achieve these goals. Vocational Schools pay attention to education and training programs in limited competency areas. Consequently, the subjects transferred in this program are expected to meet students' expectations for their enrollment in the program. In this case, English as a subject requires specification of its content. As a result, specific English has become a major issue in running education and training programs in vocational education. Therefore, ESP is offered to be an approach to fulfill certain goals. In developing English in a particular competency area, several issues may need to be

considered in connection with teaching English as a foreign language, as is the case in Indonesia. Learning to teach as an activity to achieve instructional goals requires careful planning. This is necessary so that the types and procedures in teaching and learning activities have functional value to achieve goals.

#### 4. Needs Analysis

Flowerdew (2012: 254) stated that the methods for gathering and evaluating relevant information for course design—the means of determining a course's how and what—are part of needs analysis. It's a never-ending process because we adjust our instruction as we learn more about our students. This makes evaluation the best way to determine a course's effectiveness. (Ma'rufah et al., 2021: 52) stated that Need analysis is conducted for deciding the goals and the objectives of the upcoming curriculum and for ensuring that the curriculum content ties the students needs. The term "needs" actually refers to an umbrella term that encompasses a number of aspects, including the objectives and backgrounds of students, their language proficiency, the reasons they are enrolling in the course, their preferred methods of teaching and learning, and the contexts in which they will need to communicate. Needs can be gathered and analyzed in a variety of ways, and they can include what students know, don't know, or want to know.

#### C. Research Questions

The following is a possible formulation of the problem based on the previously mentioned research background:

1. What are the efforts in developing the teaching materials for students of SMK Ma'arif NU 1 Ajibarang?
2. What are the challenges faced by teachers in developing the teaching materials for students of SMK Ma'arif NU 1 Ajibarang?
3. What are the possibles solution for the developed materials for SMK Ma'arif NU 1 Ajibarang?



## **D. Objectives and Significances of the Study**

### **1. The Objectives of the Research**

Therefore the researcher focused on developing materials for students of the Computer and Network Engineering study program of SMK Ma'arif NU 1 Ajibarang. The objectives of the research are to:

- a. To explore the teachers efforts in developing the teaching materials for students of the Computer and Network Engineering study program of SMK Ma'arif NU 1 Ajibarang.
- b. To explore the challenges faced by teachers in developing the teaching materials for students of the Computer and Network Engineering study program of SMK Ma'arif NU 1 Ajibarang.
- c. To find out the possibles solution for the developed materials related to Computer and Network Engineering study program of SMK Ma'arif NU 1 Ajibarang.

### **2. The Significances of the Research**

There are two kinds of significances of this study as follows:

#### **a. Theoretical Significance**

This study provide the bennefites and contribution to the issue of material design in Vocational High School.

#### **b. Practical Significances**

The practical significance of this research are:

##### **1) For Teachers**

This research is examines Efforts in developing english materials for Vocational High School with English for Specific Purposes (ESP). The results of this reseach are expected to provide information and help Teachers teach English becomes aware of the selection of the right material and can teach well and maximal according to the study program of Vocational High School.

##### **2) For School**

After the Teachers's understanding of the selection of material is correct and students have received material that is in accordance with their study program, this research has an impact on the quality of the school.

3) For other researchers

This research of this study can be used as a reference source for relevant research in further research.

## **E. Structure of The Research**

To make a systematic research, it is necessary to classify the structure of this research. The structure of this research will explain as follows:

Chapter I presents the introduction consisting of the background of the research, operational definition, research question, objective and significance of the research, research methods, and research structure.

Chapter II presents literature review. It consists of review of relevant studies, and the theoretical basis of the Developing English Learning Materials and ESP (English for Specific Purposes).

Chapter III presents about research method. Which discusses the type of the research, research location, source of data, techniques of data collection, and techniques of data analysis.

Chapter IV presents findings and discussion. This chapter explains and answers the question from the research question.

Chapter V presents the conclusion and suggestions of the research. In this chapter, the researcher concludes and gives suggestions related to the research.

## CHAPTER II

### LITERATURE REVIEW

#### A. ESP (English for Specific Purposes)

##### 1. Definition of ESP (English for Specific Purposes)

English for Specific Purposes (ESP) is a language teaching technique that incorporates the needs of specific learners. According to Belcher (2006: 149) English for Specific Purposes (ESP) is a language method aimed at equipping learners with clear objectives with the language aspects needed to appear as professionals. English for Special Purposes (ESP) focuses on language in context rather than teaching grammar and linguistic structure. It covers topics ranging from accounting and computer science to tourism and business management, among others. Hutchinson & Waters (1987: 17) They define that ESP is an approach to teaching language in which all decisions for content and methods are based on the learner's reasons for learning because it is in accordance with the purpose of ESP itself, namely to provide what is needed by students. Basturkmen (2010: 3) states that ESP courses have a narrower focus than general ELT courses because they are centered on the analysis of learner needs. In addition (Dudley-Evans & John, 1998: 308) also states that ESP is defined to meet the special needs of learners, making use of the underlying methodology and the language-centered discipline activities it serves that are appropriate to these activities in terms of grammar, lexis, lists, learning skills, discourse, and genre. This statement demonstrates how ESP regard students in terms of their work or study roles, and how ESP courses focus on work or study-related needs rather than personal or general interests. Eventually, it is described that ESP involves text analysis and the use of language that learners will encounter in their work and study situations.

## 2. Function of ESP (English for Specific Purposes)

ESP focused on language used in real-world professional contexts rather than teaching grammar structures and vocabulary unrelated to the students' primary disciplines. Unlike General English, which is typically disconnected from the students' future conditions, ESP content is integrated into a topic area relating to the students' present and future situations. ESP is an approach to language teaching in which all decisions regarding content and methods are based on the learner's reasons for learning (Hutchinson and Waters, 1987: 21). The focus of ESP itself is to meet students' needs for work or study related to future career needs, not personal needs or public interests. ESP teaching means facilitating students to learn English specific to their needs. The teacher must prepare suitable materials to achieve this learning goal.

## 3. Teachers role in ESP

Dudley and John (1998: 13) argue that the term “ESP practitioner” is more appropriate for teachers, it seems complete. They define the key roles for ESP as follows:

### a. As a Teacher

This role is similar to that of a general teacher, but the methodology changes to be more specific. The teacher is no longer the center of learning. Students become the center of the learning process because they master the material. The teacher only creates a good atmosphere in building authentic communication in the classroom based on students' prior knowledge.

It is true that ESP teachers teach English. However, the difference lies in the purpose behind the teaching (Harmer, 2001: 25). In ESP, a teacher is not only a language provider, but also a needs analyst. Since the teacher is not the one who knows the career content of a discipline, he must understand the need for his students to understand their knowledge of that content. So



that it can present relevant material needed by groups of students in class (Bojovic, 2006: 104).

b. As a Course Designer and Materials Provider

Designer and Content provider this role is to create and plan the course as well as provide for the student's material needs. This is more complicated than just selecting materials, more complicated because the teacher has to adapt and incorporate materials according to students' needs. Another important task for the teacher is to select and design materials so that the materials will cover and be specific to the student's field in all aspects of the learning process.

The ESP course is to motivate learners to use English in both academic and professional settings. Therefore, both ESP courses and materials are based on an analysis of the needs of learners (Basturkmen, 2006: 134). Course designers should also be aware of some basic questions before designing any course. Teachers can also modify activities to suit students' needs, and if both possibilities are not available, ESP teachers can create their own (Dudley-Evans & St John, 1998: 167). Hutchinson and Waters (1987: 204) suggest several tips related to "provision of materials". It is not always true that materials and courses are designed according to the needs of the learner. However, the needs of teachers and sponsors must also be taken into account because if the teacher, for example, is dissatisfied with the material provided, this will affect students by losing and decreasing their motivation (Tomlinson, 1998: 231).

c. Collaborators

As ESP practitioners, teachers should work closely with specialists rather than creating their own materials and methodologies. We recommend collaborating with experts in the field to find appropriate material requirements. In addition,

teachers must also work closely with students. So that they will be more familiar with specific material and better for the learning process at that time.

d. As a Researcher

Teachers as ESP practitioners also have to deal with being researchers to meet the needs of students. Teachers have to find real problems that arise among students' needs. Teachers should research their goals in knowledge or what kind of results they want to achieve in the end. This research can be in the form of developing materials for the needs of ESP or knowing the special needs of ESP students. The result will be very important to lead the class with suitable materials.

ESP plays an important role in teaching English around the world. It shows the course of language theory and research (Hyland, 2009). Therefore, the process of teaching ESP is limited or limited to findings in linguistic research in specific target subjects (Basturkmen, 2006). According to Sierocka (2008), ESP teachers must research their own goals “what do they want to achieve” (Sierocka, 2008: 35). Then, before designing courses or providing materials, teachers need to conduct research to investigate text genres, language, and skills required by specific subject areas (Dudley-Evans and St John, 1998: 409). For example, ESP teachers often attend class, talk to administrative staff and investigate strategies students need in their learning (John and Price-Machado, 2001: 105).

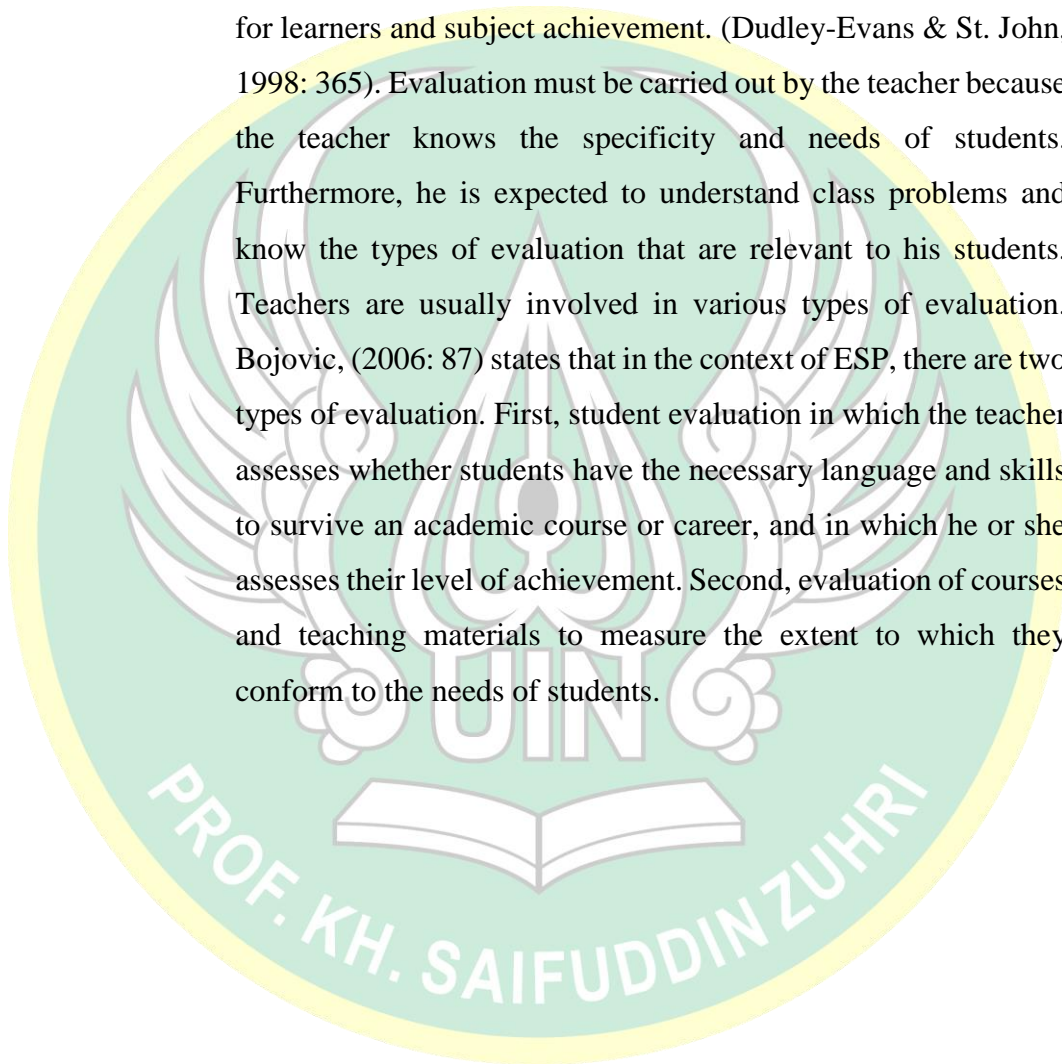
e. As a Collaborator

Activities such as coordinating with peers are considered important steps in any educational task (Nunan & Lamb, 1996: 84). ESP teachers are no exception as one of their roles is to work closely with subject specialists. The purpose behind this collaboration is to find out about subject skills, assignments, and

syllabus, as well as discover how these subjects integrate with the language to present appropriate materials and courses for learners (Dudley-Evans & St John, 1998: 135).

f. As a Evaluator

Evaluation is no exception being an unconscious activity in our daily lives. In language teaching, evaluation acts as feedback for learners and subject achievement. (Dudley-Evans & St. John, 1998: 365). Evaluation must be carried out by the teacher because the teacher knows the specificity and needs of students. Furthermore, he is expected to understand class problems and know the types of evaluation that are relevant to his students. Teachers are usually involved in various types of evaluation. Bojovic, (2006: 87) states that in the context of ESP, there are two types of evaluation. First, student evaluation in which the teacher assesses whether students have the necessary language and skills to survive an academic course or career, and in which he or she assesses their level of achievement. Second, evaluation of courses and teaching materials to measure the extent to which they conform to the needs of students.



