



## **DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE X STUDENTS OF BEAUTY STUDY PROGRAM AT SMK NEGERI 5 PONTIANAK**

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### **Abstract**

This research was aimed to develop supplementary material for the first semester of Tenth grade students of Beauty Study Program at SMK Negeri 5 Pontianak. The procedure of this research was ADDIE, it was conducted through the following steps: analyzing the needs, designing the framework, developing the materials, try out the materials, and evaluating the materials. The needs analysis reveals the students of Beauty Study Program needed a particular materials supporting their knowledge about communicating with costumers at a salon. The supplementary materials has provided 4 units based on the syllabus of Curriculum 2013. Based on the implementation result, the students were more enthusiastic in learning English. All of the students follow the teaching and learning process actively from the first meeting. Based on the expert validations, this product considered as valid to be used by the students. The conclusion of feedback from the participant also has proven that this supplementary material appropriate to be used. In conclusion, the English learning materials for the grade X students of Beauty Study Program at SMK Negeri 5 Pontianak has successfully developed and could be used as a supplementary material.

**Keywords:** English learning materials, Supplementary material, ADDIE, Beauty Study Program, SMK N 5 Pontianak.

## INTRODUCTION

In Vocational High School, the students are expected to be ready for working as soon as after they graduate. Therefore, they need to study for preparing themselves in order to help them reach their future careers because there are external challenges which related to the flow of globalization between living environment, advances in technology and information, and also the development of education at the international level. Because of this, the teachers need to prepare their students to be able to communicate effectively in the tasks prescribed by their study or work situation. One of the preparations is the students need to study English to support their vocation, but in specific purposes. That means the English should be relevant to their study program.

There is a problem founded by the researcher when she was conducting pre-observation in one of Vocational High School, SMK N 5 Pontianak. Based on the interview, which was conducted to the English teacher in that school, the researcher asked the present of a supplementary material for the students of a beauty study program specifically (ESP). Therefore, the researcher found that the English learning materials which suitable for the students of beauty study program still not present. The course book widely available for ESP do not match with the beauty program. The contents of material presented are still in general. It means that the English learning as a medium which provided by the school still limited to help the students to improve their English skill based on their field / study program.

Substantively, the materials which always used by the English teachers in teaching English for Specific purposes (ESP) still do not concern with the subject in beauty study program. Necessarily, an English learning material which based on study program is needed for them as the students of Vocational High School (SMK). It is to consider that there will be students, which going to continue to work as soon as after graduation, so they need to have provisions, which one of them is mastering English. They need a media which should be provided by the teacher as a resource in learning activities.

## **Developing English Learning Materials for Grade X Students of Beauty Study Program at SMK Negeri 5 Pontianak**

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As one of the ways to improve the student's English skills, the materials expected to be appropriate in order to help the students learning in a good way. So that, a variety of efforts needed from an educator to improve students' ability in English. One of efforts that can be do is developing Supplementary material based on the study program. Therefore, the researcher was interested to developing appropriate English learning materials in a textbook as supplementary materials for Grade X students of Beauty Study Program at SMK Negeri 5 Pontianak that has related to their field as possible. The researcher was expecting the use of the learning materials which have been done can help the students of Beauty Study Program improve their English skill based on the topics in their field.

The essences of learning materials are to facilitate the learners in the learning (especially, language learning) and also to help them to reach the goals of teaching and learning process. Materials include anything which can be used to facilitate the learning of a language (Tomlinson, 2011). The material is one of the important components. Language instruction has five components—students, materials, teaching, methods, and evaluation (Kitao, 1997). It will be not complete if there is no material in teaching and learning process.

The teacher needs to develop the appropriate material for their students when the precious material still not feasible to be used as the material to support the teaching and learning process. 'Materials development' refers to all the processes made use of by practitioners who produce and/or use the materials for language learning, including materials evaluation, their adaptation, design, production, exploitation, and research. (Tomlinson, 2012, pp.143-144).

