

## **Developing Transactional Text As English Instructional Materials For Tenth-Grade Tourism Industry Students In SMKN 4 Sampit**

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### **Abstract**

Professional tall school was outlined to plan the understudies to be prepared to work after they graduate. In Professional Tall School, understudies must have an suitable competence based on their major. English gets to be exceptionally vital in Tourism Industry Program since most of occupations within the working environment put English capability both composed and talked. Giving materials in Professional Tall School must be appropriated to the students' needs for their work put future. Based on the case over, basic module based on students' and teacher' needs was required. Module becomes one of effective media in teaching learning, the statement above was strengthened by Mayer' theory in Lasmiyati (2014) stated that module is relatively short self-contained independent unit of instructional designed to achieve a limited set of specific and well-defined educational objectives. This research aimed to develop the transactional texts as instructional Materials of English for tenth grade of Tourism Industry students in SMKN 4 Sampit. This research was research and development (R & D) since the researcher wants to develop materials by using ADDIE proposed by Branch (2009). The meet sheet and online surveys that shape of google frame utilized as a inquire about instrument in collecting information. The information analyzed quantitavely and subjectively by clarifying the result unmistakably. The discoveries appeared that the item created that shape of basic printed modul entitled "English for Tourism Industry".

**Key words:** *Transactional Texts, Instructional Materials, Tourism Industry Program*



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## **INTRODUCTION**

Professional tall school may be a sort of auxiliary instruction in which the detail is planning the understudies to work in certain field before long after they graduated. English for Professional Tall School is assumed to be instructed to the understudies particularly based on the nature of their livelihood, especially for Tourism Industry Program which has International scope. So that, they can use their English proficiency to continue their education or to compete in their workplace later on both of written and spoken.

As the fact that has been found in SMKN 4 Sampit, the English materials book that was used in Tourism Industry Program was too general. It can be proven from English teacher' experience, the English teacher who taught in Tourism Industry Program at tenth grade said that "she always makes additional material for her students from the internet and other teaching sources.

According to the Laws of Education System No. 59 of 2014 related to curriculum 13 said that the purpose of English teaching learning in SMA or SMK that is to improve the students' skill by having communicative competence which consists of transactional, interpersonal, functional in using some kinds of texts based on the context. Based on the rule above, the researcher wants to develop the transactional texts materials based on the students' needs of Tourism Industry Program in SMKN 4 Sampit. (R & D) research and development is a proper research in developing materials based on students' and teacher' needs, according to Sugiyono (2019) stated that research and development (R & D) used in developing of teaching and learning process. It can be materials, method, and soo on. While, the researcher wants to develop the transactional texts as instructional materials of English for tenth grade students of Tourism Industry Program.

ESP (English for Specific Purposes) is required to support their English proficiency based on their expertise. According to Hutchinson and Waters in Agustina (2014:4) define ESP as an approach to language teaching with aims to meet students' need in the target situation in which all decisions as to content and are based on the learners' needs. Like Dragana (2015) said that text-books should be regarded as one of the many sources teachers can draw upon in creating an effective lesson and may offer a framework of guidance and orientation. While in SMKN 4 Sampit still use the text-book entitled

Bahasa Inggris XB by Yiyis Krisnani, M.Hum (LP2IP Yogyakarta) which is categorized as general text-book for Vocational High School. So that, additional text-book or module for specific purposes is needed.

In SMKN 4 Sampit, the teachers still use printed module as a media in teaching learning, because some of students do not use high technology properly. According to Meyerin Lasmiyati (2014) module is relatively short self-contained independent unit of instructional designed to achieve a limited set of specific and well-defined educational objectives.

Concerning these, the English materials of Tourism Industry Program ought to be created based on syllabus and students' needs by conducting investigate entitled "Developing English Transactional Text as Instructional Materials for tenth grade Tourism Industry Students in SMKN 4 Sampit".

## **RESEARCH METHODOLOGY**

This research belongs to Research and Developmen (R & D), since it aims to develop the transactional texts as instructional English material by using ADDIE as elements core that proposed by Branch (2009) . According to Branch (2009), ADDIE is stands for (Analysis, Design, Develop, Implementation, Evaluation). Based on the product complexity, this research was categorized into second type which the researcher conducted the research and tested the product simply (Sugiyono:757).

