

## CHAPTER IV FINDINGS AND DISCUSSION

In this chapter, the researcher describes the findings of the research which are consisting of the result of semi Closed-ended questionnaire and document checklist.

### A. Research Findings

It has been mentioned in the chapter I that the aim of this study are to discover what are the students' need and want in supporting English materials of the eleventh grade of accounting program at SMK Sejahtera Surabaya and analyze the English teaching materials that teacher used to teaching students eleven grade of accounting program. The researcher distributed the questionnaire to two classes, XI-AK 3 and XI-AK 4 on 24<sup>th</sup> August 2017. There are 34 students belong to the class XI-AK 3 but seven students were absent on that day and 37 students belong to the class XI-AK 4. Therefore, there were 64 students involved in the research consist of 6 male and 58 female. The organization of the questionnaire was divided into two parts which are consisting of 17 questions. The first part described about the students' needs. The second part described about the students' wants.

#### 1. The Students' Needs in the Supporting English Material

There were six questions related to the students' needs in supporting English materials, including of the goals, the students' level, and the necessities. The following table presents the result from the questionnaire about students' needs of accounting program students in supporting English materials.

**Table 4.1. The students' needs**

Aspects	Questions	Items	N	Percentage
Goal ( <i>students' reasoning to learning English</i> )	Why do I need to learn English	a. To improve the ability of foreign language	64	18,75%
		b. To support my career after graduating from vocational school		84,37%
		c. To get equipped qualification in		18,75%

		applying job		
Goal (students' reasoning to learning English)	What do you expect in learning English	a. Be able to communicate using good and correct in English.	64	62,3%
		b. Be able to master a lot of English vocabularies (accounting terms) that related to my department		37,5%
Students' Level and Proficiency	My current proficiency level of English is	a. Beginner.	64	57,8%
		b. Intermediate		18,75%
Necessities	I will need English in the working field to.....	a. To communicate with customers or foreign guests	64	68,75%
		b. To increase the professionalism of my work		31,25%
Necessities	Skills or knowledge that I will need in the working field is/are....	a. Speaking	64	78,13%
		b. Reading		34,38%
Necessities	The material in English teaching and learning that I needed to learn is/are....	a. Material related to accountancy field	64	56,25%
		b. Material related to daily life		51,56%

Based on the table 4.1, it can be concluded that 84, 37% of total respondents stated that their reason need to learn English to support their career after graduating from vocational school. The second choice was

18,75% which show that the students goal were to improve the ability of foreign language and to get equipped qualification in applying job. They also expect in learning English to be able to communicate using good and correct in English, it was proved by the highest percentage 62,3%. Most of them were also in the beginner level that was 57,8% of them. It was indicating that the students lack of the English proficiency that are categorized as beginner.

Tom Hutchinson and Alan Waters stated that necessities refer to what the learners have to know in order to function effectively in the target. Most of students accounting program at SMK Sejahtera need English in the working field that was to communication with customers or foreign guests, shown by the percentage; 68,75%. The second choice that they need English in the working field was to increase the professionalism of their work, shown by the percentage; 31,25%. The table shows that 78,13% of the students need speaking skill when they work in the working field after graduating and 34,38% of the students need reading skill. The material in English teaching and learning that they needed to learn was material related to accountancy field, shown by the percentage; 56,25%. The second choice that they needed to learn was material related to daily life, shown by the percentage; 51,56%.

## 2. The Students' Wants in Learning English

Tom Hutchinson and Alan Waters stated that students' wants refers to student's perceptions about language area that they want to master. There were eleven questions related to the students' wants in supporting English materials, including of the input, the procedure, and the setting. The following table presents the result from the questionnaire about students' wants of accounting program students in supporting English materials.