In beauty major, the students learning about beauty hair and beauty of skin as the subject matters. On beauty hair class, they need learn the knowledge of hair cut, creambath, hair mask and hair SPA and also rebonding. In beauty skin class, they learn the knowledge of facial manually, facial with technology, breast treatment, stage makeup, character makeup, bridal makeup, geriatrics makeup, manicure and pedicure. A beautician also called as a cosmetologist which

provides hair and skin care services. A beautician can be self-employed, from home-based office, and most work in beauty salons, spas or vacation resort.

The English for vocational professional purpose is called English for Specific Purposes (ESP). Then, the students in SMK N 5 Pontianak need to learn English for Specific Purposes (ESP). According to Hossain (2013:17), it is a linguistic field of study that addresses the immediate and very specific needs of learners for a target language which is required for academic or professional purposes. Based on to Richards (2001: 28) ESP is made by the need to prepare materials for students who already mastered the general English, but now needed English for use in employment. According to Harding (2007:6), ESP is designed to meet specific needs of the learner. It's also supported by Tomlinson (2008:169) that ESP makes use of the methodology and activities associated with the relevant disciplines or occupations.

## **METHOD**

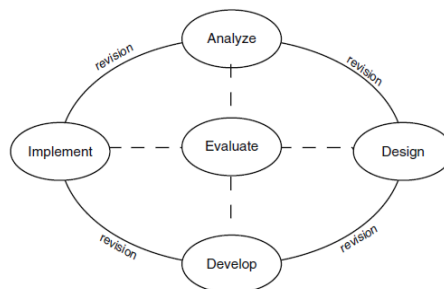
This study is a development research. The aim of doing Development Research is to provide a comprehensive introduction to the process of undertaking research in the multi and interdisciplinary field of development studies (Desai and Potter, 2006, p.3). This research developed an English learning materials which can be used a supplementary materials in real education for Grade X of Beauty Study Program from SMK N 5 Pontianak.

In developing the Supplementary material, this research used a model of instructional design. That is ADDIE Model by Branch (2009) which stands for 5 Stages. There are Analysis, Design, Development, Implementation, and Evaluation. All of the stages had conducted sequently by the researcher. Branch (2009:4) states that, ADDIE is merely a process that serves as guiding framework for complex situation. The procedure which used in this research is based on the concept proposed by Branch (2009). The ADDIE concept can be seen as follows:

## Developing English Learning Materials for Grade X Students of Beauty Study Program at SMK Negeri 5 Pontianak

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**Figure 3.1 : ADDIE CONCEPT**



Branch (2009:2)

The first stage is analysis. Branch (2009:4) said the concept of this stage is to identify the probable causes for a performance gap (it can be lack of resources, motivation, or knowledge and skill). The output of the analysis phase is learning objectives, which serve as the input to the design phase (Sink, 2014, p.182).

It means that in this phase the researcher conducted need analysis in order to find out the students' need and curriculum analysis to know the standard competencies and also the basic competencies itself from the syllabus of Curriculum 2013. The researcher was analysis the lacks, wants and the necessities of students from beauty study program in learning English.

The second stage is design. In this stage, the design phase involves using the outputs from the analysis phase to plan a strategy for developing the material. The researcher need to make prototype to help the researcher develop the supplementary material meet the criteria.

The third stage is development. The materials was developed with three major resources. In order to help the researcher developing the Supplementary material, the researcher needs to get the resources from online resource, the English textbook used by the school, and self-made materials. The researcher used online resource and English textbook by adding, reducing, or changing.

The fourth stage is implementation. Branch (2009:4) claims that, Implementation is prepare the learning environment and engage the students. The result of product are used to take a trial by implementing to the students of beauty

study program. The purpose of simulations is to give some opportunities to the English teacher and the students to learn the product or the material that have newly developed. After the trial is done, the researcher distributes feedback questionnaire about English learning material developed.

The last stage is evaluation. Evaluation is the last stage of ADDIE concept. Branch (2009:4) said that, assess the quality of the instructional products and processes, both before and after implementation. At this stage was shows the English learning material is feasible or not feasible to be used as the material to support the teaching learning process. This stage also called an evaluation plan.

