

## **Developing English Instructional Materials for the Eleventh Grader of TV Program and Broadcast Engineering Development at Vocational High School**

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**Abstract.** The goal of this research were 1) to find out the target and learning needs of the eleventh graders of TV Program and Broadcast Engineering Department, 2) to develop the appropriate English instructional materials for the eleventh graders of TV Program and Broadcast Engineering Department based on Curriculum 2013. This was a Research and Development (R&D) study. The eleventh graders from SMK Negeri 5 Muaro Jambi's TV Program and Broadcast Engineering Department served as the research subjects. Data for the materials evaluation and needs analysis were gathered using the questionnaires. The English teacher was interviewed using the interview guideline in order to perform a needs analysis. A quantitative analysis was performed on the quantitative data obtained from the materials evaluation and needs analysis. A qualitative analysis was performed on the interview's qualitative data. The target needs addressed the learning objectives, needs, wants, and deficiencies of the students. The teacher's position, the learning process, the learning input, and the environment were all part of the learning needs. Three units of educational materials in English were created. The three components of each unit's design are the introduction, the major lesson, and reinforcement. The unit's primary lesson used project-based learning, which Stoller (2002) modified. Expert judgment was then used to assess the created materials for appropriateness in terms of language, presentation, layout, and content. The resources were categorized appropriately based on the findings of expert opinion since they included learning components and themes that were pertinent to the students' study program. The average score for all three developed units is 3,94, falling into the "very good" range of  $3,75 < x \leq 4$ .

**Keywords:** instructional materials, TV program, broadcast engineering

**Abstrak.** Tujuan dari penelitian ini adalah 1) untuk mengetahui target dan kebutuhan belajar siswa kelas sebelas dari Jurusan Teknik Program dan Penyiaran Televisi, 2) untuk mengembangkan bahan ajar Bahasa Inggris yang sesuai untuk siswa kelas sebelas dari Jurusan Teknik Program dan Penyiaran Televisi berdasarkan Kurikulum 2013. Ini adalah studi Penelitian dan Pengembangan (R&D). Siswa kelas sebelas dari Jurusan Program TV dan Teknik Penyiaran SMK Negeri 5 Muaro Jambi menjadi subjek penelitian. Data untuk evaluasi materi dan analisis kebutuhan dikumpulkan menggunakan kuesioner. Guru bahasa Inggris diwawancarai menggunakan panduan wawancara untuk melakukan analisis kebutuhan. Analisis kuantitatif dilakukan pada data kuantitatif yang diperoleh dari evaluasi materi dan analisis kebutuhan. Analisis kualitatif dilakukan pada data kualitatif dari wawancara. Kebutuhan target mencakup tujuan pembelajaran, kebutuhan, keinginan, dan kekurangan siswa. Posisi guru, proses pembelajaran, masukan pembelajaran, dan lingkungan semuanya merupakan bagian dari kebutuhan pembelajaran. Tiga unit bahan pendidikan dalam bahasa Inggris telah dibuat. Tiga komponen dalam desain setiap unit adalah pengantar, pelajaran utama, dan penguatan. Pelajaran utama unit ini menggunakan pembelajaran berbasis proyek, yang dimodifikasi oleh Stoller (2002). Penilaian ahli kemudian digunakan untuk menilai kesesuaian materi yang dibuat dalam hal bahasa, presentasi, tata letak, dan konten. Sumber daya tersebut dikategorikan dengan tepat berdasarkan temuan pendapat ahli karena mereka mencakup komponen pembelajaran dan tema yang relevan dengan program studi siswa. Skor rata-rata untuk ketiga unit yang dikembangkan adalah 3,94, masuk dalam rentang "sangat baik"  $3,75 < x \leq 4$ .

**Kata kunci:** Bahan ajar, Program Televisi, Teknik Penyiaran

### **INTRODUCTION**

Instructional materials are one of the most critical learning demands. Instructional materials refer to anything used by teachers or learners to facilitate the language learning to

achieve its objectives. Additionally, Vocational High School instructional resources play a part in teaching English. The roles will be covered in the next section. Any resource that can provide linguistic input, particularly and generally, to

assist students and the learning process in meeting the competencies and learning objectives through learning activities is considered instructional material, according to Tomlinson (1998). The resources used to teach English in Vocational High School should then be in line with the particular subjects that the pupils need to learn.