**Table 4.2. The students' wants**

Aspects	Questions	Items	N	Percent age
Input (the type of input in English materials)	Which input do you like best and effective for learning English?	a. Written dialogue.	64	53,13%
		b. Text taken from newspaper, magazine, internet, etc.		26,56%

Input (the type of listening materials)	Which input do you want in listening activity?	a. Monologue and dialogue with simple topic	64	37,5%
		b. Authentic materials (broadcast radio and news, film, and song)		43,75%
Input (the type of listening activity)	Type of activity that you want in listening skill	a. Answering questions in the form of multiple-choice based on the dialogue	64	50%
		b. Taking notes while listening		46,89%
Input (the type of speaking materials)	Which input do you want in speaking activity?	a. Models of monolog/dialog texts which are practiced	64	51,56%
		b. Given some situation to practiced dialog		37,5%
Input (the type of speaking activity)	Type of activity that you want in speaking skill	a. Having dialogue in pairs and role playing	64	56,25%
		b. Having opinion, advice or criticize on the certain situation		25%
Input (the type of reading materials)	Which input do you want in reading activity?	a. Simple texts	64	48,44%
		b. Texts which related on my department and can be found in daily activities		45,31%
Input (the type of reading activity)	Type of activity that you want in reading skill	a. Analyzing the text to finding main points of a text	64	53,13%
		b. Analyzing the meaning of particular vocabulary and the use of it based on the context in the text		53,13%
Input (the type of	Which input do you want	a. Some pictures, tables/diagrams, and	64	45,31%

writing materials)	in writing activity?	mind map	64	42,19%
		b. New vocabularies related to texts		
Input (the type of writing activity)	Type of activity that you want in writing skill	a. Writing sentence/paragraph using correct structures, vocabularies, punctuations and spelling	64	59,38%
		b. Identifying and correcting wrongness of sentence structures in a text		26,56%
Procedure	In the learning English process, I prefer learn English	a. In pairs	64	32,81%
		b. In a group		53,13%
Setting	I prefer learn English in the....	a. In class	64	37,5%
		b. In the outside of the class		37,5%

Based on the result shown in the table 4.2, there were 53,13% of the students stated that the type of input that they like best and effective for learning English was written dialogue and the second choice was text taken from newspaper, magazine, internet, etc, shown by the percentage; 26,56%. The following is about the type of input that the students want in the English skills; those were listening, speaking, reading and writing.

In the listening skill, the students preferred the authentic material (broadcast radio and news, film, and song), shown by the percentage; 43,75% and the students also preferred type of material like monologue and dialogue with simple topic, shown by the percentage; 37,5%. The students also chose answering questions in the form of multiple-choice based on the dialogue as the type of activity that was 50% of the students. Then, the second choice was taking notes while

listening as the type of activity in the listening skill, shown by the percentage; 46,89%.

Concerning to speaking material, half of the total respondents that were 51,56% which chose models of monolog/dialog texts which are practiced and 37,5% of them chose to given some situation to practiced dialog. Indeed, they wanted the type of activity is having dialogue in pairs and role playing, it is shown by the percentage; 56,25%. The students also chose having opinion, advice or criticize on the certain situation, shown by the percentage; 25%.

In terms of reading activity, the type of reading materials that the students want the most desired was simple texts, shown by the highest percentage; 48,44%. In relation with their major, 45,31% of them chose texts which related with accounting program and can be found in daily activities. The students also wanted analyzing the text to finding main points of a text and analyzing the meaning of particular vocabulary and the use of it based on the context in the text as reading activity in learning English that was chosen by 53,13% of the students.

In the writing skill, there were 45,31% of the students who wanted the type of writing materials in form some pictures, tables/diagrams, and mind map and 42,19% chose new vocabularies related to texts that the students learn. They also preferred writing sentence/paragraph using correct structures, vocabularies, punctuations and spelling as the type of writing activity which shown by the highest percentage; 59,38%.

In terms of procedure, Nunan stated that 'procedures' specifies what learners will actually do with the input that forms the point of departure for the learning task. Most of the students that were 53,13% preferred doing the task in a group in the learning English process. The second choice was doing the task in pairs which shown by the percentage; 32,81%. Furthermore, the setting that the students chose desire to do the task was in class and in the outside of the class, it was proved by the highest percentage; 37,5%.

### **3. The Appropriateness of English Teaching Materials**

The researcher analyzed the teaching material in two English teacher's lesson plans based on indicators of principles of teaching material from Hutchinson and Waters theory. There were six indicators in the document checklists of the appropriateness of teaching material described below.

**a. The first lesson plan learns about suggest and offer for two meetings**

**1) Materials provide a stimulus to learning**

There were four items checklist which indicated that the teaching material was not appropriate to the principles of ESP material. The teaching material did not provide the stimulus to learning for students accounting major which were the teaching material did not contain of interesting text which appropriate to students field study, provide enjoyable activities which engage the learners' think capacity, giving opportunity for students to use their existing knowledge and skill, and giving warm interaction between students and teacher. In the teacher's lesson plan, teacher provided a narrative text which did not appropriate to accounting major. This narrative text was a fairy tales story which the vocabularies were around expressions of offer and suggestion but the context is not appropriate for the accounting program.

