

## CHAPTER IV

### RESULT AND DISCUSSION

This chapter presents the research result and discussion. The first part of this chapter presents the result of collecting data through needs analysis, design of the product, result of expert validation, design revision and field tryout.

#### 4.1 Result of the research

##### 4.1.1 Collecting the data

A needs analysis was conducted for gaining information about the target needs and learning needs of the students by giving questionnaire for students. The student questionnaires were given to the students on March 29, 2018. The participants were the students of X grade of Travel program in SMK Satya Widya Surabaya. Total of the participants are 33 students.

##### A. Target Needs

“Target needs” is the basic term which practice hides a number of important distinctions in (Hutchinson and Waters 1987: 55). The target needs information can be found by dividing three term. Those are necessities, lacks and wants.

##### a) Necessities

Necessities is defined as the type of need determined by demands of the target situations (Hutchinson and Waters 1987: 55). The following tables explain the result of the target needs by necessities term.

Table 4.1 Student’s view about goals of learning English

Options		%
a	to get many kinds vocabularies of tourism to support my future job.	21,21%
b	to be able to communicate well in spoken and written to support my future job.	78,78%
c	to pass national examination.	0%
d	Others.	0%

In the table 4.1 shows the result of student’s goal in learning English. Most students choose option b that the goal is to be able to communicate well in spoken

and written to support their future job, the percentage is 78,78% and others choose option a (21,21%) that the goal is to be get many kinds vocabularies of tourism to support their future job. It can be seen no student's goal in learning English is just focus in passing the national examination.

Table 4.2 Student's view about English level to have in the future

Options		%
a	Beginner: to be able to comprehend simple sentences and utterances in the daily life	9,09%
b	Intermediate: to be able to comprehend the main point of the text and give opinions	15,15%
c	Advanced: to be able to comprehend types of text and the explicit meaning of it.	75,76%
d	Others	3,03%

In the table 4.2 shows student's view about their English level to have in the future, 75,76% of the students choose option c that they have to be in advance level in the future for being ready in their future job.the other students choose option b (15,15%) that they have to be in Intermediate level and the rest of the students (9,09%) choose option a the they have just to be in Beginner for their future job.

Table 4.3 Student's view about tourism reading text

Options		%
a	Tourism texts in English	39,39%
b	Tourism Brochure in English	9,09%
c	How to communicate as a tour guide in English	93,94%
d	Others	0%

Table 4.3 shows most of the students (93,94%) choose option c that the text contains how to communicate as a tour guide in English. 39,39% of the students choose tourism text in English and the rest (9,09%) choose tourism brochure in Englis

Table 4.4 Student's view about the most language skill needed

Options		%
a	Listening	36,36%
b	Speaking	96,97%

c	Reading	33,33%
d	Writing	33,33%

Table 4.4 shows which skill is needed and often used in their future job. Speaking is the highest chosen from students that the percentage is 96,97%. Listening percentage is 36,36% and reading have the same percentage as writing that the percentage is 33,33%. From the table above, it can be seen that speaking is the most needed for them in their future work.

#### b) Lacks

in the research, lack is used to know the gap between target proficiency and existing proficiency of the learners (Hutchinson and Waters 1987: 56). The following table represent the student lack.

Table 4.5 Student's current English level

Options		%
a	Beginner: to be able to comprehend simple sentences and utterances in the daily life	66,67%
b	Intermediate: to be able to comprehend the main point of the text and give opinions	33,33%
c	to be able to comprehend types of text and the explicit meaning of it.	0%
d	Others	0%

Table 4.5 shows 66,67% of the students are in beginner level and 33,33% of the students are in the Intermediate level. No one student is in advanced level. It can be seen the lack of the student level in their class.

#### c) Wants

Wants is the students' view about their need. The following table shows the student want for learning English for their future job

Table 4.6 Student's want in learning English

Options		%
a	able to master the general vocabularies and technical term in Tourism.	39,39%
b	able to master grammar well.	36,36%
c	able to understand and use words, sentences and expressions	66,67%

	in English.	
d	able to distinguish formal and informal expressions in different situations.	21,21%

Table 4.6 shows that 66,67% students want be able to be good in understanding and using words, sentences and expression in English, 39,39% students want be able to be master the general vocabularies and technical term in tourism, 36,36% students want be able to be mas ter in grammar and the rest wants be able to distinguish formal and informal expressions in differents situations.

## B. Learning Needs

Learning needs is to find out what knowledge and abilities that students will get in order to perform to the required degree of competence in target situation (Hutchinson and Waters 1987: 56). In this research, to find out the learning needs, researcher used five aspects in the questionnarie. Those aspects which related to the learning needs are input, procedures, settings, teacher's role, and learners' role.

### a) Input

'Input' refers to the spoken, written and visual data that learners work with in the course of completing a task (Nunan, 2004: 47). In the following tables, the results of 'learning needs' in input aspect are explained.

Table 4.7 Input text in learning Listening

Options		%
a	Monologue and dialog	18,18%
b	Monologue and dialog with pictures	6,06%
c	Monologue and dialog which contains new vocabularies	63,64%
d	Authentic materials such as news, films dan songs	18,18%

From the result of table 4.7, most students (63,64%) prefer listening input in monologue and dialog which contains new vocabularies and some students (18,18%) prefer monologue/dialog and authentic material for their input in listening.

Table 4.8 Listening input length

Options		%
a	>300 words	12,12%
b	200 - 300 words	27,27%
c	150 - 200 words	45,45%
d	<150 words	15,15%

Table 4.8 shows the result above that 45,45% students want the length of the listening input 150-200 words and 27,27% students want the listening input length 200-300 words.

Table 4.9 Input text in learning Speaking

Options		%
a	Monologue and dialog	30,30%
b	Monologue and dialog with pictures	18,18%
c	Monologue and dialog which contains new vocabularies	33,33%
d	Authentic materials such as news, films dan songs	18,18%

From the result of table 4.9, some students (33,33%) prefer speaking input in monologue and dialog which contains new vocabularies and the other students (30,30%) prefer monologue and dialogue for their input in speaking.

Table 4.10 Speaking input length

Options		%
a	>300 words	36,36%
b	200 – 300 words	39,39%
c	150 – 200 words	12,12%
d	<150 words	12,12%

Table 4.10 shows the result above that 39,39% students want the length of the speaking input 200-300 words and 36,36% students want the listening input length more than 300 words.