Additionally, there are competences that should be acquired by Vocational High School students as presented in Standar Kompetensi Kelulusan in Curriculum 2013. Knowledge, skills, and attitude are among the competencies. Furthermore, the competencies and the material breadth are implemented in the instructional process in accordance with the curriculum. Then, a variety of instructional approaches, such as project-based learning, can be used to accomplish the learning process. However, not all study programs have had access to English teaching resources that meet the curriculum, especially for Vocational High School. Having that problem, it is imperative that English teaching materials based on the 2013 Curriculum be developed using Project-based Learning for certain study programs at Vocational High School. Therefore, it is hoped that the materials created would be able to support learning.

The fundamental skills listed in the preceding section for the eleventh graders at Vocational High Schools will be very helpful to the students in the TV Program and Broadcast Engineering Department in achieving the objectives of the study program in Curriculum 2013. According to initial observations, the department's goal is to develop students who can work as scriptwriters, photographers, cameramen, manager units, director assistants, lighting directors, audio technicians, and editors in television productions. These are thought to be the most common uses of English as a medium of instruction. As a result, students require English for both active and passive oral and written communication.

When discussing TV shows and broadcasting activities, students in the TV Program and Broadcast Engineering Department will use English. They will employ the appropriate English that suits their needs in what is known as English for Specific Purposes (ESP) (Hutchinson & Waters, 1987). The following section will then present ESP theories. In this way, English for Specific Purposes is a language course that is designed to meet the unique

objectives of certain student groups as well as their learning requirements. Therefore, the primary feature of English for Specific Purposes is the need analysis process, which gathers data on the needs of the students (Richards, 2002).

## METHOD

Both qualitative and quantitative data were used in this research. Expert judgment and interviews yielded qualitative data, while questionnaire results yielded quantitative data. Students in grade XI and the English teacher in the TV Program and Broadcast Engineering Department at SMK Negeri 5 Muaro Jambi are the research's participants or subjects. Data collection methods used in needs analysis included conducting interviews and sending questionnaires. In analyzing the data, the researcher used quantitative which was obtained through distributing questionnaires in the form of Likert-scale for needs analysis and through the use of a questionnaire for materials evaluation (expert judgment). Then qualitative data were analyzed by developing categories from the data by returning to the data over and over again, looking for patterns, and modifying existing categories to accommodate new insights (Beins & McCarthy, 2012).

## RESULTS

### *The Results of Needs Analysis*

Interviews and the distribution of questionnaires provided the needs analysis data. The percentage of each item in the questionnaires was used to examine the data.

#### a. Learner Needs

##### Goal

Goal is defined as the students' intention in learning English behind the learning process. Students' short-term goals for learning English are to complete school obligations, achieve a good grade on the school report and national test, and be able to communicate in spoken and written English for daily purposes. It implies that their short-term goal for learning English is to improve their academic and daily performance. Then, English instructional resources were created to give students with spoken and written input to help them prepare for the national examination as well as support their daily communication.

##### Necessity

What the students must understand in order to perform well in the intended scenario is

known as the necessities. It demonstrates that students intentionally require English in order to comprehend written and spoken English texts related to broadcast engineering and television programs. Additionally, they must converse in written and spoken English with native speakers.

#### Lacks

The gap between what pupils already know and what they need to know to perform in the goal setting is known as a lack. According to the data, 45,71% of all pupils regarded themselves as novices. It indicates that they can only comprehend basic English phrases and expressions that are frequently used in day-to-day interactions.

#### Wants

During the learning process, wants are regarded as the desires of the students. Since each student has unique wants that are most likely distinct from those of the others, wants are subjective needs. Every student wants to get better at all of the English macro skills. Additionally, the information gathered from the interviews indicates that the teacher used all of the macro skills over the course of roughly six meetings rather than all at once. He then practiced speaking and listening as well as reading and writing in pairs. Therefore, in order to give pupils all of the macro skill objectives, English teaching materials were created.

#### b. Learning Needs

##### Input

Four questions based on the English macro skills of speaking, listening, reading, and writing were used to analyze the demands of the TV Program and Broadcast Engineering Department students. 50% of all students expressed a need for real materials, such as TV broadcasts, when it came to the input for listening activities. On the other hand, 47.14% preferred dialogue with images. Then, monologues with images were preferred by 41,42%. It shows that the English teaching materials then included monologues, dialogues, and real materials—with or without images—related to TV programs and broadcast engineering for listening exercises. Then, The English teaching materials for the reading exercises included input. 58.57% of all students expressed a need for texts or passages that relate to their study program and include images or visuals. However, when it came to writing

assignments, half of all students requested texts that were related to the course material and included illustrations or photos. After then, English teaching resources were created to give students examples of texts or passages to assist them write their own.

#### c. Learning Activities/Procedure Teacher's Role

The learning activities and procedures are intentionally created with the students' interests in mind, in order to suit their demands for learning English. Therefore, the TV Program and Broadcast Engineering students may select the activities they wish to participate in at each stage of Project-based Learning by using the requirements analysis questionnaire.