### ***Analysis Stage***

To develop the materials, the researcher analyzed the students' needs by giving online questionnaire that form of google form which consists of ten questions that related to their wants, lacks and needs of English teaching learning. Then, the researcher conducted the interview to the English teacher who taught the students of Tourism Industry Program at tenth grade in SMKN 4 Sampit. The teacher answered 10 questions that related to students' needs.

### ***Design Stage***

In this stage, the researcher designed the concept of module based on the syllabus and students' needs (based on the result of analysis stage) by writing an outline of the transactional learning materials draft, identifying the learning objective of the syllabus, selecting the topics of transactional texts (memo, schedule, menu, symbol and sign).

### ***Development Stage, Implementation Stage and Evaluation Stage***

The researcher developed by organizing and realizing the layout of the materials based on the previous stage (design stage) completely. In this research, the researcher asked to the experts to validate the product first by selecting the experts' judgment sheet, after this the product was implemented or was tried out to the students. While the researcher gave questionnaire to the students and the teacher. The researcher analyzed the result of questionnaires (students and teacher after the product implemented).

### ***Technique of Data Collection***

Technique of data collection in the research were interview and questionnaire, those can be explained as follows: Interview (The researcher conducted the interview to the English teacher who taught the students of Tourism Industry Program at SMKN 4 Sampit. Conducted the interview aimed to know the students' needs and students' want in English teaching learning of their major for their future workplace); Questionnaire (The questionnaire gave twice, the researcher used online questionnaire that form of google form by using guttman scale (Yes/No) responses). First questionnaire gave to the students in analysis stage. It aimed to know the students' needs and students' want from students' perspective during English teaching learning process in Tourism Industry Program. The second questionnaire gave to the students, teacher, and experts before and after the product implementation. It aimed to get feedback that related to the product based on students' needs.

### ***Technique of Data Analysis***

The data analyzed quantitatively and qualitatively. Based on the research problem, the researcher analyzed and explained the process of how to develop transactional texts as intrsuctional materials of English for tenth grade of Tourism Industry students in SMKN 4 Sampit at second semester. The analysis began from the first stage that is analysis stage, in this stage the researcher gave questionnaire to the students, and conducted the interview to the English teacher who taught them. It aimed to know the students' needs, after they gave responses in online questionnaire (google form) to the students. While, the result of questionnaire explained descriptively.

The second questionnaire gave to the students and the teacher after the product implemented, it aimed to get feedback related to the product based on students' needs. Guttman scale used in data analyzing by following range: Yes = 1 and No= 0, Guttman scale is made in the form of checklist sheet with the highest score is 1 and the lowest score is 0, this statement adopted from (Masitoh and Bachri 2018:501).

### Research Validity

In this part, the research asked the experts to validate the product (before the product implemented), it aimed to know the relevances of the product with the aspects of expert judgment sheet that served by the researcher. Guttman scale was used in data validating by following range: Yes = 1 and No = 0, Guttman scale is made in the form of checklist sheet with the highest score is 1 and the lowest score is 0, this statement adopted from (Masitoh and Bachri 2018:501). The last stage, the data will be explained descriptively based on experts' suggestion. If the product needs to be revised, it will be revised until the product was feasible to be used (try out) for the tenth-grade students.

## RESULTS AND DISCUSSIONS

### Result of Needs Analysis

The data were obtained from need assessment included the essential information about the students' need. These data were as one required criteria indesigning transactional texts as instructional materials. The data were gathered by questionnaire on students and interview on teacher. Those data were supporting the basis data to develop the first draft of the media. The elaboration of the need assessment results explained as follows:

### Questionnaire and Interview

Questionnaire was distributed to the students of Tourism Industry Program at the tenth grade, there were 26 students. The students were given the online questionnaires that form of google form at <https://forms.gle/d2sJYugHBrLRcGQ26>, they answered 10 questions, while the English teacher was interviewed by the researcher answered 10 questions also. The interview did in SMKN 4 Sampit.