In terms of activity, the challenging activity was not available in the teacher's lesson plan because in role-playing activity, students only practice it based on dialogue example. Therefore, students did not get opportunity to use their knowledge and skill related to accounting major and there was no warm interaction between students and teacher which teacher and students can show their ideas in each other. In other word, the teaching material was not suitable to the students' accounting major.

**2) Materials help to organize teaching learning process**

There were two items which were available in teaching materials. First, teaching material referred to objectives of learning which the teaching material provided the narrative text which the vocabularies was around expressions of offer and suggestion that referred to learning objective which asked to students be able to express the expressions of offer and suggestion. Second, teaching materials provided continuous process of complexity in which teacher delivered from an easy tasks to a difficult tasks, an easy task was answering questions based on the text, while the difficult task was analyzing and grouping the expressions of offer and suggestion.

Nevertheless, the principle of teaching material about the materials can help to organize teaching learning process did not fulfill. There were two items which unavailable in the teaching

material such as; explanation of language focus and variety of text for each meeting. In teacher's lesson plan, teaching material did not show explanation of language focus like tenses of text and the text was same in each meeting that is narrative text about offer and suggestion.

### **3) Materials embody a view of the nature of language and learning**

One of the principles of teaching material from Hutchinson and Waters theory was materials embody a view of the nature of language and learning. The teacher did not apply three items in this indicator in her lesson plan. In teacher's lesson plan, the researcher did not find brainstorming and item which important for students like some terms related to accounting major. Then, the teacher also did not provide the text that consider the students' skill in understanding material because the text from a book which recommended by the government. However, the researcher found stimulus in her lesson plan that was giving model and questions about offer and suggestion expressions in warm up activity.

### **4) Teaching materials provide nature of learning task**

Two items checklist showed that the teaching material that teacher used in her lesson plan had fulfilled in this indicator. There were four items in this indicator, such as; teaching material was designed by considering kinds of students' knowledge level, teaching material should be supported by exemplify or example, teaching material applies drill pattern or repetition in practicing or task and teaching material should be simpler which easier to be understood by the learners. In teacher's lesson plan, there were clearly enough examples which supported the teaching material for students about the expressions of offer and suggestion in a dialog or task. Then, teaching material also provided drill pattern or repetition in practicing proper pronunciation (students repeat what they heard) about expressions of offer and suggestion.

However, teaching material did not consider students' knowledge level because the teacher provided the text from a book recommended by the government and there were some unfamiliar words which explained in English. It meant that the teaching material did not be simpler which easier to be understood by the



learners. Nevertheless, those four items were available in the teaching material for senior high school students who used English for general purposes and vocational school students who used English for specific purposes.

### **5) Teaching materials broadening the teachers' knowledge**

Teaching material did not fulfill to broadening the teachers' knowledge because there were three items checklist which did not available in the teaching material such as; teaching material must be attracting teacher to be more creative in teaching, but the researcher found that learning models in teaching material did not challenge and fun, teaching material should enrich teachers' insight toward ESP but the teaching material that teaches applied not related to accounting major, and teaching material expects teacher to use new technique in teaching learning process, but the learning process seems monotonous and a bit boring because there was not varied activities.

However, teaching material and teaching strategy in reaching the objectives of teaching and learning language had been synchronized. In teacher's lesson plan, to reaching the objective about to express the expressions of the offer and suggestion, the teacher gave a dialog and role-playing as a teaching strategy.

### **6) Teaching materials provide correct and appropriate language use**

The last principles of teaching material from Hutchinson and Waters theory was material provide correct and appropriate language use. There were three items checklist which inappropriate to teaching material for students accounting major. Those were the teaching materials that used English for general purposes which were not designed for nature communication in the students' workplace, the teaching task based on English for general purpose learning which was not based on students' communication needs in their field-study, and there was not practiced in language teaching that was suited to students' workplace demand. Although, there were teaching materials that were applied to the practice of language (practice role-playing and dialog) but the teaching materials that were used English for general purposes.