#### 4. The Steps of ESP Course Design

According to Nunan (1991:214) the material is designed and delivered with the needs of the learners, the syllabus, and the curriculum in mind. In this regard, the material should be in accordance with the demands of the learners, as well as the syllabus and curriculum. Nunan (1991: 214) also offers the following material design steps:

- a) Choosing a theme.
- b) Obtaining data on the given topic.
- c) identifying the topic-related needs of the student.
- d) designing educational activities.
- e) examining activities and texts.
- f) creating exercises that emphasize language components
- g) creating tasks for applications.

#### 5. Developing ESP Materials

According to Jones (1990: 91) One of the challenging issues he outlines is that "ESP teachers are supposed to construct a course that precisely meets the needs of a group of learners, yet they are expected to do so with no, or very limited, preparation time." Many ESP materials developers are not given enough time in the actual world to do needs analysis, materials research, and material development. Dudley-Evans & John (1998:) suggested that materials for ESP instructors serve the following purposes: as a linguistic resource, as a learning aid, as inspiration and stimulation, and as a reference. Therefore, ESP materials may aim to expose students to the specialized genres and registers of ESP, to support learning by energizing cognitive processes and offering a structure and progression for students to follow, to motivate students by presenting attainable challenges and engaging content, and to serve as a tool for independent study outside of the classroom.

Cunningsworth (1995: 134) explains that analysis, interpretation, assessment, and selection are the rules for choosing ESP materials. The



following part of the procedure requires the data from analysis, which is more or less neutral in nature and seeks information in a variety of areas. This is how the data have been interpreted. Working out the ramifications of the analysis requires a lot of professional judgment and experience. Evaluation is the third step. It involves the participants making value determinations. Such value judgments will invariably be partially subjective and will represent the priorities and opinions of the person making them. They will typically be determined by a variety of elements, including student and teacher expectations, methodology, anticipated learner needs, curriculum requirements, and individual preferences. The final phase in this process, selection, includes comparing the traits found in the earlier steps to the specifications of a specific learning or teaching environment.

## **B. Developing English Learning Materials**

### **1. Definition of Developing English Learning Materials**

Brian Tomlinson (1998:2) Material development is anything created by individuals (researchers, teachers, or learners) to provide information and experience with language that is intended to facilitate language learning. As a result, when producing materials, they must first determine the needs of the learners and then examine the learning objective. The resources can then be developed by altering them to better or make them more relevant to the demands of the learners. According to Brown (1995: 203) Developing Materials is any systematic explanation of the methods and exercises to be utilized in a classroom setting is referred to as material. Materials include well-organized methods to make teaching and evaluating easier for teachers. Teaching materials are intended to aid students in learning, offer a variety of options for teaching materials, and assist teachers in carrying out instruction so that learning activities are more engaging.

It is a field that researches the ideas and practices of the creation, use, and assessment of language education resources. Practically

speaking, it refers to any action taken by researchers, Teachers, or students to offer sources of language input, exploit those sources in ways that maximize the possibility of consumption, and enhance meaningful output. To put it differently, it refers to the provision of knowledge about and/or exposure to the language in ways that are designed to improve language learning. The continuous Research should inform and are informed by the production and use of classroom resources, making the two elements of materials development interactive. Materials developers may create textbooks, tell stories, incorporate advertisements into the classroom, express an opinion, provide examples of language use, or read aloud a poem. Whatever they do to provide input, they should ideally do so in ways that are consistent with what they know about how languages can be effectively learned. This book's chapters are all focused on the three critical questions of what should be provided for learners, how it should be provided, and what can be done with it to promote language learning.

## 2. Function of Developing English Learning Materials

They are some function of developing english learning materials as follows:

- a) Developing english learning materials should have an impact. Resources seem to have an effect when they are innovative, diversified, well presented, have compelling content, and present a challenging challenge. Furthermore, when things have an obvious effect on the students, it signifies that the pupils are interested, curious, and pay close attention to the contents.
- b) Developing english learning materials should make learners feel at ease. Students may become bored and disengaged during the instructional process. As a result, materials should make the students' learning experience more pleasant and relaxed. They can help students feel at ease in a variety of methods, such as texts and visuals that relate to their culture, and materials that offer

examples rather than without. Materials should assist students learn rather than constantly testing them.

- c) Developing english learning materials should involve and encourage learner self-investment Materials that allow students to be interested in them and invest their interests in learning the materials will help students to conduct numerous activities in the classroom.

### 3. The Advantages of Developing English Learning Materials

Richards (2001: 251) stated that asserts there are four advantages of developing materials including relevance, expertise development, reputation, and flexibility. Relevance implies that the developed materials can be relevant to the requirements of both the institution and the students, as well as that they highlight local content, issues, and concerns. Expertise development is a method that, when used in the process of creating materials, can not only assist researchers and/or educators in expanding their expertise but also provide them with a wealth of information regarding the characteristics of valuable materials. Reputation suggests that the institution's reputation might improve as a result of the high-quality materials it provides, especially for its students. The term "flexibility" refers to the developed materials' adaptability.

### 4. Principles of Developing English Learning Materials

According to Tomlinson (1998: 479) There are main principles of materials development for language learning as follows:

- a) Materials should have an influence

When students are interested, curious, and pay close attention to the topic, they have an influence.

- b) Materials should make students feel at ease.

During the teaching and learning process, pupils may get disinterested, anxious, or bored. When students are at ease, they are at ease and relaxed when producing words.

- c) Materials should enhance students' self-assurance

When students feel comfortable, they can grow more confident while learning and producing the language.

- d) The lessons being taught should be viewed as valuable and relevant by the students. The subject matter taught should be relevant to the needs and interests of the students. They must have the opportunity to practice it by utilizing their target language both in the classroom and in daily life.

- e) Materials might need to encourage and demand learner self-investment.

In a learner-centered classroom, the content including any media should allow students to engage in a variety of activities. The media should aid students in their participation in the events.

- f) Students must be prepared to understand the lesson being taught. The material that is known to students' lives can be used by the teacher. It implies that the subject matter should be pertinent to the wants and needs of the pupils.

## 5. Principles of English Language Teaching Material Development

According to Tomlinson (2012: 150) principles he proposed for ELT materials:

- a) The prerequisite for language acquisition is that the learner is exposed to rich, meaningful, and comprehensible language use input.

Many spoken and written texts that provide use of language of various types and genres of text relating to various topics, themes, events, locations, targeted at learners

- b) To maximize learner exposure to language use, they need to be both affectively and cognitively involved in the language experience.



Thinking while experiencing language aids deeper processing for effective long-lasting learning plus higher-level skills, e.g. predict, relate, interpret, and evaluate second language use.

- c) Learners who achieve positive effects are much more likely to achieve communicative competence than those who do not.

Texts and assignments should be interesting, relevant and fun

- d) Learners use the usual source material that is also used when acquiring the first language.

Help students reflect on their mental activity during a task, then use mental strategies in similar tasks.

- e) Learners can benefit from noticing salient input features.

*Catch before understand And intuition before explore.* Using an experiential approach, where a student is involved holistically and they learn implicitly. Then they revisit and reflect on the features consciously to learn explicitly.

- f) Learners need opportunities to use language to achieve communicative goals.

Learners produce language to achieve the desired result.

### C. Need Analysis

Mahbub (2018: 117) stated that need analysis has been considered as the crucial factor and an integral part of establishing an ESP course as it is only through the process of need analysis researchers, course designers, and material developers are able to determine and refine the content for an ESP course that meet the learners' need.

John (as cited in Rahman, 2015) provided an emphasis with regard to the concept of need analysis by adding three aspects of the purposes of need analysis; (1) to know learners as people, as language users and as language learners, (2) to know how language learning and skills learning can be maximized for a given learner group, and (3) to know the target situations and learning environment so that data can appropriately be interpreted.

Richards in Widodo (2016: 828) stated that lists six main purposes of need analysis; (1) to find out what language skills a learner needs in order to perform a particular role, such as sales managers, tour guides, or university students; (2) to help determine if an existing course adequately addresses the needs of potential students; (3) to determine which students from a group are most in need of training in particular language skills; (4) to identify a change of direction that people in a reference group feel is important; (5) to identify a gap between what students are able to do and what they need to be able to do; and (6) to collect information about a particular problem learners are experiencing.

#### **D. Review of Relevant Studies**

Based on the several resources related to this research, the researcher presents several previous studies that correlate with this research. Here are the results comparison between this research and the previous studies:

First, research entitled “*Developing ESP Reading Materials for Accounting Students*” arranged by Farnia Sari and Yunani Atmanegara in 2018. Accounting students received ESP reading materials from this study. It examined the ESP reading materials' validity, practicality, and potential effects, as well as the type of ESP reading materials that should be developed to improve accounting students' reading skills. Sixty-four percent of students were able to meet the minimum level of mastery on the reading comprehension test. As a result, the results suggested that accounting students' ESP reading materials could have a moderate effect in a real classroom. To put it another way, it's possible that the ESP reading materials used in this study were sufficient to boost students' reading proficiency.

Second, research was arranged by Annisa Nurul Ilmi and Suwarsih Madya in 2019 entitled “*Developing English teaching and learning materials for Nursing students of Universitas ‘Aisyiyah Yogyakarta*”. A set of English teaching and learning materials for nursing students was the goal of this research and development study. There were three stages to the materials'

development: developing, planning, and evaluating The findings of the study revealed the needs of nursing students with regard to media, language instruction, assignments, the roles of lecturers and students, the setting of the class, the learning activities, the use of English for the students, the intention of the students to learn English, the setting in which English was used, the learning themes, the input texts, the students' English proficiency, their knowledge of the target culture, the appropriateness of the English book used, the English skills the students want to improve, and the layout of the materials.

Third, research by Moh. Arif Mahbub and Fatih Al Fauzi entitled “*Identifikasi Kebutuhan Bahasa Inggris Siswa SMK TKJ Melalui Pendekatan Need Analysis*” in 2018. This research is an exploration of the perceptions of Vocational High School students regarding their English needs. This type of research is a survey method. 33 students of Class XI of the Department of Computer and Network Engineering, Vocational School of the Community Development Boarding School, were involved as research participants in this study. Data related to the subjective needs of students were obtained through questionnaires, while data related to the perception of English Teachers on the needs of research participants was obtained through semi-structured interviews. The results show that there are different perceptions regarding student needs. This research is also equipped with and discusses the pedagogic implications of the learning process.