In this study, the researcher concerns on the English teacher and the students of Beauty Study Program at SMK N 5 Pontianak. The research developed the Supplementary material within first semester of grade X in the 2017-2018 academic year. Grade X of Beauty Study Program have two classes. The total of Beauty Study Program students of grade X are 51 students.

The data of this research are students' target and needs, Syllabus of Curriculum 2013, and "Bahasa Inggris SMA Kelas X" textbook. The source of data are the students Grade X of Beauty Study Program from SMK N 5 Pontianak and the English teacher which teaching the students Grade X of Beauty Study Program.

There are 4 tools of data collection. There are students' learning needs questionnaire, an interview guideline, expert judgment questionnaires, and a feedback questionnaire. There are some techniques to analyze all of the data qualitatively, namely data reduction; data display; drawing conclusion and verification. Data reduction is the process of reduced and organized the data. The researcher has summarizing the data by choosing subject matters, focusing on the important data, and looking for theme and patterns. Data display is the process of looking at the displays to help the researcher to understand what is happening, then conducting deep analysis or to do caution on the understanding. Then, the researcher has drawing conclusion and verification. This the process of formulating the result of research in order to answer the focus of research based

## **Developing English Learning Materials for Grade X Students of Beauty Study Program at SMK Negeri 5 Pontianak**

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on the result of data analysis. The conclusions are presented in the descriptive form of the research object based on the research study.

### **FINDINGS**

From the needs analysis, there are the target needs and the learning needs. For the target needs, the researcher has found out the students' goal in learning English, necessities, lacks and wants of the students. For learning needs, the researcher has found out the students' interests of inputs (material / reference as a benchmark in implementing learning activity by the students), learning preferences, and the learning setting (related to when and where the activity conducted, how long it will be occur, whether it individually, in pairs, or in a group.)

#### **Analysis**

It is important to know the students' experience and opinion toward Supplementary material first before developing the learning material. The result of the questionnaire, the students' experiences can be seen there are 96% students never study English using the learning materials based on their program. It means that most of them never have experience to meet the English learning material which suit on their program. Then, their opinion toward the existence of the English materials which suit on their program is in percentage 100%. It means that all of them think that Supplementary material which suit on their program is needed to be presented to them.

From the questionnaire result of the Students' objective in learning English, it's known that 18% of the students want to learn English in order to help them be better communication in English; 20% of the students want to learn English in order to help them through the examination; 62% of the students want to learn English in order to support their future career. It can be concluded that most of them want to learn English in order to support their future career. Then, it is in accordance with the main purpose of this research study to developing the English materials.

In target needs, there are lacks, wants, and necessities of the students Grade X of Beauty Study Program which should be analyzed. From the questionnaire result of the students' current level of English proficiency were known that 84% students are in basic level, 16% students are in the basic intermediate and there is no student in advance level. In brief, most of the students Grade X of Beauty Study Program in in the basic level. It means that almost of them only know a few words / vocabularies, know a few grammars and only understand simple expressions that are used every day. Based on this condition, the researcher used simple materials and words, but still in Higher Order Thinking Skills (HOTS) as the criteria of Curriculum 2013. The researcher also designed the learning material by using pictures to help them easily understand and make them enjoy their learning.

For the students' tendency in learning in the classroom, from the result could be concluded that most of the students Grade X of Beauty Study Program tends to be passive in learning English in the classroom. It will be hard to reach the goal in learning if they do not change their tendency in learning English.

Then, the English learning material which developed by the researcher should be able to make them be more active than before. The researcher has developed the materials where all of the activities focus on the students (student centre). A learning activity that could help the students foster their character is the activities which include encouraging the occurrence of autonomous learning and in learners-centred. (The Ministry of Education and culture of Indonesia, 2019, p.22)

In this research, what the students want toward the topic in learning English were 18% of students hope they could learn how to do makeup, 20% of them hope they could learn about the latest beauty trends and 62% of students hope they could learn how to communicate with customers from abroad at the beauty salon. It can be concluded that most of them expect to learn communication well in English in order to help them to communicate with the customers at the beauty salon.



