

**DEVELOPING ENGLISH SPEAKING MATERIALS OF DESCRIPTIVE TEXT  
BASED ON SCIENTIFIC APPROACH FOR STUDENTS OF MARKETING  
STUDY PROGRAM AT SMK NEGERI 1 MEDAN**

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**ABSTRACT**

The objective of this research was to develop English speaking materials of descriptive text for Tenth Grade students of Marketing Study Program at SMK based on scientific approach. The subjects of the research were grade X students of marketing study program at SMK Negeri 1 Medan. This research was classified as Research and Development (R&D). The research procedure was adapted from the research procedure proposed by Gall, Gall and Borg (2003). There were two questionnaires used to collect the data. The first questionnaire was used to collect data in need analysis while the second questionnaire was used to collect the data about the appropriateness of the materials in the expert judgment. The data was analyzed using descriptive statistics. The research findings showed that English speaking materials of descriptive text developed have met good characteristic and appropriate for grade ten students of marketing study program. It was indicated by the mean of expert judgments. The mean score for content is 3.5 which categorized as "Very Good". The mean score for language is 3.8 which categorized as "Very Good". The mean score for presentation is 3.5 which categorized as "Very Good". The mean score for graphic is 3.75 which categorized as "Very Good".

*Key words: Material development, Research and Development (R&D), Scientific Approach, Vocational High School*

**I. INTRODUCTION**

**A. Background of the study**

Vocational High School or SMK (Sekolah Menengah Kejuruan) is an educational institution which focuses on developing students' specific skills. Material is one of some factors which have to be considered by the teachers to reach the objective of learning. English speaking materials for SMK should be based on the learners' needs, and they should represent the characteristics of each study program. Unfortunately, there are some SMK in Indonesia still use English learning materials that are same with SMA. Materials that are provided by the government and launched by some publishers are still general.

In order to support students learning activities, the students have to master speaking skills. But in fact, after the researcher interview the English teacher, she said

that “Speaking materials that provide in the textbook are still general. There

are no specific speaking materials about marketing that provide in the school, so sometimes I just make speaking materials spontaneously”. It means that speaking materials are still limited that will make speaking practice of students are also limited. So, developing English speaking materials concerning marketing can help the students to train and practice their speaking skills.

## **II. REVIEW OF LITERATURE**

### **A. Theoretical of framework**

#### **1. English Learning Material**

##### **a. The Nature of Learning Material**

According to Tomlinson (1998:2), materials can be anything which is used by teachers or learners to facilitate language learning. Tomlinson (1998:2) defines materials as any tools in the forms of both audio-video and printed- no printed things that are used to facilitate the learning of the language, not only restricted to course books. For examples: CD-ROMs, dictionaries grammar books, workbooks, photocopied exercises, etc.

#### **2. Speaking Skills**

##### **a. Definition of Speaking**

Harmer (2007: 343) defines speaking as an activity which happens when two people are engaged in talking to each other. In this activity, speakers have to share their ideas, thoughts, or opinions during the speaking activity. Another definition is proposed by Chaney (1998) in Kayi (2006), he defines speaking as the process of building and sharing meaning through using verbal and non-verbal symbols in a variety of contexts.

#### **3. English in SMK**

Based on the Indonesian government's rule about National Education System No 20 year 2003, curriculum is a set of plans and arrangements of goals, teaching contents, learning materials, and also procedures which are used as the guidelines of classroom teaching-learning process to achieve certain educational goals.

#### 4. Marketing Study Program

Marketing is one of the study programs in SMK that belong to business and management field of study which covers several skill competencies; promotion, advertising, sales, and public relations. The purpose of marketing study program is to design competent and skillful middle-workers in business and marketing.

#### 5. English for Specific Purposes

##### a. Definition of ESP

According to Hutchinson and Waters (1987:19), ESP is an approach to language teaching in which learners' needs become the base to decide anything related to the learning and teaching process, including the learning contents and the methodology. Dudley Evans and St. John in Basturkmen (2010: 13) say that ESP is designed to meet the learners' needs. They also stated that ESP has absolute and variable characteristics.

#### 6. Scientific Approach

Curriculum 2013 recommends scientific approach to be applied in learning process. Suharyadi (2013) says there are three points that become the focus of teaching-learning with scientific approach; they are attitudes (affective), knowledge (cognitive), and skills (psychomotor). By applying scientific approach in classroom, students are expected to be creative, innovative, and productive (Suharyadi: 2013).

#### 7. Material Development

Borg and Gall (2003: 572) state that if you plant to do and R&D project for a thesis or dissertation, it is best to undertake a small-scale project that

involves a limited amount of original instructional design. Borg and Gall model consists of ten major steps.

#### 8. Descriptive Text

According to Gerot and Wignell (1994: 208), “descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound etc”. Basically, it provides details about characteristics of people, places, and things. The details are used to help the reader in creating a mental picture.