Table 4.11 Input text in learning Reading

Options		%
a	Text which contains of some paragraphs	36,36%
b	Text with a list of vocabularies	18,18%
c	text with pictures	24,24%
d	Authentic material such as magazine, newspaper and	21,21%

	announcement.	
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From the result of table 4.11, some students (36,36%) prefer reading input in text which contains of some paragraphs and the other students (24,24%) prefer text with pictures in the reading input.

Table 4.12 Reading input length

Options		%
a	>300 words	12,12%
b	200 – 300 words	21,21%
c	150 – 200 words	60,61%
d	<150 words	6,06%

Table 4.12 shows the result above that 60,61% students want the length of the reading input 150-200 words and 21,21% students want the reading input length more than 200-300 words.

Table 4.13 Input text in learning Writing.

Options		%
a	the example of text which be going to use in the writing practice	21,21%
b	the example of vocabularies which is needed in the writing practice	42,43%
c	the example of structure text that relates to the writing practice	33,33%
d	In the form of table, diagram, or graphic	0%

From the result of table 4.13, some students (42,43%) prefer the example of vocabularies which is needed in the writing practice for their writing input and the other students (33,33%) prefer the example of structure text that relates to the writing practice.

Table 4.14 Writing input length

Options		%
a	>300 words	24,24%
b	200 – 300 words	39,39%
c	150 – 200 words	30,30%
d	<150 words	6,06%

Table 4.14 shows the result above that 39,39% students want the length of the writing input 200-300 words and 30,30% students want the writing input length more than 150-200 words.

b) Procedure

Procedure is the next step after researcher know the result of student's input. The procedure will determine what will the students actually do. The following tables explain the result of the 'learning needs' in procedure aspect.

Table 4.15 Listening Procedure

Options		%
a	Completing blanks on incomplete text.	36,36%
b	Retelling the text in our own word	21,21%
c	Identifying the text	15,15%
d	Identifying the detail information of the text by answering the questions provided	33,33%

In the table 4.15 shows that 36,36% students prefer completing blanks on incomplete text for their listening procedure, 33,33% students prefer identifying the detail information of the text by answering the questions provided. Those two highest option was made for the developed material.

Table 4.16 Speaking Procedure

Options		%
a	Demonstrating a monologue/dialog which is provided in the book.	39,39%
b	Making a monologue/dialog and demonstrating it.	42,43%
c	Role-playing.	9,09%
d	Discussing and giving opinion about the topic that is being discussed.	9,09%

The table 4.16 shows the result of students' option in speaking procedure. The first highest option (42,43%) is making a monologue/dialog and demonstrating it and the second highest option (39,39%) is demonstrating a monologue/dialog which is provided in the book. The material then developed based on those 2 highest option.

Table 4.17 Reading Procedure

Options		%
a	Reading a text and answering questions based on the text.	60,61%
b	Reading aloud with paying attention on pronunciation and intonation.	24,24%
c	Arranging jumbled paragraph into a well meaningful paragraph.	9,09%
d	Summarizing a text	6,06%

In table 4.17 shows the most student (60,61%) prefer the procedure of reading by reading a text and answering questions based on the text., some students (24,24%) prefer to read aloud with paying attention on pronunciation and intonation, the other student (9,09%) prefer to arrange jumbled paragraph into a well meaningful paragraph and the others (6,06%) prefer to summarize a text.

Table 4.18 Writing Procedure

Options		%
a	Rewriting text as same as the text model	21,21%
b	Completing blank paragraphs with appropriate sentences.	24,24%
c	Correcting the structure text, the wrong spelling and punctuation.	15,15%
d	Writing a simple text.	39,39%

Table 4.18 shows the result that 39,39% students prefer to write a simple text for writng procedure, followed by the second highest option, 24,24% students prefer to complete blank paragraphs with appropriate sentences. 21,21% students prefer to rewrite text as same as the text model and 15,15% prefer to correct the structure text, the wrong spelling and punctuation.

Table 4.19 Vocabulary Procedure

Options		%
a	Finding new words in a text and looking for the translation of the words in dictionary.	33,33%
b	Finding new vocabularies in a text and identifying the meaning by understanding the meaning of the text.	27,27%
c	Completing paragraph with our own knowledge.	15,15%
d	Listing and categorizing new vocabularies based on its meaning, pronunciation, parts of speech, synonym and	24,24%



	antonym.	
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In the table 4.19 show the highest students' option is finding new words in a text and looking for the translation of the words in dictionary by the percentage 33,33% and the second highest option is finding new vocabularies in a text and identifying the meaning by understanding the meaning of the text. Materials were developed based on those options.

Table 4.20 Grammar Procedure

Options		%
a	Memorizing the grammar formulas.	15,15%
b	Doing tasks about grammar.	36,36%
c	Making sentence based on the formula.	18,18%
d	Identifying incorrect sentence and fixing it.	33,33%

Table 4.20 shows 36,36% students choose doing tasks about grammar, 33,33% students choose identifying incorrect sentence and fixing it. From those two highest option materials were developed.

Table 4.21 Pronunciation Procedure

Options		%
a	Learning how to pronounce a word from dictionary.	24,24%
b	Learning how to pronounce a word from dictionary and reading the word aloud	9,09%
c	listening the teacher pronouncing the word and repeating the word	51,52%
d	Pronouncing the words which have same sounds.	15,15%

Table 4.21 shows that most students' option is listening the teacher pronouncing the word and repeating the word by percentage 51,52%. 24,24% students's option is learning how to pronounce a word from dictionary, 15,15% students' option is pronouncing the words which have same sounds and only 9,09% students' option is learning how to pronounce a word from dictionary and reading the word aloud.

c) Setting

‘Settings’ refers to the classroom arrangements specified or implied in the task (Nunan, 2004: 70). The following tables represent the result of setting in ‘learning needs’

Table 4.22 Setting of teaching and learning process

Options		%
a	Classroom	39,39%
b	Outside of class	27,27%
c	Library	3,03%
d	Language laboratory	30,30%

Table 4.22 shows the result of the setting and learning process. The highest option is in the classroom by percentage 39,39% followed by language laboratory by percentage 30,30%. It can be seen that most student prefer to study and learn in indoor than outdoor.