## **b. The second lesson plan learns about opinion for two meetings**

### **1) Materials provide a stimulus to learning**

In the second lesson plan, the teaching material did not provide interesting text that appropriate to students' field study. Teaching material provided the text of an opinion article about "bullying" which not appropriate to accounting major and students have no opportunity to use their knowledge related to accounting major but teaching material contain to develop the speaking skill. Then, the teaching material did not give warm interaction between students and teacher, which there was no discussions that show their ideas with each other about "bullying" text. However, in the teacher's lesson plan, there was enough enjoyable activity which engages the learners' think capacity, which students was asked to express their opinion in role-playing activity.

### **2) Materials help to organize teaching learning process**

There were two items which were available in teaching materials such as; teaching material referred to objectives of learning which in the teacher's lesson plan, the teaching material provided the text about giving an opinion and role-playing as an activity that referred to learning objective which asked to students to be able to express giving opinion and response. Then, teaching materials also provided a continuous process of complexity in which teacher gave the task which practice the dialog based on the example and then role-playing to express their opinion.

However, the indicator about the materials can help to organize the teaching learning process was not fulfilled. There were two items which unavailable in the teaching material such as; explanation of language focus about intonation in speaking skill and variety of texts for each meeting which used the text about bullying for two meetings.

### **3) Materials embody a view of the nature of language and learning**

Teaching materials should embody a view of the nature of language and learning. Similarly with first lesson plan, the researcher found stimulus in her lesson plan which the teacher asked some questions about giving opinion and response in warm up activity.

However, the teacher did not apply three items in this indicator in her lesson plan. In teacher's lesson plan, the researcher did not find brainstorming, item which important for students like some terms related to accounting programme, also the teacher did not provide the text that consider the students' skill in understanding material because the text from a book which recommended by the government.

#### **4) Teaching materials provide nature of learning task**

Two items checklist showed that the teaching material that teacher used in her lesson plan were fulfilled to the indicator which were teaching material should be supported by exemplify or example and teaching material applies drill pattern or repetition in practicing or task. In teacher's lesson plan, there were clearly examples which supported the teaching material for students about the giving opinion and response. Then, teaching material also provided a drill pattern or repetition in practicing the dialog about giving an opinion and response.

However, this is similar to the first lesson plan which teaching material did not consider the students' knowledge level because the teacher provided the text from a book recommended by the government. Then, there were some unfamiliar words which were explained in English meaning which meant that teaching material did not be simpler in order and more difficult to be understood by the learners.

#### **5) Teaching materials broadening the teachers' knowledge**

There were three items checklist which did not available in the teaching material in second lesson plan such as; learning methods in teaching material were about ask and answer which there was no debate or discussion in giving opinion, the teaching material that teacher applied not related to accounting major, and the learning process used same technique which seems monotonous. Then, there was one item was available in teacher's lesson plan that was teaching material and teaching strategy in reaching the objectives of teaching and learning language had been synchronized. To reach the objective about expressing opinion and response, the teacher gave dialog and practice role-play as the teaching strategy.

## 6) Teaching materials provide correct and appropriate language use

Teaching material provided correct and appropriate language use. One of item checklist which available in lesson plan that was the teacher applied to the practice of language (practice role-playing or simulation and dialog). However, three items checklist did not appropriate to teaching material for students accounting major. Those teaching materials used English for general purposes which were not designed from nature communication in students' workplace, the teaching task based on English for general purposes learning which was not based on students' communication needs in their field-study, and there was not practice in language teaching that was suited to students' workplace demand.

## B. Discussion

### 1. The Students' Needs in the Supporting English Material

There are three aspects related to the students' needs in supporting English materials which are the goal, the students' level, and the necessities. The goals are the general intentions behind the learning process<sup>1</sup>. Based on 64 respondents, the students' need to learn English is to support their career after graduating from vocational school. It indicates that the students' goal in learning English is to be a professional worker or accountant when they graduate from their school. It will be easier for them to be a professional worker or accountant when they learn English. This is similar to the finding in Dedy's study that the reason of students' culinary major learning English is to support their career in the future.<sup>2</sup> It becomes the evidence that students of vocational school in culinary and accounting major have the same reason to learn English. As stated by Richard, students learning English for general purposes, learning the language in order to pass a general examination is the primary goal, the goal of ESP students is usually studying English in order to carry out a particular role.<sup>3</sup>

