

**DEVELOPING WORKSHEET FOR THE ELEVENTH GRADE
AUTOMOTIVE STUDENTS OF VOCATIONAL HIGH SCHOOL NUSA
PRIMA LAMASI KAB. LUWU SOUTH SULAWESI**

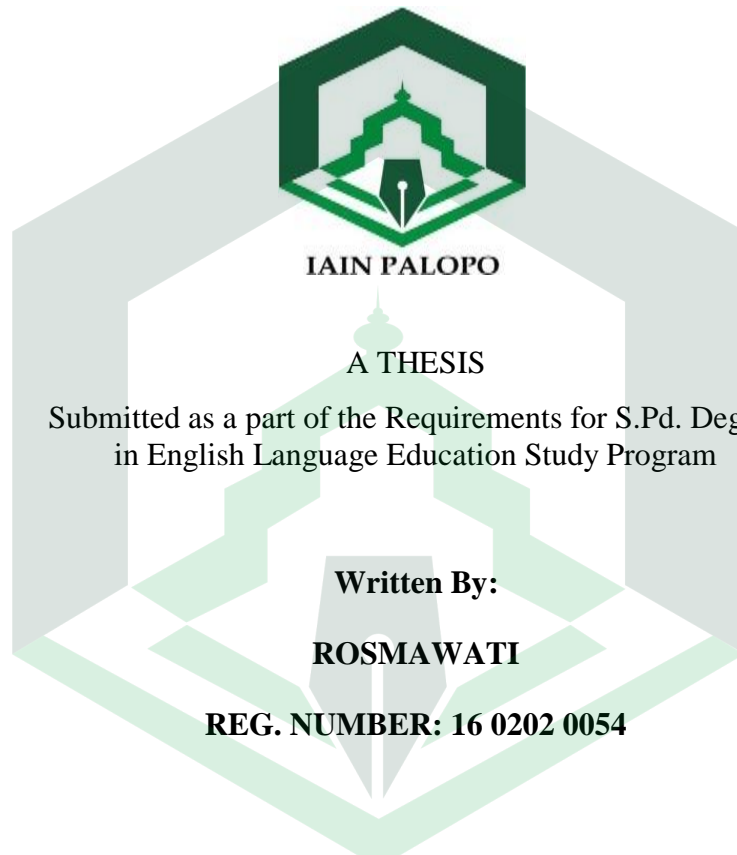


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**ENGLISH EDUCATION RESEARCH PROGRAM
TARBIYAH AND TEACHERS FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2021**

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PRIMA LAMASI KAB. LUWU SOUTH SULAWESI**



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**ENGLISH EDUCATION RESEARCH PROGRAM
TARBIYAH AND TEACHERS FACULTY
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2021

THESIS APPROVAL

This thesis, entitled “**Developing Worksheet for the Eleventh Grade automotive Students of Vocational High School Nusa Prima Lamasi Kab. Luwu South Sulawesi**” written by **Rosmawati, Reg. Number 16 0202 0054**, English Language Education S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Tuesday December 14th 2020 M**, coincided with **Rabiul-Akhir 29th 1442 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

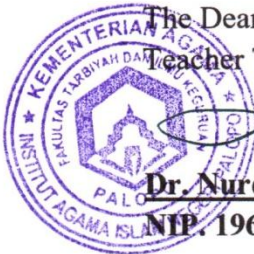
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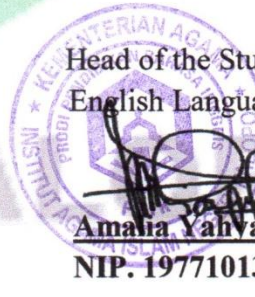
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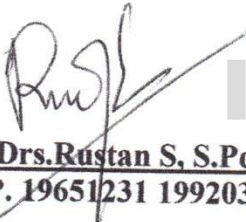
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Finally, the author dedicates this thesis to the author's beloved parents. The author hopes that this thesis can provide useful things and add insight to the reader, especially the author as well and may Allah give reward to them all of the people who have helped the author.

Palopo, 2021

The Author

ABSTRACT

Rosmawati, 2021, Developing Worksheet for the Eleventh Grade Automotive Students of Vocational High School Nusa Prima Lamasi Kab.Luwu South Sulawesi. Thesis, English Study Program of Tarbiyah and Teachers Training Faculty of the State Islamic Institute of Palopo. Under Supervisors: **Dr. H. Rustan S., M.Hum** as the first consultant and **Andi Tenrisanna Syam, S.Pd., M.Pd.** the second consultant

The purpose of this research is to develop appropriate and valid worksheet for the eleventh-grade students of the automotive department at first semester at SMK Nusa Prima.

The type of this research is Research and Development (R n D). This step in this study was using ADDIE Model that students for: Analysis, Design, Development, and Implementation. This research involved 20 eleventh grade students of automotive department and an English teacher of SMK Nusa Prima Lamasi, as the subjects to collect the data for need analysis step. Questionnaire and interview guidelines were the instruments used to collect the data related to the students' need in learning English. The data from questionnaire were calculated the percentage. Based on the results of needs analysis, the curriculum, and the syllabus used in the school, the draft of English was developed. The draft was reviewed and evaluated by the expert judgment. The instrument to collect the data for the materials' evaluation was questionnaire adapted from BSNP (*Badan Standar Nasional Pendidikan*). To determine the quality of develop materials, the expert judgment put a check in the scale of each item of the questionnaire. The quality of the develop materials was based on the mean value of the aspect of the questionnaire.

The result of the need analysis shows that students prefer to have the English materials in the automotive fields related their department. Based on the result of the expert judgment and practitioner, the develop materials are suitable for the eleventh grade students of automotive department. This is shown by the mean value of 4.0 was categorized as *Very Good*.

Keywords: Developing, English Materials, Automotive

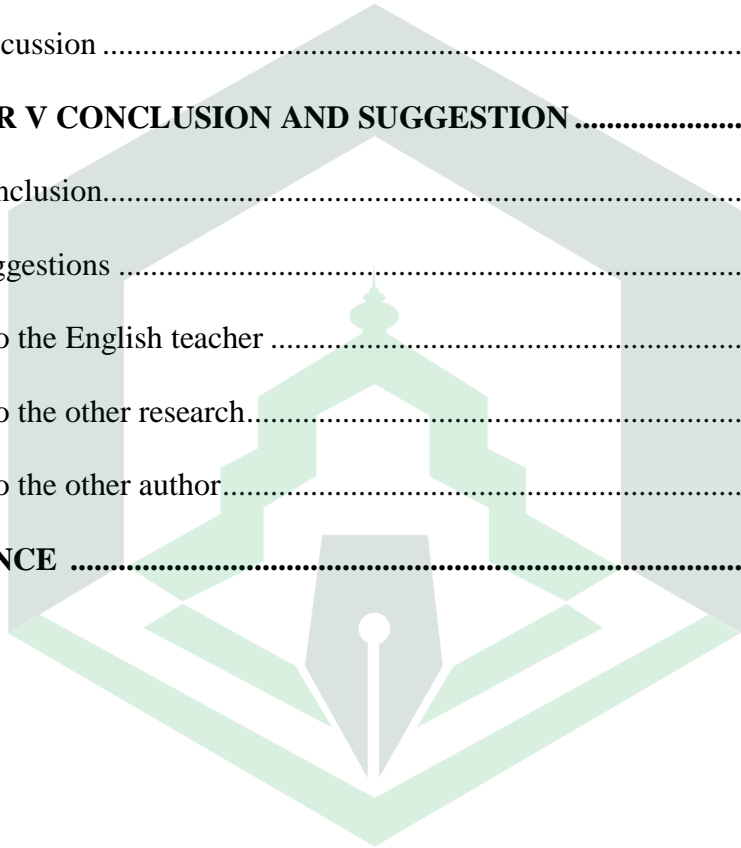
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CHAPTER I

INTRODUCTION

A. Background

ESP as an enterprise involving education, training, and practice and drawing upon three central realism of knowledge, namely language, pedagogy, and students'/participants' specialist area of interest. Richards & Rodger (2001, p.107) saw ESP as a movement that seeks to serve the language needs of learners who need English to carry out specific roles (e.g. student, engineer, nurse) and who need to acquire content and real-world skills through the medium of it rather than master the language for its sake.

The automotive study program is one of the unique skills that studies the branch of mechanical engineering provided by vocational high schools. That is also a study program which many students interest and chose it, mainly male, for being it a job. In additions, the automotive study program is easy to find a job and students who have skill about it can build a workshop by themselves. It has expertise package of Light Vehicle of Engineering, Motorcycle of Engineering, Heavy Equipment of Engineering and Automotive Body Repair Technique.

In this global era, English do need as a communication tool in all aspects, especially education. English in vocational high schools is essential for students to

Achieve their competencies. It helps students to compete healthily in this global competition.¹

According to the goals of the vocational high schools, the English learning material should appropriate its skill. That can change students to master English according to their abilities or needs. One basic approach that can be a great way to develop English language material is ESP (English for Specific Purposes).

Worksheets are media that aim to make students react to a teacher. Worksheets can be an excellent creative medium to increase student interest, ability and supporting factors for many who want to be able to use English in communicating well. The author defines an analysis of student needs related to learning material and media application.

The use of student's worksheets or speaking LKS language in teaching understanding speaking is essential because it includes many types of exercises, speaking, and activities. The use of worksheet will make students more active in learning to speak English. The use of worksheets in the learning and teaching process is beneficial for teachers and students. In addition to content that includes all material, students will also be more interested in completing their activities if the worksheets they use are colourful. This study argues that by using a good reading sheet, English students will be able to understand reading material and participating activities. In the process of learning to speak.

¹Joni Susanto, M. Adnan Latief .*Developing English Teaching Material For Midwifery Students*(The Journal Of Teaching English For Specific And Academic Purposesvol. 4. no 3. 2016) p. 535-536

In another side, McDowell and Waddling suggested that during laboratory investigations, the adequately designed worksheet can help teachers overcome the problem of time demanding and enable the teacher to enhance students' acquisition of knowledge and skill.

The author found a problem in SMK Nusa Prima in the eleventh grade of automotive class one semester, in their study, they did not focus on learning because the books used did not learn about their majors. Therefore, the author made a guidance sheet for students in classroom research to gather students, as well.

Some scholars have developed English materials for automotive students. Yuni (2017) in her research aimed to design English reading materials needed for students of the automotive engineering study program and develop English reading materials for grade XI students of the automotive engineering study program at SMK Negeri 5 Medan.²

The related of this research is to develop English learning materials for automotive students. The difference between Yuni's study and this study is Yuni's research only focused on reading materials, but this study will focus on all of four skills in English there are speaking, listening, reading and writing

²Yuni Haryanti Harahap, *Developing English Reading Materials in Procedure Tet for Automotive Engineering Students Grade I at SMKN 2 Medan*, A Thesis SI, (Medan, FBS, UNM, 2017).

B. Research Question

Based on the research question above, the author formulates the research question as follow: "What is the appropriate and valid worksheet for the eleventh-grade students of SMK Nusa Prima Lamasi Kabupaten Luwu south Sulawesi?"

C. Objective of the Research

The purpose of this research is the appropriate and valid worksheet for the eleventh-grade students of the automotive department at first semester at SMK Nusa Prima Lamasi Kabupaten Luwu south Sulawesi.

D. Significance of the Research

The author hopes this research, theoretically, is useful for the development of English learning materials of ESP. In practically, the first advantage is for the eleventh-grade students of the automotive department; the student can use this product to develop their English skills so that it can be useful for their future job. Second, for English teachers, they can use the English materials to teach automotive students by using a practical approach or media. The last, for the further author, be used this research as a reference in developing English learning materials for automotive students.

E. Scope of the Research

Based on the problems identified above, the author focuses on developing English learning materials for the eleventh-grade of automotive students department at the first semester by using ADDIE Model (Analysis, Design, Development and

Implementation). The writer will develop speaking learning materials for the students based on the Curriculum and syllabus in that school.

F. Assumption and the Limitation of the Research

It does conduct assume this research on first semester students from the automotive department at SMK Nusa Prima. Because this results from the needs of students in learning English are the student lack of vocabulary, the student needs integrated skill and the student demand grammar. The product and assumption are suitable.

G. Definition of the Key Terms

Speaking:

(Beiley, 2000:25), speaking is a process of interaction where speakers intend to build meaning trough producing, receiving and processing information.