### The Result of Questionnaire

The result of the surveys appeared the information of students' needs, students' need and students' need of English teaching-learning. Based on the results above, it can be seen that English is one of difficult subject for the students of Tourism Industry Program. They found some difficulties related to English learning materials that were not appropriate with their proficiency, and also they hoped that English will be useful for their workplace future.

Table 1. Interview google formulir

NO	QUESTIONS	%
1.	Bahasa Inggris adalah salah satu mata pelajaran yang sulit bagi saya.	
	YES	100%
	NO	0%
2.	Memiliki kemampuan berkomunikasi yang baik dengan menggunakan Bahasa Inggris sangatlah diperlukan di jurusan Pariwisata.	
	YES	95,5%
	NO	4,5%
3.	Bahasa Inggris sangat erat hubungannya dengan keahlian saya di tempat kerja nantinya atau biasa disebut dengan "future workplace"	
	YES	95,5%
	NO	4,5%
4.	Kesesuaian materi Bahasa Inggris berdasarkan kebutuhan siswa sangat diperlukan.	
	YES	100%
	NO	0%
5.	Banyak kendala yang dihadapi saat belajar Bahasa Inggris.	
	YES	95,5%
	NO	4,5%
6.	Saya mahir berbicara dengan menggunakan Bahasa Inggris.	
	YES	86,4%
	NO	13,6%
7.	Buku Bahasa Inggris yang saat ini digunakan cukup membantu dalam pembelajaran.	
	YES	95,5%
	NO	4,5%
8.	Kosa kata yang sesuai dengan jurusan Pariwisata cukup banyak ditemukan di dalam buku.	
	YES	72,7%
	NO	27,3%
9.	Menjadi seorang pramuwisata (Tour Guide) adalah cita-cita saya.	
	YES	86,4%
	NO	13,6%
10.	Saya ingin memiliki usaha "Travel Agent" setelah lulus dari SMK.	
	YES	90,9%
	NO	9,1%

Table 1. Interview Google Formulir

### ***The result of Interview***

The meet was done to the English instructor who instructed at the tenth-grade understudies of Tourism Industry Program. The point of the meet was to know the teacher' needs from the English educator point of view. The comes about of the meet can be clarified distinctly as takes after:

1. Challenges of English Educating in Tourism Industry Program.  
Does the educator discover challenges amid educating English in Tourism Industry Program?
  - a. Concurring to Mrs. Indriyani the trouble of English instructing is when the materials that we require were not accessible in text-book utilized within the school.
2. Book utilized in SMK Negeri 4 Sampit  
What book is utilized to instruct English in Tourism Industry Program?
  - a. Mrs. Indriyani replied: the text-book utilized in SMK Negeri 4 Sampit is book for SMK/SMA XB by Yiyis Krisnani, M.Hum (LP2IP Yogyakarta).
3. The Appropriateness of Book with Tourism Industry Students' Needs  
Does the book appropriate with students' needs in Tourism Industry Program?
  - a. For Mrs. Indriyani: the book was utilized within the school was as well common. So that, in some cases Mrs. Indriyani taken the extra material and assignment from the web to fulfill the right fabric for Tourism Industry understudies in particular subject.
4. Students' Aptitude required most for working environment future.  
In your conclusion as English instructor of Tourism Industry Program, what ability do they require most for their future? (talking, composing, tuning in, perusing).
  - a. Concurring to English syllabus was connected in SMK Negeri 4 Sampit, the students' ability required most for their work environment future were talking and composing.
  - b. The understudies were anticipated to ace the English fabric both of composed and talked.
5. Sorts of Talking and Composing Expertise Needed.  
What kind of talking and composing do they require?
  - a. Mrs. Indriyani replied that the right sort of talking for Tourism Industry understudies was value-based talking, since they would utilize the value-based talking for keeping communication in particular data. Like communication in travel specialist, inn, airport and a few places that related to Tourism Industry.
  - b. Whereas, for composing sorts that reasonable for students' Tourism Industry Program was seriously composing. The method of intensive writing can be carried out into two ways, that's , controlled composing and guided composing. Controlled writing was conducted to know to what degree the students' competence comprehend almost field or subject or subject that was given by their educator. By centering on seriously composing, the understudies were anticipated may compose accurately in higher level.
6. How significance the English for Understudies of Tourism Industry Program  
How critical is English for understudies of Tourism Industry Program?
  - a. Agreeing to Mrs. Indriyani, English for them was exceptionally vital, she said that Tourism Industry is one of industry that required English as primary capability that must be gotten by the understudies. Tourism incorporate of residential and international which made English as obligatory dialect that must be aced by the Tourism understudies.
7. Additional Book/ Module  
Do you would like a particular module for English educating in Tourism Industry Program?
  - a. Based on Mrs. Indriyani's reply, she required a extra fabric that frame of module that comprises of particular materials for Tourism Industry Program.
8. Sorts of module required by the English educator of Tourism Industry  
What kind of module do you think is appropriate to offer assistance them in English educating?
  - a. Agreeing to Mrs. Indriyani, the finest module for Tourism Industry could be a module utilized ESP (English for Particular Purposes) as an approach in item making. It implies that making module based on students' needs and syllabus utilized in SMK Negeri 4 Sampit.
9. Desire on Module Improvement  
What is your huge desire for the module that will be created?
  - a. Mrs. Indriyani trusted that the module might fulfill the right materials for understudies of Tourism Industry Program without having search for extra materials from the web like ordinarily she did some time recently.
10. Professional School graduates  
What is the perfect SMK graduates like? Particularly for understudies Tourism Industry Program in acing English.
  - a. Concurring to Mrs. Indriyani replied, the perfect SMK graduates were aced both of information and