Most of students also expect in learning English that is to be able to communicate using good and correct in English. This is necessary for them to use good and correct English when they

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<sup>1</sup> David, Nunan, *Task-Based Language Teaching* (Cambridge: Cambridge University Press, 2004), 41

<sup>2</sup> Dedy, Nureffendhi.....53

<sup>3</sup> Jack. C. Richards, *Curriculum Development in Language Teaching*.....28

communicate with foreign client or customer because accountants are the middle-men between business activities and decision-makers. This finding on students' expectation reflects Robinson statement that, "Generally the students study English "not because they are interested in the English language or English culture as such, but because they need English for study or work purpose"<sup>4</sup>.

Related to students' English proficiency, half of the total respondents are in the beginner level. It means that the students are categorized as beginner who only understand and use simple English phrases that often appear in everyday life. Then, some students (10,9%) said that they could not understand and use simple English phrases that often appear in daily life like in speaking skill. This is in line with the findings of Ernita's studies at SMK N 2 Sewon to students of multimedia study programs whom the level of English proficiency was mostly beginner. Then, they have limited ways to understand spoken and written English; only understood limited expressions used in daily life, and found difficulties in expressing ideas in the spoken and written manner.<sup>5</sup> So, the students need more to improve their English proficiency related to the students' field study to make them easier when they work in their working field.

In terms of students' need, most of the students accounting major at SMK Sejahtera need English in the working field that is to communicate with customers or foreign guests. This finding similar with the needs of students culinary major in Dedy's study which the students use English as a medium of oral communication with customers and colleagues.<sup>6</sup> "Pedagogically, needs are always defined as the learners' requests in order to communicate efficiently in specific situations".<sup>7</sup>

Speaking skill is the skill which needed by the students in the working field. Based on the finding, most of students accounting program at SMK Sejahtera choose speaking skill that is to communicate with customers or foreign guests in the working field. This finding on students' need of speaking skill corroborates finding by Dedy that

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<sup>4</sup> Robinson, P, *ESP today* (UK: Prentice Hall International ltd, 1991). Cited on: Chams Eddine, "*An introduction to English for Specific Purposes (ESP)*". (University – Tlemcen, 2016), 1

<sup>5</sup> Ernita, Raharja,.....6-7

<sup>6</sup> Dedy, Nureffendhi.....55

<sup>7</sup> Chams Eddine, "*An introduction to English for Specific Purposes (ESP)*.....11

students in both major need to improve their speaking skill.<sup>8</sup> This emphasizes that material for vocational school need to give more focus on speaking skill. As Richards stated that, “one of purposes needs analysis in language teaching is to find out what language skills a learner needs in order to perform a particular role.”<sup>9</sup> It is also supported by teaching material in the teacher’s lesson plan I and II which, there are some activities related to practice students’ speaking skill such as dialogue and role play. Unfortunately, a topic on dialogue and role playing activities is not related with accounting major.

The material in English teaching and learning that students needed to learn is material related to students’ field that is accounting major. It shows that students aware about the English need to support their career in their future. In ESP, “language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments”<sup>10</sup>. However, teaching material that teacher taught is general English which not related to students’ field study that is accounting major.

It can be concluded that the students need English learning which related to their field-study that is accounting major. It will help them when they work as an accountant and allow them in doing his job as accountant. Dudley and John explain that one of the absolute characteristics of ESP that is “ESP is designed to meet specific needs of the learner”<sup>11</sup>. Therefore, teachers should give English teaching material according to the needs of students which related to students’ field-study. As Nation and Macalister said that, “needs analysis makes sure that the course will contain relevant and useful things to learn”<sup>12</sup>.

## 2. The Students’ Wants in Learning English

The organization of the questionnaire was divided into two parts which one of the parts is described about the students’ wants in learning English. There are three kinds of aspect related to the students’

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<sup>8</sup> Dedy, Nureffendhi.....111

<sup>9</sup> Jack. C. Richards, *Curriculum Development in Language Teaching*.....52

<sup>10</sup> Helen, Basturkmen, *Ideas and Options in English for Specific Purposes* (London and New jersey: ESL and Applied Linguistic Professional Series: Eli Hinkel, Edition, 2006), 18

<sup>11</sup> Dudley-Evans - St John, *Developments in English for Specific*.....3

<sup>12</sup> I. S. P. Nation - John Mecalister, *Language Curriculum Design*.....24

wants in supporting English materials, including of the input, the procedure, and the setting that students' wants.

