

**DEVELOPING ENGLISH SPEAKING MATERIAL FOR
STUDENTS OF AUTOMOTIVE ENGINEERING PROGRAM
THROUGH TASK-BASED LEARNING
AT SMK SINAR HUSNI**

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ARTIKEL

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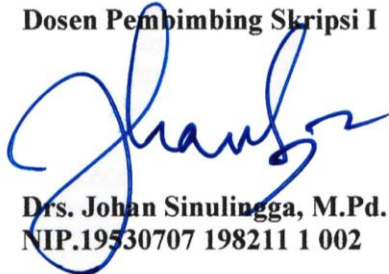
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DEVELOPING ENGLISH SPEAKING MATERIAL FOR STUDENTS OF AUTOMOTIVE ENGINEERING PROGRAM TROUGH TASK-BASED LEARNING AT SMK SINAR HUSNI

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ABSTRACT

This study deals with the development of English Speaking Materials for Students of Automotive Engineering Study Program at SMK Sinar Husni. The objective of this study is: to develop appropriate English speaking materials for students of automotive engineering program at SMK Sinar Husni through Task-Based Learning (TBL). The research procedures of this study were Research and Development (R & D) though six stages; Gathering information and data, Analyzing data, Designing the first draft of material, Validating by experts, Rivising and Designing the final product. The subject of this research was class X-1 students of Automotive Engineering study program consisting of 45 students. The instruments for collecting data used in this research were documentary sheet, questionnaire and interview. The result of questionnaire and interview show that students need English speaking materials which appropriate to their major that is Automotive Engineering. Thus, the result of this study was a supplementary material of English speaking through task-based learning which consist of title, objective, let's start, let's practice, language reference. The English speaking materials were developed into 3 units of speaking materials. They were then validated by two experts. The average scores are 4,4 from English Lecturer and 4,4 from English Teacher. It means that the developing materials categorized as relevant or appropriate for grade X Students of Automotive Engineering study Program.

Keywords: English speaking materials, automotive engineering study program, Research & Development (R & D), Task-Based Learning.

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INTRODUCTION

Background of the Study

In this globalization era, English has an important role which bring many benefit to human life. The need for mastering English in the globalization era is absolutely necessary. People around the world use English as a tool to communicate each other. Mastering English supports people to communicate in a number of fields such as science, business, even engineering. Mastering English also allows people to enjoy their life and work no matter where they are. Besides that, English is also a field of study which becomes one of the important subjects in the world. In Indonesia, it is as a compulsory subject which must be learned by the students. It has been taught broadly in many levels of education like Junior High School, Senior High School and Vocational High School (VHS), either in public or private school. Learning English is important, especially for those who are going to face the real working field after graduate from schools, in this case VHS students.

There are many kinds of major in VHS, one of those is automotive engineering study program. Automotive engineering program is one of the major in SMK SINAR HUSNI MEDAN which prepare the students to be ready to face their future variety of career about machine and mechanical global industry. Speaking skill becomes crucial for automotive engineering students as Riemer (2002: 91) stated that communication skills are essential for an engineer who aspires to carry out his/her professional practice in the global arena. Engineering communication skills basically

constitute several core elements such as the fluency in the English language and the fundamentals of visual communication.

Related with their major, automotive engineering students need to have qualified speaking skill because it will be useful for their work life situation where they need to interact or communicate with the foreign customer in the machine shop or repair shop, and also will meet or interact directly with the foreign colleague if they work in company as a professional engineer.

Learning materials have the important role to fulfill the need learning of students. It is the most important components of the instructional process and used to help transfer information and make the VHS Students become more familiar with English that relevant with their study. Good and appropriate materials will give positive influence to the students' learning process. Appropriate English learning materials for VHS should be based on the learners' needs, and they should represent the characteristics of each study program.