their competence. Implies that, after they graduated, they were prepared to work based on their capability.

b. For Tourism understudies perfect were understudies who aced English both of written and talked like syllabus utilized in SMK Negeri 4 Sampit. Additionally can apply the materials have been given to their work environment future.

Based on the results above, it can be concluded that the teacher and the students needed the additional materials that form of simple modul which was appropriate with student' and teacher' needs. So that, the researcher needed to develop one of English materials that is materials about transactional texts by designing the transactional texts as instructional materials for students of Tourism Industry Program at the tenth grade in SMK Negeri 4 Sampit based on students' and teacher' needs.

### ***Result of Designing***

The process of designing can be divided into two stages, the first is designing of materials, for the second designing is related to the cover and some pictures of the modul needed. The process of designing can be illustrated as follows: The first step in designing of materials is choosing topics that will be developed from the syllabus used in SMKN 4 Sampit at the tenth grade of Tourism Industry Program.

The second step is dividing the topics based on meeting time/week. In basic competence 3.9 and 4.9 there were 12 JP (three hours/week or four times of meeting), so that there will be four units in the modul. The next step was realizing the selected topics from the syllabus to the draft, then added the basic competence and objective of learning to the coloum. It aimed to make clear the purpose why the students should learn the topics. The last step in designing materials was added the tasks based on the each topic. The printed modul attached on the appendices. For second designing is cover and some pictures that related to the topics. The first step that was done by the researcher was collecting the pictures from the internet through of pinterest application. For more explanation, the process can be ilustarted as follows:

Searching some pictures from pinterest application is the first step of other designing needed in creating the modul. The researcher collected some pictures related to the topics of the modul. After got the pictures, the researcher saved in a specific folder to make easy in copying the pictures to the draft. Drew the pictures to the draft properly, it means that the researcher matched the pictures with the topics selected. The illustration can be seen as follows:

### ***Result of Experts' Validations***

Validation was given toward the developing transactional texts as instructional materials in English teaching-learning for tenth grade students of Tourism Industry Program. The validation form contained about the validator's evaluation of cover design, letter, organization of material, Instructional objectives, Topics, Task, Instruction, Coverage of Material, Content of materials, Language, Picture, and usability. For cover design, the first expert and the second expert stated that, it was better to use the Indonesian objects such as Borobudur temple, etc than International objects such as Pisa Tower, Big Ben, etc. Using the Indonesian objects was more familiar for Tourism Industry students in Indonesia. For organization of materials, the experts stated that, the materials organized attractively, the organization of materials in the form of unit is appropriate, and the materials are relevant to syllabus. For instructional objectives, the experts stated that, instructional objectives are stated clearly, the instructional objective are ordered appropriately.