In terms of input, type of input in English materials that the students like best and effective for learning English is a text form of written dialogue. Input refers to the spoken, written and visual data that learners work with in the course of completing a task.<sup>13</sup> This finding is different with teaching material from teacher's lesson plan 2 which did not provide written dialogue text, but the written text in the form of an article.

Concerning to listening skill, kind of input that students' want is the authentic material which form of broadcast radio and news, film, and songs. Nunan defines authentic materials as the materials "which have been produced for purposes other than to teach language". As Herrington and Oliver mentioned, they called "authentic learning". This term is directly related to the students' real life and prepares them to face and deal with real world situations.<sup>14</sup> It is suitable for vocational school students who will face in working field later after graduating from their school. Meanwhile, in listening skill activity according to research finding most of the students accounting major also preferred the type of listening activity in form of answering questions in the form of multiple-choice based on the dialogue.

Dealing with speaking activity, type of material which is desired by the students is the material in the form of models of monolog/dialog texts which are practiced. It is similar to Ernita's studies, in term of activities to be involved in speaking; students' multimedia major generally wanted to practice dialogue and exchanging information with classmates to get particular information.<sup>15</sup> This finding is supported by teaching material in teacher's lesson plan 1 which there is an example of dialogue which is practiced by students accounting major.

The students also want type of activity like having dialogue in pairs and role-playing in the speaking skill. Harmer explains that role-plays simulate the real world in the same kind of way, but the students are given particular roles they are told who they are and often what they think about a certain subject. They have to speak and act from their new

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<sup>13</sup> David, Nunan, Task-Based Language Teaching.....52

<sup>14</sup> David, Nunan, The learner-centered curriculum (Cambridge: Cambridge University Press, 1988), 100

<sup>15</sup> Ernita, Raharja,.....7

character's point of view.<sup>16</sup> This activity will be useful to students in practicing their speaking skill when they are given a role related to their field of study as an accountant when they communicate with foreign client or customer. This finding is supported in teacher's lesson plan 1 and 2 which the teacher provides speaking activity in the form of practicing dialogue and role-play.

In reading skill, simple text is the type of reading materials that the students want the most. Based on the research finding, the students are at the beginner level and some of the students choose "other" option because they said that they cannot understand and use English well. Provide teaching materials that appropriate to the students' level, it makes students more easily to learn and to understand in English. Therefore, the students want simple text as the type of reading materials in teaching English process.

Meanwhile, based on the research finding that half of the total respondents also preferred the type of activity in the reading skill such as, analyzing the meaning of particular vocabulary and the use of it based on the context in the text and analyzing the text to find main points of a text. Similarity with the finding on Erna's study that the second highest percentage in terms of reading type of activity is analyzing the meaning of particular vocabulary and the use of it based on the context in the text.<sup>17</sup> It indicates that some of students in both major also want activity about analyzing the meaning in reading skill.

Concerning to writing skill, most of the students desired type of teaching materials in the form of pictures, tables/diagrams, and mind map. Type of this material will make students easier to understand and effective for developing writing. Then, the type of activity in the writing skill which students desired is activity in the form of writing a sentence/paragraph using correct structures, vocabularies, punctuation and spelling.

In procedure, Nunan stated that, "procedures are activities that will be used in learning the task. Procedures specify what learners will actually do with the input that forms the point of departure for the learning task".<sup>18</sup> In terms of procedure, the students preferred doing the task in a group and in pairs in the learning English process. This is

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<sup>16</sup> Ibid, 125

<sup>17</sup> Erna, Dwi, Jayanti.....67

<sup>18</sup> Dedy, Nureffendhi, A Thesis.....39



similar to Dedy's finding in his study that the students culinary art major want to carry out the tasks by groups discussion and pairs work activity which effective to encourage classroom interaction.<sup>19</sup> It is supported by Harmer statement that, "Group work and pair work foster cooperative activity in that the students involved work together to complete a task. Then, students tend to participate more actively, and they also have more chance to experiment with the language than is possible in a whole-class arrangement"<sup>20</sup>.