## **Developing English Learning Materials for Grade X Students of Beauty Study Program at SMK Negeri 5 Pontianak**

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In developing the materials, the researcher needed to know what the skill the students really need to achieve. From the questionnaire result of the students' need in mastering English skill, It can be concluded that most of them need to master speaking skill to help them when they would be beauticians in their future carrier.

In learning needs, there are input, procedure and setting that should know by the researcher in developing the supplementary materials. The inputs and procedure of English skills as follows: First, the speaking skill. The input of speaking skill from the questionnaire result known that most of them want the English learning material have the content monolog text / dialogue which provided with picture for speaking skill. The procedure of speaking activities from the questionnaire result known that 11% of them prefer to practice the sample of monologues individually in front of the classroom as the types of speaking activities. 45% of them prefer to practice the dialogue in pair in front of the classroom. 24% of them prefer to learn in role play. Then, 20% of them prefer to presenting a report, story, speech / discussion result. It can be concluded that most of them prefer to practice the dialogue in pair in front of the classroom as the types of speaking activities in the Supplementary material.

Second, the listening skill. For the input of listening skill, most of them hope the Supplementary material will have monolog text / dialogue which provided with picture and a vocabulary list for listening skill. For the procedure of listening activities, 12% of students prefer to complete text of the board, 27% of students prefer to retell the content of the text based on your own words. 13% of students prefer to Identify the content of the text observe attentively. 48% of them prefer to Identify what they listen from the recording then answer the fill in the blank. Then, as the type of listening activities can be concluded they need to provided voice recording so they can listen then answer the fill in the blank.

Third, the reading skill. For the input result of reading skill, it can be concluded that most of them choose to learn reading skill from reading text which consists of several paragraphs. For the procedure of reading activities, 28% of

them prefer to read aloud with the correct intonation, 30% of them prefer to read the text and answer the questions from the text, 27% of them prefer to fill true/false as the answer in the activities, and 15% of them prefer to summarize the content of the text with their own words as the types of reading activities they need to learn. Then, it can be concluded that the students need to read the text while understanding and answer the questions based on the text.

The last procedure was writing skill. For the input of writing skill, it shows that most of them need to improve their writing skill from reading text which provided with picture and could be as their sample in writing practice. For the procedure of writing activities, 12% of the students need the type of writing activities with arranging random words into correct sentences. 30% of the students need the type of writing activities with arranging random sentences becomes the correct paragraph. 46% of the students need the type of writing activities with write a text which similar to the example given and 12% of the students need the type of writing activities with write a text based on the image given. It can be concluded that most of them prefer to write a text which similar to the example given as the types of writing activities.

For the types of sub skills (vocabulary, grammar, and pronunciation) activities also asked in the questionnaire. From the questionnaire result for type of vocabulary activities, it known that 46% of them prefer to complete the gap sentences with the suitable word. For type of grammar activities, 44% of students preferred to write the sentences correctly structures. For type of pronunciation activities, 55% of students prefer to listen and imitate to the teacher's pronunciation. Then, the setting of learning. Setting of learning is related to when and where the activity conducted, how long it will be occur, whether the learning conducted individually, in pairs, or in groups. From the questionnaire result of the setting preference, it's known that 50% of students like to do activities in pairs.

Based on the result of need analysis above, the researcher got the result of students' target and learning needs. It can be seen that most of the grade X students of Beauty Study Program at SMK Negeri 5 Pontianak are in basic level of English proficiency. Most of them also tend to be passive in learning English in

## **Developing English Learning Materials for Grade X Students of Beauty Study Program at SMK Negeri 5 Pontianak**

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the classroom. But, they have pretension to improve their skill, especially speaking skill. They want to learn English well in communication. They want to know how to communicate with customers from abroad at a beauty salon.

For the inputs, they choose monolog text / dialog which provided with picture as the input of speaking skill, monolog text / dialog which provided with picture and vocabulary list as the input of listening skill, reading text which consist of several paragraph and provided with picture and learn writing skill from reading text which could be as their sample in writing practice.