Worksheet:

That must do done by students sheet containing tasks. The activity sheet is usually a hint or step-step to complete a task. And, the charge must be straightforward the basic competence that must do achieved.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

Widiani (2015) aimed at 1) describing condition and potency of instructional materials; 2) describing the process of developing the product; 3) producing worksheets to increase speaking skill; analyzing 4) analyzing the effectivity of worksheets toward students speaking skill; 5) efficiency of worksheets use in learning and; 6) the interest of worksheets in instruction³. The research instruments were observation, questionnaire, and speaking test. The data does analyze qualitatively by using descriptive analysis method. The findings showed that: 1) there was a need to develop instructional materials for speaking; 2) the worksheets were qualified seen from pedagogic, content, construct, methodologic, psychologic validities; 3) there were six worksheets for the instruction of expressing preferences, capabilities/incapabilities, hopes/dreams; the worksheets were 4) effective in increasing speaking skill; 5) efficient in increasing learning result, learning effort, and the use of instruction time and 6) interesting seen from the learning environment and students satisfaction learning environment and students satisfaction aspects. The difference between Widiani's research and this research is that Widiani used R & D

³Widiani Trisnaningsih, Adelina Hasyim, Ujang Suparman. *Developing Instructional Material "Worksheets" To Increase English Speaking Skill Of Vocational High School Students*, A Thesis SINO. 1 Bandar Lampung 3514

research. Also, this research will be conducted for TKR majors, while Widiani's research does conduct for TKB and TKJ.

Kusuma (2014) aimed at: (1) designing an English speaking material for the second-grade students of automotive engineering in SMK Sanjaya Ngawen and (2) designing learning activities to improve the speaking skill of automotive engineering students in SMK Sanjaya Nguyen⁴. The study was research and development (R & D). The steps of the survey are conducting needs analysis, writing the syllabus and the first draft of the material, expert Judgment, and writing the final draft of the material. In this research, the instruments were interview guidelines, needs analysis questionnaire, and specialist judgment questionnaire. The result of the study indicates that. (1) the students wanted to work abroad after they have graduated. They will always use English in their workplace, (2) The students' weaknesses in learning speaking were the lack of vocabulary, (3) the students needed the speaking material which was appropriate to their study program, and (4) the students needed some supporting activities in the material to help them improve their speaking skill like games or role-play. Tonnes to meet those, a five-section English speaking material was then developed; those are (1) Lead – in, (2) Lesson Proper, (3) Evaluation, (4) Homework, (5) Reflection, and (5) Summary. There were three units in the speaking material which was developed; each unit contains 14 – 17 tasks. The appropriateness

⁴Parwaka Budi Kusuma, *Developing an English Learning Materials for the Grade Eleventh Students of Automotive Engineering at SMK Sanjaya Ngawen in the Academic Year 2013*, A Thesis SI, (Yogyakarta, FBS, UNY, 2013).

of the speaking material was shown by the value of mean 4.35, which means that the speaking material was appropriate to the students' needs.

The difference between Kusuma's research and this study is Kusuma used the Borg and Gall model. But this research uses the ADDIE (Model Analysis, Development, Implementation, and Evaluation). In addition, this research will be conducted for SMKN Nusa Prima.

Silvia (2016) aimed to 1) describe the target needs, 2) define the learning needs, and 3) develop the appropriate materials for the tenth graders of the automotive engineering study program at SMK YAPPI Wonosari. The type of study was Research and Development (R n D)⁵. Based on the results of needs analysis, the coarse grid was created, and a draft of English materials was developed. The current was reviewed and evaluated by the expert. The instrument for collecting the data for the materials' evaluation was a questionnaire adapted from BSNP (*Badan Standar Nasional Pendidikan*). The result of the need analysis showed that students preferred to have the English materials which were close to their daily life, related to their field and made them active in the learning process. They also wanted the teacher to become the main example before the activities in the class and the corrector of their mistakes. Based on the result of the expert judgment, the developed materials were suitable for the tenth graders of the automotive engineering study program. This was shown by the mean score of 3.74 and was categorized as *Very Good*.

⁵Silvia Dayu Anggraini, *Developing Task-Based English Materials for the Tenth Grades of Automotive Engineering Study Programme at SMK Yappi Wonosari*, A Thesis SI, (Yogyakarta, FBS, UNY, 2016).

The results of the research show that students more like the materials that are close to their daily lives, related to their major and make them active in the learning process. They also want the teacher to be the first example before doing the activities in the classroom and do the correction about their mistakes. Based on the results of expert assessments, the learning material developed is suitable for tenth-grade students of automotive engineering study programs. This is showed by an average score of 3.74 and is categorized Very Good.

The differences between Silvia's research and this study are Silvia used Water Dick and Lou Carey model, but this research used *Analyze, Design, Develop, Implement and Evaluate (ADDIE)* model. Silvia had developed Task-Based English materials for Automotive Engineering, but this study will develop only English learning materials in automotive TKR according to the result of need analysis.

B. Some Pertinent Ideas

1. Definition of Learning Materials

According to Tomlinson, materials can be anything which is used by teachers or learners to facilitate language⁶. Richards and Renandya add that teaching material as a critical component in most language programs that may be in the form of (a) printed materials, (b) non-print material, and (c) materials that comprise both print

⁶ Tomlinson, Brian. 1998. *Materials Development in Language Teaching*. Cambridge University Press. p. 2

and non-print sources⁷. Richards and Renandya state that some teachers use instructional materials as their primary teaching resource, for the materials provide the basis for the content of a lesson the balance of skill taught, and the kinds of language practice students take part.

English learning materials include the content of English lesson may be used by teacher and students in the learning process to improve their English as a reference for a teacher in teaching English. It means that the English learning material is crucial to increase the English teaching process.

2. Materials Development

Tomlinson says that material development refers to a process of producing and using the materials for language after learning, including materials evaluation adaptation, design, production, exploitation and research. Moreover, Graves describes materials development as the planning process by which a teacher can put the objectives and goals of the course into units and tasks. Developing materials for a language course or language program has some advantages compared with using commercial course books. Richards coins four benefits of developing materials which are presented as follows⁸.

1) Relevance

⁷ Richard, Jack C., and Willy A. Renandya. 2002. *Methodology in Language Teaching*. Cambridge: University Press. P. 66

⁸ Richards, Jack C. *Curriculum Development in Language Teaching*. Cambridge. Cambridge University Press. 2001. P. 261.

The materials will tend to be more relevant for students and institutional needs and reflect the local content, issues, and concerns.

2) Develop expertise

Developing materials benefit the other staff's language course to improve their knowledge, giving them a greater understanding of the characteristic of useful materials.

3) Reputation

It will show the commitment of to language teaching because of providing relevant, specialized, and contextualized materials for the students.

4) Flexibility

The produced materials can be revised or adapted as needed, giving them greater flexibility than a commercial course's book. The Process of Materials Development.

Based on curriculum 2013, right materials should support the teaching and learning process achieving the necessary competences. Before developing English learning materials, it is essential to consider⁹:

- The students' potential. The relevancy with the local characteristics
- The level of physical, intellectual, emotional, social, and spiritual development of the students.

⁹Choirul Rohmah, *Developing English Learning Materials for grade X students of marketing study program at SMK Muhammad 2 Bantul*, A Thesis SI, (Yogyakarta, FBS, UNY, 2015), PDF. p. 26-27

- The meaningfulness of the materials for the students
- The Structure of the knowledge
- The actuality, depth, and the breadth of the learning materials
- The relevancy with the students' needs and the environment's demand
- Time allocation

3. Unit Design Development

a. Principle of Unit Development

The materials will be developed from some units. The objective is to classify the materials will easier according to certain aspects called unit. The content of companies hoped will make the learning of language are practical and efficient. According to Nunan proposes six steps in developing materials that can be used to process unit design development¹⁰.

1) Schema building

The first step is to develop several numbers of schema-building exercises that will serve to introduce the topic, set the context for the task, and introduce some of the essential vocabulary and expressions that the students will need to complete the job.

2) Controlled practice

The next step is to provide students with controlled practise in using the target language vocabulary, structures and functions. One way of doing

¹⁰Nunan, D. 2004. *Task-Based Language Teaching*. Hongkong: Cambridge University Press. P. (31-33)

this would be to present learners with a brief conversation between two people discussing accommodation options relating to one of the advertisements that they studied in the previous step.

3) Authentic listening practice

The next step involves learners in intensive listening practice. The listening texts could involve several numbers of native speakers inquiring about accommodation options, and the task for the learner would be to match the conversations with the advertisements from step 1. This step would expose them an authentic or simulated conversation, which could incorporate but extend the language from the model conversation in step 2.

4) Focus on linguistic elements

The exercises of this stage focus on one or more linguistic elements, such as the intonation or spelling, punctuation and other language mechanics if the tasks are reading or writing ones, and so on. It helps the students to see the relationship between communicative meaning and linguistic form.

5) Provide freer practice

The students have been working within the constraints of language models provided by the teacher and the materials. At this point, it is time for the students to engage in free practice, where they move beyond simple manipulation.

6) Introduce pedagogical task

The last step is the introducing of the pedagogical task itself. In this stage, the students can be grouped to do the job.

b. Model of Unit Design

According to Hutchinson and Waters describe that to start writing the materials, a material developer should create the framework as the basis of materials writing. The framework should, at least, have four elements: input, content focus, language focus and task¹¹.

- 1) Input: The input can be in the form of a text, dialogue, diagram, or other forms of communication data. It provides stimulus materials for activity, new language items, correct models of language use, and a topic for communication.
- 2) Content focus: Language is used as a means of communication conveying information and feeling. Hence non-linguistic content can be exploited to generate meaningful communication in the classroom.
- 3) Language focus: Language knowledge is given to achieve the purpose of language learning which is enabling learners to use the language correctly.
- 4) Task: The communicative tasks are employed to make the learner use content knowledge and language knowledge in the classroom.

4. Task Design Development

a. Definition of Task

¹¹Hutchinson, T. & Waters, A. *English for Specific Purposes*. Cambridge:Cambridge University Press. 1987. P.108-109.

A textbook usually consists of several units; a unit consists of several tasks. There are several definitions of functions, according to some experts. Nunan states functions as is a part of classroom work which require students in understanding, manipulating, producing, or interacting in the target language. In contrast, their attention focuses on the meaning of the form¹².

b. Task Components

Nunan divides tasks into six components; they are goals, input, procedures, the roles of learners, the roles of teacher, and setting. Those task components can be illustrated in the table below.¹³

Table 2.1 Task Components Proposed by Nunan



Goals refer to the general intention towards tasks; they also provide a direct relationship between tasks and the Curriculum. Goals can be determined after identifying the learners' needs. Therefore, it can be written both implicitly and explicitly and may relate to a range general outcome (communicative, cognitive or affective) (Nunan).

¹²Nunan, D. 2004. *Task-Based Language Teaching*. Hongkong: Cambridge University Press. P. 4.

¹³ibid. p. 41

Input refers to data in the forms of oral, written texts, visual, and audio that set the tasks out. Information for communicative tasks can be derived from a wide of range sources, such as magazines, newspaper, postcards, memo, driving license, and the other sources that are authentic. (Hoven in Nunan)

Procedures specify what learners need to do with the input. Before going to the activities types, there are three general ways to characterize activities; they are authenticity, skills use and fluency/ accuracy. The first, realism reflects those activities from what in real-world (outside classroom), then be brought into the school to let learners rehearse genuine communicative interaction and practice the skills that are needed in the real-world. The second, skill use is a way of characterizing activities, whether they are focusing on skills getting or skill using. These are related to the distinction between control practice and transfer activities. Control practice activities refer to actions in which learners manipulate phonological and grammatical forms. Transfer activities refer to those in which learners apply their linguistic form mastery to comprehension and production of communicative language. Fluency/accuracy relates to those activities that focus on developing fluency or accuracy.

Roles of learners and teacher refer to parts of them to carry out the tasks as well as the interpersonal and social relationship between the teacher and learners in doing a job. The success of the teacher and the learners will determine the success of the goals from the tasks. The teacher has roles as a facilitator, as a participant, and as an observer and learner (Breen and Candlin in Nunan).

Setting refers to the arrangement of the classroom to affect interaction in the tasks. It deals with how the students do the jobs, where the students will do the jobs, and in what kind of groups the students will do the tasks; individual, in pairs, or small groups.

c. Task Types

Two kinds of task can usefully be distinguished; they are pedagogical and real-world task. The pedagogical task requires learners' interactional strategies and the use of specific language types (skill, Grammar, vocabulary). When two learners are to find differences between two similar pictures, it is called a pedagogical task¹⁴.

The second type of task is real-world tasks. It refers to the uses of language in the world beyond the classroom¹⁵ and which might be considered a rehearsal for the real-world studies, for example, role-plays in which two students have to practice a job interview.

d. Definition of Speaking

Shumin in Richards (2002:4) Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions.

¹⁴Richard, 2006. *Communicative Language Teaching Today*. New York. Cambridge University Press. P. 31.

¹⁵Nunan, D. 2004. *Task-Based Language Teaching*. Hongkong: Cambridge University Press. P. 1.

According to the speaking dictionary is the act of conveying information or expressing one's thoughts and feelings in oral language.

According to Richards and Renandya (2002:4) that speaking is one of the elements of communication. Where communication is the output modality and learning is the input modality of language acquisition.