In terms of setting, the students prefer to do the task is in the classroom and outside of the classroom. This is in line with Ernita's study that students of multimedia major want to do the task in both inside and outside the classroom.<sup>21</sup> Nunan explained that "setting refers to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom".<sup>22</sup> In other word, students in both major also want various settings which appropriate to the activity in order to achieve the objectives and to make them comfortable when they do that task.

### 3. The Appropriateness of English Teaching Materials

Material is an important thing in the teaching learning process that teachers use and help them to teach their students. Tomlinson stated that materials as anything which is used to help to teach language learners. As Grave argued that "material are *what* a teacher uses, and techniques and activities are *how* she uses them"<sup>23</sup>. So, the teaching English material has important roles for the teacher especially for the teacher who teaches to vocational school students. Dudley and John suggest that "for teachers of ESP courses, teaching materials function as a source of language, learning support, for motivation and stimulation, and for reference"<sup>24</sup>. Based on the findings, the researcher was analyzing the teaching material based on

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<sup>19</sup> Ibid, 111

<sup>20</sup> Jeremy, Harmer, *How To Teach English*..... 43

<sup>21</sup> Ernita, Raharja,.....7

<sup>22</sup> Yulianti, *Designing English Instructional Materials for the Eleventh Grade of Accounting Students at SMK Negeri 1 Wonosari Gunungkidul in the Academic Year of 2010/2011*. (Undergraduate thesis:Yogyakarta State University, 2011), 35.

<sup>23</sup> Kathleen, Graves, *Designing Language Course*.....149

<sup>24</sup> Jack. C. Richards, *Curriculum Development in Language Teaching*.....251

six indicators about principles of teaching material from Hutchinson and Waters theory for the appropriateness of teaching material for ESP, such as:

**a. Materials provide a stimulus to learning**

Teacher have to provide the teaching material that made students motivate to learn which the teaching material contains of interesting text, enjoyable activities which engage the learners' thinking capacities, opportunities for learners to use their existing knowledge and skill and content which both learner and teacher can cope with. In teacher's lesson plan 1, the teaching material did not provide a stimulus to English learning because four items checklist were not fulfilled this indicator.

Meanwhile, in lesson plan 2 there were three items checklist which unavailable in this lesson plan. However, in this lesson plan there was teaching material which contain of enough enjoyable activity that engage the learners' think capacity which students was asked to express their opinion in role-playing activity. Lesson plan 2 was almost same as teacher's lesson plan 1 which did not fulfill this indicator. This lesson plan indicated that the teaching material did not provide a stimulus to English learning.

In other word, given inappropriate material to students made them did not motivate to learn in the teaching learning process. It was reflected in Hutchinson and Alan statement that, "good material did not teach the students but they can encourage the students to learn".<sup>25</sup>

**b. Materials help to organize teaching learning process**

Teaching material should help to organize teaching learning process which refers to objectives of learning, show explanation of language focus, provide continuous process of complexity, and have variety of text for each meeting. In the teacher's lesson plan 1, the teaching material did not show explanation of language focus like tenses. This lesson plan also uses same the type of text which is a narrative text in each meeting. It is different with Hutchinson and Alan suggestion that, "teaching material should avoid the assembly

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<sup>25</sup> Tom Hutchinson – Alan Waters, .....107

line approach which makes each unit look the same, with the same type of text.”<sup>26</sup>

In lesson plan 2, it is similar to teacher’s lesson plan 1 which teaching material did not show explanation of language focus like intonation to speak and use the same type of text in each meeting. Then, the researcher also found most of the task in lesson plan 1 and 2 that teacher was given did not relate to students field study. This finding did not reflect Harsono statement that “material that is being taught should be perceived by learners as relevant and useful”<sup>27</sup>.

It meant that the teaching material in teacher’s lesson plan 1 and 2 still not suitable for ESP students which the material did not fulfill the indicator about help to organize the teaching learning process.

### **c. Materials embody a view of the nature of language and learning**

Based on the teacher’s lesson plan 1 and 2, teacher did not provide brainstorming, items which important for students like some terms related to accounting major and text that consider the students’ skill in understanding material because the text from a book which recommended by the government. However, there was stimulus in both of lesson plans which in lesson plan 1 the teacher giving model and questions about offer and suggestion expressions in warm up activity. While, in lesson plan 2 the teacher asked some questions about giving opinion and response in warm up activity.