Furthermore, to support the public speaking achievement of marketing students in order to foster their speaking skill, it is vitally important to develop the speaking materials that appropriate to the students need. Developing English for Specific Purpose (ESP) is intended to improve the students' skill especially for students at SMK. This statement is supported by Hutchinson and Waters (1987) who states that ESP materials focus on the learner, so the clear relevance of the English

course to their needs would improve the learners' motivation and thereby make learning better and faster.

In fact, based on the previous observation had done at April 17, 2017 toward the automotive engineering study program students at SMK Sinar Husni, it was found that the materials used in teaching – learning process is the same as the materials for senior high school students which was the English book of Curriculum 2013. It could be seen from its cover which was written “Bahasa Inggris – SMA/MA/SMK/MAK Kelas X Semester 1”. Moreover, the English speaking materials which learned by the students were still general English. The contents and topics of the English speaking materials were not specific with the automotive engineering program. The speaking materials like: “Guessing Games: Who Am I?”, “Make up a short dialogue for the following situations (You plan to do the Biology project at the library after school. You ask your best friend to do it together with you”, “Let’s play scissors, rock, and paper” were not related to the students’ needs and major.

Moreover, the students of automotive engineering study program were lack of competence in speaking skill. This problem was related to the students. They were many students that were not confident to use English. For instance, when the teacher asked them to come forward to have a conversation with friends and act the dialogue, they refused it. They were too shy and felt worry of making mistake and if friends would laugh at them. The students were also less of activities to support their practice in the classroom which made them less of confidence to speak up in English. So that

the students needed interesting activities, task and material to stimulate them in learning speaking. Language learning materials that could be function properly are those that were presented in the form of task. Ellis (2003), in Nunan (2004: 3-4) stated that a task is intended to result in language use that is similar to the way language use in the real world, in the future work field situation. It will be more active and enjoyable if the teacher uses task speaking material and activity based on task based learning in teaching speaking skill in the classroom. The task instructs the students to do and complete their task. Every task has a clear purpose and contain what the teacher and the students must do.

Based on the explanation above, speaking materials which were related to automotive engineering students should be developed in order to comply the students' need in relation to their major. Speaking material were chosen to develop by considering the facts that the materials given to the students were not relevant whereas speaking skill should be mastered by them as students of automotive engineering study program. English speaking materials for the grade ten students of SMK Sinar Husni would be developed through Task – Based Learning (TBL) and hopefully contributed to help the teaching and learning process of speaking in order to improve and develop the students' speaking skill for the students' need in the future career.

Providing specific English speaking materials for automotive engineering students, it was expected can improve the students' achievement in speaking skill.

RESEARCH METHODOLOGY

The research was conducted by using the Research and Development (R&D). Educational R & D is a development model in which the findings of research are used to design new products and procedures, which are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standard Borg & Gall (2003: 569). Borg and Gall (2003: 572) state that if you plan to do an 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. So, in this research, the ten stages of R&D were simplified into six stages because it depends on the research needed, those are : 1) Gathering data and information, 2) Analyzing Data 3) Designing first draft of material, 4) Validating by Experts, 5) Revising, 6) Final product.

The research place was at SMK Sinar Husni which consist of 45 students of Automotive Engineering study program. The source of data was curriculum, syllabus, existing materials, teachers' interview and students' questionnaires as qualitative data. The questionnaires and interview were the instruments of research that analyze descriptively.

In collecting the data the writer used questionnaires and interview. The first the writer observed the syllabus and material, analyze the basic competence, students' worksheet, and the book. The second the writer did interview section to the English teacher who teaches in grade ten of Automotive Engineering study

program. It had function to get information about students, problem which was faced in learning English especially speaking, and also about the materials. The third, the writer gave the questionnaires to the students in order to get information about students' need in learning English. In this section the writer shared the questionnaire. So, the writer can get information toward students' need, problem in learning English and their interest in speaking.