In another view, speaking is a fundamental and instrumental act. Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request items to get them to do something for them. And they promise, warn, and exclaim to affect them in still other ways. The nature of the speech act should, therefore play a control role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way. They select and utter a sentence; they will bring just this effect.

e. Definition of ESP

ESP is based on students' needs in learning English. Since students' needs in ESP are very important, a needs analysis should be conducted earlier before designing the materials¹⁶. According to Hutchinson & Waters, ESP is an approach to language teaching that all content and method in learning language are based on the learner's need¹⁷. In addition, according to Dudley E et al. see ESP as an approach of a

¹⁶Ibid. p. 9

¹⁷Hutchinson, T. & Waters, A. *English for Specific Purposes*. Cambridge: Cambridge University Press. 1987. P.19. (Accessed on 19 June 2018 from

product that they mean that ESP does not involve a particular kind of language (Grammar, lexis, register), skills discourse and genres appropriate to these activities.¹⁸

Robinson viewed ESP as an enterprise involving education, training, and practice and drawing upon three major dashes of realism of knowledge, namely language, pedagogy, and students'/participants' specialist area of interest. Richards & Rodger saw ESP as a movement that seeks to serve the language needs of learners who need English to carry out specific roles (e.g. student, engineer, nurse) and who need to acquire content and real-world skills through the medium of it rather than master the language for its sake.¹⁹

Variable of characteristics ESP²⁰ :

- ESP may be related to or designed for specific disciplines;
- ESP may use, in particular, teaching situations, a different methodology from that of general English;
- ESP is likely to be prepared for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at the secondary school level;

<http://englishlangkan.com/2017/04/10/download-free-ebook-english-for-specific-purposes-hutchinson-1991-pdf/> .

¹⁸Dudley E & St. John. *English For Specific Purposes*. Cambridge. Cambridge University Press. 1998. P. 2-3.

¹⁹Titik Agustina. *An Approach Of English Teaching For No-English Department Students* (The journal of English for Specific Purpose, vol. 7 no. 1 (Mei) 2014). P. 38

²⁰ Dudley E & St. John. *English For Specific Purposes*. Cambridge. Cambridge University Press. 1998. P.3.

- ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

f. Kinds of Speaking

Brown (2001: 250) also provides a type of classroom speaking Performance; they are:

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "Human tape-recorder" speech, where for example, learner practice an intonation contour or try to pinpoint a specific vowel sound. Imitation of this kind is carried out not for the purpose of meaning full interaction, but for focusing on some particular element of language form.

2) Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed for practising some phonological or grammatical aspect of the language. Intensive speaking can be self-imitated, or it can even form part of some pair work activity, where learners are "going over" certain forms of speech.

3) Responsive

The student's speech in the classroom is responsive short replies to teacher-or students-initiated questions or comment. These replies are usually

sufficient and do not extend into dialogues. Such speech can be meaningful and authentic:

4) Transactional (dialogue)

Transactional dialogue, which is carried out to convey or exchange specific information is to extend the form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech e.g.

5) Interpersonal (dialogue)

Interpersonal dialogue carried out more for maintaining a social relationship than for the transmission of the facts and information, e.g. The conversations are little trickier for the learner because they can involve some or all of the following factors: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert "agenda".

6) Extensive (monologue)

Students at intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu. From the types of speaking described above, the author chooses extensive monologue, since its purpose is to report or to retell a story, which the information will be based on students' experiences.

g. Parts of Speaking

1) Grammar

Greenbaum and Nelson (2002:1) Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language (Purpura, 2004:6). Moreover, the other definition of Grammar argues that Grammar refers to the set of rules that allow us to combine words in our language into larger units.

2) Vocabulary

Edward (1997:149) vocabulary is an essential aspect in teaching language, "Vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn the structure and as they practice sound system". Sometimes, it's difficult to determine the words that students related to vocabularies such as meaning, spoken/written forms, collocations, connotations, grammatical behaviour, etc. (Linse, 2005:121).

3) Pronunciation

Kline (2001:69) Pronunciation is the way for students to produce more precise language when they are speaking. It means that the student can communicate effectively when they have good Pronunciation and intonation even though they have limited vocabulary and Grammar. Pronunciation refers to the traditional or

customary utterance of words. From that statement can be concluded that Pronunciation is the way for students to produce the utterance words clearly when they are speaking.

4) Fluency

Wolfe-Quinter in Koizumi (2005: 46) defines that fluency is how fast and how much a learner speaks without frequent pause because of functionless repetitions, self-corrections, and false starts in coping with the real-time processing. Fluency is as the quality of being capable of speaking without hesitation

h. Problem in Speaking

The author finds many types of problems that we have never seen before, usually composing how to solve them or what should be done to overcome them. In this case, the question of students in speaking is that they do not quite understand the dialogues about their majors. As a student needs to read many books containing conversations about his department and understands the contents of those dialogues and then practices them. But many students read without understanding the main idea, meaning and context of the text. Therefore, the author also writes about different speaking components.

i. Factors affect speaking Performance

Tuan & Mai (2015). If teachers want to help learners overcome their difficulties in learning a linguistic skill, they should identify some factors that influence their speaking Performance. Learners' speaking Performance is influenced by factors like

performance conditions, affective factors, listening skill, and feedback during speaking tasks.

- 1) Pertinent to performance conditions. Learners carry out a speaking activity under different conditions. Performance conditions impact speaking Performance and these conditions involve time pressure, planning, the quality of Performance, and the amount of support (Nation & Newton, 2009).
- 2) It is related to affective ones. Oxford (1990) said that one of the critical factors in learning a language is the affective side of students.

According to Krashen (1982:23), a lot of affective variables have been connected to second language acquisition and motivation, self-confidence, and anxiety were the three main types that have been investigated by many authors. Listening ability is the third factor.

Doff (1998:30) says that learners cannot improve their speaking ability unless they develop listening ability. Learners should comprehend what is uttered to them to have a successful dialogue.

Shumin (1997:42) represented that when students talk, the other students answer through the listening process. Speakers have the role of both listeners and speakers. It can be concluded that students are not able to reply if they cannot comprehend what is told. That is to say; speaking is very closely related to listening. Topical knowledge is the fourth factor.

Bachman and Palmer (1996:20) defined it as the knowledge structures in longterm memory. That is, topical knowledge is the speakers' knowledge of related topical information. It enables students to apply language with respect to the world in which they live. Bachman and Palmer (1996) assert that.

j. Curriculum

1. Definition of Curriculum

According to Ibrahim (Tyler, 2015:2), Curriculum is a planning of all student subjects and applied by the school for achieving the educational purposes, and Nasution (Muryani, 2010:1) also stated that Curriculum is systematic planning for stimulating the learning and teaching processes under the responsibility of school or education institution. Curriculum also is an accident that is happening in the learning process under the school or education institution responsibility (formal and informal activity).

While those two curriculum definitions above, In Indonesian Constitution No. 20 2003 about national education system chapter 1 subchapter 19 and Minister of National Education Standard explained that Curriculum is planning, the purpose of education, contains media and learning process method. Those are for achieving the primary educational purpose of education.

The continuing explanation from In Indonesian Minister's Constitution of Education and Culture No. 81A 2013 about curriculum implementation appears that Curriculum is a centre of education need to develop and implement contextually for knowing the region, education society and students need.

k. Worksheet

1. Definition of Worksheet

The worksheet is a sheet containing problems and exercise about the material. Worksheet based issues are given to increase understanding and cognitive students. In the Indonesian language.

Meanwhile, (2016:1224-1228) worksheet is a sheet containing tasks that must be done by students. The activity sheet is usually a hint or step-step to complete a task. And, the job must be straightforward the basic competence that must be achieved.

Bambang (2017:1) Belawati that Worksheet is not an abbreviation of student activity sheet but the work of students. So from the above explanation can be understood that the student.

The worksheet is a printed material in the form of paper sheets that contain the material, summary and instruction manual implementation of learning tasks that must be done in students, which refers to the necessary competencies that must be achieved.

2. Principles in Developing Worksheet

In Sutedjo's book (2006: 4), there are three principles that should be understood by the people in developing the worksheet. Those are as follows:

1. Relevancy (correlation), the lesson and the competency standard should have a correlation.
2. Consistency (consistent) when the curriculum offer one material to learn, the thing that should be done by the people, it is focusing on that.
3. Sufficiency (the student's materials should be qualifying to learn that help the student to understand about the knowledge)

Chotimah in Rohman, (2013: 80), there are three principles in developing worksheet. They are as follows:

1. Relevancy principle (material and Curriculum must be correlated)
2. Consistency principle (focuses on primary materials)
3. Sufficiency principle (the material should suffice to teach)

According to Brian Tomlinson (2002:66) (in his book second edition "Materials Development in Language Teaching" there four principles of developing worksheet. Those are as follows:

1. The worksheet should achieve impact
2. The worksheet should help learners to feel at ease
3. The worksheet should help learners to develop confidence

Conducting to Principles in developing worksheet the author take a reference from Brian Tomlinson in his book second edition "Materials Development in Language Teaching.

3. Kinds of Worksheet

Eka Yuli Sari Asmawati, (2015:4-5), in her journal, stated there are four kinds of the worksheet. Those are as follows:

- a. Visual Worksheet (Printed file: hand out, book, module, paper sheet, leaflet, brochure, wall chart, picture and painting).
- b. Audio worksheet (non-printed file: cassette, audio disk and so on)
- c. Audiovisual worksheet (Video, movie/film, compact disk and so on)
- d. Multimedia worksheet (interactive teaching material: computer-assisted instruction, compact disk, web materials and so on).

It also stated by Munadhi in Azizah (2016:18), he said that kinds of the worksheet based on the sense of human decided into five parts. Those are as follow:

a. Audio Worksheet

Audio Worksheet is a worksheet that consists of hearing sense of human that can be accepted from human or electronic media such as music, audiotape, disk recording

and compact disk. This worksheet (audio) should be structural that has opening, purpose, guidance, text material and exercises.

b. Visual Worksheet

Audio Worksheet is a worksheet that consists of seeing the sense of human (printed file) that consists of:

1. Visual media verbal (writing)
2. Visual media non-verbal (painting, photo, map/ blueprint)
3. Visual media non-verbal 3D (miniature, mock-up, specimen/ diorama)

c. Audio Visual Worksheet

This worksheet is consists of those two kinds of worksheets above (audio and visual Worksheet), and the media can be a T.V. or audiobook.

d. Multimedia

Multimedia is a worksheet that consists of some senses of human in the learning process and gives an experience through computer or internet, and also can be an action in the learning process

C. Conceptual Framework

The purpose of this research by using R n D model is to design appropriate English learning material for the students at the eleventh grade of Vocational high school. The background of this study is solving students' problem in learning materials. The findings of this research supposed to have a solution for the students who are facing the problems (specific learning materials for automotive study

program). In this research, the authorized ADDIE Model in developing the appropriate and suitable material for students of Automotive study program the eleventh grade at Vocational high school Nusa Prima Below is the schema:

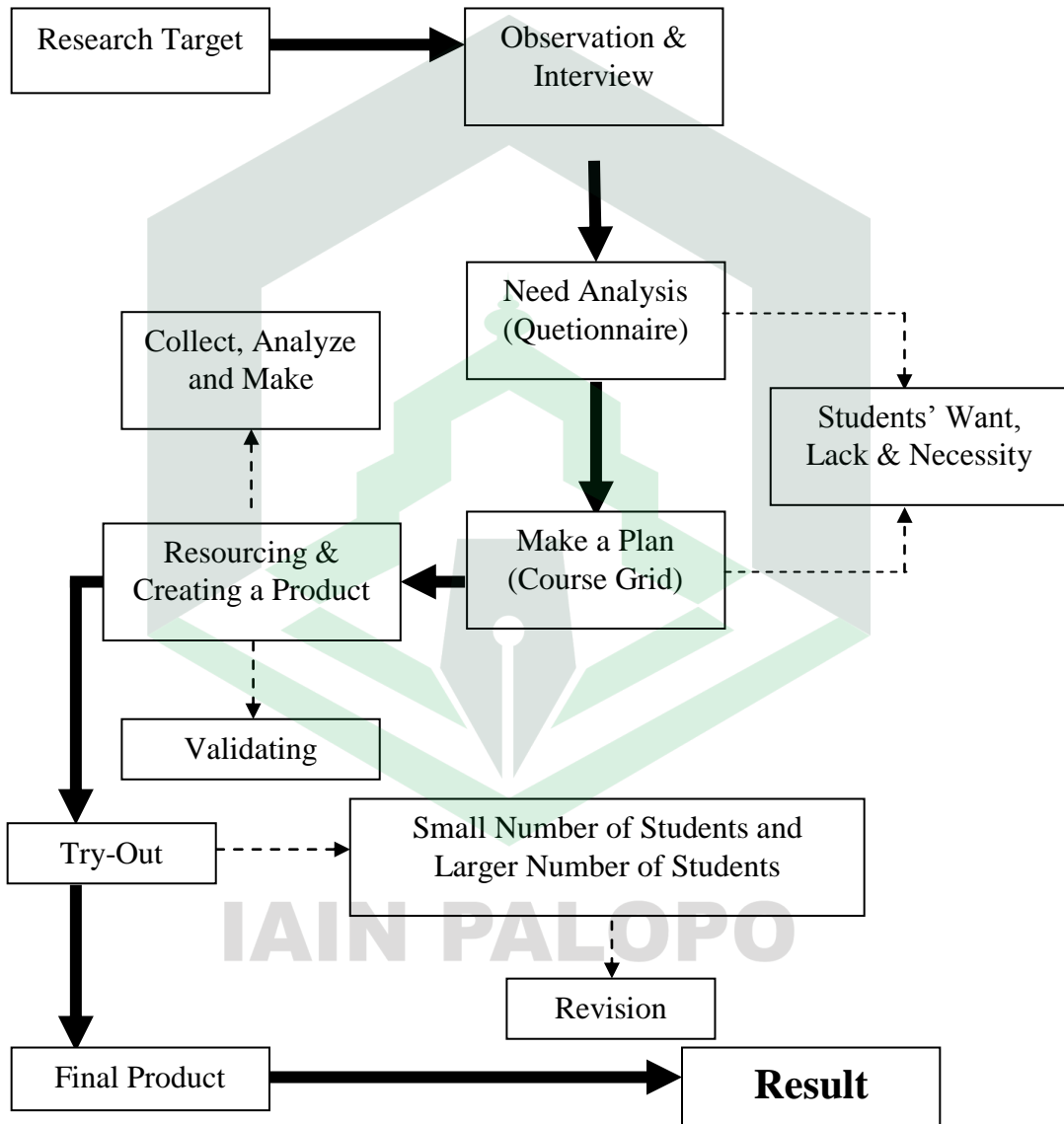


Figure 2.1. Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Research Design

In Hanafi's book (2017:130), Research and Development (R&D) is the research method used to produce specific products and study the effectiveness of the technique. In fields of education, research and development (R & D), is a research method used to develop or validate products used in teaching and learning. From the description can be concluded that Research and Development are research methods intended to produce specific products too.

B. Research Procedure

The author used the ADDIE model. It is one of the most common models used in the instructional design field a guide to producing a practical design. This model is an approach that helps instructional designers, any content's developer, or even teachers to create an efficient, effective teaching design by applying the processes of the ADDIE model on any instructional product. In fact, the elements made by following the ADDIE model can be used in any environment as online or face-to-face. Besides, this systematic process is represented in the acronym ADDIE, which stands for the essential components in the process of creating the instructional design, which are Analysis, Design, Development, Implementation, and Evaluation. Each phase in the ADDIE model is related to and interacts with each.



Analysis

In the analysis step, the author made questioner has 20 questions to identify goals, lack, learning and learner's existing. There are some activities that must be done in the analysis phase. First, the instructional problem should be clarified. Second, the instructional goals and objectives are established. Finally, the learning environment and learner's existing knowledge and skills are identified.

Design

In this step, the author designs the worksheet according to need a target of learner's. The design phase deals with the learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning and media

selection. This phase should be systematic and specific in order to show a brief view of the goal.

Development

This step focuses on developing materials on Worksheet for Automotive. The development phase is where instructional designers and developers create and assemble the content assets that were blueprinted in the design phase.

Implementation

In this step, worksheet for automotive validated from an expert. During the implementation phase, a procedure for training the facilitators and the learners is developed. The training should cover many things, i.e. the course curriculum, learning outcomes, method of delivery, and testing procedures.

Evaluation

In this step, the author gets students perception to know the effeteness the worksheet. The evaluation phase consists of two parts: formative and summative. The formative evaluation is present in each stage of the ADDIE process. Meanwhile, the summative evaluation consists of tests which are designed for domain-specific criterion-related referenced items. It provides opportunities for feedback from the identified users.

C. Research Subject

The subject of research was the students of grade XI Automotive Study Program in SMK Nusa Prima in the academic year of 2020/2021 at one semester. The sample of this study is 20 students. All of the 20 students are male, it means that there is no female and their ages are 15-20 years old. They are less intelligent.

D. Design of the Material Try-out

1. Design of Try-out

The try-out was conducted once after the author developing worksheet. In the try-out, the author used a questionnaire for the expert's Judgment and the student's perception.

2. Subject of try-out

The subject of try-out in this research is the first semester from the student of SMK Nusa Prima.

E. Technique and Data Collection

The instruments for collecting data in this study are the interview and questionnaire.

1. Questioner

The goal of the questionnaire is to know the learners need. In this research, the questionnaires are given to the first semester of Automotive education study program. The questionnaires items consist of some topics such as goal, input, activities, setting, teacher's role, learners role (Nunan, 2004:70-71), the target needs consists of necessity, wants, lacks (Hutchinson & Waters, 1987: 55-56).

2. Interview

The author interviewed the learners and the English teacher. The author aims to know the students and teachers' perception of the quality of the product.

- a) As a student, how do you think the worksheet has benefitted you?
- b) Do you think your English skill has improved after using the worksheet? If yes, in what ways?
- c) What kind of difficulties did you face when you started using the worksheet, and how did you overcome them?
- d) Are you confident with what you have learnt from a worksheet?
- e) What is the difference with what your English skills before and after you have started using the worksheet?
- f) Is there any part of the worksheet that you think should be amended for improvisation?
- g) Did you practice the contents of the worksheet on your own after lessons

3. Expert Judgment Questionnaire

The second questionnaire is expert Judgment. It was proposed to a materials expert to know their opinion and suggestions about the developed worksheet. These questionnaires were given to the teacher and lecturer.

F. Data Analysis Techniques

In this research, the data were collected three times by using a questionnaire. First is a questionnaire in need analysis, second is a questionnaire in

expert Judgment, and the last is the questionnaire in try-out (Students' perception about the listening material).

1. Data Analysis for Interview

The author recorded what the students say and then analyze what the students answer.

2. Data Analysis of a questionnaire for the students

Table 3.1 Need Analysis Instrument

Aspect	The purpose of the questions	Questionnaire No.
Target Needs	Necessities To find out the type of needs by the demands of the target situation.	1,2,3,4,5
	Lacks To find out the gap between learners' proficiency and target situation necessities.	6,7,8
	Wants To find out the learners' wants to learn English.	9,10,11,12,13,14,15,16
Input	To find out the suitable input for English learning materials, the students want the most.	17
Learning Needs	Procedure To find out the suitable procedures that students want the most.	18,19,20
	Setting To find out the desired class management of doing the task of English learning materials	21,22,23

(individually, in pairs, or in the group).

Learners' role	To find out the role of the learner in the learning process.	26
Teacher' role	To find out the role of the teacher is doing the tasks.	27

Data analysis that was used in this part is descriptive, which was analyzed by calculating the percentage of the answer. Result of the need analysis from the questionnaire will use this pattern:

$$X = \frac{\sum x}{N} \times 100\%$$

N

$X = \text{Nilai}$

$\sum x = \text{The same answer of students}$

$N = \text{Total number of students}$

Students' choices (Necessity, lack and want) will become the author background in designing the worksheet.

3. Data Analysis for expert Judgment

This analysis was used Likert-Scala as the measurement. The results of the questionnaires are going to use a pattern proposed by Suharto.

$$R = \frac{Xh - Xl}{5}$$

5

R = Range

Xh= The highest score

Xl = The lowest Score

5 = The Range of Likert-Scale

Then, the result of data was converted in descriptive analysis. The indicator in measuring the result is the Mean (X). The means would be calculated by using conversion pattern data:

$$Mn (X) = \frac{\sum fx}{n}$$

Table 3.2 Data Conversion Table

Scales	Interval	Descriptive Categories
1	$1.0 < X \leq 1.7$	Very Poor
2	$1.8 < X \leq 2.5$	Poor
3	$2.6 < X \leq 3.3$	Fair
4	$3.4 < X \leq 4.1$	Good
5	$4.2 < X \leq 5.0$	Very Good

IAIN PALOPO

CHAPTER VI

RESEARCH FINDING AND DISCUSSION

This chapter represents the result of need analysis and the process of learning materials. In this chapter, the writer also represents the results of expert judgments the evaluation, and the revision of the learning unit in the worksheet which has been designed.

A. Research Findings

1. Define

In define steps, they were three steps the author did to find out the information, namely observation, interview and need analysis.

a. Observation

The author did observation focus on what the English learning materials had taught by the teacher and what the materials that the students had learnt. The author tried to observe the related between English learning materials with the student's department. The result of the observation of the English learning materials which teacher taught in class for automotive students as general English. The teacher used a general English book for teaching in class, not a specific book, especially for automotive students. The author also observed the English learning materials that students had learnt to make sure the English materials, in fact, the author found that English learning materials that had students learn were general English, not specific English which related their department. So the researcher can conclude that needed to

develop worksheet for automotive students related their department for improving their English skill.

b. Interview

In the interview section, the author focused on what the students needed and wanted, and what the students and teacher opinions about developing English learning worksheet for automotive students ad eleventh grade.

The author, such as automotive student department at eleventh grade and the English teacher. The author wanted to make sure the English the Worksheet in class and the developed Worksheet. Based on the interview, the students needed and wanted the worksheet related to their department so that they can use it in a future job. In addition, the student's opinion about the developed worksheet, they appreciated the steps and hoped the worksheet could be used earlier. On the other hand, the teacher opinion about the developed worksheet was also appreciated it, so in next semester she can teach in a class by using the book, it can more useful for students automotive in English learning process.

c. The Result of Need Analysis

1) Target Needs

The first item which analyzed was the target needs. Here, the author wanted to know the students necessities, lack and want in learning English.

a) Necessities

The data shows that the final purpose of the students in learning English can be seen in this following chart as follow:

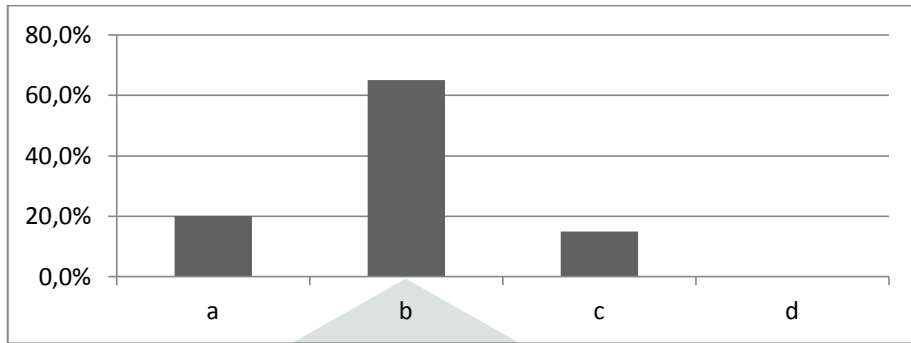


Chart 4.1 the Percentage of the Students' Purpose in Learning English

The chart shows the purpose of the student in learning English is to be able to pass in the learning, to access information related to automotive (65%), to access information outside of the subject (15%) and to communicate with strangers (0%).

Furthermore, the students answered the questionnaire related to the advantages of learning English. The answer result as follows:

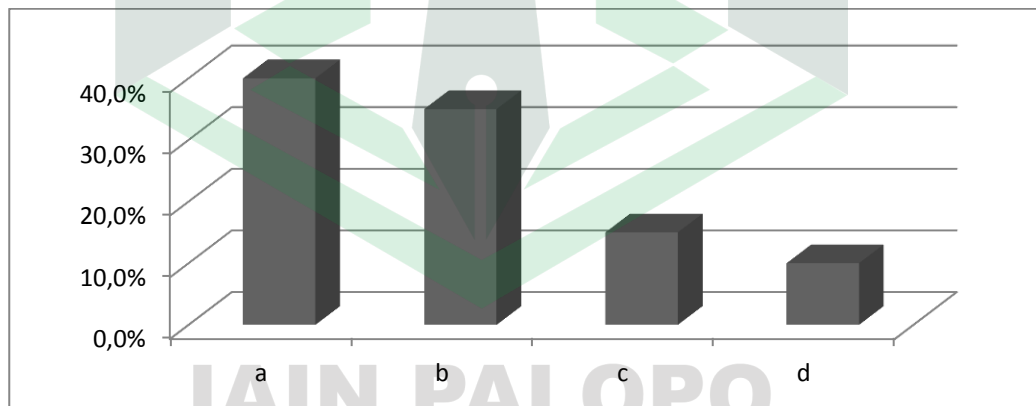


Chart 4.2 The percentage of the students' Necessities after they Graduated

The chart above shows that the answer of the students' necessities is easy to communicate in English (40%), to access the English information about Automotive

and (35%), of students wanted to study English for Automotive efficiently(15%) to make it as their career-support (10%).