Table 4.23 Setting of teaching and learning process

Options		%
a	Individually.	30,30%
b	In pairs.	42,43%
c	In small group ( 3-4 students).	12,12%
d	Cooperate with all students.	15,15%

In the table 4.23 shows the result that the highets option is students prefer to do the task in pairs by percentage 42,43% and the second highest score is student prefer to do the task individually by percentage 30,30%.

d) Teacher’s role

‘Teacher’s role’ refers to the part that teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants(Nunan, 2004: 64).

Table 4.24 Teacher’s role

Options		%
a	Guiding students in doing tasks.	9,09%
b	Motivating and aiming students to use their creativity	15,15%
c	Creating a good atmosphere to make the students involve in the classroom activity	54,55%

d	Giving advice, correction, and feed back to students' works	21,21%
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In the table 2.24 shows student's option about teacher role has the dominant option with the highest option is students prefer teacher that create a good atmosphere to make the students involve in the classroom activity by percentage 54,55%.

(e) Learner's role

'Learner's role' refers to the part that learners are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants (Nunan, 2004: 64).

Table 4.25 Learner's role

Options		%
a	Listening to teacher's explanation	3,03%
b	Being guided when doing the tasks	12,12%
c	Discussing and being involve to solve the tasks	60,61%
d	Asking questions and suggestion	21,21%

In the table 4.25 it can be seen the dominant option for the highest. By percentage 60,61%, students prefer in their learner's role by discussing and being involve to solve the tasks. Followed by (21,21%) asking questions and suggestion, (12,12%) Being guided when doing the tasks and only (3,03%) listening to teacher's explanation.

**4.1.2 Design the product**

**a.Syllabus**

The syllabus is used for the guideline for developed material. The contents of the syllabus based on the results of needs analysis that had been conducted before. The syllabus design it self consists of basic competence of the learning, the title of the unit, indicators for students goal, input, language focus in grammar and vocabulary and the activities to perform to develop the English materials for students of grade X of travel study program. The syllabus of the unit consists of core competence 1,2 3,4 and basic competence 1.1, 2.3, 3.7, 4.8, 4.9 and 4.10 (descriptive text). The topic of this unit is about tourism places in Indonesia

### b. The draft of material development

The draft consists of three main parts; *Introduction, lesson proper and reinforcement*. The detail draft can be seen below.

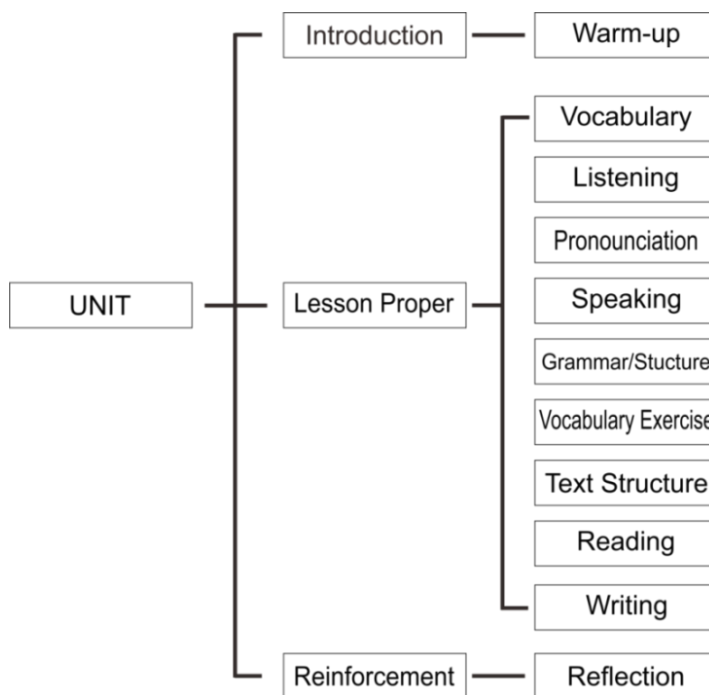


Figure 4.1 Developed Materials Draft

The introduction is the first part of the material with warm-up activity that help to build the background knowledge for the student. The activity gives learner input sbout basic competence that will be learnt from the unit. The second part is lesson proper that contains all skills, pronunciation, vocabulary and grammar for the main part in the learning process.the tasks in the lessso proper based on what the researcher got from needs analysis. The last part is reinforcement that gives learner chance to assess their level of understanding after learning the unit.

#### 4.1.3 Design validation

Design validation was conducted after the product had been made. The product was evaluated by an expert. The validation was done by giving score in a validation sheet. there were four criteria to be evaluated, those are the appropriateness of the content, presentation, language and lay-out in the product.

The materials experts who evaluated the materials are Gusti Nur Hafifah, Mpd who is a lecture in Muhammadiyah University and Andy Rudiansah, Spd who is an English teacher in SMK Satya Widya Surabaya. the result of the validation can be seen in the table below.

Table 4.26 Design Validation Result

No	Aspects	Validators		The average of the items	the average of the component	Criterion
		1	2			
I	<b>The Appropriateness of the Content</b>					
1.	The developed materials are relevant to teaching descriptive text for Grade X students of travel study program	3	3	3	3,3	Valid
2.	The developed materials are relevant to students' daily life.	4	3	3,5		Valid
3.	Materials are relevant to the topics being discussed, that is describing tourism place	4	3	3,5		Valid
4.	The developed materials giving knowledge about tourism places.	3	3	3		Valid
5.	The developed materials are in accordance with students' target competence for their future job.	4	3	3,5		Valid
6.	The developed materials contain knowledge about life skill.	3	3	3		Valid
7.	The developed materials reflect attitude that is useful for students' life skill.	4	3	3,5		Valid
8.	The developed materials lead the students to understand the social function of the discussed text (descriptive text).	4	3	3,5		Valid
9.	The developed materials lead the students to understand the generic structure of the discussed text (descriptive text).	4	3	3,5		Valid