The flow chart of developing the materials

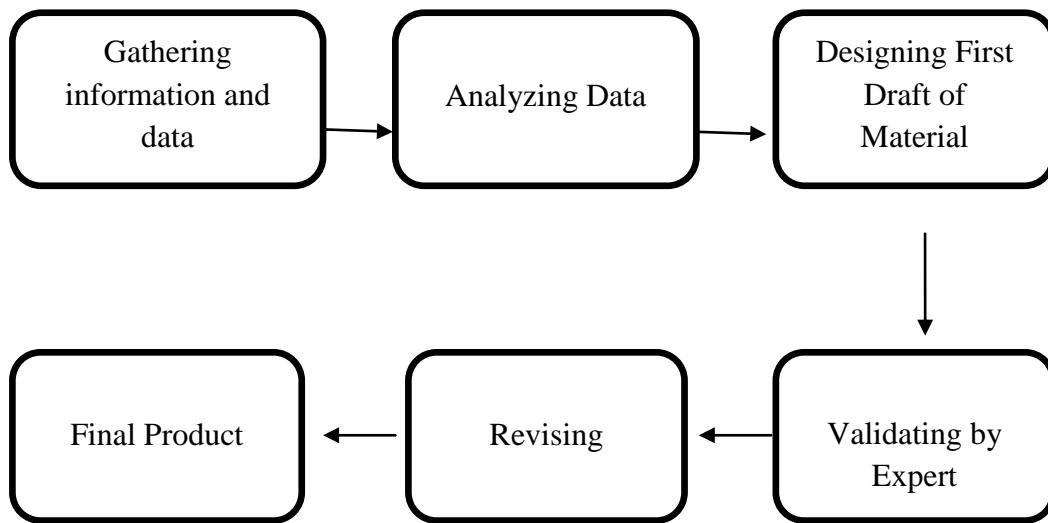


Figure 1.1 The flow chart of developing the materials

MATERIALS DEVELOPMENT

The aim of this study was to develop appropriate English speaking materials through task-based learning for grade X students of Automotive Engineering study

program at SMK Negeri 1 Medan. In order to identify the needs of students of Automotive Engineering study program, the researcher administered the questionnaire to the students and the interview to the English teacher. There were 19 questions that were answered by the students. It contented the target need and learning need of the students.

Target needs are what the learners need to do in the target situations it was consisted the term of *necessities*, *lacks*, and *wants*. in term of *necessities*, most of the students demand to master in speaking skill and the English materials were about Automotive. The *lacks*, most of the students were weak in speaking skill because they were lack of vocabulary and also less of activities to support their practice in the classroom. In term of *wants* most of the students wanted English can help to communicate fluently by using English. Based on this result, the writer decided to make a topic in each unit related to Automotive/Mechanical context.

The next part is learning needs. The students' learning needs were found in the items which are categorized as *input*, *procedure* and *setting*, *learners role* and *teacher role*. The need analysis result showed that the students preferred dialogue as the input of speaking, in term procedure, various activities in learning English was chosed as speaking activity. Furthermore to improve their vocabulary, the students wanted related term to their major. For pronunciation activity, repeating the teacher's pronunciation is the most chosen. In term of setting the students preferred to do the task of speaking in learning process into paired consisting of

two people, they wanted the level of difficulties for each lesson activity in the speaking material have a various from the easiest to the most difficult.

After the needs analysis had been conducted, the next step was formulating a course grid and writes the first draft of the speaking material. The results of need analysis were used as a basis to develop the course grid. The speaking materials based on Task-Based learning contains of three units, those are *Welcome to Our Auto Service*, *Complimenting and Showing Care*, and *Congratulations on Your Achievement*. Each unit consist of 3 sections namely, *Let's Start*, *Let's practice*, and *Closing up (Language Reference)*.

As Hutchinson and Water (1987) say that good materials should cover: input, language content, language focus and task. So, the structure of the course book will be organized by combining those elements and task framework. The task framework are consists of three main phases (Willis, 1996):

1. Pre-task: introducing topic and task prepares learners to perform tasks in ways that promote acquisition. It can be done through: pictures, brainstorm words associated with the topic, they are useful to activate students' knowledge and direct the students to the task.
2. Task cycle: offers learners the chance to use whatever language they already know in order to carry out the task and then to improve their language under the teacher's guidance while planning their reports on the task.