Next, for the topics the experts stated that the topics are relevant to the students' subject content, the topics are various of kinds and up-to-date, the topics are appropriate for the Vocational High School students. For the task, the experts stated that the task are communicative, the task are relevant to the topics. For the instruction, the experts suggested that make the instruction more clear. It means that, the researcher needed to revise it. Next for the coverage the materials, the experts stated that the coverage of material is suitable for the Vocational High School students, the coverage of material is suitable to learn Transactional texts at Tourism Industry Program students. For the contents of materials the experts stated that contents of materials are suitable for teaching transactional texts, the content used Tourism terms. While the first expert suggested to revise some content of materials in specific topic. For the language, the experts stated that the language is appropriate for the tenth grade students of Tourism Industry Program.

Next, for the picture, the experts suggested to the researcher to use Indonesian objects picture in specific topic. Then for other pictures still are supporting the topics and also some of pictures still on Tourism terms. The last is for the usability, the experts stated that the modul is easy to be used and easy to be understood by the students, but the researcher asked by the expert to make clear that the product is a book or modul. The result of experts' validations can be illustrated as follows: From the result above,

it can be seen that the product was very good to be applied although there were some parts that must be revised, while the score showed 92%.

Table 2. Experts' Validation Sheet

No	aspect	criteria	yes (1)	no (0)	yes (1)	no (0)	need revision (1)	need revision (2)
1	Cover	The cover design is attractive and appropriate for the students of Vocational High School			√		√	
2	Organization of material	The materials are organized attractively	√		√			
		The organization of materials in the form of units is appropriate	√		√			
		The Materials are relevant to syllabus	√		√			
3	instructional objectives	The Instructional objectives <del>created</del> Clearly	√		√			
4	Topics	The topics are relevant to the students' subject content	√		√			
		The topics are <del>appropriate</del> for the Vocational High School students	√		√			
5	Task	The tasks are communicative	√		√			
		The tasks are relevant to the topics	√		√			
		The tasks are suitable for learning Vocabulary	√		√			
6	Instruction	The instructions in the lesson are clear				√	√	
7	Coverage of Material	The coverage of material is suitable for the Vocational High School students.	√		√			
		The coverage of material is suitable to learn Transactional texts at Tourism Industry Program students	√		√			
8	Content of materials	The contents of materials are suitable for teaching transactional texts	√		√			
		The content used Tourism terms	√		√			
		The content relates directly to the objectives of the instruction stated in the syllabus	√		√			
9	Language	The language is appropriate for the tenth grade of tourism industry program students.	√		√			
		The vocabulary used is appropriate	√		√			
10	Picture	The pictures are clear and interesting	√		√			
		The Pictures in the materials are relevant to the topics given	√		√			
		The pictures are suitable for the vocational high school students	√		√			
		The pictures support the task materials	√		√			
		The pictures have Tourism terms	√		√			
11	Usability	The module entitled English for Tourism Industry Program is easy to be used	√		√			
		The module entitled English for Tourism Industry Program is easy to be understood	√		√			

Table 2. The first and The Second expert' validations

### Result of Try out

Try out was conducted in SMKN 4 Sampit, it was conducted to the 26 students of Tourism Industry at the tenth grade. The try out was conducted four times. For the first meeting the students studied about memo/memorandum, the second meeting they studied about menu, next meeting they studied about schedule, and the last meeting they studied about symbol and signs. From the result of online

questionnaires that spreaded out to the teacher and students showed that the product could be used and easy to be understood by the teacher to explain about transactional texts and by the students in completing the tasks related to transactional texts. Online questionnaire for students were available on <https://forms.gle/n9gZedJQwTKLFBDFa> and for the teacher can be accessed on online website <https://forms.gle/LSbEZaf0NMATGCNg6>