10.	The developed materials lead the students to understand the linguistic features of the discussed text (descriptive text).	3	3	3		Valid
<b>II</b>	<b>The Appropriateness of the Presentation</b>					
11.	The developed tasks are well-organized, systematically graded, grading from the easiest task up to the most difficult task.	3	3	3	3,36	Valid
12.	There is good balance among the tasks in a unit with the tasks in the next unit.	3	3	3		Valid
13.	The developed materials contain opening activities, main activities and closing activities.	4	3	3,5		Valid
14.	The developed tasks encourage students to perform oral communication effectively.	4	3	3,5		Valid
15.	The developed materials encourage students to perform written communication effectively.	4	3	3,5		Valid
16.	The developed tasks encourage students to be creative.	4	3	3,5		Valid
17.	The developed materials encourage students to learn independently.	4	3	3,5		Valid
18.	The developed materials provide evaluation forms for the students to check their understanding.	4	3	3,5		Valid
19.	The developed materials contain vocabulary that is related to the topic of the unit.	3	3	3		Valid

20.	The developed materials contain vocabulary that is related to the topic of the unit.	4	3	3,5		Valid
21.	The developed materials contain technical terms that are related to the topic of the unit.	4	3	3,5		Valid
<b>III The Appropriateness of the Language</b>						
22.	The language used is relevant to the development of students' language ability.	3	3	3	3,2	Valid
23.	The language of instruction can be easily understood by the students.	4	3	3,5		Valid
24.	The language of the materials provided can be easily understood by the students.	4	3	3,5		Valid
25.	The materials are developed in a grammatically-correct English.	3	3	3		Valid
26.	The choice of words of the materials is in accordance with word choice principle.	3	3	3		Valid
27.	The developed materials in a unit/task/paragraph are in accordance with one another.	4	3	3,5		Valid
28.	The developed materials reflect the unity of ideas.	3	3	3		Valid
<b>IV The Appropriateness of the Lay-out</b>						
29.	The fonts used are not too various.	3	3	3		Valid
30.	The fonts used are not too big/ too small.	3	3	3		Valid
31.	The color of the materials supports the materials delivery.	4	3	3,5	3,1	Valid
32.	The pictures are provided for aesthetic and functional purposes.	3	3	3		Valid
<b>The average of validation total</b>					3,24	Valid

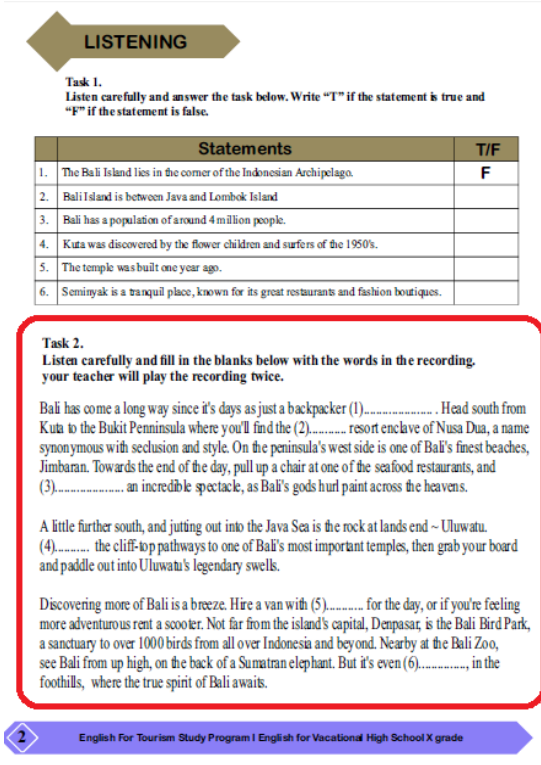
The followings are the validator’s suggestion and advice:

1. Revise the font size.
2. Pay attention on font size consistency.
3. Adding basic competence/purpose of the unit

#### 4.4.4 Design revision


After validation from expert, the validator gave some suggestions for the product to make it better. The design revision it self based on the validator’s suggestion. The revision was conducted including the lay-out, and language and writing in the product.

##### 1. The layout of the product

Sections	Validator Suggestions	Revision
Listening	the text script font for listening task is too large. It needs to be resize smaller.	<p>First draft :</p> 



Final draft:



**LISTENING**

**Task 1.**  
Listen carefully and answer the task below. Write "T" if the statement is true and "F" if the statement is false.

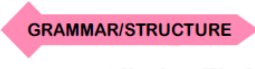
	Statements	T/F
1.	The Bali Island lies in the corner of the Indonesian Archipelago.	<b>F</b>
2.	Bali Island is between Java and Lombok Island.	
3.	Bali has a population of around 4 million people.	
4.	Kuta was discovered by the flower children and surfers of the 1950's.	
5.	The temple was built one year ago.	
6.	Seminyak is a tranquil place, known for its great restaurants and fashion boutiques.	

**Task 2.**  
Listen carefully and fill in the blanks below with the words in the recording. your teacher will play the recording twice.

Bali has come a long way since it's days as just a backpacker (1)..... Head south from Kuta to the Bukit Peninsula where you'll find the (2)..... resort enclave of Nusa Dua, a name synonymous with seclusion and style. On the peninsula's west side is one of Bali's finest beaches, Jimbaran. Towards the end of the day, pull up a chair at one of the seafood restaurants, and (3)..... an incredible spectacle, as Bali's gods hurl paint across the heavens.







A little further south, and jutting out into the Java Sea is the rock at lands end - Uluwatu. (4)..... the cliff-top pathways to one of Bali's most important temples, then grab your board and paddle out into Uluwatu's legendary swells.

Discovering more of Bali is a breeze. Hire a van with (5)..... for the day, or if you're feeling more adventurous rent a scooter. Not far from the island's capital, Denpasar, is the Bali Bird Park, a sanctuary to over 1000 birds from all over Indonesia and beyond. Nearby at the Bali Zoo, see Bali from up high, on the back of a Sumatran elephant. But it's even (6)....., in the foothills, where the true spirit of Bali awaits.