#### Setting

The findings of a requirements analysis about the ideal environment for the teaching process as reported by TV Program and Broadcast Engineering Department year XI students. 34,28% of the pupils expressed a desire for oral, written, and physical activities. As a result, physical and productive duties were covered in English teaching materials. preferred methods of instruction in project-based learning. Fifty percent of the pupils opted for group activities. However, just 12.85% preferred to complete the duties alone, whereas 27.14% preferred to do so in pairs. It can be deduced that English teaching resources were subsequently created to provide students assignments that required them to collaborate in groups, pairs, and independently. And education. Each group should have three to five pupils, according to 31,42% of the total students. According to the interview findings, there should be a minimum of two students in each group. Nonetheless, the number of pupils in each group was modified based on the assignments they would be performing. A total of 22,54,28% of the students expressed a desire for both in-class and out-of-class activities. Regarding the project-based learning classroom environment, 28.57% of all students selected a circular setting. During the interview, the instructor said that students could arrange the tables and chairs in circles.

#### The Syllabus

When creating the syllabus, the requirements analysis's findings were also taken into account. An integrated syllabus, which blends various syllabus types like topical and project-based syllabuses, was the approach that

was employed. Additionally, the four integrated abilities of speaking, listening, reading, and writing were intended to be developed in each unit of the syllabus. Core and fundamental competencies, unit numbers, names, and subjects, characters, indicators, input texts, and learning activities/tasks comprising the nine steps of project-based learning were among the syllabus's constituents.

#### *The Syllabus for Unit 1*

Core competence 1, 2, 3, and 4 as well as basic competencies 3.1 and 4.1 served as the basis for the Unit 1 course. As stated in chapter two, core skills number one and two in the most recent English curriculum lack basic competencies. "Suggestions at TV Programs" is the unit's theme or title. In accordance with the students' study plan, this unit concentrated on teaching them how to make recommendations about TV shows.

#### *The Syllabus for Unit 2*

Core competence 1, 2, 3, and 4 as well as basic competencies 3.2 and 4.2 served as the basis for the Unit 2 course. "Opinions on TV Programs" is the unit's title or topic. As a result, this lesson focused on training students to ask questions and share their ideas about TV shows that are relevant to their study plans. This unit's input included written and spoken dialogues on asking and offering opinions, linguistic features and a list of opinion-asking and opinion-providing expressions, a vocabulary list, a number of websites pertaining to the unit's subject, and images or illustrations. The Unit 2 syllabus is provided in its entirety in the Appendices.

#### *The Syllabus for Unit 3*

Core competencies 1, 2, 3, and 4 as well as basic competencies 4.2, 4.4.1, and 4.4.2 served as the basis for the Unit 3 syllabus. "Television: The Good and The Bad" is the unit's title or theme. According to the students' study plan, the main goal of this unit was to educate them analytical exposition texts about television. A list of vocabulary, a number of websites pertaining to the unit's subject, pictures or illustrations, and information about the goal, general structure, and linguistic elements of an analytical exposition text, such as the simple present tense and conjunctions or conjunctive adverbs, were among the unit's inputs.

#### *The Unit Design*

The creation of the materials, such as the units and the tasks, came next once the syllabus was created. The materials were divided into three sections. The components and order of each material unit are depicted in the following diagram. The introduction, main lesson, and reinforcement are the three primary components of each material unit. The unit title and learning objectives were included in the introduction. The primary lesson was made up of exercises or assignments that were intended to let the students practice and experience the material in order to help them reach the curriculum's desired competencies.

#### *The First Draft of the Materials*

##### *Unit 1*

Unit 1 was derived from core competences number 1, 2, 3, and 4 and basic competences number 3.1. and 4.1. The title of the unit is "Suggestions at TV Programs." It was chosen as the theme of the unit instead of being stated in the curriculum, it is much related to the students' interest and field of study. Unit 1 consisted of 29 tasks. The tasks were organized by following the steps of Project-based Learning.

##### *Unit 2*

Core competencies 1, 2, 3, and 4 as well as basic competencies 3.2 and 4.2 served as the basis for unit two. "Opinions on TV Programs" is the unit's title. It was selected as the unit's theme because it is crucial to the students' everyday lives and academic pursuits. Unit 2 offered both written and spoken learning materials, along with assignments that combined the four language skills, since the basic competencies set the students up to be able to comprehend, apply, and produce both written and spoken texts of asking and expressing opinions as the purpose of the instructional process.