For the activity procedures, they need to provided voice recording so they can listen then answer the fill in the blank, they need to learn from practice the dialog in pair in front of the class as the speaking activities, they need to read the text while understanding and answer the questions based on the text, and they need to write a text which similar to the example given as the types of writing activities. In terms of vocabulary mastery, the way they want to learn is by matching the words with the suitable meaning activity. In terms of grammar mastery activities, the way they want to learn is by writing the sentence correctly. In terms of pronunciation mastery, the way they want to learn is by listening and imitating to the teacher's pronunciations. The researcher also need to know the place which the students prefer for learning English. For the place to learning English, they prefer to to do activities in pairs. The researcher also need to know the setting which the students prefer for learning English. They prefer to do most of the activities in pairs.

For curriculum analysis, it is considered to the Curriculum and syllabus analysis. It also essential to analyze the curriculum and syllabus. In developing Supplementary material, it cannot be separated from the curriculum which applied by the school. The researcher needs to know the core competencies and also the basic competencies itself from the syllabus of Curriculum 2013 and trying to relate them to the students' needs. The syllabus is one of guidelines to help the researcher developing the material which created by the researcher.

There are four core competences in Curriculum 2013, comprise in Spiritual competence (KI-1), Behaviour competence (KI-2), Cognitive/knowledge competence (KI-3), and skill competence (KI-4). All of the competences should be thought and learned by the students through basic competence in direct or indirect. The researcher has developed the basic competencies 3 and 4 in the Supplementary material in order to enhance the students' ability.

Then, the researcher has been analysis all of the units in the event semester. From the results, the researcher found that there are 5 units which should be learned by the students in the semester. Unfortunately, not all of them can be developed by the researcher. There is a lesson which cannot be related to the students' needs which focus on their study programs' topics, which is the unit about the song.

### **Design**

After the researcher got the results of the needs analysis and the syllabus as a required resources, the researcher conducted design stage. In the design stage, the researcher designed the prototypes of Supplementary material. All of the prototypes are organizing principles, determining the unit content, organizing and sequencing unit.

### **Developing the Supplementary material**

The next stage was developing the materials. After designing the prototype, the prototype was implemented in develop stage. Then, the Supplementary material were formulated based on the result of students' target and needs and standards and basic competencies for the Grade X students of Beauty Study Program. The researcher expanded the richness of Supplementary material by providing the records for listening activities. So, in this stage, the researcher adapted and adopted many sources from online resource and English textbook.

Unit 1 is from basic competence 3.1 and 3.4. The topics are introducing oneself and introducing someone. The unit focus on subject pronoun and possessive adjective. The title of unit 1 is "Dear customers, may I have your name?". The title represents that the students will learn It provide information

## **Developing English Learning Materials for Grade X Students of Beauty Study Program at SMK Negeri 5 Pontianak**

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about how to greet your customers, how to ask your customer or co-worker identity, how to introduce yourself when you meet a customer or a new co-worker in a beauty salon and how to introducing oneself. The focus of grammar is simple present tense. There are one activity for warming up as an introduction, 7 activities in main lesson and 1 activity in vocabulary builder.

Unit 2 is from basic competence 3.2 and 4.2. The topics are giving the appreciate utterance when other people succeeds in doing something (congratulate) and an expression of praise other people (compliment). The title of unit 2 is “Congrats for your new position!”. It’s intended to learn about giving the appreciate utterance when other people, especially the customers succeeds in doing something (congratulate) and an expression of praise (compliment) other people or customers. The focus of grammar is the use and usage of how and what for exclamation. There are one activity for warming up as an introduction, 12 activities in main lesson and 1 activity in vocabulary builder.

Unit 3 is from basic competence 3.3 and 4.2. The topics are how to asking plan and how to express intentions. The title of unit 3 is “I would like to dye my hair”. The title represent that the students will learn how to ask the customers intention /planning when come to the beauty salon and how to express intention. There are one activity for warming up as an introduction, 6 activities in main lesson and 1 activity in vocabulary builder.