Sections	Validator Suggestions	Revision																																																																																	
Grammar/ Structure	The font is too large, it needs to be revised	<p>First draft:</p> <div style="text-align: center;">  <p><b>GRAMMAR/STRUCTURE</b></p> </div> <p style="text-align: center;"><b>Adjective - Word Order</b></p> <div style="border: 1px solid red; padding: 5px; margin: 10px 0;"> <p>The use of adjectives is important when trying to describe a noun. Good writers and speakers are able to use adjectives to create clear, for the reader or listener. As you continue to work on your English, don't be afraid to use multiple adjectives to describe something. Using more than three physically descriptive type adjectives in sequence to describe one noun or pronoun would sound a little awkward.</p> </div> <table border="1" data-bbox="702 1512 1141 1668"> <thead> <tr> <th>Determiner</th> <th>Opinion</th> <th>Size</th> <th>Shape</th> <th>Age</th> <th>Colour</th> <th>Origin</th> <th>Material</th> <th>Noun</th> </tr> </thead> <tbody> <tr> <td>a</td> <td>beautiful</td> <td>small</td> <td>circle</td> <td>new</td> <td>red</td> <td>Japanese</td> <td>stone</td> <td>place</td> </tr> <tr> <td>an</td> <td>interesting</td> <td>big</td> <td>square</td> <td>old</td> <td>blue</td> <td>Indonesian</td> <td>water</td> <td>city</td> </tr> <tr> <td>the</td> <td>exciting</td> <td>large</td> <td>rectangle</td> <td>modern</td> <td>green</td> <td>Dutch</td> <td>fire</td> <td>food</td> </tr> <tr> <td>that</td> <td>delicious</td> <td>huge</td> <td>triangle</td> <td>young</td> <td>orange</td> <td>American</td> <td>sand</td> <td>train</td> </tr> <tr> <td>this</td> <td>good</td> <td>long</td> <td>hexagon</td> <td>ancient</td> <td>yellow</td> <td>English</td> <td>gold</td> <td>book</td> </tr> <tr> <td>my</td> <td>kind</td> <td>short</td> <td>etc</td> <td>etc</td> <td>etc</td> <td>Javanese</td> <td>etc</td> <td>tourist</td> </tr> <tr> <td>your</td> <td>funny</td> <td>etc</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>visitor</td> </tr> <tr> <td>etc</td> <td>etc</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>etc</td> </tr> </tbody> </table>	Determiner	Opinion	Size	Shape	Age	Colour	Origin	Material	Noun	a	beautiful	small	circle	new	red	Japanese	stone	place	an	interesting	big	square	old	blue	Indonesian	water	city	the	exciting	large	rectangle	modern	green	Dutch	fire	food	that	delicious	huge	triangle	young	orange	American	sand	train	this	good	long	hexagon	ancient	yellow	English	gold	book	my	kind	short	etc	etc	etc	Javanese	etc	tourist	your	funny	etc						visitor	etc	etc							etc
Determiner	Opinion	Size	Shape	Age	Colour	Origin	Material	Noun																																																																											
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		<p>Final draft:</p> <p style="text-align: center;"><b>GRAMMAR/STRUCTURE</b></p> <p style="text-align: center;"><b>Adjective - Word Order</b></p> <p>The use of adjectives is important when trying to describe a noun. Good writers and speakers are able to use adjectives to create clear, for the reader or listener. As you continue to work on your English, don't be afraid to use multiple adjectives to describe something. Using more than three physically descriptive type adjectives in sequence to describe one noun or pronoun would sound a little awkward.</p> <table border="1"> <thead> <tr> <th>Determiner</th> <th>Opinion</th> <th>Size</th> <th>Shape</th> <th>Age</th> <th>Colour</th> <th>Origin</th> <th>Material</th> <th>Noun</th> </tr> </thead> <tbody> <tr> <td>a</td> <td>beautiful</td> <td>small</td> <td>circle</td> <td>new</td> <td>red</td> <td>Japanese</td> <td>stone</td> <td>place</td> </tr> <tr> <td>an</td> <td>interesting</td> <td>big</td> <td>square</td> <td>old</td> <td>blue</td> <td>Indonesian</td> <td>water</td> <td>city</td> </tr> <tr> <td>the</td> <td>exciting</td> <td>large</td> <td>rectangle</td> <td>modern</td> <td>green</td> <td>Dutch</td> <td>fire</td> <td>food</td> </tr> <tr> <td>that</td> <td>delicious</td> <td>huge</td> <td>triangle</td> <td>young</td> <td>orange</td> <td>American</td> <td>sand</td> <td>train</td> </tr> <tr> <td>this</td> <td>good</td> <td>long</td> <td>hexagon</td> <td>ancient</td> <td>yellow</td> <td>English</td> <td>gold</td> <td>book</td> </tr> <tr> <td>my</td> <td>kind</td> <td>short</td> <td>etc</td> <td>etc</td> <td>etc</td> <td>Javanese</td> <td>etc</td> <td>tourist</td> </tr> <tr> <td>your</td> <td>funny</td> <td>etc</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>visitor</td> </tr> <tr> <td>etc</td> <td>etc</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>etc</td> </tr> </tbody> </table>	Determiner	Opinion	Size	Shape	Age	Colour	Origin	Material	Noun	a	beautiful	small	circle	new	red	Japanese	stone	place	an	interesting	big	square	old	blue	Indonesian	water	city	the	exciting	large	rectangle	modern	green	Dutch	fire	food	that	delicious	huge	triangle	young	orange	American	sand	train	this	good	long	hexagon	ancient	yellow	English	gold	book	my	kind	short	etc	etc	etc	Javanese	etc	tourist	your	funny	etc						visitor	etc	etc							etc
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## 2. The language and writing of the product

Sections	Validator Suggestions	Revision
Warm-up	The instruction needs to be revised because there are wrong grammatical and wrong spelling word used in it.	<p>First draft :</p> <p style="text-align: center;"><b>WARM-UP</b></p> <p style="text-align: center;">Look at the pictures bellow. Have you ever gone to there before? discuss with your friends about some following questions bellow.</p> <div style="display: flex; justify-content: space-around;">    </div> <p style="text-align: center;">Mount Bromo      Borobudur Temple      Kuta Beach</p> <p>Final draft :</p> <p style="text-align: center;"><b>WARM-UP</b></p> <p style="text-align: center;">Look at the pictures below. Have you ever been there before? discuss with your friends about some following questions below.</p> <div style="display: flex; justify-content: space-around;">    </div> <p style="text-align: center;">Mount Bromo      Borobudur Temple      Kuta Beach</p>

Sections	Validator Suggestions	Revision
Pronunciation Practice	The instruction needs to be revised	First draft :