Furthermore, students answered questionnaires related to English language skills at the level. Can be seen in this following chart as follow:

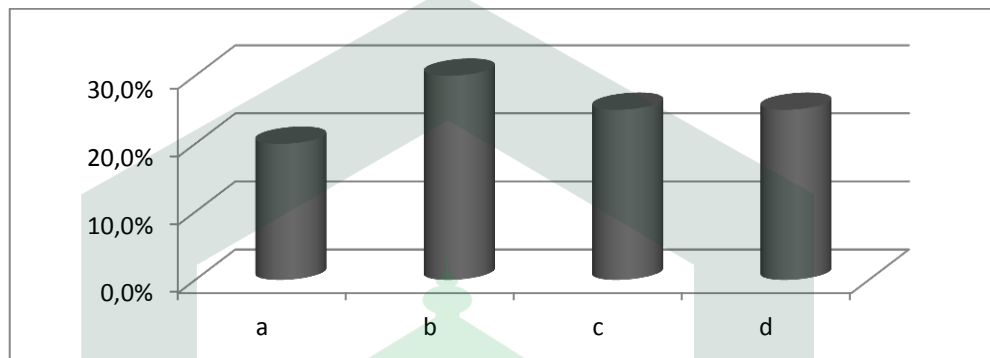


Chart 4.3 The percentage of students goals in English skill at that level

The chart above shows the purpose of the student in learning English is for English language skills to be an as level, quite like this (20%), beginner (30%), intermediate (25%) and advanced (25%).

Furthermore, the students answered the questionnaire related to the number of vocabulary they currently mastered. Can be seen in this following chart as follow:

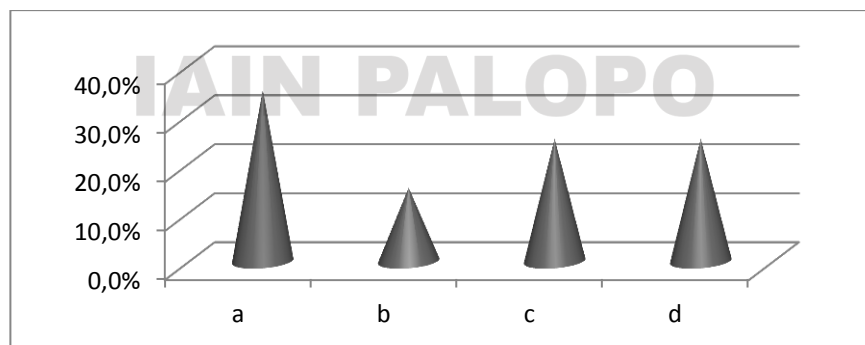


Chart 4.4The percentage of student's current goals of mastering vocabulary

The chart above shows that the answers to students' needs are vocabulary that has been mastered at this time, less than 100 words (40%), 150-200 words (35%), 250-500 words (15%) more than 500 words (10 %).

After that, the English learning materials that will be developed by the automotive department can be seen as follows:

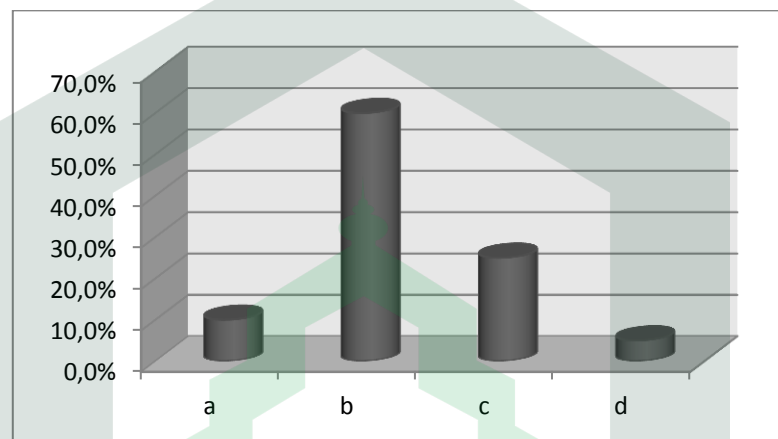


Chart 4.5 The Percentage of Learning English that Would be Developed by the Automotive Department

The graph above shows that the English language learning material that would be developed, automotive engineering drawings (10.0%), the basic technology for chassis maintenance and power transfer of light vehicles (60.0%), basic work for light vehicle engine maintenance (25.0%) electrical maintenance of light vehicles (5.0%).

b) Lack

The data relating to student shortages show that the students' English skills in automotive are: 20.0% unable to understand anything, 55.0% of students at the

beginner level, 25.0% of students at the intermediate level, and 0.0% of students at the advanced level. The results are shown in the graph below. below:

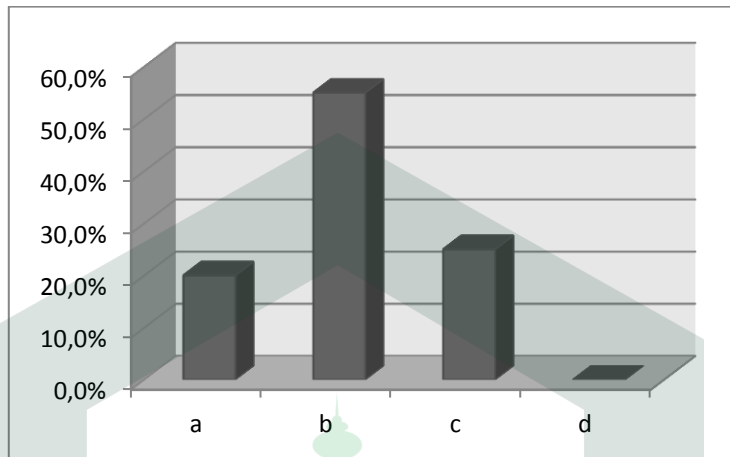


Chart 4.6 The percentage of the Students' Level Ability

The graph above shows that the student's answers related to the TOEFL score show that (10.0%) students have a TOEFL score of less than 450, no student has a TOEFL score of around 450,451-499 and 500. (90.0%) of the students never join with TOEFL. The results can sawin the chart below:

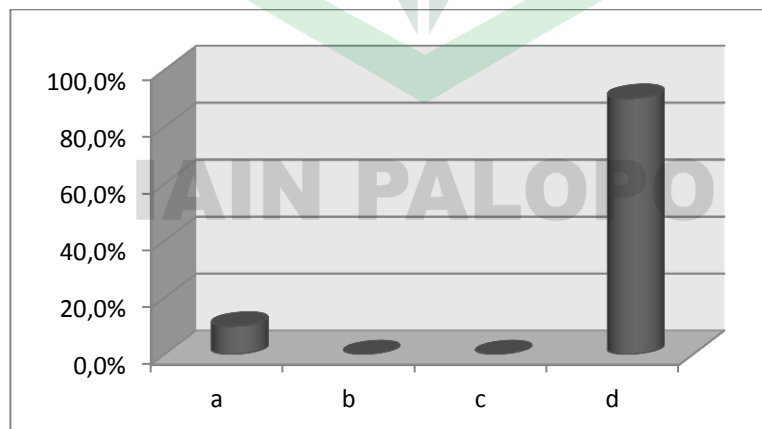


Chart 4.7 The Percentage of the Students' Lacks on TOEFL Test

Meanwhile, the difficulty in learning English that students often encounter is Reading (15.0%). speaking (50.0%), writing (30.0%) and. Listening (5.0%) Look at the following graph:

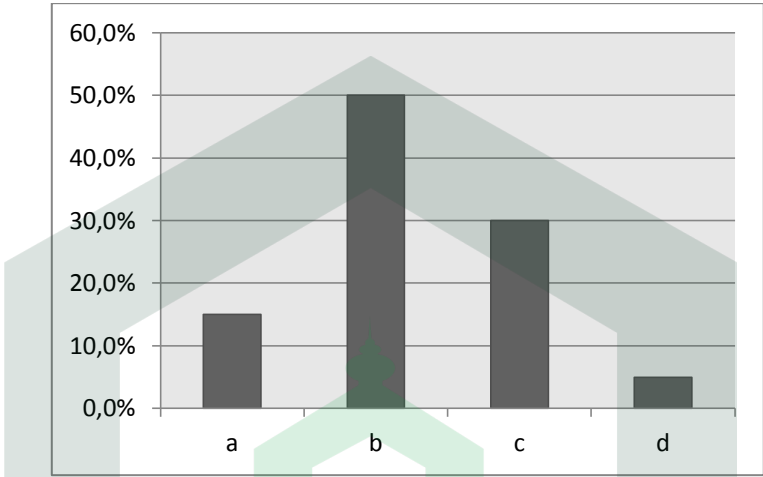


Chart 4.8 The Percentage of difficult learning English

c) Wants

Aspects of target needs in the questionnaire are students answering what English lessons should be able to make students in the future. It can be seen as follows:

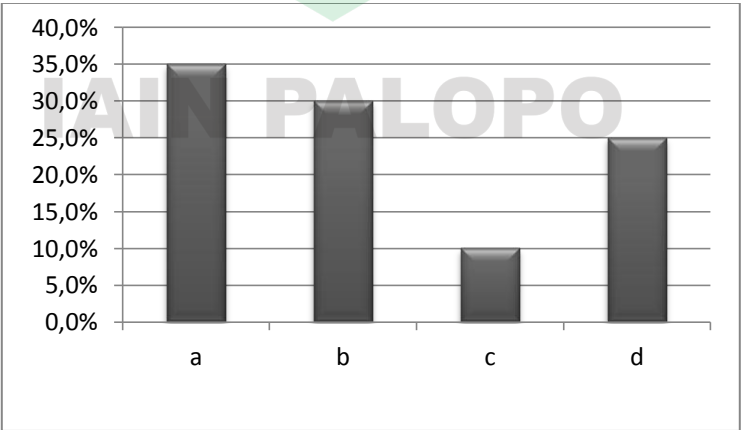


Chart 4.9 The Percentage of English lessons the students should be able to do

The graph shows that most students choose to be able to interact verbally using English proficiently in the future world of work (35.0%), can interact in writing using English proficiently in the future world of work (30.0%), master vocabulary related to expertise (10.0%), and can use Grammar correctly (25.0%).

Furthermore, in learning to hear the input they want. The graph below shows the desires of students such as monologue and dialogue (5.0%), monologues and dialogues accompanied by pictures (40.0%), monologues and dialogues accompanied by a list of new vocabulary (35.0%) and authentic materials such as news programs, radio broadcasts. , movies, and songs It can be seen as follows:

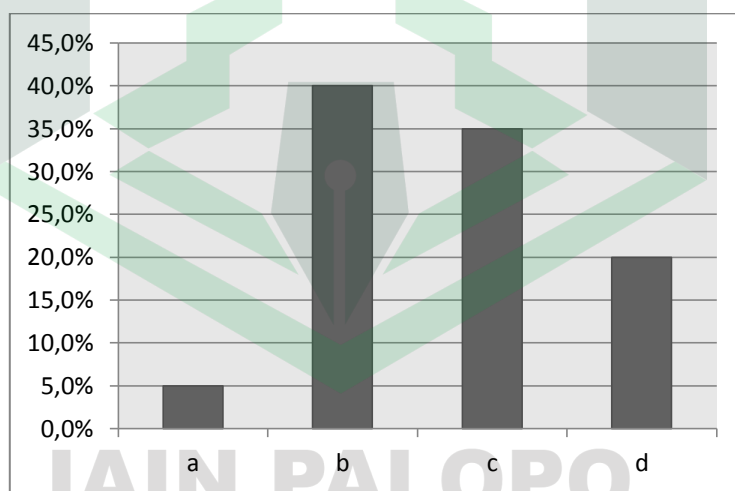


Chart 4.10 The Percentage learn listening input that students want

Meanwhile, in learning to hear the length of the text that students want. The graph shows that most students answered <100 words, 150-200 words, 100-150 words and > 200 words. See the chart as follows:

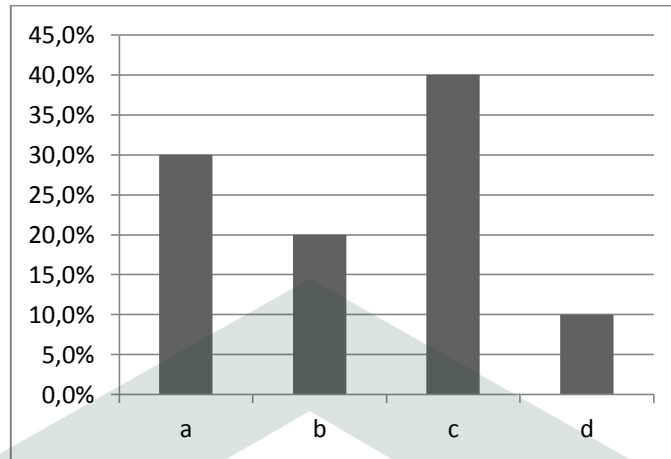


Chart 4.11 The Percentage learning listen to text length

Furthermore, in learning to hear the topics that students want, the graph shows that most students answer daily life (15.0%), the automotive field(45.0%), education/school (25.0%) and the latest publications/news (15.0%). See the chart as follows:

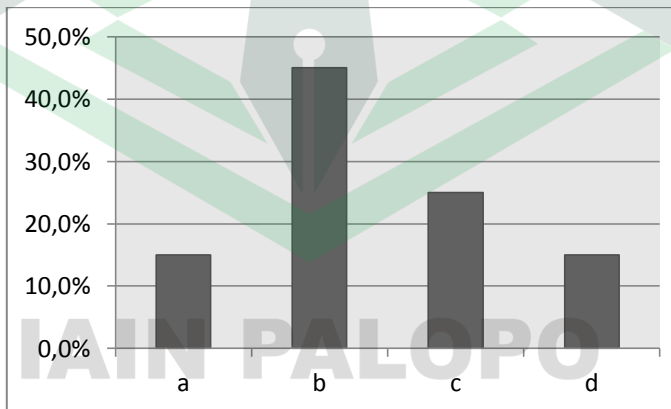


Chart 4.12 The Percentage of learning listen to topics

Whereas in learning to read the length of the text that students want, the graph shows that some students answered <100 words (65.0%), 150-200 words (10.0%), 100-150 words (15.0%) and > 200 words (10.0%). See the chart as follows:

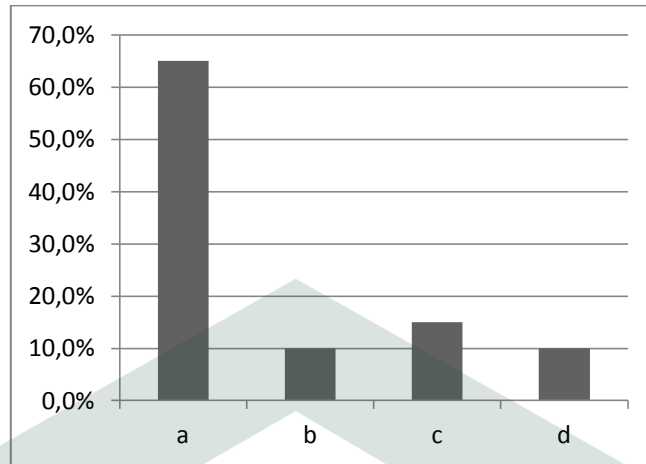


Chart 4.13 The Percentage of text input length for reading learning

Meanwhile, in learning to read the input students want, the graph shows that some students answered authentic material, which can easily be found in everyday life (10.0%), text that describes the context related to the student's field of work (40.0%), text accompanied by new related vocabulary (20.0%) accompanied by images (15.0%). See the chart as follows:

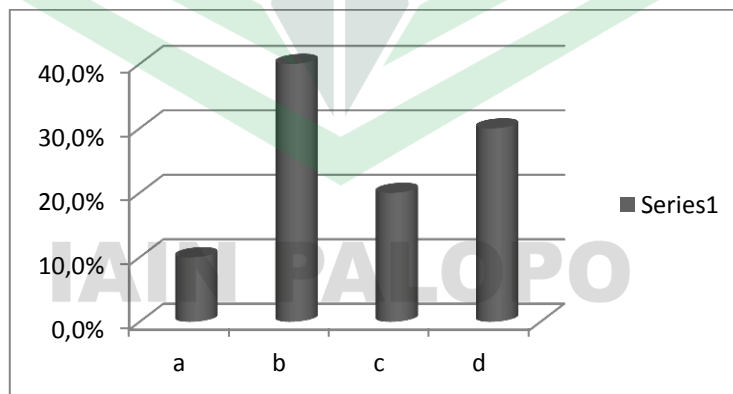


Chart 4.14 The Percentage of reading learning input

Next. In learning to speak the input that students want, the graph shows some students answered monologue and dialogue models (10.0%), oncology models

and dialogues accompanied by pictures (55.0%), monologue models and dialogues that are accompanied by a list of new vocabulary and ways pronunciation (20.0%) and authentic material that is often encountered. (15.0%). See the chart as follows:

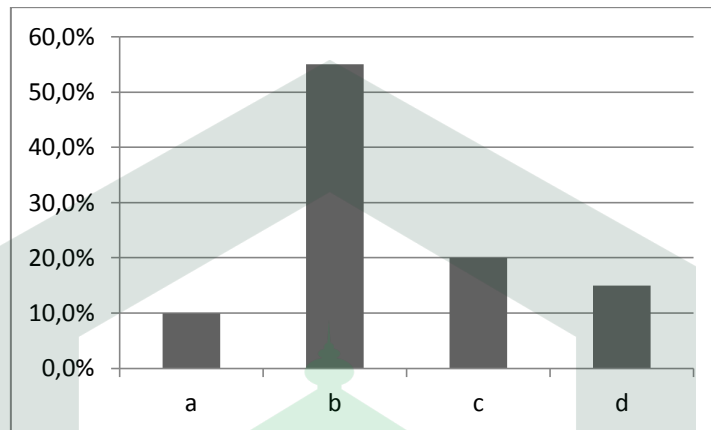


Chart 4.15 The Percentage learning speaking input that students want

Meanwhile, in learning to talk about topics that students want, the graph shows that some students answer daily life (15.0%), education/school (10.0%), the automotive sector (60.0%) and the latest issues/news (15.0%). See the chart as follows:

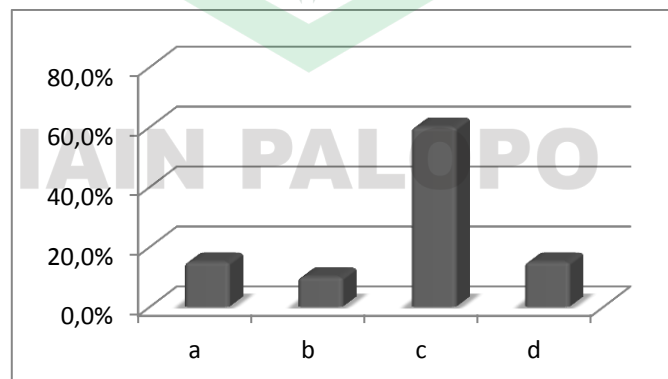


Chart 4.16 The Percentage of learning speaking topics that students want

2) Learning Need

1. Input

Based on the results of the needs analysis questionnaire, students also answered about what English language skills students needed most in the automotive department. It can be seen as follows:

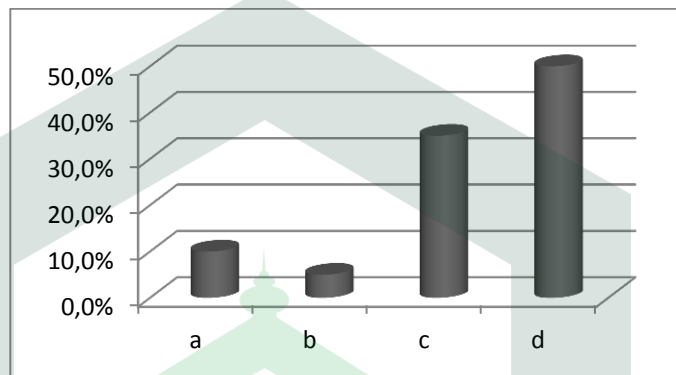


Chart 4.17 The Percentage of English language skills in automotive majors

The graph shows that most of the students want listening skills (10.0%), reading skills (5.0%), writing skills (35.0%), speaking skills 1 (50.0%).

2. Activity

The data shows that most actions by the students to improve their listening skill can saw as follow:

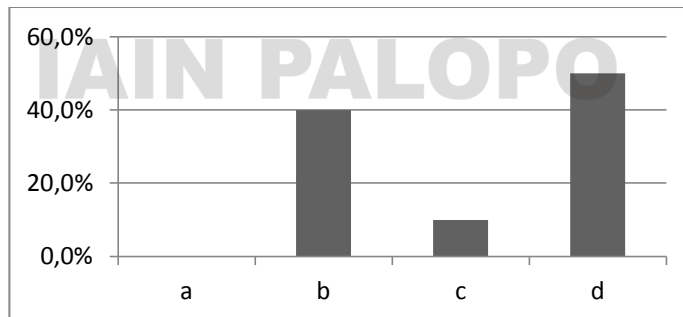


Chart 4.18 The Percentage of the Students' training in listening skill

The graph shows that most students want to hear English songs (0.0%), listen to monologue texts (readings) and answer questions (40.0%), watch and listen to news broadcasts (10.0%), listen to conversational audio about phrases used in English (10.0%).

Next, students answer activities that support writing skills. The data shows that most students want to improve their writing skills. The students' desires are: writing about automatic light vehicles (40.0%), reading articles and then correcting their spelling (15.0%), watching programs about problems in the automotive world then reviewing the contents of the news (20.0%) observing short/long dialogues in Television or video then recorded the vocabulary the students understood (25.0%). The percentage can be seen as follows:

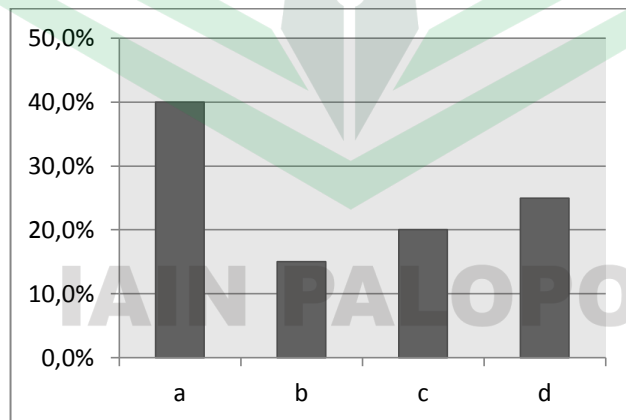


Chart 4.19The Percentage of the Students' activity in writing skill

then, students answer activities that support reading skills. The data show that most students want to improve their reading skills. Students' desires include: translating difficult words (40.0%), paraphrasing after reading the article (explaining again in their language (20.0%), reading ex then concluding main ideas (35.0%) identifying statements true or false based on the content in the text (5.0%). The percentage can be seen as follows:

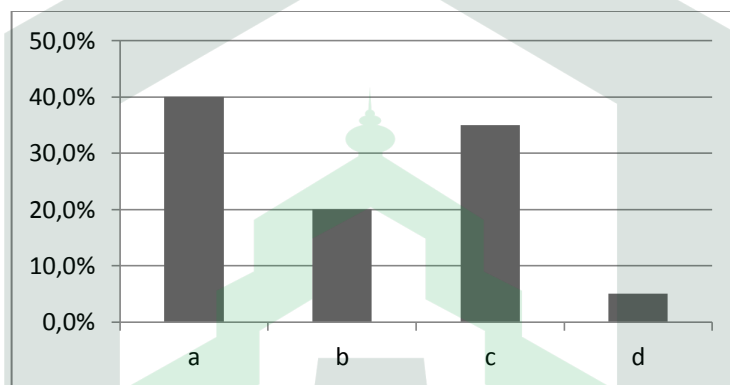


Chart 4.20 The Percentage of the Students' activity in reading skill

3. Procedure

After analyzing the input, the next component of learning needs to be examined in the process. Based on the questionnaire, students want the types of activities in students' English lessons to enrich vocabulary. In vocabulary activities, the students' wanted can be seen as follow:

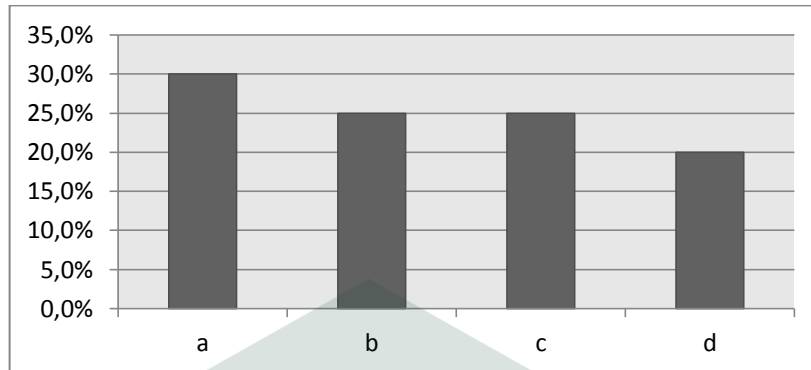


Chart 4.21 The result of procedure on a vocabulary activity

Matching English words or phrases with their meanings provided, (30.0%) matching English words or phrases with pictures (25.0%) completing sentences or paragraphs with the terms that have been provided previously (25.0%) and completing sentence or paragraph in their own words based on knowledge (20.0%). the results can be seen above:

The next component of learning needs to be analyzed in the procedure. Based on the questionnaire, students want the types of activities in students' English lessons to enrich Grammar. Students' desires include: identifying sentence structure errors (40.0%), correcting sentence structure errors (40.0%), writing sentences based on patterns that have been learned (30.0%) completing gaps in sentences with appropriate Grammar (5.0 %). The percentage can be seen as follows:

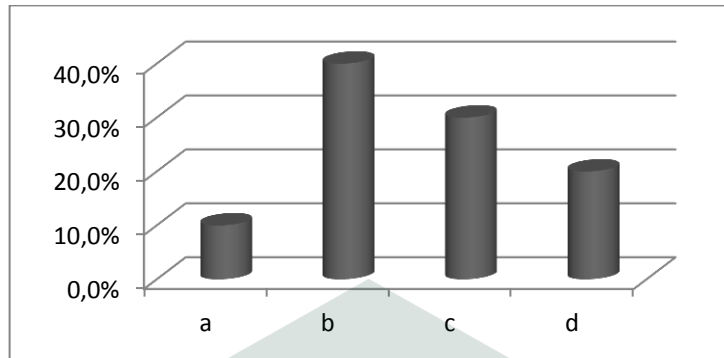


Chart 4.22The result of procedure on grammar activity

Next to learning component that needs to be analyzed is the procedure. Based on the questionnaire, students want the types of activities in students' English learning to enrich Pronunciation. The desires of students include: imitating the Pronunciation exemplified by the teacher (40.0%), reading aloud by looking at the way of reading (30.0%), discussing with peers or small groups about the correct Pronunciation (25.0%) and imitated the Pronunciation based on the video that was played by the teacher (5.0%). The percentage can be seen as follows:

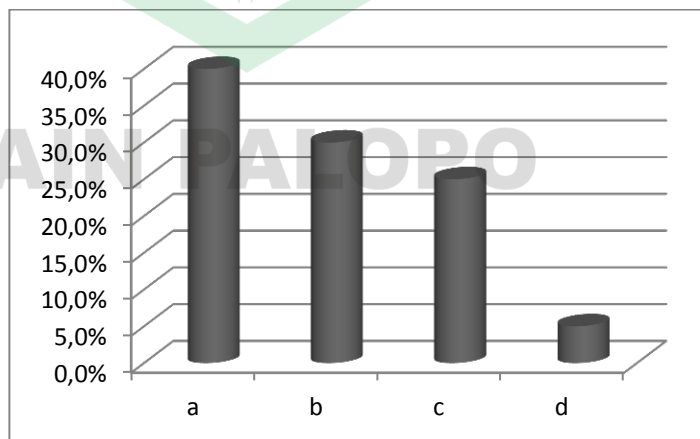


Chart 4.23The result of procedure on pronunciation activity

4. Setting

Based on the results of the needs analysis questionnaire, the actions of students answering places in learning English are classrooms (30.0%), libraries (15.0%), language laboratories (10.0%), and outside the school (45.0%). It can be seen as follows:

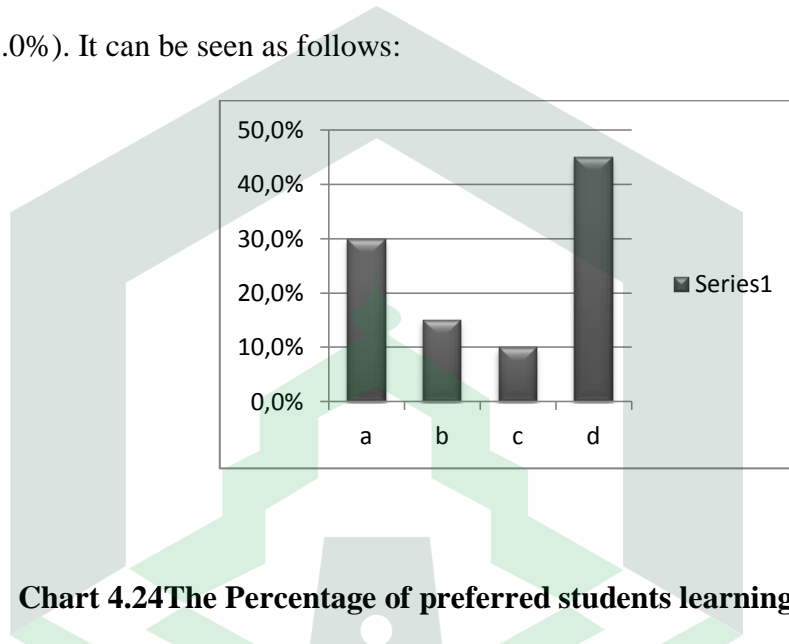


Chart 4.24The Percentage of preferred students learning places

Furthermore, student activities in answering assignments in learning English are students answering individually (10.0%), working with all friends in the class (15.0%), in pairs (10.0%), and groups (65.0%). It can be seen as follows:

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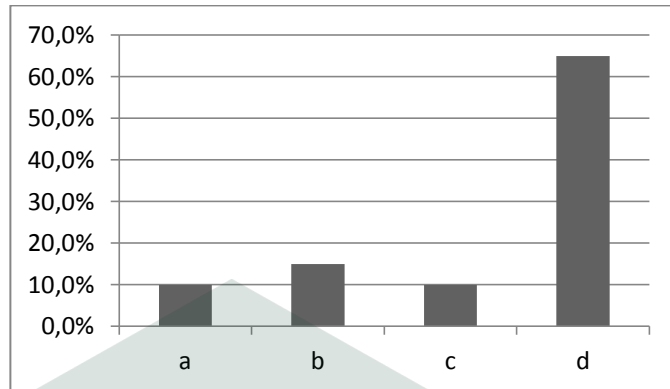


Chart 4.25The Percentage of doing work/learning activities that are preferred

Furthermore, the role of students in English subjects, students answered listening to teacher explanations and carrying out instructions from the teacher (40.0%), participated actively communicatively in class (20.0%), carried out a systematic analysis of English subject matter (25.0%), and take advantage of every opportunity to interact well in class (15.0%). This can be seen as follows:

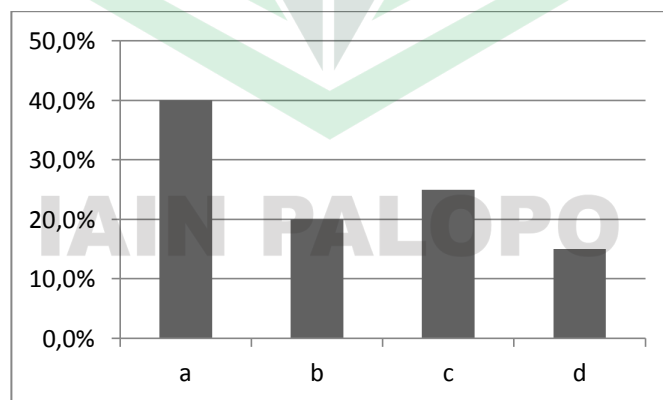


Chart 4.26The Percentage of student roles in class

Next, it can be concluded that in doing English assignments in class, giving questions to work on then discussing it (35.0%) giving examples of a discussion then giving assignments (20.0%), observing student work and then giving answers if students encounter difficulties (25.0%) , and going around and giving comments on student work (20.0%).

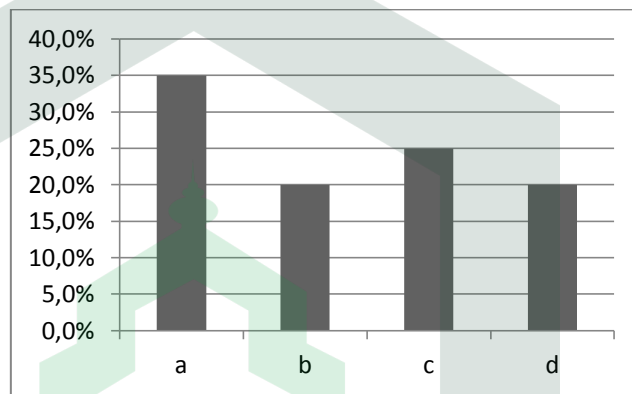


Chart 4.27The Percentage of students doing assignments the teacher prefers to teach

1. The Course Grid

The Course grid is made based on a previous needs analysis. The material was designed by taking the highest percentage of learning needs and target student needs from the questionnaire. This course grid was created as a guide for developing English learning materials for light vehicle students at SMK Nusa Prima Lamasi Kabupaten Luwu south Sulawesi.

The course grid was also consisting of three units which are integrated four skill in English such as speaking, reading, writing, and listening. The author arranges the course grid based on TBLT (Task-based Language teaching).

2. The first draft of material

The material created by the author was based on the Course Grid, which consisted of nine tasks in unit one and unit two, unit three contained eight lessons. Here the author uses teaching techniques in designing the material. The method includes an explanation of the material, for example, the material and the last exercise to find out the extent of their understanding of the material. Each section has a different activity.

However, this worksheet consists of three units. Units one and two have nine tasks, whereas unit three consists of one job which is classified into different studies based on skills. In addition, the objectives of each unit are:

a. Unit 1 (Maintenance of chasis and transfer of light vehicle power)

Unit 1 consists of Automotive assignments and English assignments. Automotive tasks such as paying attention to images then matching words and numbers, reading and answering a text, making conclusions from the worksheet, hearing the teacher pronounce vocabulary then following the teacher, completing the worksheet, listening and filling in the dots contained in the text, reading the complete book with friends a bench, and match the tool name. English materials such as Tobe, conditional sentences and practice times. Students are required to know the engine tools of light

vehicles, pronounce common words and improve their abilities through practice.

b. Unit 2 (Basic work for the maintenance of light vehicle engines)

Unit 2 consists of Automotive and English Language assignments. Automotive tasks such as reading and translating a text about maintenance goals, identifying statements based on maintenance goals text, matching words by numbers, word lists, pairing dialogue practices, and filling in verb one and verb 2. English materials such as the simple present, questions and practice time. Students are required to know, know the purpose of maintenance, be able to say everyday words and improve their abilities through practice.

c. Unit 3 (Basic work for the maintenance of light vehicle engines)

Unit 3 consists of an automotive task and an English task. Automotive tasks such as reading text and answering text about automotive engineering drawing functions, make a procedure text about automotive works, making videos about automotive engineering drawings, making conclusions from a reader about drawing standard techniques, and writing words under the image. English language materials such as descriptive text. Students are required to know how to analyze short articles, understand what descriptive text in English is, match words with pictures and improve their skills through practice.

3. Material Validation

a. Expert Judgment

Five experts validated the instrument learning worksheet. Those experts are Layout, Language, material Exper.

1) Experts Judgment on Instrument

a. Material Expert

In terms of material appropriateness, the practioner gave score 47; the primary value was 3.9. It means that the materials of the developed worksheet were categorized as **good**.

Tabel 4.1. Average score by expert material on every aspect

Question	Result	Question	Result
1	4	7	4
2	4	8	4
3	4	9	4
4	3	10	4
5	3	11	4
6	5	12	4
Total Score			47
Mean Value			3.9

$$\text{Mean} = \frac{47}{12} = 3,9$$

b. Language Expert

In terms of language appropriateness, the practioner gave score 50; the primary value was 4.2. It means the language of the developed worksheet was categorized was **very good**.

Tabel 4.2. Average score by expert language on every aspect

Question	Result	Question	Result
1	4	7	5
2	4	8	4
3	3	9	4
4	4	10	4
5	5	11	4
6	4	12	5
Total Score			50
Mean Value			4.2

$$\text{Mean} = \frac{50}{12} = 4.2$$

12

2) Expert's Judgment on Worksheet

a. Layout Expert

Based on the experts' assessment, the overall designed of the student's worksheet got a total score of 129 an average of 4.0, which include as a **Very good** category.

Tabel 4.3. Average by expert design on every aspect

Question	Result	Question	Result	Question	Result
1	5	13	4	25	4
2	4	14	4	26	4
3	4	15	4	27	4
4	4	16	4	28	4
5	4	17	4	29	3
6	5	18	4	30	3
7	5	19	4	31	3
8	4	20	4	32	4
9	5	21	4		
10	4	22	4		
11	4	23	4		

12 5 24 3

Total Score 129

Mean Value 4.0

Mean= $\frac{129}{32} = 4.0$

32

b. Material Expert

Based on the experts' assessment, the overall material of the student's worksheet gets a total score of 148 with an average of 4,6, which included a **Very good** category.

Tabel 4.4. Average by expert design on every aspect

Question	Result	Question	Result	Question	Result
1	5	13	4	25	5
2	5	14	5	26	5
3	5	15	5	27	5
4	5	16	5	28	5
5	5	17	4	29	5
6	5	18	4	30	5
7	5	19	3	31	4

8	5	20	5	32	4
9	5	21	4		
10	4	22	4		
11	4	23	4		
12	4	24	5		
Total Score					148
Mean Value					4.6
Mean= $\frac{148}{32} = 4.6$					

c. Language Expert

Based on the experts' assessment, the overall language of students worksheet gets a total of 124 an average 3.9, which included a **good** category.