The last research was arranged by Dhebora Pramesti Hapsari, Dewi Rochsantiningsih, and Dwi Elyono entitled “*Developing and Using English Teaching Materials in Vocational High School (A case study to Vocational English Teachers)*” this research describes the study of the process of developing and using English teaching materials by English teachers in vocational schools. The results of the data analysis show that the process of developing teaching materials consists of two major steps; 1) the process of analyzing student needs and 2) the process of adapting the material. Meanwhile, materials developed such as pictures, videos, textbooks, and

listening materials were directly applied in the discussion activities that were arranged. It can be concluded that the teacher develops teaching materials by considering the needs of students. Teaching materials are developed by adapting some of the existing teaching materials. They are then used mostly in discussion activities and are used as brainstorming for students.

Based on the results of the researches above, it can be concluded that there are similarities with this research which discussed about developing ESP materials in Vocational High School. In general, the difference of the relevant studies above with this research is this research discuss the Efforts of English Teachers in developing English materials for vocational, while the most of the previous study discuss about the students needs and effect of the ESP. In addition this research also wants to find out the teachers' efforts in developing materials and to find out the problems faced by the teachers in developing the teaching materials for students of the Computer and Network Engineering study program of SMK Ma'arif NU 1 Ajibarang. Besides, this research describe the Students Perception of the Developed Material developed materials related to Computer and Nework Engineering study program of SMK Ma'arif NU 1 Ajibarang.



### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

##### **A. Type of the Research**

The type of this research is qualitative research. Qualitative research is studies that investigate the quality of relationships, activities, situations, or materials (Fraenkel, 2012: 505). In this study data were collected in the form of words or pictures rather than numbers. This research aimed to explore the teachers' efforts in developing English materials for vocational high school at SMK Ma'arif NU 1 Ajibarang.

##### **B. Research Location**

In this study, the researcher chose the location at SMK Ma'arif NU 1 Ajibarang. The reasons the Researcher carried out this study at SMK Ma'arif NU 1 Ajibarang were:

1. SMK is an educational institution that is expected to be able to work after graduation. During the learning process, students are prepared in terms of hard skills and soft skills. Therefore, it is necessary to have a match between the English subject matter and the majors in order to produce maximum output to prepare for the world of work.
2. SMK Ma'arif NU 1 Ajibarang is a favorite private school in the Ajibarang area which has various achievements and has various majors, so researchers are interested in choosing research at this school.
3. SMK Ma'arif NU 1 Ajibarang is considered as feasibility by the researcher.
4. TKJ is a computer-related major, and the language that is operated on computers generally uses English, so the TKJ major is very closely related to English. Thus, it is very urgent to research efforts in developing English materials for this major.

### C. Data Sources

The subjects of this research were 5<sup>th</sup> English teachers who teach English in Computer and Network Engineering study program at SMK Ma'arif NU 1 Ajibarang and the object is their efforts in developing English materials Computer and Network Engineering study program at SMK Ma'arif NU 1 Ajibarang.

### D. The Techniques of Data Collection

In a qualitative research study, data are being gathered. This indicates that the researcher is constantly observing people, events, and occurrences. Often, the researcher conducts in-depth interviews with selected participants and examines a variety of relevant documents and records (Fraenkel, 2012: 264). As for the data collection technique that used in this study are carry out in 2 stages:

#### 1. Interview

Interview is a data mining technique through conversations that are carried out with a certain intention, from two or more parties. The interviewer is the person who gives the question, while the interviewee acts as a resource person who will provide answers to the questions submitted. Interview is needed to streng then the data that has been obtained from observation. The researcher will use In-Depth Interview, That is a qualitative research technique that entails conducting intense individual interviews with a small number of respondents to investigate their viewpoints on a certain idea, program, or issue (Boyce, 2006: 3). For example, we might interview program participants, staff, and others about their program experiences and expectations, their perspectives on program operations, processes, and outcomes, and any changes they perceive in themselves as a result of their involvement in the program.

The interview was designed to gather additional information from specific participants. In this interview the researchers using Semi-structured interviewers technique. According to Lodico et al., (1975: 124) Semi-structured technique typically prepare a list of questions to

ask but allow themselves the freedom to go beyond the guidelines. Included 8 teachers in this schools. Interviews will be conducted with english teachers of the Computer and Network Engineering study program of SMK Ma'arif NU 1 Ajibarang. Interviews with Teachers will be conducted directly. At this point in the interview, the instruments will be used is Interview Guidline. Which will be developed to assist the interviewer in focusing on relevant issues to investigate, maintaining consistency throughout interviews with various respondents, and staying on course throughout the interview process.

## 2. Documentation

According to Hardani and Ustiauwaty (2017: 404) Documentation comes from the word document, which means stuff is written. The process of recording previously collected data is referred to as the method of documentation. When compared to other methods of data collection, this one is simpler. Various documents or existing archives can be utilized as sources secondary data, to complement the data that has been unearthed through interviews with informants and observation of the place and taking place of events as well as activities related to the research topic. The collected documents can come from informants, government officials, as well as from other sources. Documentation in this research is material development during class which can be support in data collection technique.

## E. The Techniques of Data Analysis

The Interactive Analysis model was the analytical method used in the study at the time. Data reduction, data presentation, and drawing conclusions or verification are the three parts of this model. The three components of the analysis systematically interact to form its activity, as follows:

### a. Data Reduction

Data reduction is a way that researchers do in conducting analysis to emphasize, shorten, make a focus, discard unimportant things and

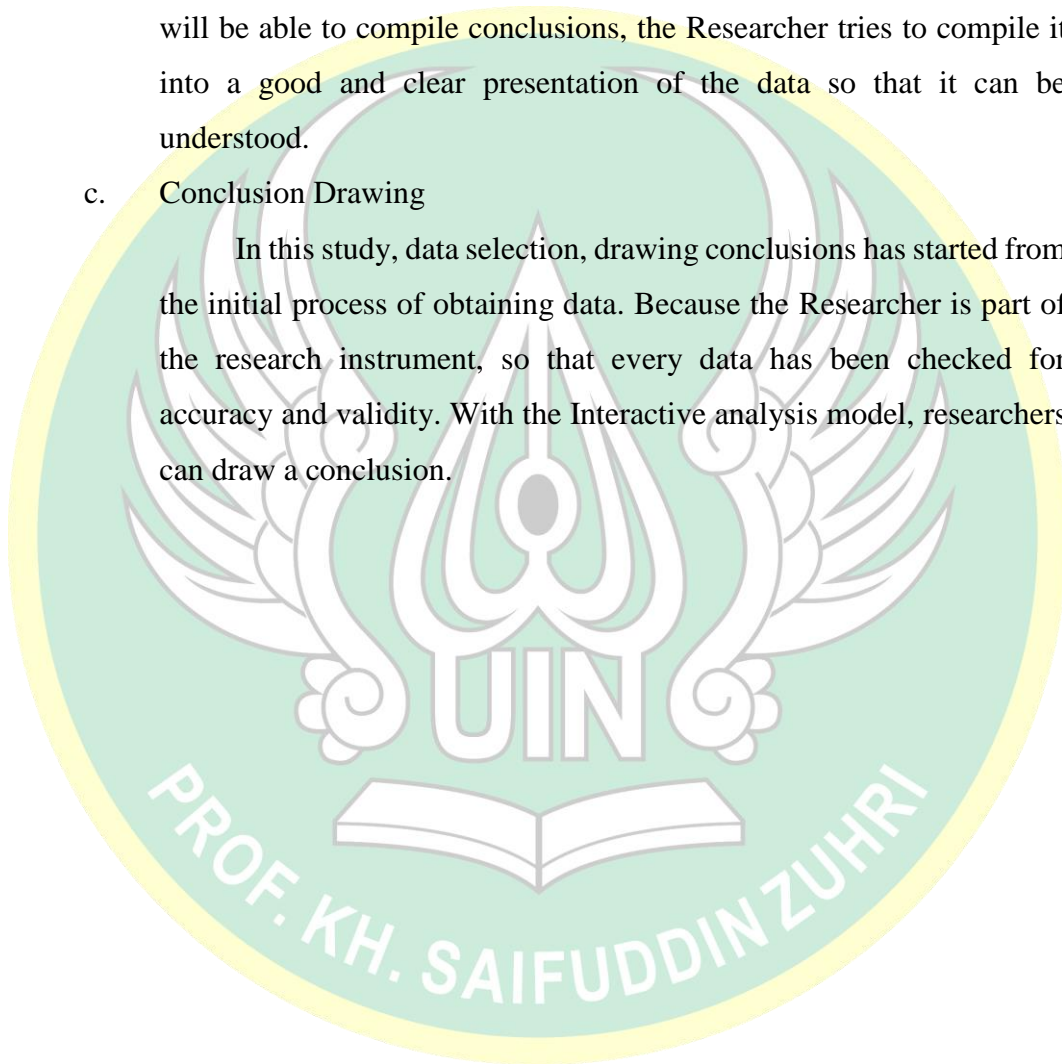
organize the data in such a way that it can draw conclusions or obtain the subject matter of the findings. The process lasts until the final report is completed or in other words that the data is a process of selection, interpretation, simplification and abstraction of rough data.

b. Data Display

In order to get a clear picture of the overall data, which in the end will be able to compile conclusions, the Researcher tries to compile it into a good and clear presentation of the data so that it can be understood.

c. Conclusion Drawing

In this study, data selection, drawing conclusions has started from the initial process of obtaining data. Because the Researcher is part of the research instrument, so that every data has been checked for accuracy and validity. With the Interactive analysis model, researchers can draw a conclusion.





## **CHAPTER IV**

### **TEACHER'S EFFORTS IN DEVELOPING ENGLISH MATERIAL AT VOCATIONAL HIGH SCHOOLS**

In this study the researcher focused on the discussion on the Efforts of Teachers in Developing English Materials at Vocational High Schools. Before carrying out the research process for the thesis entitled Teachers' Efforts in Developing English Material at SMK Ma'arif NU 1 Ajibarang, Banyumas Regency, the researcher made preliminary observations to find out a general description of the teaching and learning process and material development, especially in learning English at SMK Ma'arif NU 1 Ajibarang Banyumas Regency.

Then in the third chapter, the researcher have explained that in this study the researchers chose qualitative research, in which the researchers presented the data obtained by describing the efforts made by English teachers related to the development of English learning materials. Based on the research method that the researchers used in collecting data, namely interview, and documentation, after conducting research at SMK Ma'arif NU 1, the following data were obtained:

#### **A. Objectives of Learning English at SMK Ma'arif NU 1 Ajibarang**

In learning, a learning objective is one aspect that needs to be considered in planning learning. This is because all learning activities begin with the achievement of these goals. As the results of an interview with 2<sup>nd</sup> English teachers, on November 3, 2022, the purpose of learning English at SMK Ma'arif NU 1 Ajibarang is that it is hoped that students will be able to develop the ability to communicate in English both orally and in writing, namely Listening, Speaking, Reading, and Writing. As well also that students have the ability to master the basic knowledge and skills of the English language to support the achievement of expertise program competencies.

While the results of interviews with other English teachers Teacher 1<sup>st</sup> related to the objectives of learning English, that besides students being able to develop the abilities that have been described by Mrs. Vivin, students are also expected to foster a sense that learning English is important and can add

insight about the world if they can speak English. because English is an international language, and revives the notion that learning English is not as difficult as what most students complain about.

According to Surjono (2013: 4) The purpose of English subjects in Vocational High Schools is for students to have the ability to master basic knowledge and skills to support competency program expertise and apply mastery of English skills and skills to communicate both orally and in writing at the intermediate level .

Then the objectives according to the Decree of the Minister of Education and Culture No. 096 (1967), namely developing students' English communicative skills which include listening, reading, writing, and speaking skills. At the tertiary level, students are expected to have knowledge of English grammar and then be able to apply this knowledge in communicating and interacting in life.

Nurgiyantoro (2009: 228) divides language skills into two groups, namely the ability to understand (comprehension) and use (production). The ability to understand includes reading skills and listening skills. While the ability to use includes the ability of students to speak and write.