		<p style="text-align: center;"><b>PRONUNCIATION PRACTICE</b></p> <p style="text-align: center;">Listen to your teacher reading aloud these words, repeat after him/her</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr><td><b>Build</b></td><td>/bɪld/</td></tr> <tr><td><b>Airport</b></td><td>/ˈeə.pɔ:t/</td></tr> <tr><td><b>Beach</b></td><td>/bi:tʃ/</td></tr> <tr><td><b>Island</b></td><td>/ˈaɪ.lənd/</td></tr> <tr><td><b>Guide</b></td><td>/gaɪd/</td></tr> <tr><td><b>Cave</b></td><td>/keɪv/</td></tr> <tr><td><b>Luxury</b></td><td>/ˈlʌk.jə.rɪ/</td></tr> <tr><td><b>Tourism</b></td><td>/ˈtʊə.rɪ.z ə m/</td></tr> <tr><td><b>Explain</b></td><td>/ɪkˈspleɪn/</td></tr> <tr><td><b>High</b></td><td>/haɪ/</td></tr> <tr><td><b>Temple</b></td><td>/ˈtem.pl/</td></tr> </table> <p>Final draft :</p> <p style="text-align: center;"><b>PRONUNCIATION PRACTICE</b></p> <p style="text-align: center;">Listen to your teacher pronouncing the words and repeat after him/her !</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr><td><b>Build</b></td><td>/bɪld/</td></tr> <tr><td><b>Airport</b></td><td>/ˈeə.pɔ:t/</td></tr> <tr><td><b>Beach</b></td><td>/bi:tʃ/</td></tr> <tr><td><b>Island</b></td><td>/ˈaɪ.lənd/</td></tr> <tr><td><b>Guide</b></td><td>/gaɪd/</td></tr> <tr><td><b>Cave</b></td><td>/keɪv/</td></tr> <tr><td><b>Luxury</b></td><td>/ˈlʌk.jə.rɪ/</td></tr> <tr><td><b>Tourism</b></td><td>/ˈtʊə.rɪ.z ə m/</td></tr> <tr><td><b>Explain</b></td><td>/ɪkˈspleɪn/</td></tr> <tr><td><b>High</b></td><td>/haɪ/</td></tr> <tr><td><b>Temple</b></td><td>/ˈtem.pl/</td></tr> </table>	<b>Build</b>	/bɪld/	<b>Airport</b>	/ˈeə.pɔ:t/	<b>Beach</b>	/bi:tʃ/	<b>Island</b>	/ˈaɪ.lənd/	<b>Guide</b>	/gaɪd/	<b>Cave</b>	/keɪv/	<b>Luxury</b>	/ˈlʌk.jə.rɪ/	<b>Tourism</b>	/ˈtʊə.rɪ.z ə m/	<b>Explain</b>	/ɪkˈspleɪn/	<b>High</b>	/haɪ/	<b>Temple</b>	/ˈtem.pl/	<b>Build</b>	/bɪld/	<b>Airport</b>	/ˈeə.pɔ:t/	<b>Beach</b>	/bi:tʃ/	<b>Island</b>	/ˈaɪ.lənd/	<b>Guide</b>	/gaɪd/	<b>Cave</b>	/keɪv/	<b>Luxury</b>	/ˈlʌk.jə.rɪ/	<b>Tourism</b>	/ˈtʊə.rɪ.z ə m/	<b>Explain</b>	/ɪkˈspleɪn/	<b>High</b>	/haɪ/	<b>Temple</b>	/ˈtem.pl/
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Sections	Validator Suggestions	Revision
Speaking	a. the task instruction needs to be revised because there is grammatical error in it and the font is too large, it needs to be revised	<p>First draft :</p> <p style="text-align: center;"><b>SPEAKING</b></p> <div style="border: 2px solid red; padding: 5px; margin: 10px 0;"> <p><b>Task 1. Act it out</b></p> <p>Use text in Listening Task 2 try to speak like in the recording. pay attention your pronunciation, your teacher will be helped you</p> </div> <p><b>Task 2. Make a role play. Follow the istration below</b></p> <p>Have you ever visited a tourism place? Like beach, waterfull, mountain, museum and etc. Describe what make the place interesting.</p> <p>Pretend as if you and your friends were guides describing the tourism object/place. You can choose your favourite tourism place and describing what makes it interesting to visit. Take turns with your classmate describing the place in front of class.</p> <p style="text-align: center;">English For Tourism Study Program I English for Vocational High School X grade <b>3</b></p>

		<p>Final draft :</p> <p><b>SPEAKING</b></p> <p><b>Task 1. Act it out</b></p> <p>Use text in Listening Task 2 try to speak like in the recording. pay attention your pronunciation, your teacher will help you</p> <p><b>Task 2. Role Play - being a tour guide</b></p> <p>Have you ever visited a tourism place? Like beach, waterfall, mountain, museum and etc. Describe what make the place interesting.</p> <p>Pretend as if you and your friends were guides describing the tourism object/place. You can choose your favourite tourism place and describing what makes it interesting to visit. Take turns with your classmate describing the place in front of class.</p>
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Sections	Validator Suggestions	Revision
Speaking	the task title needs to be revised	<p>First draft :</p> <p><b>SPEAKING</b></p> <p><b>Task 1. Act it out</b></p> <p>Use text in Listening Task 2 try to speak like in the recording. pay attention your pronunciation, your teacher will be helped you</p> <p><b>Task 2. Make a role play. Follow the istruction below</b></p> <p>Have you ever visited a tourism place? Like beach, waterfall, mountain, museum and etc. Describe what make the place interesting.</p> <p>Pretend as if you and your friends were guides describing the tourism object/place. You can choose your favourite tourism place and describing what makes it interesting to visit. Take turns with your classmate describing the place in front of class.</p> <p>English For Travel Study Program   English for Vocational High School X grade 3</p> <p>Final draft :</p> <p><b>SPEAKING</b></p> <p><b>Task 1. Act it out</b></p> <p>Use text in Listening Task 2 try to speak like in the recording. pay attention your pronunciation, your teacher will help you</p> <p><b>Task 2. Role Play - being a tour guide</b></p> <p>Have you ever visited a tourism place? Like beach, waterfall, mountain, museum and etc. Describe what make the place interesting.</p> <p>Pretend as if you and your friends were guides describing the tourism object/place. You can choose your favourite tourism place and describing what makes it interesting to visit. Take turns with your classmate describing the place in front of class.</p>

#### 4.1.5 Field try out

This is the last phase of the research. the field try out was conducted to know how appropriate the materials for the students. the researcher gave lesson plan to the teacher so the teacher knew what would be taught in this field research. this section was divided become two meetings and in the last, students were given students questionnaires to measure how appropriate the product for them.