Tabel 4.5. Average by expert language on every aspect

Question	Result	Question	Result	Question	Result
1	4	13	4	25	4
2	4	14	4	26	3
3	4	15	4	27	4

4	3	16	3	28	4
5	4	17	4	29	3
6	4	18	4	30	4
7	4	19	4	31	4
8	4	20	4	32	4
9	4	21	4		
10	4	22	4		
11	4	23	4		
12	4	24	4		
Total Score					124
Mean Value					3.9
$\text{Mean} = \frac{124}{32} = 3.9$					

3) Draft of Worksheet

Draft of Worksheet, then the author obtained some corrections from the experts. These are the correction of learning material experts. Therefore, the final product of material can saw in the appendix.

a. Material Expert Correction

Table 4.6. Revision on the inconsistency of the worksheet

	Part of Unit	Point to Revise	Revision
Unit 1,2 dan 3	Vocabulary	List of vocabulary	Add some vocabulary keys

b. Language Expert Correction

Table 4.7. Revision on the grammar mistake in material for Automotive

	Part of unit	Point to Revise	Revise
Unit 1,2, and 3		The List of Reference	It is better if reference material is also written below each reading or image, other than those noted in the heirloom list.
	Unit 1	Grammar	There are still grammar mistakes that need to be corrected.
		In pair and group	The portion of activities in pairs and groups needs to be added.
		Grammar	There are some parts that are not in accordance with the one, and there are

also some rubrics or language that are related to the Grammar which is not correct and need to be added.

	Punctuation marks and spaces	There are still many punctuation errors; spacing is also inconsistent.
	Layout	Language and layout still need to be improved.

c. Layout Expert Correction

Table 4.8. Revision on the design worksheet in materials for Automotive

	Part of unit	Point to revise	Revision
Unit 1, 2, and 3	Worksheet design	Space	Space should not be too far away
	Worksheet design	Font and size of the worksheet	The fonts used should not vary, and the size of the writing should not be too big

4) Students perception

In developing worksheet, the writer also needed students' perceptions about the produced worksheet to make sure that the worksheet is genuinely appropriate to apply at the eleventh grade of automotive students. Some automotive students were given the product and filled the questioner evaluation consists of content appropriateness, language appropriateness, presentation appropriateness, and layout appropriateness. The result explained below.

Table 4.9. Revision on the design worksheet in materials for Automotive

No	Statement	Means	Description of Agreement
1	The worksheet presented is suitable for the Automotive level.	3.5	Agree
2	The worksheet is by the fields and needs of Automotive TKR students	3.4	Agree
3	This worksheet can improve the English language skills of Automotive TKR students	4	Agree
4	Input Worksheet as a whole is diverse	3.4	Agree
5	The input worksheet is exciting	3.5	Agree

and easy to understand

6	The topic input worksheet is by the field of student needs, namely the TKR Automotive field	3.8	Agree
7	Activities in the unit encourage students to participate in class actively	3.4	Agree
8	The activities of the whole unit vary	3.6	Agree
9	The exercises are well organized from easy to difficult	3.7	Agree
10	The order in the whole unit is easy to understand	3.4	Agree
11	Exercises in units include individual, pair, and group exercises	3.9	Agree
12	The activities make the students active in the classroom	3.1	Agree

B. Discussion

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The purpose of this research is to develop an English-based worksheet for the eleventh grade automotive at SMK Nusa Prima based on the course grid created by the author. However, these worksheets can be used by students in other schools with the same department.

The limitation of the author in developing worksheets is the lack of automotive references for creating English worksheets. The author found several references in automotive books and the internet.

This research was initiated by conducting a needs analysis on 14 September to 14 October 2020. There were 20 students of automotive major, an English teacher and automotive teacher who were involved in this stage. First, the author did analysis was collected the data based on need analysis, two instruments were used, namely questionnaires and interview guides. Questionnaires were distributed to students and contained 27 questions related to target learning needs and needs. Interviews were conducted to support the results of the questionnaire. This involved several automotive majors and English teachers.

Questions covering the target needs in questionnaires and interviews have been developed according to the principles of needs analysis proposed by Hutchinson and Waters (1998). There are three types of target needs, namely: needs, weaknesses, and wants. Meanwhile, questions covering learning needs in a questionnaire were developed, which were adapted from the components of the assignment proposed by Nunan (2004). Learning needs include input, procedures, teacher roles, student roles, and settings.

Second, according to Nation and Macalister (2019/2020), what the learners need to do an analysis conducted to do the target situation. So, the researcher used need analysis result to design material and activity. The design of the Automotive

English worksheet causes the absence of unique material about Automotive English. As a result, students are less proficient and lack of interest in learning due to the absence of unique material for automotive in the form of English worksheets while the needs of students in the future.

Third, there were units that have been developed. Unit 1 contained nine tasks, unit 2 held nine jobs, and unit 3 included eight lessons. All companies covered the four skills of English, namely: listening, reading, speaking, and writing.

The four steps, after compiling the student worksheets, the next step is to validate the product, validate the product which is filled in by three design, language and material experts. Validation aims to see the quality of student worksheets based on the validity aspect. A subject matter expert performs the first validation. In this validation process, the expert assesses the questionnaire. The questionnaire for material experts consists of five aspects. This is described in Kane's (2006) argument based on the validation research approach. Make significant validation claims: scores can be trusted, and scores can be generalized to various items or tasks.

The last step, after being revised by the experts, the next assessment is carried out by the design expert. In this validation process, experts assess the questionnaire given. The book expert questionnaire consists of three aspects, that are: Layout, Student Book Language and Learning Materials. Then, an assessment was carried out by media experts. In this validation process, the expert assesses the assessment tool from the questionnaire provided. The questionnaire for media experts consists of six

aspects, namely Clear Layout, Impressive Layout, Correct Font Size, accurate display of fonts and suitable space.

The limitation of this research is that the implementation of student worksheet evaluation and evaluation is only carried out for six semesters, namely the Automotive study program at SMK Nusa Prima Lamasi Kabupaten Luwu South Selatan.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The English learning that appropriates for students of the automotive department at eleventh grade is the worksheet that related to their department. The input of worksheet about automotive and based on basis competence that consists of all of the English skill, namely: reading, speaking, writing, listening and Grammar, Vocabulary, pronunciation.

The product consists of 3 units. Unit 1 contains nine tasks which are entitled maintenance of chassis and transfer of light vehicle power. In this unit, students learn to read about car breakdowns, complete text using to be, listen to dialogues in the workshop, and practice paired discussion. The focus of grammar input on to be and vocabulary input is the type of key, and the machine in the workshop then pronounces the words with good Pronunciation.

Unit 2 contains nine tasks entitled essential work for the maintenance of light vehicle engines. In the reading section, students read the text about the purpose of care, in the writing section identify true or false statements. For the listening section, listen to and watch videos about machine maintenance, in the speaking, section practice the dialogue. The grammar input focuses on the simple present based on essential competencies, and the vocabulary input is writing down verb 1 and 2 participle verb words.

A last unit is a unit of 3 consisting of 8 tasks which are entitled essential work for the maintenance of light vehicle engines. The reading input is in the form of text about automotive engineering drawings, the writing input is to make a descriptive text about automotive engineering images, input the listening is listening to recordings of mechanical skills, and the speaking input is making videos about automotive imaging techniques. For grammar input, focus on if the conditional is based on basic competence. Input the vocabulary according to the correct meaning, and then pronounce the words with the correct Pronunciation.

Based on the expert judgments and practitioner the developed worksheet already to apply in class, most of the students agree with the produced worksheet, it is proven in students' perception.

B. Suggestions

The result of the research hopefully giving a contribution to some parties, especially to the English teacher, and to the other authors, as in the following explanation:

1. To the English Teacher

For the teacher, this product makes the teacher easy to teaching English for automotive and increase 'ability as well as increase students' confidence and new knowledge.

2. To the Students

For the students, this product makes student easy to learn English and improve their English ability the should be still more active in learning.

3. To the Other Author

For further authors are expected to be to develop appropriate English learning materials with the current topic, innovative, and basis technology such as 3D and online basis system.



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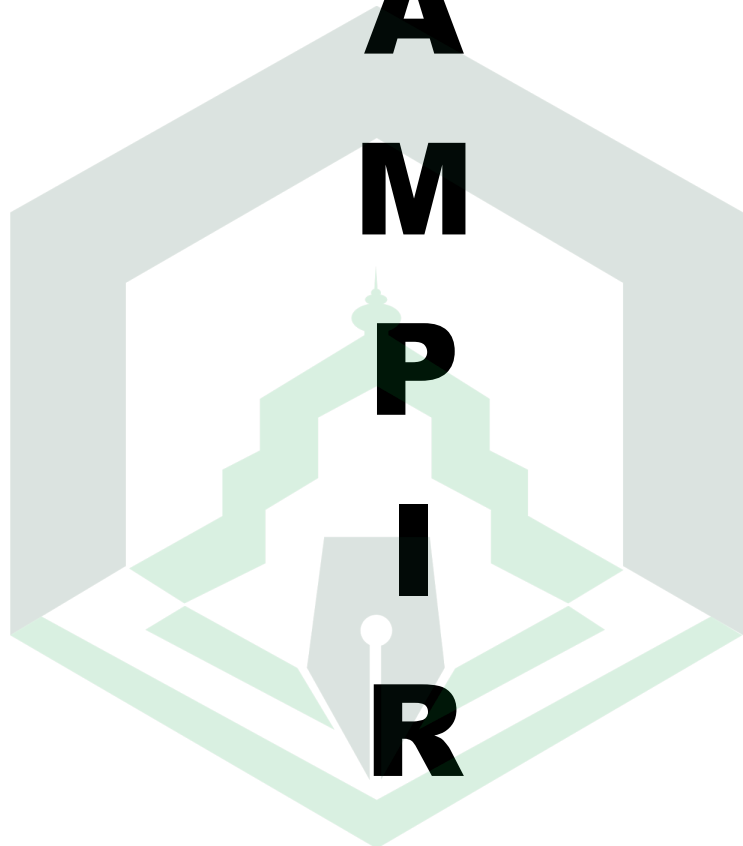
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PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. Opu Daeng Risaju No. 1, Belopa Telpn : (0471) 3314115

Nomor : 278/PENELITIAN/21.08/DPMTSP/IX/2020
 Lamp : -
 Sifat : Biasa
 Perihal : **Izin Penelitian**

Kepada
 Yth. Ka. SMK Nusa Prima
 di -
 Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 1267/In.19/FTIK/HM.01/09/2020 tanggal 10 September 2020 tentang permohonan Izin Penelitian. Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Rosmawati
 Tempat/Tgl Lahir : Batu Merah / 05 Agustus 1998
 Nim : 16 0202 0054
 Jurusan : Pendidikan Bahasa Inggris
 Alamat : Dsn. Batu Merah
 Desa Saragi
 Kecamatan Walenrang

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

DEVELOPING WORKSHEET FOR THE ELEVENTH GRADE AUTOMOTIVE STUDENTS OF VOCATION HIGH SCHOOL NUSA PRIMA

Yang akan dilaksanakan di **SMK NUSA PRIMA**, pada tanggal **14 September 2020 s/d 14 Oktober 2020**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.



Dibitkan di Kabupaten Luwu
 Pada tanggal 14 September 2020
 Pjt. Kepala Dinas
 DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Drs. H. MUSTAFA RAHIMA, MM
 Pangkat : Pembina Tk. I IV/b
 NIP : 19631231 199303 1 094

Tembusan :

1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Rosmawati;
5. Arsip.

LAMPIRAN : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO
NOMOR : 0205 TAHUN 2020
TANGGAL : 19 NOPEMBER 2020
TENTANG : PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1

- I. Nama Mahasiswa : Rosmawati
NIM : 16 0202 0054
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Pendidikan Bahasa Inggris
- II. Judul Skripsi : Developing Worksheet for the Eleventh Grade Automotive Students of Vocational High School Nusa Prima
- III. Tim Dosen Penguji :
- Ketua Sidang : Amalia Yahya, S.E.,M.Hum.
 - Penguji (I) : Dr. Masruddin, S.S.,M.Hum.
 - Penguji (II) : Dr. Magfirah Thayyib, S.S.,M.Hum.
 - Pembimbing (I) : Dr. H. Rustan S.,M.Hum.
 - Pembimbing (II) : Andi Tennisanna Syam, S.Pd.,M.Pd.



IAIN PALOPO

CURRICULUM VITAE



Rosmawati was born in Batu Merah 5th August 1998 as the three child of a happy and simple family. Her father's name is Antong and her mother's name is Ruhani. She has one sister (Srihandayani) who always supports him to continue his studies. She started her studies at MI 24 Batu Merah (SD) and graduated in 2010. Then he continued her studies at SMP Bakti Nusa Walenrang and graduated in 2013. After that in 2014 she entered SMK Negeri 1 Walenrang and graduated in 2016 In the same year, he continued her studies as a student of the English Education Study Program at State Islamic Institute of Palopo. She finished her studying at the State Islamic Institute of Palopo (IAIN) in 2021.

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