This is in line with (Government Regulation No.29, 1990) regarding Vocational High Schools which prioritizes developing students' abilities to do certain types of work. This means that students who graduate from Vocational High School are expected to be able to master their skills based on the type of expertise they choose.

According to the researcher, the objectives of learning English at SMK Ma'arif NU 1 Ajibarang are in accordance with the objectives of learning English according to Surjono (2013: 4) and Nurgiyantoro (2009: 228) which have been explained in the previous chapter. In addition, in accordance with the objectives of learning English by the Decree of the Minister of Education and Culture No. 096/1967.

## **B. Appropriateness of Learning Resources**

The following section describes the teachers' knowledge of students with special needs at SMK Ma'arif NU 1 Ajibarang majoring in Computer and Network Engineering. Related to the general knowledge of the teacher in providing specific and appropriate material for students. Most of these statements are intended to measure teachers' perceptions of these learning resources based on the majors they choose.

English material is one of the most important components in the curriculum to achieve its goals. Curriculum material is essentially educational content which includes knowledge material, instilling values and forming attitudes. As from the results of an interview with the English teachers Teacher 1<sup>st</sup> on November 3 2022 that the learning material used at SMK Ma'arif NU 1 Ajibarang is material contained in a book from the Ministry of Education and Culture of the Republic of Indonesia entitled English, English for SMK and other relevant English books. Another English teacher also conveyed Teacher 2<sup>nd</sup> regarding the material and curriculum implemented at Ma'arif NU 1 Ajibarang Vocational High School, namely still using the student handbook and for grade 10 using the latest curriculum, namely the Merdeka Curriculum, while grade 11 still uses the 2013 Curriculum.

Related the suitability of the material as said by the English teacher Teacher 1<sup>st</sup> said that as long as he taught related to the suitability of learning resources with related majors it was said that it was not appropriate, for example in the TKJ (Computer Network Engineering) department the programming language here used English. Another English teacher Teacher 2<sup>nd</sup> said that regarding the suitability of the material in the independent curriculum and the 2013 curriculum, the two curricula were still the same or still general and not in accordance with the majors and had not found English teaching material in the independent curriculum that was relevant to the majors. Then the other English teachers, Teachers 3<sup>rd</sup> and Teacher 4<sup>th</sup>, agreed that the materials or English teaching materials were basically still general and did not match the majors in the school.



According to Sunubi (2020:357) the English material used in the learning process should be adapted to the study program. This aims to meet the needs of students in order to maximize their skills. Then according to Government Regulation No. 29 (1990) concerning Vocational High Schools which prioritizes the development of students' abilities to do certain types of work. This means that students who graduate from Vocational High School are expected to be able to master their skills based on the type of expertise they choose.

Meanwhile, based on research data taken from interviews with several English teachers at SMK Ma'arif NU 1 Ajibarang. TKJ (Computer Network Engineering) programming language here uses English.

**C. Considerations for the development of English Teaching Materials at SMK Ma'arif NU 1 Ajibarang.**

The development of teaching materials certainly looks at the goals to be achieved, so that the maximum creativity is needed from the teacher to develop English teaching materials using various methods according to the objectives. As explained by Teacher 1<sup>st</sup> when interviewed regarding the consideration of modifying English teaching materials or materials because the teaching materials are not in accordance with the majors, it is appropriate as a teacher to develop teaching materials so that the material presented is not only limited to general knowledge but also enters the realm of the respective majors -respectively. He also said that the 2013 Curriculum English teaching material was quite difficult for students because it was too demanding for students to be more active, innovative and creative.

"Talking about material, I think that currently using the 2013 curriculum is quite difficult for students because there is too much demand for students to be more active, innovative and creative. My role as an English teacher must be able to provide knowledge that is in accordance with the department so that these criteria are more fully met, but for now I am still stuck with books published by the government which are completely unrelated to related majors, especially in the Computer and Network Engineering major, the rest are still at an advanced stage. planning to arrange material according to the



department and teach material according to each department with spontaneity without compiling material.”

Also conveyed by teacher 2<sup>nd</sup> regarding the consideration of English teaching materials, namely by looking at students in various classes who have different backgrounds and cannot be equalized, by looking at the abilities of each learner by using makeshift teaching materials and syllabus but still adjusting to majoring in Computer and Network Engineering.

"Seeing students in various classes with different backgrounds, I use makeshift teaching materials according to the syllabus, adjust their abilities, and facilitate their learning by staying abreast of the material from the curriculum. The material provided is not at all related to the major they choose, especially the Department of Computer and Network Engineering.”

Development of teaching materials has planned objectives, namely (1) preparing learning activities in various situations so that they can take place optimally, (2) increasing teacher motivation to manage teaching and learning activities, and (3) preparing teaching and learning activities by filling in materials - material that is always new, displayed in new ways and implemented with new learning strategies as well. (Arumdyahsari et al., 2016)

Then according to Syahid (2003: 17), the development of teaching materials is a form of developing learning strategies that are in accordance with certain principles adapted from learning theories and the development of teaching materials is not only based on the interests of the developer, but is an alternative learning problem solving. Students not only interact with teachers, but can also interact with learning resources used to achieve the desired results.

According to the researcher, the considerations for developing English teaching materials at SMK Ma'arif NU 1 Ajibarang are in accordance with what was conveyed by Arumdyahsari and Syahid.

#### **D. Teachers' Efforts in Developing English Teaching Materials**

In terms of learning when the teacher is not satisfied with the existing teaching materials, efforts and creativity of the teacher are needed in terms of delivering appropriate teaching materials in order to achieve a learning goal.

In this case, based on the results of interviews with the English teacher regarding efforts to develop teaching materials for Teacher 1<sup>st</sup>, he said that the English teacher already had a plan to make teaching materials suitable for each department, especially for the Computer Network Engineering major because each element in the material based on English.

"For now, I and other English teachers are planning to make teaching materials suitable for each department, especially for the Computer and Network Engineering department where every element of the material is based on English."

Then other English teachers when interviewed regarding the Efforts to develop teaching materials for Teacher 4<sup>th</sup> said they were still trying to find references so that the teaching materials were in accordance with the Department, especially in the Computer and Network Engineering Department. And in the end he only used Student and Teacher book materials.

"I'm still trying to find references so that teaching materials are in accordance with the Department, especially in the Computer and Network Engineering Department. And in the end I got stuck and used only previous teaching materials, namely Student and Teacher books. But I still tried to try to find teaching materials related to majors."

Research conducted by Rohimajaya and Hamer (2021: 284) concluded that students are bored and may not understand what they are learning. Based on this needs analysis, it is necessary to make teaching materials in the form of modules that can motivate students. Teaching resources that are more contextual, adapted to the needs of students, must be developed so that they are more enthusiastic about learning. Also conveyed by teacher 2<sup>nd</sup> regarding the consideration of English teaching materials, namely by looking at students in various classes who have different backgrounds and cannot be equalized, by looking at the abilities of each learner by using makeshift teaching

materials and syllabus but still adjusting to majoring in Computer and Network Engineering.

**Teacher creativity in developing and delivering English teaching materials.**

Based on the results of interviews with Teacher 1<sup>st</sup> as an English teacher regarding creativity in developing and delivering teaching materials to accommodate student needs is to teach material that attracts students' learning interest by providing related material according to their department, for example in the Department of Computer and Network Engineering. For example, in the Giving Announcement Material, the Announcement contains computer assembling competitions, website competitions, etc.

"My way of delivering material to accommodate students' needs is by teaching material that attracts students' interest in learning by providing related material according to the department, for example in the Computer and Network Engineering Department. For example, in the Giving Announcement Material, the Announcement contains computer assembling competitions, website competitions, etc."

Then, based on the results of the interview with Teacher 4<sup>th</sup> regarding creativity in developing English teaching materials, she is still trying to find references so that the teaching materials are in accordance with the Department, especially the Computer and Network Engineering Department. Even though in the end he stopped and only used the previous teaching materials, namely Student and Teacher books, he would still try to find teaching materials that were relevant to the department.

"Currently I'm still trying to find references so that teaching materials are in accordance with the Department, especially in the Computer and Network Engineering Department. And in the end I got stuck and used only the previous teaching materials, namely Student and Teacher books. But I kept trying to try to find teaching materials related to the major."

According to Ahmadi and Supriyono (2004: 106) the characteristics of a teacher that can cause students to experience learning difficulties are as follows: 1) teachers who are less competent in teaching/teaching subjects and

choosing learning methods to be used in the learning process; 2). Teachers who have a pattern of unfavorable relationships with students. The nature of teachers like this is usually angry, researcheritarian, arrogant, not good at explaining material, stingy in giving grades, and other negative attitudes; and 3) Teachers who set and demand standards of success in student learning that are too high above the abilities of students in general.

Then the results of research conducted by Arnawati (2018: 2) stated that there was a significant positive influence between teacher creativity in managing economic learning on students' learning motivation at SMAN 11 Sinjai. This can be proven from the hypothesis test (t-test), analysis of the correlation coefficient, the coefficient of determination. So English teachers in vocational schools must develop more creativity in their teaching so as not to make it difficult for students to absorb teaching material.

#### **E. Steps for Developing English Materials**

In developing teaching materials, it must be based on existing procedures and see from various aspects which parts must be developed. Arumdyahsari (2008: 828) provides four stages. These stages are described through the following description. The stages of developing teaching materials include: Identifying aspects of competency standards and basic competencies which are the reference for selecting teaching materials, Identifying types of teaching materials, Selecting teaching materials according to the first point, and Selecting teaching material sources.

Based on the results of interviews related to the steps for developing English teaching materials delivered by Teacher 1<sup>nd</sup>, namely the steps in developing teaching materials must still look at the suitability between core competencies and basic competencies and the learning objectives to be achieved because these are all references in the selection of teaching materials. Then identify which materials will be developed after all that is done followed by searching for relevant teaching resources.

"When developing the first teaching materials, you must still look at the suitability between core competencies and basic competencies and the



learning objectives to be achieved because these are all references in selecting teaching materials. Then identify which materials will be developed after all that is done followed by searching for relevant teaching resources.

Then teacher 3<sup>rd</sup> said also related to the steps for developing teaching materials, namely by looking at core competencies and basic competencies as well as learning objectives as a reference for material to be developed, after that sorting teaching materials according to the applicable curriculum, then proceed with designing learning activities and selecting resources appropriate teaching.

"Regarding the development of teaching materials, namely by looking at core competencies and basic competencies as well as learning objectives as a reference for material to be developed, only after that sorting out teaching materials that are in accordance with the applicable curriculum, then proceed with designing learning activities and selecting appropriate teaching resources".

Ministry of National Education (2008: 4) states that the development of teaching materials starts from (1) competency standards, (2) basic competencies, (3) indicators, (4) learning materials, (5) learning activities, and (6) teaching materials. Based on the two references above, it can be concluded that the development of teaching materials starts from (1) identification of competency standards, (2) identification of basic competencies, (3) identification of indicators, (4) identification of teaching materials and selecting teaching materials that are in accordance with the curriculum, (5) designing learning activities, and (6) selecting types and compiling teaching materials.

Then, from the research data that the researcher obtained when conducting teacher 4<sup>th</sup> interviews regarding the steps for developing teaching materials, namely by looking at core competencies and basic competencies as well as learning objectives as a reference for material to be developed, after that sorting out teaching materials that are in accordance with the applicable curriculum, then proceed by designing learning activities and selecting appropriate teaching resources.

Based on researcher, the steps for developing teaching materials at SMK Ma'arif NU 1 Ajibarang are in accordance with the stages of developing teaching materials according to Arumdyahsari and the Ministry of National Education which have been explained in the previous chapter.

**F. Challenges of English Teachers in Developing Teaching Materials for Computer and Network Engineering Students at SMK Ma'arif NU 1 Ajibarang.**

**a. Incompatibility of SMK English materials with study programs**

Based on the results of interviews with English teachers that the English materials available at SMKs are not in accordance with the study program and this is a challenge for English teachers because they are required to be creative and develop existing teaching materials.