##### a. The field try out of the product

The field try of the the product involved 33 grade X students of Travel Program in SMK Satya Widya. The students joined the teaching and learning process fo the product in two meetings and in the last section, they filled student questionnaire to response toward the product. The explanation will be ellaborated as follows:

Table 4.27 Tryout Schedule

No	Date	The activity
1	7 May 2018	1 <sup>st</sup> meeting field try out of the product
2	14 May 2018	2 <sup>nd</sup> meeting field try out of the product and fill student questionnaires

In first meeting, the field try out was conducted on 7 May 2018. The students were given the product one by one for the field try out process. The teacher taught based on researcher's lesson plan. The materials that were taught were 'warm-up', 'vocabulary', 'listening', 'pronunciation' and 'speaking'. In second meeting, the teacher continued the field try out. The materials that were taught were 'grammar/structure', 'vocabulary exercise', 'text structure', 'reading' and 'writing'.

##### b. Student questionnaire result

Student questionnarie in the research is student questionnaire toward the english materials which are developed consist of the statement. The students gave their response by giving score rate from very agree to not agree. Students filled questionnaire after doing the field try out. The data result of the questionnaires can be seen on table.

Table 4.28 Students Questionnaire Result

No	Indicators	$\sum NRS$	%NRS	Criteria
<b>A. The Content</b>				
1	The materials are suitable with my study program.	117	88,64	Very Strong
2	The content materials are suitable with vocational skill for my future tourism job.	110	83,33	Very Strong
3	The contents are suitable with the basic competence.	102	77,27	Strong
4	I can follow the teaching and learning activity step by step easily.	101	76,50	Strong
5	The materials leads me to understand descriptive text well.	103	78,03	Strong
6	Text and writing of the materials are suitable with student language skill.	110	83,33	Very Strong
7	I can understand the language used in each material.	124	93,94	Very Strong
8	I can understand the instruction of each task.	104	78,79	Strong
9	The tasks support me to communicate in spoken.	102	77,27	Strong
10	The tasks support me to communicate in written.	110	83,33	Very Strong
11	The task support me to learn independently	106	80,30	Very Strong
12	The vocabularies in the materials are suitable with my study program.	115	87,12	Very Strong
<b>B. The Lay out</b>				

13	The using of font styles are proper	102	77,27	Strong
14	The font size of the materials are appropriate.	112	84,85	Very Strong
15	The choosing colors of the materials are appropriate.	103	78,03	Strong
<b>Average of NRS</b>			81,87	Very Strong

Based on the table above, it states that the questionnaire has two aspect which are assessed : (1) the content and (2) the lay out.

The items of the content are elaborated as follows: (a) The materials are suitable with my study program indicates the total of student response score is 117, the percentage is 88,64%, and the criteria is very strong,(b) The content materials are suitable with vocational skill for my future tourism job indicates the total of student response score is 110, the percentage is 83,33%, and the criteria is very strong, (c) The contents are suitable with the basic competence, indicates the total of student response score is 102, the percentage is 77,27%, and the criteria is strong,(d) I can follow the teaching and learning activity step by step easily indicates the total of student response score is 101, the percentage is 76,50%, and the criteria is strong,(e) The materials leads me to understand descriptive text well indicates the total of student response score is 103, the percentage is 78,03%, and the criteria is strong,(f) Text and writing of the materials are suitable with student language skill indicates the total of student response score is 110, the percentage is 83,33%, and the criteria is very strong,(g) I can understand the language used in each material indicates the total of student response score is 124, the percentage is 93,94%, and the criteria is very strong,(h) I can understand the instruction of each task indicates the total of student response score is 104, the percentage is 78,79%, and the criteria is strong,(i) The tasks support me to communicate in spoken indicates the total of student response score is 102, the percentage is 77,27%, and the criteria is strong,(j) The tasks support me to communicate in written indicates the total of student response score is 110, the percentage is 83,33%, and the criteria is very strong,(k) The task support me to

learn independently indicates the total of student response score is 106, the percentage is 80,30%, and the criteria is very strong,(l) The vocabularies in the materials are suitable with my study program indicates the total of student response score is 115, the percentage is 87,12%, and the criteria is very strong. The students questionnaire result for the content of the product is very strong. It can be concluded that the developed English materials appropriate to use in teaching and learning English.

The items of the lay out are elaborated as follows: (a) Thee using of font styles are proper indicates the total of student response score is 102, the percentage is 77,27%, and the criteria is strong,(b) The font size of the materials are appropriate indicates the total of student response score is 112, the percentage is 84,85%, and the criteria is very strong,(c) The choosing colors of the materials are appropriate indicates the total of student response score is 103, the percentage is 78,03%, and the criteria is strong. The result of the students questionnaire about the lay out is strong. It can be concluded that the lay out is interesting and appropriate in teaching and learning English.

The average of the two aspects score shows 81,87% (very strong). It shows the developed English material in this research appropriate to use in teaching and learning English.

#### **4.1.6 Product Revision**

The product revision founded when the product were trying out. the instruction of reading section was unclear instruction. It is necessary to include the clear instruction to make sure students understanding easily in implementing the developed English materials.