### III. RESEARCH METHODOLOGY

This research was classified into an Educational Research and Development (R&D).The main goal of this Educational R&D is to develop learning materials for educational needs. The research was conducted in SMK NEGERI 1 MEDAN. It is located at Jl. Sindoro no. 1 Medan, Sumatera Utara. This school is a vocational high school that focusing on Business and Management Department. The subjects of this research were the students in tenth grade of marketing study program. The techniques of collecting data were interview and questionnaire. The data of this research were students’ needs and existing English learning materials. The data was collected in order to make an appropriate English speaking materials based on the students’ need. The data used to design new educational product

### IV. FINDINGS AND DISCUSSION

#### a. Findings

**Table 4.1 Result of Expert Judgment**

No	Aspects	Score	Category
1	The appropriateness of content	3.5	Very Good
2	The appropriateness of language	3.8	Very Good
3	The appropriateness	3.5	Very Good

	<b>of presentation</b>		
<b>4</b>	<b>The appropriateness of graphic</b>	<b>3.75</b>	<b>Very Good</b>

The table above shows that every aspects of experts judgments were categorized as very good because all of score was within the interval  $3.25 < \leq 4.00$ . It means developed materials have already appropriate based on the expert's judgment.

#### **b. Discussion**

The developed materials in this study were developed based on scientific approach. The techniques used to gather the information about needs were in the form of observation, interview and questionnaire. The process begins with interview English teacher and identifying students' needs by conducting the needs analysis. The students' needs are divided into two: Target needs and learning needs. The need analysis was conducted ON July, 14th 2020 by distributing questionnaire to grade X students of marketing study program at SMKN 1 Medan that consisted of twenty three students.

Based on the results of target and learning needs analysis, it can be seen that the main goal of the students in learning English is able to express and respond to expressions in English orally or in writing. The students need English material that makes them able to master English vocabulary well, especially those related to marketing. The students also said want dialog and certain topic to discuss with their classmates as input of speaking activity.

The course grid was made to develop the units as the first draft of the materials. The materials were developed based on the needs analysis result. The developed speaking material consists of three units. The input for the materials was chosen in accordance to the core competences and basic competences in Curriculum 2013. The learning steps applied in the materials followed Scientific-approach based learning steps which were taken from Curriculum 2013.

Every unit was developed from basic competences 4.4. (4.4.1 and 4.4.2). Unit I is focused on explanation of description text theory, descriptive text in marketing study program, and the steps of scientific approach that will be used in speaking material. Unit II focuses on learning material of descriptive text especially about famous tourist attraction that presented by the steps of scientific approach. Unit III focuses on learning material of descriptive text especially about historical building that presented by the steps of scientific approach.

Each unit in the developed materials consist of introduction (starting up), main lesson (observing, questioning, collecting, analyzing, and communicating), and reinforcement (evaluation and reflection). The number of task in Unit II and Unit III are five tasks. The materials that have been developed are called the first drafts. They are then evaluated by an expert. The material evaluation is relevant with the standard of material evaluation proposed by BSNP. There are 15 questions in the questionnaire distributed to the experts that covered four aspects of material evaluation proposed by BSNP: the appropriateness of content, language, presentation, and graphic. After revising the first draft, the developed materials were considered as the final draft.

## **V. CONCLUSION AND SUGGESTIONS**

### **A. Conclusion**

The objective of this research is to develop English speaking materials of descriptive text for Tenth Grade students of Marketing Study Program at SMK by using scientific approach. The aim has been achieved as they are proved by the analysis of target and learning needs that found from the research finding.

Based on the target needs and learning needs, it can be concluded that the appropriate English speaking materials of descriptive text for Tenth Grade students of Marketing Study Program at SMK consists of three units which have been validated and each unit has as the characteristic as described in the following paragraphs.

The title of the unit is derived from the expression of each unit. Then, it is followed by a brief description of the unit's objectives. The next is Starting Up, there is picture that reflects the title to build background knowledge of the students.

The next part is the main lesson. The tasks provided in this section are following the steps of Scientific Approach: Observing, questioning, experimenting, associating, and communicating.

The last part of the unit is reinforcement. It consist reflection (self-reflection) that helps the students to measure how much they learn from the unit. The availability of the reflection is essential to check the students' understanding towards the materials.

Based on the result of expert judgment questionnaire, it can be concluded that English speaking materials of descriptive text for Tenth Grade students of Marketing Study Program at SMK are already appropriate. It can be seen from the appropriateness of content, language, presentation, and graphic of Unit I, II, III of materials developed are categorized as "Very Good" since the mean is within the interval  $3.25 < 4.00$ .

## **B. Suggestions**

The researcher suggest to other material developers, they could develop more interesting enrichment speaking materials with different theme, activity and teaching and learning method. The materials that will be develop should can help the teachers in preparing the students to face the work field after the graduation since these materials are based on their study program

In order to develop a good and appropriate material, there are some aspects that should be considered. First, we should find target and learning needs, and then the result of target and learning need analysis will help the materials developer to develop the material which is really relevant and appropriate to the needs of students from other study program.



The developers should consider tasks components that consist of input, procedures, settings, teacher's role, and learner's role. The input and vocabulary in the materials should be appropriate to the study programs to support the students in the workplace later.