##### *Unit 3*

Core competencies 1, 2, 3, and 4 as well as basic competencies 4.2, 4.4.1, and 4.4.2 served as the basis for Unit 3. "Television: The Good and The Bad" is the unit title. Because it is relevant to the students' interests and subject of study, it was selected as the unit's theme. Unit 3 offered spoken and written inputs and tasks that integrated the four language skills because the basic competencies set the students up to comprehend, apply, and construct both spoken and written texts of an analytical exposition text

including the language features, such as simple present tense and conjunctions, as the goal of the instructional process. Unit 3 had thirty-two tasks.

#### The Expert Judgment and Revision

Following the development of the initial draft of the materials, an expert judgment was used to assess the contents. It indicates that an expert assessed the materials by completing the materials evaluation questionnaires. The expert was a lecturer in Yogyakarta State University's English Education Study Program and held an M.A. with fifteen years of professional experience. Following analysis, the questionnaire answers served as the basis for material revisions.

#### The Results of the Expert Judgment

The appropriateness of the content, language, presentation, and visual design were the four elements of the materials that were assessed (Thomas et al, 2002).

- a) The Appropriateness of the Content
- b) The Appropriateness of the Language
- c) The Appropriateness of the Presentation
- d) The Appropriateness of the Layout

#### Revisions of Unit One

According to the expert judgment questionnaire, the expert's recommendations served as the basis for the changes. Although the expert recommended that several components of the created materials needed to be improved in terms of spelling, grammar, and layout, the overall value of the four characteristics was deemed "very good."

#### The Results of the Expert Judgment and Revision of Unit Two

- a) The Appropriateness of the Content
- b) The Appropriateness of the Language
- c) The Appropriateness of the Presentation
- d) The Appropriateness of the Layout

#### Revisions of Unit Two

The expert's recommendations as indicated in the expert judgment questionnaire served as the basis for the modifications. The expert advised that some components of the created materials needed revision, even if the mean value of the four aspects was deemed "very good."

#### The Results of the Expert Judgment and Revision of Unit Three

The suitability of the content, language, presentation, and graphic design were the four elements of Unit 3 of the produced materials that were assessed.

- a) The Appropriateness of the Content
- b) The Appropriateness of the Presentation
- c) The Appropriateness of the Presentation
- d) The Appropriateness of the Layout

#### Revisions of Unit Three

According to the expert judgment questionnaire, the expert's recommendations served as the basis for the changes. The expert advised that some components of the generated materials needed revision, even though the overall value of the four aspects was deemed "very good."

This study falls under the category of product-based research (Borg & Gall, 2003), where the primary objective is to provide English teaching resources that are pertinent to the requirements of the students enrolled in the specific study program. A textbook for the eleventh graders in the TV Program and Broadcast Engineering Department is the result of this study. The modified research approach—that is, the materials writing or development procedure suggested by Jolly & Bolitho (1998)—was used in an effort to create the materials. To make the research more practical in light of the circumstances, some adaptations were made.

According to the findings of the materials evaluation, the created materials were deemed "appropriate" or "very good" for the eleventh-grade students in the Vocational High School's TV Program and Broadcast Engineering Department. Nonetheless, the materials required to be changed in a few places. According to the expert's general recommendation, the materials' initial draft should have a number of grammatical and spelling issues fixed. The materials were regarded as the final draft once the first draft had been updated in light of the findings of the materials review. The Appendices contain the final draft of the items (Tessema, 2005).

The study began with a requirements analysis to determine the learner/target and learning needs. In April 2024, 70 students received questionnaires, and the English instructor for grade XI in the TV Program and Broadcast Engineering Department at SMK Negeri 5 Muaro Jambi was interviewed. The

questionnaire had 39 elements and 15 questions specifically for the English teacher. According to the findings of the materials evaluation, the created materials were deemed "appropriate" or "very good" for the eleventh-grade students in the Vocational High School's TV Program and Broadcast Engineering Department. Nonetheless, the materials required to be changed in a few places. According to the expert's general recommendation, the materials' initial draft should have a number of grammatical and spelling issues fixed. The materials were regarded as the final draft once the first draft had been updated in light of the findings of the materials review. The Appendices contain the final draft of the items.

### CONCLUSION

The results of target needs, learning needs, and the features of English-language teaching resources suitable for the eleventh-grade TV Program and Broadcast Engineering students at Vocational High School were all covered in the conclusions.

1. The Target Needs of the Eleventh Graders of TV Program and Broadcast Engineering Department
2. The Learning Needs of the Eleventh Graders of TV Program and Broadcast Engineering Department
3. The Appropriate English Instructional Materials for the Eleventh Graders of TV Program and Broadcast Engineering Department

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