Unit 4 is from basic competence 3.5, 4.5.1, and 4.5.2. The topics are to understanding and giving announcement. The title of unit 4 is “keep your attention, please!”. The title represent that the students will learn What information which often be announced, How many type of announcement , and How to find out the spot of the information .This unit only focus on learning the structure of announcement. The students need to learn how to make an opening, content of announcement and closing. It provide information about how to make an announcement such as about an event, make up class, beauty training, etc. There are one activity for warming up as an introduction, 7 activities in main lesson and 1 activity in vocabulary builder.

### **The Implementation of English Materials**

Then, implementation stage. The Supplementary material has already developed by the researcher and has been ready for implementation. In this stage, the researcher did trials by some simulations using the learning material which have developed to the grade X students of Beauty Study Program at SMK Negeri 5 Pontianak. During conducted the implementation stage of the material in the class, the English teacher and the students asked to using the learning materials developed by the researcher. The researcher has collaborated with the English teacher conducted teaching and learning processes. The teacher did follow the instruction and all the activities which have provided in the learning material.

In the implementation of the supplementary material, the researcher can conclude that the students be more enthusias in learning English. All of the students follow the teaching and learning process actively from the first time. They listened the recording seriously and focused to fill the blank words in the dialog provided as the activity. They also conducted practicing in speaking with the dialog provided actively. Moreover when reading and writing activities conducted. They could understand easily with the language used in the supplementary material which made them engaged till the time of teaching and learning process finished.

### **The Evaluation of Supplementary material**

The last stage was evaluation. The evaluation is needed to know the quality of the product, appropriateness and attractiveness. The supplementary material was evaluated and judged by 2 experts, they are material and media experts. The researcher has provided expert judgment checklists for them. During the evaluation process, the experts have evaluated, gave comments, suggestions, gave scores to know the categories of quality and choose whether the Supplementary material: 1) feasible without revision, 2) not feasible, or 3) feasible with revision.

The first evaluation, the material expert has evaluated the Supplementary material. The material expert has gave assessment for content feasibility and language feasibility of the supplementary material. For the content feasibility has

## **Developing English Learning Materials for Grade X Students of Beauty Study Program at SMK Negeri 5 Pontianak**

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10 indicators. Meanwhile, for language feasibility has 5 indicators. From the assessments by the material expert can be seen that the average of the content feasibility was good and the average of language feasibility was good. the material expert's opinions toward the Supplementary material was the materials presented considered as quite nice because there are many examples was given in every tasks provided which could help the students get deeply understanding toward the materials. The material expert suggested some aspects need to be better presented such as the learning objectives, images, font size and space.

The second evaluation was evaluated by the media expert. The media expert has gave assessment for presentation feasibility and graphic feasibility of this Supplementary material. Presentation feasibility has 7 indicators and the graphic feasibility has 7 indicators. From the assessments by the material expert can be seen that the average of presentation feasibility was good and the average of graphic feasibility was good. The material expert's opinion toward the supplementary material that the material presented considered as quite good and suitable for the students. The material expert suggested to increase the quality of writing mechanics on the materials and need a proofreading to help the improvement of the writing mechanics.

From the results, the sample of learning materials developed by researcher were accepted by both of the experts. Both of them considered the supplementary material feasible with revision as the result of evaluation in the expert judgment conclusion. Then, the researcher revised the developed materials based on the feedbacks from the material and media experts. After the developed materials have revised by the researcher, the learning materials are considered as appropriate materials for are the students Grade X of Beauty Study Program from SMK N 5 Pontianak.

Then, there are feedbacks from the English teacher and the students Grade X of Beauty Study Program from SMK N 5 Pontianak. For making an excellent Supplementary material, feedback from the participants is needed. The Supplementary material have a good response from the English teacher and the

students. From the list of feedback, the English teacher said that the supplementary material very useful. For the teacher's feedback toward the learning material, this English learning material good in the design of cover, the letter used, the content of the materials, the material presentations, the instructions, the steps, the delivery of goals, and the examples provided to help the students. Then the Supplementary material very good in the pictures provided, the language used, the list of vocabulary provided, the suitability of the materials with the level of students understanding, and the ability of materials to motivate the students in learning English.