"From the beginning I started teaching the learning resources, they were still not suitable based on the majors students chose, especially in the Computer and Network Engineering Department, the most important thing was the structure of the programming language which used English. And this is actually a challenge for me as well as an English teacher, like it or not, we are required to be creative and develop existing teaching materials.

According to Irham and Wiyani (2013:254), learning difficulties are when students have difficulty participating in the teaching and learning process, leading to subpar learning outcomes. According to teacher 2<sup>nd</sup> interviews, both the merdeka curriculum and the 2013 curriculum for English teaching materials were still general and did not suit certain departments. Furthermore, the facts in the field for each department, particularly Computer Network Engineering, indicated that English was used for all programming languages.

"For now the two curricula are still the same or still general and not in accordance with the department, in the new curriculum or the Independent Curriculum I have not found material that should be in accordance with a particular department and in fact in the field each department, especially Network Computer Engineering, all of the programming languages use the English".

Then, based on the results of the interview with the English teacher, Teacher 3<sup>rd</sup> said that the most important thing in every SMK English curriculum is the suitability of the material with the department, but in fact every change in the curriculum is still unable to adapt to the existing study program.

"In my opinion, this is the most important thing that every year there should be material that is appropriate for each department, especially in the Computer and Network Engineering department, but in reality every change in the curriculum has not adapted to the existing study program."

**b. The roles of the English teacher at school**

Based on the results of interviews with English teachers regarding the problem in developing teaching materials at school, they have a dual role both at school and outside of school. As explained by Teacher 1<sup>st</sup>, the English teachers are still planning, trying to assemble, and compose. But the process was hindered because of the many classes, coordinating extracurricular activities, and family. Therefore he is still looking for the right time to compile, develop, or adopt teaching materials according to the Computer and Network Engineering major.

"So far, we are still planning, trying to assemble, and compile. But the process was hindered because of the many classes, coordinating extracurricular activities, and family. Therefore, from myself I am still looking for the right time to compile, develop, or adopt teaching materials according to the Computer and Network Engineering major."

Based on the results of interviews with Teacher 3<sup>rd</sup> related to the problem in developing teaching materials, namely the time and multiple roles that she has, she is actually eager to develop teaching materials in accordance with her majors, especially in the Computer and Network Engineering major, because she is also a housewife who the most constrained here is taking care of small children at home.

"The main problem is time, I really want to develop teaching materials in accordance with the majors, especially in the

Computer and Network Engineering major, since I am also a housewife, the most constrained here is taking care of small children at home."

**c. Curriculum changes related to existing English teaching materials are still general and not in accordance with the Department.**

Based on the presentation of Teacher 1<sup>st</sup> as an English teacher said when discussing curriculum and materials, that currently using the 2013 curriculum is quite difficult for students because there are too many demands for students to be more active, innovative and creative. My role as an English teacher must be able to provide knowledge that is in accordance with the department so that these criteria are more fully met, but for now I am still stuck with books published by the government which are completely unrelated to related majors, especially in the Computer and Network Engineering major, the rest are still at an advanced stage. planning to arrange material according to the department and teach material according to each department with spontaneity without compiling material.

"Talking about material, I think that currently using the 2013 curriculum is quite difficult for students because there is too much demand for students to be more active, innovative and creative. My role as an English teacher must be able to provide knowledge that is in accordance with the department so that these criteria are more fully met, but for now I am still stuck with books published by the government which are completely unrelated to related majors, especially in the Computer and Network Engineering major, the rest are still at an advanced stage. planning to compile material according to the department and teach material according to each department with spontaneity without compiling material."

And teachers themselves are still unable to develop their own by linking teaching materials according to the Department of Computer and Network Engineering, where basically the material in the department has terms derived from English.

"There are still many students who do not understand the material given in general. And from myself I still haven't been able to develop my own by linking teaching materials according to the



Department of Computer and Network Engineering, where basically the material in the department has terms derived from English."

As Sutardi (2011: 17) said, the root of the problem, among other things, is the assumption that when the policy is rolled out, the government does not immediately provide a curriculum and implementation guidelines, so that teachers and researchers of English books do not have a definite reference in determining the teaching materials to be written and delivered to students in class. This has resulted in: a) the materials produced by the researcher of the book and used in SMKs are very varied; and b) some students feel they have difficulty in learning.

According to the researcher, the third challenge faced by Ma'arif Vocational High School English teachers is in line with what was conveyed by Ambar Sutardi regarding curriculum changes with teaching materials.

**d. Understanding and Background of different students**

Based on the results of interviews with teacher 2<sup>nd</sup>, he said that the backgrounds of students in various classes used makeshift teaching materials in accordance with the existing syllabus but adjusted their abilities and made their learning easier by continuing to follow teaching materials according to the curriculum even though the material was not in accordance with the Computer and Network Engineering major.

"Seeing students in various classes with different backgrounds, I use makeshift teaching materials according to the syllabus, adjust their abilities, and make learning easier for them while still following the material from the curriculum. The material provided is not at all related to the major they choose, especially the Department of Computer and Network Engineering."

Teacher 1<sup>st</sup> also explained regarding the delivery of general material and students experiencing difficulties in understanding because the backgrounds of students in various classes are not the same

"So far the material presented is still general and the current point of difficulty is in student understanding because their backgrounds are different in almost all classes".

According to the findings of a study that was carried out by Turhusna and Solatun (2020: 29), the differences in the characteristics of students are the reason why the teacher needs to be aware of the characteristics of each student in order to achieve the learning objectives with the best possible outcomes. We will discover that individual variation typically arises simultaneously from the interaction of heredity and environmental factors, resulting in a distinct human being. As a result, a teacher ought to be able to comprehend the characteristics of each individual or student in a unique manner and directly integrate it into the classroom so that students are aware of the differences and know how to overcome them in ways that are simple for them to grasp.

**e. Less Conducive Students in Class in Learning English**

Based on the results of the interviews submitted by Teacher 3<sup>rd</sup> said that there were no problems related to delivering material to students, but learning in class was less conducive because students were difficult to condition.

"For now, if the delivery of the material is okay, it's fine, but coordinating students so that they can be conducive to the ongoing student teaching and learning process is difficult to condition"

Sunendar (2008: 274) explains internal aspects as psychological factors of students, namely aspects that are within the students themselves. Then, based on the results of the interview with Teacher 4, he said that when teaching at the Department of Computer and Network Engineering, the problem with delivering the material was that students paid little attention, told stories and chatted on their own, etc. Because on average in almost every class in the Computer and Network

Engineering department there are almost 50 students in 1 class. This is one of the causes of very less conducive learning in class.

"Currently I teach at the Department of Computer and Network Engineering, I have a problem with delivering the material, there are students who don't pay attention, tell stories/chat on their own, etc. Because on average in almost every class in the Computer and Network Engineering department there are almost 50 students in that 1 class."

Learning English is said to be effective if it is able to motivate students in learning. In addition, the ability to manage the class as one of the criteria for assessing the effectiveness of teaching is considered important in the teaching and learning process. Jones (1990: 91) say that poor classroom management will not result in an effective learning process. That in this case learning English can be said to be ineffective because the teacher has not been able to manage the class so that it is conducive.

**G. Solutions for Materials Developed Related to the Computer and Network Engineering Study Program at SMK Ma'arif NU 1 Ajibarang**

**a. It is hoped that there will be curriculum and material conformity according to the Study Program or Department**

Based on an interview with the English teacher, Teacher 4<sup>th</sup> she hopes that the suitability of the material in the independent curriculum will be in accordance with the Computer and Network Engineering major.

"In the Merdeka Curriculum, the material expected to be in accordance with the Department, especially in the Computer and Network Engineering Department, turned out to be my expectations too high. And it turns out that the material is still general like the previous curriculum."

Then he hopes that the government will immediately release teaching materials according to the needs or in accordance with the majors, especially in the field of Computer and Network Engineering so that the competencies that are produced by students later after

graduating from school are ready with the provision of good competence at the next level or in the world of work.

"It is hoped that the government will immediately release teaching materials according to the needs or in accordance with the majors, especially in the field of Computer and Network Engineering so that the competencies that are produced by students later after graduating from school are ready with the provision of good competence at the next level or in the world of work."

Based on the results of the interview with Teacher 2<sup>nd</sup>, she hopes that there will be English material for the Computer and Network Engineering major that will help English teachers in the learning process, especially for students who choose the major to be able to find and understand the appropriateness of the material. But at this time it is very unfortunate when there is already a new curriculum, namely the Independent Curriculum, which previously was the expectation of English teachers where the teaching materials were in accordance with each department, especially in the field of Computer and Network Engineering, and it turned out to be very general. and hope that the government will immediately fix small things like this so that students can be competent after graduation.

"My suggestion is I hope that having English material for the Computer and Network Engineering major will really help me a lot in the learning process, especially for students who choose that major can get and grasp the suitability of the material. Merdeka, which was my previous expectation that the teaching materials were in accordance with each department, especially in the field of Computer and Network Engineering, and it turned out to be very general. My advice to the government is to immediately fix small things like this so that students can be competent after graduation."

Prabowo (2019: 9) in his research concluded that the curriculum is a set of plans and arrangements regarding content and learning materials and methods used as guidelines in implementing the teaching and learning process to achieve educational goals. The curriculum is a



guide for teachers in carrying out educational activities in achieving educational goals. The curriculum has a very important position in education, because it is the curriculum that regulates and directs so that educational goals can be achieved and not deviate from the goals that have been planned. Besides that, in implementing the curriculum, monitoring and evaluation must be carried out to review the extent of the effectiveness and success of the curriculum. This also aims to be a curriculum improvement for the future. From here we can see that the importance of the existence of a curriculum in an education. And do not miss that teachers also have an important role in curriculum administration where teachers play a role in implementing the curriculum in the process of teaching and learning activities.

**b. Providing motivation to students when learning takes place**

Based on the results of the interview with the Teacher 2<sup>nd</sup> said that giving motivation to students first so that students are enthusiastic in the teaching and learning process and combined with delivering material so that students can quickly understand the material being conveyed.

"The most basic thing is giving motivation to students first so that the enthusiasm in the teaching and learning process besides that is combined with the delivery of material so that students can quickly grasp and understand."

Many factors can influence students in mastering English, one of them is motivation. Student motivation is needed in learning a language, especially in learning English as a foreign language. (Dwinalida & Setiaji, 2022: 1)

As Sabiq (2018: 58) stated that learning motivation is the heart of learning activities. Motivation to learn is the driving force that influences whether or not the learning effort is carried out by students.

According to Kompri (2016: 229) learning motivation is a psychological aspect that experiences development, meaning that it is

affected by the physiological conditions and psychological maturity of students.

According to (Hamdu & Agustina, 2011: 304) basically motivation is a conscious effort to move, direct and maintain a person's behavior so that he is encouraged to act to do something so as to achieve certain results or goals.

Without motivation, the learning process will be less successful. Even though a student has high learning skills, he will be less successful in learning if his motivation is weak.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

Based on the results of the research conducted regarding teachers' efforts in developing English material for vocational schools, the researchers can conclude as follows:

1. Efforts to develop teaching materials for students of the Computer and Network Engineering study program at SMK Ma'arif NU 1 Ajibarang.

Based on the results of interviews with the English teacher regarding efforts to develop teaching materials, the teacher said that the English teacher was still in the stage of compiling material according to his department, so the teacher was still trying to use textbooks and change one of the materials to suit the Computer and Network Engineering major. The material is the Giving Announcement.

2. Challenges faced by teachers in developing teaching materials for students of the Computer and Network Engineering study program at SMK Ma'arif NU 1 Ajibarang were:
  - a. Incompatibility of SMK English material with the study program.
  - b. The dual role of the English teacher at school
  - c. Curriculum changes related to existing English teaching materials are still general and not in accordance with the Department.
  - d. Understanding and Background of different students.
  - e. Less Conducive Students in Class in Learning English.
3. Possible solutions for the material developed are related to the Computer and Network Engineering study program at SMK Ma'arif NU 1 Ajibarang.
  - a. The teachers hopes that there is a conformity of the curriculum and teaching materials for English at SMK according to the Study Program or Department.
  - b. Providing motivation to students when learning takes place.