### **d. Material provide nature of learning task**

There were four items in this indicator, such as; teaching material was designed by considering kinds of students’ knowledge level, teaching material should be supported by exemplify or example, teaching material applies drill pattern or repetition in practicing or task and teaching material should be simpler to be easier to be understood by the learners.

In teacher’s lesson plan 1, there were clearly enough examples which supported the teaching material for students also provided

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<sup>26</sup> Ibid

<sup>27</sup> Y, M, Harsono, “*Developing Learning Materials For Specific Purposes*”. TEFLIN Journal, Vol 18, No 2, August 2007. 171

drill pattern or repetition in practicing or task. However, teaching material did not consider students' knowledge level because the teacher provided the text from the book which recommended by the government and teaching material was not being simpler to be easier to be understood by the learners because there were some unfamiliar words which were explained in English.

In teacher's lesson plan 2, it is similar to lesson plan 1 which there were clearly examples that supported the teaching material for students about giving an opinion and response also provided a drill pattern or repetition in practicing the dialog about giving an opinion and response. However, teaching material did not consider the students' knowledge level and teaching material did not be simpler in order and more difficult to be understood by the learners.

Nevertheless, those four items were available in the teaching material for senior high school students who used English for general purposes and vocational school students who used English for specific purposes. Okri stated that the indicator about material provide nature of learning task was not valuable in the English for Specific Purposes because it just referred to the General English not to English for Specific Purposes.<sup>28</sup>

#### **e. Material broadening the teachers' knowledge**

Hutchinson and Alan said that "material does not only focus on improving students' need but also expect to improve teacher's knowledge"<sup>29</sup>. In the research finding on teacher's lesson plan 1, the teaching material did not fulfill the indicator about material broadening the teachers' knowledge. The researcher found that in lesson plan 1 learning model in teaching material wasn't challenging and fun and the learning process seem monotonous and a little bit boring.

In lesson plan 2, it is similar to teacher's lesson plan 1 which there was only one item which available in both lesson plans that was teaching material and teaching strategy in reaching the objectives of teaching and learning language had been synchronized. Overall, teaching material that teacher applied not related to students' field. This finding did not reflect Tomlinson statement that

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<sup>28</sup> Ronaldo, Okri. "Teaching Material For English Subject In Vocational School". International Seminar on English Language and Teaching (ISELT-4). 2016. 177

<sup>29</sup> Tom Hutchinson – Alan Waters, .....107

“Materials should provide information that is needed by the learners. The points taught should be related to the learners’ background study and needs”.<sup>30</sup>

#### **f. Material provide correct and appropriate language use**

The last principles of teaching material from Hutchinson and Waters theory was material provide correct and appropriate language use. In lesson plan 1 and 2, teaching material that teacher applied did not suitable to teaching material for students accounting major because it used English for general purpose which was not designed from nature communication in the students’ workplace. Then, teaching tasks were based on English for general purposes which were not suitable to the communication needs of students in their field of study and there was no practice in teaching language that suits the demand in the student workplace.

However, both of lesson plans provided teaching materials that applied practice of language like practice role-playing and dialog. These findings supported students’ wants about the input of materials and activities which practiced. This finding in line with Harsono statement that, “materials should provide the learners with opportunities to use the target language to achieve communicative purposes”. After learning the materials, learners should be given opportunities to practice the language they have learned for communication in real life situation not just practicing it in the classroom controlled by the teacher”.<sup>31</sup> Similar to Harsono statement, Tomlinson stated that, “learners should be given enough opportunities to use the language rather than just do a number of controlled practices. Good materials should facilitate learners’ interaction by providing activities that creates interaction”.<sup>32</sup>

It can be concluded that the analysis of teaching material in the English teacher’s lesson plan 1 and 2 which analyzed based on six indicators of principles of teaching material from Hutchinson and Waters theory is not suitable to the concepts of ESP. There are some indicators about the appropriateness of teaching material for ESP was not fulfilled by the English teaching material in the teacher’s lesson plan.

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<sup>30</sup> Dedy, Nureffendhi, A Thesis.....29

<sup>31</sup> Y, M, Harsono, “*Developing Learning Materials For Specific Purposes*” ..... 172

<sup>32</sup> Dedy, Nureffendhi, A Thesis.....29