There are three components of a task cycle:

- Task: learners use whatever language they can master, working simultaneously, in pairs or small groups to achieve goals of the task.
 - Planning: learners plan their reports effectively and maximize their learning opportunities.
 - Report: is the natural condition of the task cycle. In this stage learners tell the class about their findings.
3. Post-task/ language focus: provides an opportunity for students to reflect on their task and encourages attention to form, in particular to problematic forms which demonstrate when learners have accomplished the task.

Then, the structure of the English speaking materials are formulated as follows:

- a. Title, it was a label of information that described in the content of materials.
- b. Objective, it was goals that the students should achieved when using the speaking materials as source of learning. By describing the goals the students motivated in teaching and learning process.
- c. Starting up, was played a number of role:
 - It created a context of knowledge for the comprehension of the input
 - It activated the students' minds and gets them thinking
 - It revealed what the students already know in terms of knowledge and content.

- d. Let's practice, this section contains several tasks that need to be done by the students, the tasks were designed in order to help and ease the students to promote their speaking skill.
- e. Closing up (Language focus and language reference), this section contains information about the language form that relate with the grammar, language function and sentence construction.

The next step was expert judgment process. The materials were evaluated by two experts. The criteria for expert judgment were based on the *BSNP* standard (Contents, language use, methodology and layout). In the process of experts judgments, there are some mistake should be replace, such as grammatical, spelling, and the vocabularies. Therefore, to get the quality of the product, the researcher gave it to the validator to be validated. The validators came from and English Lecturer from State University of Medan that was Indra Hartoyo, S.Pd., M.Hum., as the first validator and an English Teacher from SMK Sinar Husni that was Nurlaili Khaira, S.Pd. as the second validator. As the result from the first validator evaluation got 4.4 or 87.6% (*Relevant*). Beside that from the second validator evaluation also got 4.4 or 87.6% (*Relevant*). Thus, the final draft or the developed English speaking materials were valid and appropriate to be used as learning materials for grade X students of automotive engineering study program.

CONCLUSION AND SUGGESTIONS

The Conclusion

1. Based on the need analysis from the questionnaire and the interview, it is concluded that the students of Automotive Engineering study program in Grade X at SMK Sinar Husni needed the appropriate English Speaking materials. The English Speaking material was developed in order to increase their knowledge about how the way to communicate and interact with customer or colleague related to their career which could support their job in the future.
2. The speaking materials needed by the students were relevant with their needs where the topics or contents used in the course book were relevant and useful in the work situation are: Welcome to our auto service (Introducing), Compliment and showing care, and congratulations on your achievement (congratulating). Moreover, designing of the speaking materials used task-based learning, the task framework was employed in structuring the elements of the speaking materials, they are consist of pre task, task cycle, and post task. This series of tasks were designed in order to facilitate the students to promote their speaking skill easier and effectively.
3. The score of validation from the first validator was 4.4 or 87.6% and it was categorized as relevant and the score of validation from the second validator was also 4.4 or 87.6% and it was categorized as relevant. It means that the materials were valid and appropriate to use as learning materials for students of Automotive Engineering for Grade X at SMK Sinar Husni Medan

The Suggestions

There are three suggestions that the researcher gives, they are:

1. Teacher

In teaching, teacher should consider the students' needs in choosing the learning materials. The learning process can be successful if the teacher can give the materials related to the students' program and also the teacher can apply "English for Specific Purposes" approach to apply in teaching English. The new materials in this study has validated in terms of relevancy, contents, layout and linguistic feature by an Esp expert, and the result showed that it was good, relevant and feasible, so it was suggested for the English teacher to use this material to increase the students' speaking skill easier and effectively.

2. Students

Students can find the materials related to their study program from the internet and the other books, if the existing materials provided are not appropriate to Automotive Engineering program.

3. Other Researcher

Other researchers are expected to be able to develop an English learning material, especially speaking skill for other study programs which have the problems with the availability of appropriate English learning materials

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