For the students' feedback toward the learning material, most of them said that the English learning material good in the design of cover, the letter used, the content of the materials, the material presentations, the instructions, the steps, the delivery of goals, and the examples provided to help the students. Then the Supplementary material very good in the cover, the pictures provided, the language used, the list of vocabulary provided, the suitability of the materials with the level of students understanding, and the ability of materials to motivates the students in learning English. After the researcher got many feedbacks from the English teacher and the students, the last revision was conducted.

## **DISCUSSION**

This research study is provided to develop Supplementary material for Grade X students of Beauty Study Program at SMK Negeri 5 Pontianak using development methodology. Based on Tomlinson (2011), a supplementary materials has the function to enhance the element that are not available on the part of course book or prior textbooks. Thus, it was important to give the students supplementary material that relevant to their study program and based on the syllabus of Curriculum 2013.

Nunan (1988) stated that whatever the curriculum, it is the teacher's responsibility to ensure that the goals and objectives of the overreaching curriculum are kept close at hand when designing materials. The supplementary material has developed based on the syllabus of Curriculum 2013 in order to make



## **Developing English Learning Materials for Grade X Students of Beauty Study Program at SMK Negeri 5 Pontianak**

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the supplementary material can be used in teaching and learning process. Then, this supplementary material has presented for them which developed based on the students' needs which also kept close with the Curriculum 2013.

The researcher has designed an unit's framework in order to organize and sequence the English materials. Organization and sequencing of learning contents are both the core of the itinerary that will lead us to the design of learning processes (Ros, 2006, p.2). The researcher has designed the prototype of supplementary material. They were organizing principles to identifying the units, determining the unit content, and organizing and sequencing unit with unit's framework.

In the supplementary material, the first activity provided was warming up. The researcher provided a warming up in every units in order to attract students' attention and motivation. A warming up activity is a motivating starting point that will lead students to become animated to work efficiently in the language class. (Velandia, 2008, p.11).

As stated by Sadiku (2015:19), that these skills (listening speaking, reading and writing skill) should be addressed in a way that helps students meet the standards you set for them and develop their communicative competence gradually. In the supplementary material has a main lesson part in every units of the supplementary material. The four skills (listening, speaking, reading and writing skill) were integrated in every main lessons in the supplementary material. It considered can fulfil the necessity of 4 skills.

Moreover, the last part in every units had a vocabulary builder. After knowing the students' current level of English proficiency is in basic level, the researcher provided vocabulary builder to help the students enrich their vocabulary. It is crucial that teachers introduce students to words that will be useful and help them learn how to identify such words on their own (Patterson, 2018, p. 170). It considered can help the students improving their English skills.

The strength of the supplementary material were: first, this supplementary material relevant to the students' field. Second, the supplementary material covers

all of skills (listening, speaking, reading and writing skill). Third, the supplementary material support the available materials. Fourth, the supplementary material covers the curriculum demand. Then, the supplementary material covers the students need. Based on the research procedure and based on the experts, the supplementary material is considered as feasible and approve to be used by both teacher and the students Grade X of Beauty Study Program from SMK N 5 Pontianak.

### **CONCLUSSION**

The conclusion of this research is this supplementary material has developing based on the students' need and related to the syllabus of curriculum 2013 which suitable as a supplementary material for grade X students of Beauty Study Program at SMK Negeri 5 Pontianak. The supplementary material could help the students more motivated because they can learn English based on the syllabus as well as learnt English based on their target and needs which related to their field. The supplementary material was presented in the form of textbook as a supplementary material. Based on ADDIE procedure, it considered that the supplementary material for the grade X students of Beauty Study Program at SMK Negeri 5 Pontianak has successfully developed as a supplementary materials and feasible to be used by them. It was found that the students have positive attitude toward the developed supplementary material.

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