- c. Teacher creativity in developing and delivering English teaching materials.

## **B. Suggestions**

### **1. For English Teachers**

- a. Increase the variety of teaching materials, especially in developing teaching materials tailored to the department.
- b. Improved again in class mastery and conditioning of students when learning is in progress.
- c. There needs to be an effective strategy in delivering teaching materials, especially in terms of adjustments to the situation and conditions and the surrounding environment.
- d. Teaching English language skills should be adjusted to the availability of material and adapted to the Department.

### **2. For Students**

- a. Increase your enthusiasm, discipline, and achievement in learning.
- b. Look after and care for learning facilities that are already available.
- c. Love knowledge, because knowledge will bring a better future.

### **3. For the Ministry of Education and Culture**

- a. In publishing the curriculum for Vocational High Schools, especially in English subjects, more attention should be paid to the suitability of the material with existing study programs so that teachers can easily develop teaching materials.
- b. Make training courses related to the development of English teaching materials based on majors.



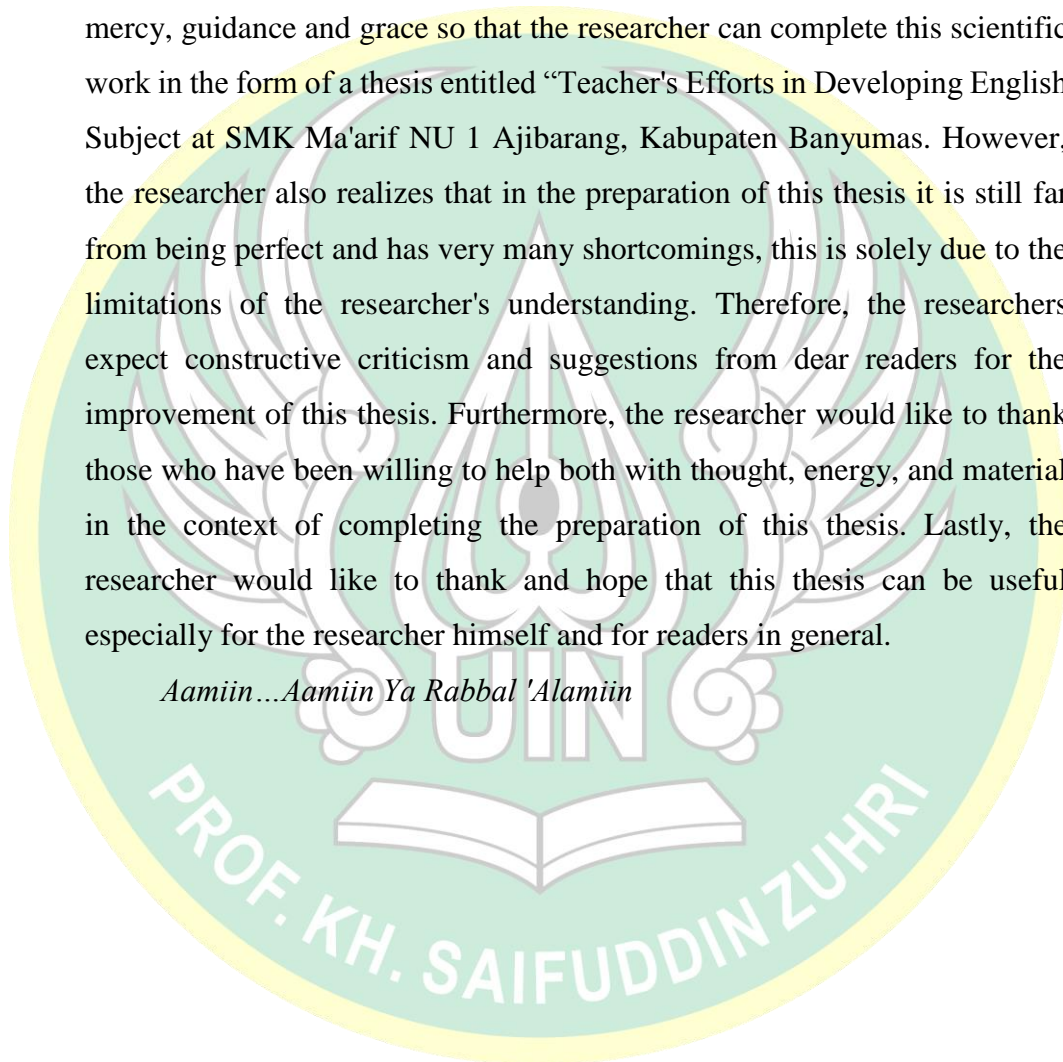
4. For Publishers

- a. In publishing a book by considering the existing curriculum in SMK.
- b. Considering the study program and not made general or general.

**C. Closing**

Alhamdulillah, the researcher prays to Allah SWT who has given His mercy, guidance and grace so that the researcher can complete this scientific work in the form of a thesis entitled “Teacher's Efforts in Developing English Subject at SMK Ma'arif NU 1 Ajibarang, Kabupaten Banyumas. However, the researcher also realizes that in the preparation of this thesis it is still far from being perfect and has very many shortcomings, this is solely due to the limitations of the researcher's understanding. Therefore, the researchers expect constructive criticism and suggestions from dear readers for the improvement of this thesis. Furthermore, the researcher would like to thank those who have been willing to help both with thought, energy, and material in the context of completing the preparation of this thesis. Lastly, the researcher would like to thank and hope that this thesis can be useful especially for the researcher himself and for readers in general.

*Aamiin...Aamiin Ya Rabbal 'Alamiin*



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# **APPENDICES**



## Appendix 1

### Interview Guideline Sheet

Transcript (Number)

Place :

Date :

Participant :

No.	Questions	Responses
1.	As an English teacher, where do you get your learning materials from?	
2.	Do these learning resources match what students need based on the major they choose?	
3.	What do you think about material that is not in accordance with the level of the Computer and Network Engineering major?	
4.	What do you do about the unavailability of specific material for the Computer and Network Engineering major?	
5.	As an English teacher at a Vocational High School, what do you think about the discrepancy between the material provided and the material needed?	
6.	What do you think about the difficulty level of the material available for the Computer and Network Engineering major?	
7.	What should be the appropriate material in order to accommodate the needs of students in the Computer and Network Engineering major?	
8.	How important do you think the level of relevance will be in the future?	
9.	Are you adapting, adopting, adding to, subtracting, modifying or expanding on existing material?	
10.	So far, have there been any problems when wanting to develop teaching materials according to the Computer and Network Engineering major?	
11.	What are your suggestions regarding English material for the Computer and Network Engineering major?	

## Appendix 2

### Interview Guideline Teacher 1 Answer Sheet

Transcript (1)

Place : SMK Ma'arif NU 1 Ajibarang

Date : 22 November 2022

Participant : Mr. Tosirin, S.Pd.

No.	Questions	Responses
1.	As an English teacher, where do you get your learning materials from?	So far, the sources of learning materials have used teacher's handbooks and student books from the government.
2.	Do these learning resources match what students need based on the major they choose?	From the beginning I started teaching these learning resources, they were still not suitable based on the majors students chose, especially in the Computer and Network Engineering Department, the most important thing was the structure of the programming language that used English.
3.	What do you think about material that is not in accordance with the level of the Computer and Network Engineering major?	For now, what I hope is that they must definitely teach the material in accordance with the Department. So, it's better if the government helps us in providing specific materials for each department.
4.	What do you do about the unavailability of specific material for the Computer and Network Engineering major?	Talking about the material, I think that currently using the 2013 curriculum is quite difficult for students because there is too much demand for students to be more active, innovative and creative. My role as an English teacher must be able to provide knowledge that is in accordance with the department so that these criteria are more fully met, but for now I am still stuck with books published by the government which are completely unrelated to related majors, especially in the Computer and Network Engineering major, the rest are still at an advanced stage. planning to arrange material according to the department and teach material according to each department with spontaneity without compiling material.
5.	As an English teacher at a Vocational High School, what do you think about the discrepancy between the material provided and the material needed?	So far, the material presented is still general and the current point of difficulty lies in student understanding.
6.	What do you think about the difficulty level of the material available for the Computer and Network Engineering major?	My way of presenting material to accommodate students' needs is by teaching material that attracts students' interest in learning by providing related material according to the department, for example in the Department of Computer and Network Engineering.

7.	What should be the appropriate material in order to accommodate the needs of students in the Computer and Network Engineering major?	For example, in the Giving Announcement Material, the Announcement contains computer assembling competitions, website competitions, etc.
8.	How important do you think the level of relevance will be in the future?	Relevance is very important to me because it can motivate students' interest in learning English. They feel the material is very important to learn and supports graduate competence according to the major they choose, especially in the Computer and Network Engineering major.
9.	Are you adapting, adopting, adding to, subtracting, modifying or expanding on existing material?	If not physically at all, like at the beginning I tried to connect according to the majors that I teach with spontaneity, and adjust the ability for each class, for students who have a high level of understanding they will not do something in a simple way, each must show the best.
10.	So far, have there been any problems when wanting to develop teaching materials according to the Computer and Network Engineering major?	So far, we are still planning, trying to assemble, and compile. But the process was hindered because of the many classes, coordinating extracurricular activities, and family. Therefore, from myself I am still looking for the right time to compile, develop, or adopt teaching materials according to the Computer and Network Engineering major.
11.	What are your suggestions regarding English material for the Computer and Network Engineering major?	It is hoped that the government will immediately release teaching materials according to the needs or in accordance with the majors, especially in the field of Computer and Network Engineering so that the competencies that are produced by students later after graduating from school are ready with the provision of good competence at the next level or in the world of work.



## Appendix 3

### Interview Guideline Teacher 2 Answer Sheet

Transcript (2)

Place : SMK Ma'arif NU 1 Ajibarang

Date : 22 November 2022

Participant : Mrs. Vivin, S.Pd.

No.	Questions	Responses
1.	As an English teacher, where do you get your learning materials from?	The current material is using the student's handbook. I currently teach in grades 10 and 11. For grade 10, I use the latest curriculum, namely the Independent Curriculum, while grade 11 still uses K13
2.	Do these learning resources match what students need based on the major they choose?	For now the two curriculums are still the same or still general and not in accordance with the majors. In the new curriculum or the Independent Curriculum I have not found material that should be in accordance with the majors.
3.	What do you think about material that is not in accordance with the level of the Computer and Network Engineering major?	In my opinion it should be adjusted but I am still dependent on following the syllabus that has been given by the government but the facts are still general.
4.	What do you do about the unavailability of specific material for the Computer and Network Engineering major?	I plan to arrange specific material according to the department, especially in the Computer and Network Engineering Department with other English teachers. Currently it is still in the learning stage so that it can compile specific material for the Department, especially in the Computer and Network Engineering Department.
5.	As an English teacher at a Vocational High School, what do you think about the discrepancy between the material provided and the material needed?	Seeing students in various classes with different backgrounds, I use makeshift teaching materials according to the syllabus, adjust their abilities, and make learning easier for them while still following the material from the curriculum. The material provided is not at all related to the major they choose, especially the Department of Computer and Network Engineering.
6.	What do you think about the difficulty level of the material available for the Computer and Network Engineering major?	In the material given in general, many students still do not understand. And from myself I still haven't been able to develop my own by linking teaching materials according to the Department of Computer and Network Engineering, where basically the terms in the department come from English.