Sections		Revision
Reading	The title of the task needs to be revised and give the source of the text	First draft :



		<p style="text-align: center;"><b>READING</b></p> <p style="text-align: center;"><b>Task 1. Read the descriptive text below and answer the questions below the text</b></p> <p style="text-align: center;"><b>Tana Toraja</b></p> <p>Tana Toraja is a district located in South Sulawesi. The capital of Tana Toraja district is Makale. The people live there are mostly dominated by the origin tribe of Toraja. Those inhabitants of Tana Toraja are predominantly Christian. However, there are still people who embrace Islam and the beliefs of Animism, or can be called Aluk To Dolo. Toraja word derived from the Bugis language is to rija which means people who live in the land above them. Its name refers to the uniqueness of the culture or society that inhabit this land.</p> <p>The Toraja people mostly live in valleys between high mountains and granite cliffs. This corresponds to the Toraja word derived from the coastal language "to" meaning people, and "rija" which means the plateau. Toraja culture is generally a Proto-Malaysian Austronesian civilization that is still well preserved until today. Traditional clothing of Toraja people referred to as Pakko 'dress for women, while for men is called Seppa Talkang. The dominant colors for this custom clothing are red, white, and yellow. There is also Kandore, which is a Toraja clothing suits with beaded ornaments to decorate the chest, bracelet, headband, and belt.</p> <p>Tana Toraja has its own style of art such as music, dance, oral literary arts, language, and carving. The music of Toraja is blended with its dancing style due to their inseparable existence in this culture. The funeral is one of the shows featuring typical Toraja dances. This dance shows a sense of grief, as well as respect and encourage spirits of the dead. There is a ritual called Ma'ladang in which a group of men will sing a song to honor the deceased in a funeral. There is also a Ma'randing dance that is displayed to glorify the courage of the deceased during his lifetime with properties such as swords, shields, horn helmets, and other war gear.</p> <p>The commonly used language in Tana Toraja is the Toraja language with Sa'dan Toraja dialect. In addition to that, there are also many traditional languages according to the geographical location of the community, such as Kalumpang, Mamasa, Tae', Talondo', and Toala'.</p> <p style="text-align: center;">Final draft :</p> <p style="text-align: center;"><b>READING</b></p> <p style="text-align: center;"><b>Task 1. Read the descriptive text below and answer the following questions.</b></p> <p style="text-align: center;"><b>Tana Toraja</b></p> <p>Tana Toraja is a district located in South Sulawesi. The capital of Tana Toraja district is Makale. The people live there are mostly dominated by the origin tribe of Toraja. Those inhabitants of Tana Toraja are predominantly Christian. However, there are still people who embrace Islam and the beliefs of Animism, or can be called Aluk To Dolo. Toraja word derived from the Bugis language is to rija which means people who live in the land above them. Its name refers to the uniqueness of the culture or society that inhabit this land.</p> <p>The Toraja people mostly live in valleys between high mountains and granite cliffs. This corresponds to the Toraja word derived from the coastal language "to" meaning people, and "rija" which means the plateau. Toraja culture is generally a Proto-Malaysian Austronesian civilization that is still well preserved until today. Traditional clothing of Toraja people referred to as Pakko 'dress for women, while for men is called Seppa Talkang. The dominant colors for this custom clothing are red, white, and yellow. There is also Kandore, which is a Toraja clothing suits with beaded ornaments to decorate the chest, bracelet, headband, and belt.</p> <p>Tana Toraja has its own style of art such as music, dance, oral literary arts, language, and carving. The music of Toraja is blended with its dancing style due to their inseparable existence in this culture. The funeral is one of the shows featuring typical Toraja dances. This dance shows a sense of grief, as well as respect and encourage spirits of the dead. There is a ritual called Ma'ladang in which a group of men will sing a song to honor the deceased in a funeral. There is also a Ma'randing dance that is displayed to glorify the courage of the deceased during his lifetime with properties such as swords, shields, horn helmets, and other war gear.</p> <p>The commonly used language in Tana Toraja is the Toraja language with Sa'dan Toraja dialect. In addition to that, there are also many traditional languages according to the geographical location of the community, such as Kalumpang, Mamasa, Tae', Talondo', and Toala'.</p>
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## 4.2 Research Discussion

Based on the result research, the product of development is appropriate if it achieves two requirements: (a) The validity of the product, (b) The practicality of the product.

### 1. The validity of the product

The developed product is evaluated by the validators by evaluating four aspects in the product. Those are the appropriateness of the content, presentation, language and layout.

Based on table 4.26, the appropriateness of the content shows valid with the average score 3.3. The average is gotten from 10 statements that is scored by

validators. The aspects of it are (a) The developed materials are relevant to teaching descriptive text for Grade X students of travel study program, (b) The developed materials are relevant to students' daily life, (c) Materials are relevant to the topics being discussed, that is describing tourism place, (d) The developed materials giving knowledge about tourism places, (e) The developed materials are in accordance with students' target competence for their future job, (f) The developed materials contain knowledge about life skill, (g) The developed materials reflect attitude that is useful for students' life skill, (h) The developed materials lead the students to understand the social function of the discussed text , (i) The developed materials lead the students to understand the generic structure of the discussed text , (j) The developed materials lead the students to understand the linguistic features of the discussed text.

The appropriateness of the presentation shows valid with the average score is 3.36. The average is gotten from 11 statements that is scored by the validators. The aspects of it are (a)The developed tasks are well-organized, systematically graded, grading from the easiest task up to the most difficult task, (b)There is good balance among the tasks in a unit with the tasks in the next unit, (c)The developed materials contain opening activities, main activities and closing activities, (d)The developed tasks encourage students to perform oral communication effectively, (e)The developed materials encourage students to perform written communication effectively, (f)The developed tasks encourage students to be creative, (g)The developed materials encourage students to learn independently, (h) The developed materials provide evaluation forms for the students to check their understanding, (i) The developed materials contain vocabulary that is related to the topic of the unit, (j)The developed materials contain vocabulary that is related to the topic of the unit, (h) The developed materials contain technical terms that are related to the topic of the unit.

The appropriateness of the language shows valid with the average score is 3.2. The average is gotten from 7 statements that is scored by the validators. The aspects of it are (a)The language used is relevant to the development of students' language ability, (b)The language of instruction can be easily understood by the students, (c)The language of the materials provided can be easily understood by

the students, (d)The materials are developed in a grammatically-correct English, (e)The choice of words of the materials is in accordance with word choice principle, (f)The developed materials in a unit/task/paragraph are in accordance with one another, (g)The developed materials reflect the unity of ideas.

The appropriateness of the layout shows valid with the average score is 3.1. The average is gotten from 4 statements that is scored by the validators. The aspects of it are (a)The fonts used are not too various, (b)The fonts used are not too big/ too small, (c)The color of the materials supports the materials delivery, (d)The pictures are provided for aesthetic and functional purposes.

The total of average score from the four aspects is 3.2. it means the product is valid.

## 2. The practicality of the product.

Based on the student questionnaire result. The average student questionnaire score is very valid with score 81.87. the score were gotten from two aspects including the content of the product and the layout of the product. this score was gotten after the student tried out the product.