7.	What should be the appropriate material in order to accommodate the needs of students in the Computer and Network Engineering major?	The most basic is giving motivation to students first so that enthusiasm in the teaching and learning process is also combined with the delivery of material so that students can quickly grasp and understand.
8.	How important do you think the level of relevance will be in the future?	In my opinion, this is the most important because basically SMK was initiated for the world of work, therefore I hope the government will immediately provide teaching materials that are in accordance with the majors students choose, especially Computer and Network Engineering.
9.	Are you adapting, adopting, adding to, subtracting, modifying or expanding on existing material?	For now, I haven't been able to do that at all because the time for teaching and learning activities is only right for delivering material, besides that I'm still confused about developing it according to the Computer and Network Engineering major, then there's very little time to assemble the teaching material because I haven't There are references or guidelines for developing material.
10.	So far, have there been any problems when wanting to develop teaching materials according to the Computer and Network Engineering major?	Currently, we and other English teachers are still planning to develop material according to the department, especially in Computer and Network Engineering, which in its elements is based on English, because most of the technology, especially the programming language, comes from English.
11.	What are your suggestions regarding English material for the Computer and Network Engineering major?	My suggestion is I hope that having English material for the Computer and Network Engineering major will really help me a lot in the learning process, especially for students who choose this major can get and grasp the suitability of the material. But at this time it is very regrettable even though there is a new curriculum, namely the Independent Curriculum, where previously my expectations were that the teaching materials were in accordance with each department, especially in the field of Computer and Network Engineering, and it turned out to be very general. My advice to the government is to immediately fix small things like this so that students can be competent after graduation.

## Appendix 4

### Interview Guideline Teacher 3 Answer Sheet

Transcript (3)

Place : SMK Ma'arif NU 1 Ajibarang

Date : 23 November 2022

Participant : Mrs. Dyah Rini, S.S.

No.	Questions	Responses
1.	As an English teacher, where do you get your learning materials from?	So far, it's still with the teacher and student guidebook from the government.
2.	Do these learning resources match what students need based on the major they choose?	Not according to majors at all and still very common.
3.	What do you think about material that is not in accordance with the level of the Computer and Network Engineering major?	In my opinion, this is the most important thing that should be there every year, there should be material that is appropriate for each department, especially in the Computer and Network Engineering department, but in reality every curriculum change still doesn't adjust.
4.	What do you do about the unavailability of specific material for the Computer and Network Engineering major?	For now, I'm still refers to the syllabus and books provided by the government. The unavailability of specific teaching materials according to the Department, especially in Computer and Network Engineering, has made me unable to assemble the suitability because there is no reference yet.
5.	As an English teacher at a Vocational High School, what do you think about the discrepancy between the material provided and the material needed?	Yes, it is very unfortunate for me for that, yes, because it is very important for student competency after graduation, it is hoped that the government will immediately release teaching materials according to the majors.
6.	What do you think about the difficulty level of the material available for the Computer and Network Engineering major?	For now, if the delivery of the material is okay, it's okay, but coordinating students so that they can be conducive in the ongoing teaching and learning process.
7.	What should be the appropriate material in order to accommodate the needs of students in the Computer and Network Engineering major?	At least what was said by Mrs. Vivin or Mr. Tosirin yesterday who could relate to majors, especially the Department of Computer and Network Engineering, where technology comes from the western regions, namely America and England.
8.	How important do you think the level of relevance will be in the future?	Relevance is a must because it affects the competence of students for future levels.
9.	Are you adapting, adopting, adding to, subtracting, modifying or expanding on existing material?	I myself am still confused about how to adopt it. The most important thing in my opinion right now is more to understand and improve students' skills.

10.	So far, have there been any problems when wanting to develop teaching materials according to the Computer and Network Engineering major?	The main problem was timing, I actually really wanted to develop teaching materials according to my major, especially in the Computer and Network Engineering major, since I am also a housewife and the most constrained here is taking care of small children at home.
11.	What are your suggestions regarding English material for the Computer and Network Engineering major?	The main problem was timing, I actually really wanted to develop teaching materials according to my major, especially in the Computer and Network Engineering major, since I am also a housewife and the most constrained here is taking care of small children at home.





## Appendix 5

### Interview Guideline Teacher 4 Answer Sheet

Transcript (4)

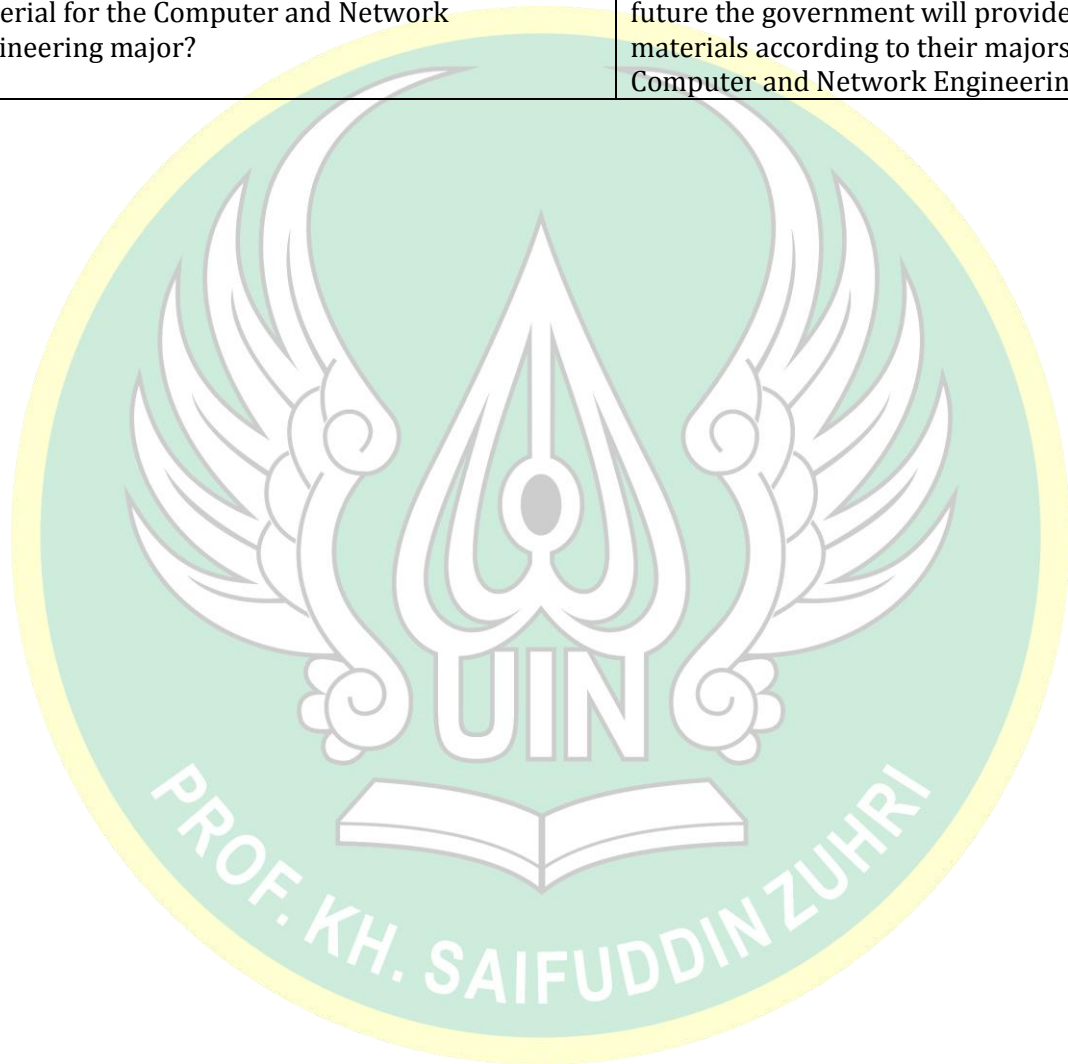
Place : SMK Ma'arif NU 1 Ajibarang

Date : 23 November 2022

Participant : Mrs. Afifah, S.Pd.

No.	Questions	Responses
1.	As an English teacher, where do you get your learning materials from?	For now I'm still using the Syllabus and adjusting it to the teacher and student handbooks.
2.	Do these learning resources match what students need based on the major they choose?	The teaching materials are basically still general and are not in accordance with the majors in this school.
3.	What do you think about material that is not in accordance with the level of the Computer and Network Engineering major?	It's really a loss for me and the students, bro. Because if it relates to the major, it might also be more interesting and fulfill the competence of students.
4.	What do you do about the unavailability of specific material for the Computer and Network Engineering major?	I'm still looking for material that can adapt to majors, especially in the field of Computer and Network Engineering, because basically these majors use more English, especially vocabulary for tools, programs, tools etc.
5.	As an English teacher at a Vocational High School, what do you think about the discrepancy between the material provided and the material needed?	For me personally at this time it is important that the general material is delivered, because in general the material is still a lot of students who have not grasped, understood, and must provide motivation first so that students are excited to take part in teaching and learning activities
6.	What do you think about the difficulty level of the material available for the Computer and Network Engineering major?	I am teaching class 10 in the Department of Computer and Network Engineering which already uses the Merdeka curriculum, and I am still in the stage of learning the curriculum.
7.	What should be the appropriate material in order to accommodate the needs of students in the Computer and Network Engineering major?	In the Merdeka Curriculum, the expected material is in accordance with the Department, especially in the Department of Computer and Network Engineering, it turns out that my expectations were too high. And it turns out that the material is still general like the previous curriculum
8.	How important do you think the level of relevance will be in the future?	It is very important, because it will also affect the competence of students in the future
9.	Are you adapting, adopting, adding to, subtracting, modifying or expanding on existing material?	Currently, I am still trying to find references so that teaching materials are in accordance with the department, especially in the Computer and Network Engineering Department. And in the end

		I got stuck and used only the previous teaching materials, namely Student and Teacher books. But I'm still trying to try to find teaching materials that are related to the major
10.	So far, have there been any problems when wanting to develop teaching materials according to the Computer and Network Engineering major?	For now, it's still the same as other teachers, namely time, and coordinating extracurricular activities.
11.	What are your suggestions regarding English material for the Computer and Network Engineering major?	Just like other English teachers, I hope that in the future the government will provide teaching materials according to their majors, especially in Computer and Network Engineering.



## Appendix 6

### Interview Guideline Teacher 5 Answer Sheet

Transcript (5)

Place : SMK Ma'arif NU 1 Ajibarang

Date : 26 November 2022

Participant : Mrs. Naely Khofifah, S.Pd.

No.	Questions	Responses
1.	As an English teacher, where do you get your learning materials from?	From the Handbook of Students, Teachers and the syllabus
2.	Do these learning resources match what students need based on the major they choose?	Related to that, I just found out that the material has to be in accordance with the major
3.	What do you think about material that is not in accordance with the level of the Computer and Network Engineering major?	Actually, it's related or not, I don't understand, because so far I've been teaching, the important thing is that the material is conveyed to students and I hope students will catch and accept
4.	What do you do about the unavailability of specific material for the Computer and Network Engineering major?	What's most important to me while there is material that at least can teach and convey the material.
5.	As an English teacher at a Vocational High School, what do you think about the discrepancy between the material provided and the material needed?	If that's the case, I'll just obey the one who made the curriculum, instead I adjust it to what's in the curriculum
6.	What do you think about the difficulty level of the material available for the Computer and Network Engineering major?	Currently, I teach at the Department of Computer and Network Engineering. talk/chat, etc. Because on average in almost every class in the Computer and Network Engineering major, there are almost 50 students in that 1 class.
7.	What should be the appropriate material in order to accommodate the needs of students in the Computer and Network Engineering major?	If I don't have an idea
8.	How important do you think the level of relevance will be in the future?	I'll think about it another time
9.	Are you adapting, adopting, adding to, subtracting, modifying or expanding on existing material?	If I don't have an idea myself
10.	So far, have there been any problems when wanting to develop teaching materials according to the Computer and Network Engineering major?	Not at all because the previous ones are also still confused in the general sense
11.	What are your suggestions regarding English material for the Computer and Network Engineering major?	There's no time to think about that

## Appendix 7

### Data Filtering

The problem under study	Teachers				
	Teacher 1 <sup>st</sup>	Teacher 2 <sup>nd</sup>	Teacher 3 <sup>rd</sup>	Teacher 4 <sup>th</sup>	Teacher 5 <sup>th</sup>
English Learning Objectives in Vocational Schools	In addition to students being able to develop the skills that have been described by Teacher 2 <sup>nd</sup> , students are also expected to foster a sense that learning English is important and can add insight about the world if they can speak English because English is an international language, and revive the notion that learning English is not difficult. as most students complain	Students are able to develop the ability to communicate in English both orally and in writing, namely Listening, Speaking, Reading, and Writing. As well as so that students have the ability to master basic English knowledge and skills to support the achievement of expertise program competencies.			
Appropriateness of Learning Resources	The material contained in books from the Ministry of Education and Culture of the Republic of Indonesia entitled English, English for SMK and other relevant English books. Another English teacher, Teacher 2, said about the material and curriculum applied at	Regarding the suitability of the material in the independent curriculum and the 2013 curriculum, the two curricula are still the same or still general and not in accordance with the majors and have not found English teaching material in the	While I was teaching regarding the compatibility of learning resources with related majors it was said that they were not suitable, for example in the TKJ (Computer Network Engineering) department the programming	Materials or English teaching materials are basically still common and are not in accordance with the majors in this school.	Materials or English teaching materials are basically still common and are not in accordance with the majors in this school.



	<p>Ma'arif NU 1 Ajibarang Vocational High School, namely still using the student handbook and for grade 10 using the latest curriculum, namely the Merdeka Curriculum, while grade 11 still uses the 2013 curriculum.</p>	<p>independent curriculum that is relevant to the majors.</p>	<p>language here used English.</p>		
<p>Considerations for the development of English Teaching Materials at SMK Ma'arif NU 1 Ajibarang.</p>	<p>Talking about the material, I think that currently using the 2013 curriculum is quite difficult for students because there is too much demand for students to be more active, innovative and creative.</p> <p>My role as an English teacher must be able to provide knowledge that is in accordance with the department so that these criteria are more fully met, but for now I am still stuck with books published by the government which are completely unrelated to the related majors,</p>		<p>Seeing students in various classes with different backgrounds, I use makeshift teaching materials according to the syllabus, adjust their abilities, and make learning easier for them while still following the material from the curriculum.</p>		

	<p>especially in the Computer and Network Engineering major, the rest are still at an advanced stage. planning to arrange material according to the department and teach material according to each department with spontaneity without compiling material.</p>				
Teacher Efforts in Developing Teaching Materials	<p>For now, I and other English teachers are planning to make teaching materials suitable for each department, especially for the Computer and Network Engineering major, where every element of the material is based on English.</p>				<p>I'm still trying to find references so that teaching materials are in accordance with the Department, especially in the Computer and Network Engineering Department. And in the end I stuck and used only the previous teaching materials, namely Student and Teacher books. But I kept trying to try to find teaching materials related to the major.</p>
Steps to Develop English Materials	<p>When developing the first teaching materials, you must still look at the suitability</p>		<p>Regarding the development of teaching materials, namely by looking at core</p>		

	<p>between the core competencies and the basic competencies and the learning objectives to be achieved because these are all references in the selection of teaching materials. Then identify which materials will be developed after all that is done followed by searching for relevant teaching resources.</p>		<p>competencies and basic competencies as well as learning objectives as a reference for material to be developed, only after that sorting out teaching materials that are in accordance with the applicable curriculum, then proceed with designing learning activities and selecting appropriate teaching resources.</p>		
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## Appendix 8

### Documentation



Picture 1: Interview with Mrs. Tosirin, S.Pd.



Picture 2: Interview with Mrs. Vivin, S.Pd.



Picture 2: Interview with Mrs. Dyah Rini, S.S.





Picture 2: Interview with Mrs. Afifah, S.Pd.



Picture 2: Interview with Mrs. Naely Khofifah, S.Pd.

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PROF. KH. SAIFUDDIN ZUHRI

## **Appendix 10**

### **Developed Material**

#### **(GIVING ANNOUNCEMENT)**

##### **National Technology Day Competition**

In order to celebrate the National Technology Day, we expect the participation of SMK Ma'arif NU 1 Ajibarang students in the National Technology Day Competition. The competition will be held after the the lively opening of the Republic of Indonesia's Independence Day competition.

The event will be held on:

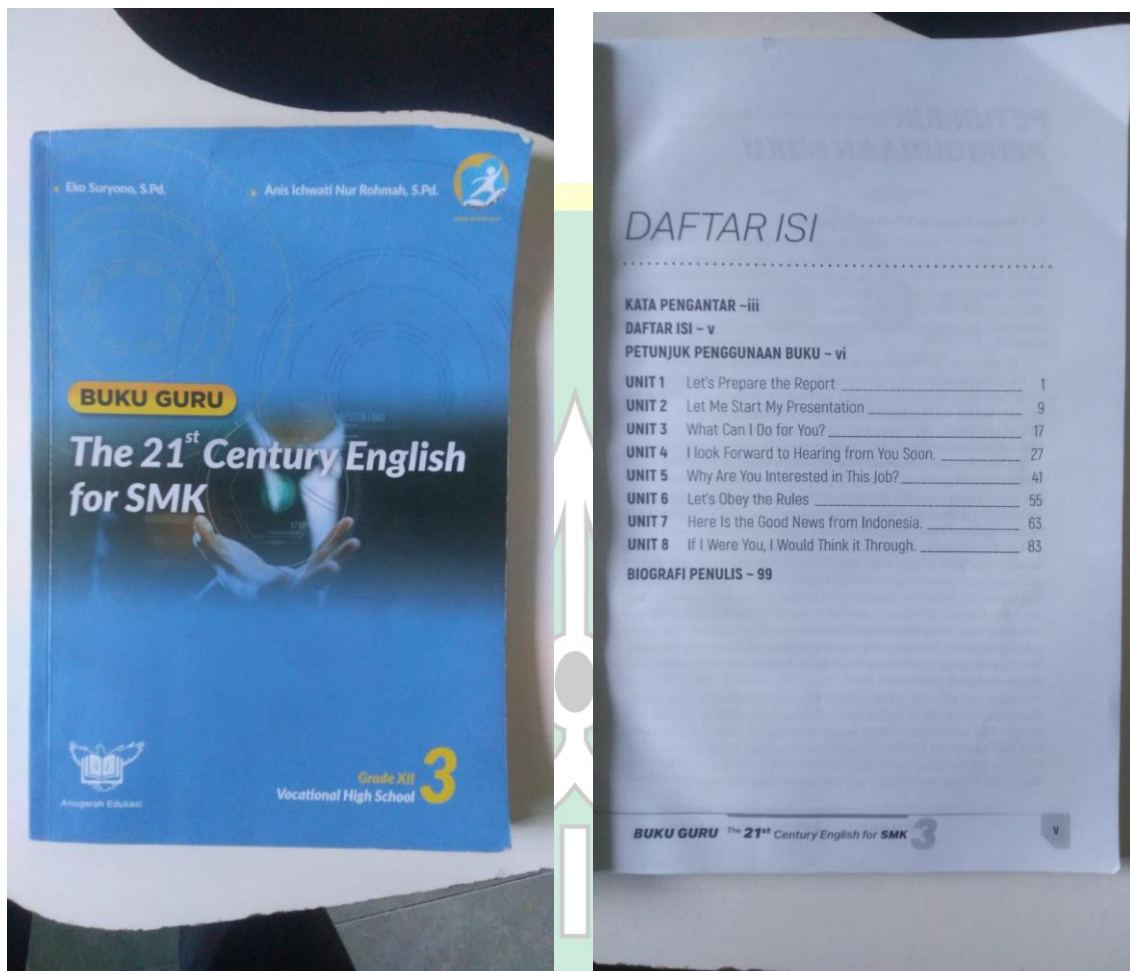
- Date: Tuesday, 10<sup>th</sup> August 2020
- Time: 9.00 a.m–3.00 p.m
- Place: Labolatory of Computer and Networking Engineering SMK Ma'arif NU 1 Ajibarang.

All classes are required send their representatives Minimum 2 participation from each class in the computer and network engineering major. For more information please contact OSIS. Thank you.



## Appendix 11

### Teacher's handbook and contents



ROF. KH. SAIFUDDIN ZUHK

## BIOGRAPHY


### A. Personal Detail

1. Name : Isa Nur Sulthon Fauzi
2. Student Number : 1817404065
3. Place, Date of Birth : Jakarta, 8 Mei 2000
4. Address : Gancang, RT2/RW01, Banyumas, Jawa Tengah
5. Name of Father : Suro Wiyono
6. Name of Mother : Kaminah, S.Pd.

### B. Educational Background

1. Formal Education
  - a. SD/MI, graduation year : MI Ma'arif NU 1 Gancang, 2012
  - b. SMP/MTs, graduation year : MTs Ma'arif NU 1 Gumelar, 2015
  - c. SMA/MA, graduation year : SMK Ma'arif NU 1 Ajibarang, 2018
  - d. S1, entry year: UIN Prof. K.H. Saifuddin Zuhri Purwokerto, 2018
2. Non-Formal Education
  - a. Pondok Pesantren Fatkhul Mu'in Purwokerto

Purwokerto, December 30, 2022



Isa Nur Sulthon Fauzi

S.N. 1817404065





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
www.uinsaizu.ac.id

Nomor : B-e. /Un.19/FTIK.J.TBI/PP.05.3/4/2021  
Lampiran : -  
Hal : **Permohonan Ijin Observasi Pendahuluan**

Kepada Yth.  
**Kepala Sekolah**  
**di Ruang Kepala Sekolah SMK Ma'arif NU 1 Ajibarang**

***Assalamu'alaikum Wr.Wb.***

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : Isa Nur Sulthon Fauzi
2. NIM : 1817404065
3. Semester : VIII
4. Jurusan/Prodi : TBI
5. Tahun akademik : 2021/2022

Memohon kepada Bapak/Ibu berkenan memberikan izin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Obyek : SMK Ma'arif NU 1Ajibarang
2. Tempat/Lokasi : Ajibarang, Jawa Tengah, Indonesia
3. Tanggal observasi : 12/04/2022

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

***Wassalamu'alaikum wr. wb.***

Purwokerto, 04/04/2022  
A.n. Wakil Dekan I  
Koordinator Prodi

Desi Wijayanti Ma'rufah, M.Pd.  
NIP:199212152018012003





LEMBAGA PENDIDIKAN MA'ARIF NU KABUPATEN BANYUMAS  
**SMK MA'ARIF NU 1 AJIBARANG**  
**TERAKREDITASI A**

Jl. Raya Ajibarang Km 1, Ajibarang, Banyumas, 53163, Telp./Faks. (0281) 571284  
E-Mail : [smkmanusa\\_ajibarang@yahoo.co.id](mailto:smkmanusa_ajibarang@yahoo.co.id); Website : <http://www.smkmaarifnu1ajibarang.sch.id>



**SURAT KETERANGAN**

Nomor : 080/33.09/SMK.MRF/F/VIII/2022

Yang bertanda tangan di bawah ini :

Nama : ZAENUDIN, S.Pd., M.Si  
NIP : -  
Jabatan : Kepala SMK Ma'arif NU 1 Ajibarang

Menerangkan bahwa :

Nama : Isa Nur Sulton Fauzi  
NIM : 1817404065  
Semester : 8  
Jurusan / Prodi : Tadris Bahasa Inggris

Telah Diterima Melakukan penelitian (Observasi) pada tanggal 05 April 2022 dalam objek penelitian di SMK Ma'arif NU 1 Ajibarang dengan judul **"TEACHERS' EFFORTS IN DEVELOPING ENGLISH MATERIAL FOR VOCATIONAL HIGHSCHOOL AT SMK MA'ARIF NU 1 AJIBARANG"**

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Ajibarang, 20 Agustus 2022

Kepala Sekolah

SMK Ma'arif NU 1 Ajibarang



*ZAENUDIN, S.Pd., M.Si*



PROGRAM KEAHLIAN :

1. TEKNIK AUDIO VIDEO 2. TEKNIK ELEKTRONIK INDUSTRI  
3. TEKNIK KENDARAAN RINGAN OTOMOTIF 4. TEKNIK BISNIS DAN SEPEDA MOTOR 5. TEKNIK ALAT BERAT  
6. TEKNIK KOMPUTER DAN JARINGAN 7. REKAYASA PERANGKAT LUNAK

*Sekolah Inspirasi Masa Depan*