Tabel 3. Questionnaire For Students

No	Aspek	Kriteria	Ya	Tidak
			%	
1	Desain	Desain sampul informative dan menarik.	92%	8%
		Penggunaan tulisan jelas, sesuai, konsisten, mudah dibaca.	100%	
		Pengetikan tulisan jelas.	100%	
		Spasi yang digunakan konsisten.	100%	
		Ukuran huruf sesuai.	92,3%	7,7%
2	Tujuan Pembelajaran	Tujuan pembelajaran jelas.	100%	
		Tujuan pembelajaran tersusun sesuai dengan aturan.	92,3%	7,7%
		Tujuan pembelajaran sesuai dengan silabus untuk siswa kelas X Pariwisata.	96,2%	3,8%
3	Pengaturan Materi	Materi procedure text disusun teratur.	96%	3,8%
		Materi yang disusun di dalam tugas berurutan secara logis.	92,3%	7,7%
4	Topik	Topik sesuai dengan kebutuhan siswa.	100%	
		Topik sesuai dengan isi mata pelajaran.	96,2%	3,8%
5	Tugas	Tugas sesuai dengan topic.	88,5%	11,5%
		Tugas dapat diselesaikan oleh siswa.	96,2%	3,8%
6	Petunjuk/Intruksi	Intruksi jelas dan sesuai.	100%	
		Intruksi dapat dipahami oleh siswa.	88,5%	11,5%
7	Isi Materi	Isi materi jelas.	96,2%	3,8%
		Isi materi sesuai dengan kebutuhan siswa.	96,2%	3,8%
		Isi materi disusun beraturan.	92,3%	7,7%
8	Bahasa	Bahasa dapat dipahami oleh siswa.	88,5%	11,5%
9	Gambar	Gambar jelas.	96,2%	3,8%
		Gambar sesuai dengan topik.	100%	
		Gambar sesuai dengan emosional siswa kelas X Pariwisata.	76,9%	23,1%
10	Kegunaan	Modul untuk pengajaran Bahasa Inggris mudah digunakan.	92%	8%
		Modul untuk pengajaran Bahasa Inggris mudah dipahami.	100%	

Table 3. Questionnaire for students

From the result above can be seen that, the most of students gave positive responses, they agreed that the product can be used and was appropriate with their needs especially in teaching-learning transactional texts (memo, menu, schedule, sign and symbols).



Tabel 4. Questionnaire For Teacher

No	Aspects	Criteria	Yes	No
			%	
1.	Design	The cover design is informative and attractive.	100%	
		The use of letter is clear, appropriate, consistent, readable.	100%	
		The typing is clear.	100%	
		The spacing is clear.	100%	
		The size of letter is appropriate.	100%	
2.	Instructional Objectives	The instructional objective is clear.	100%	
		The instructional objectives are ordered appropriately.	100%	
		The instructional objectives are appropriate to syllabus for tenth grade students at Tourism Industry Program.	100%	
3.	Organization of material	The materials are organized orderly.	100%	
		The materials are organized appropriate to syllabus.	100%	
		The materials are organized in logically ordered task.	100%	
4.	Topic	The topics are appropriate to syllabus.	100%	
		The topics are appropriate to students' needs.	100%	
		The topics are relevant to the students' subject content.	100%	
5.	Task	The tasks are appropriate to the topic.	100%	
		The tasks can be completed by the students.	100%	
6.	Instruction	The instructions are clear and appropriate.	100%	
		The instructions can be understood by the students.	100%	
7.	Content of Materials	The content is clear.	100%	
		The content is appropriate to the lesson plan.	100%	
		The content is appropriate to the students' needs.	100%	
		The content is organized orderly.	100%	
8.	Language	The language is suitable to the tenth-grade students of Tourism Industry Program.	100%	
		The language can be understood by the students.	100%	
9.	Pictures	The pictures are clear.	100%	
		The pictures are appropriate to the topic.	100%	
		The picture are appropriate to students' emotional at tenth grade students of Tourism Industry Program.	100%	
10.	Usability	The module for teaching English is easy to be used.	100%	
		The module for teaching English is easy to be understood.	100%	

Table 4. Questionnaire for teachers

The result showed that teacher gave 100% for every aspect of questionnaire, means that teacher agreed that the product was appropriate in transactional texts teaching-learning, she agreed also that the product was feasible to be used and helped her in English teaching-learning especially for Tourism Industry students.

## CONCLUSION

The developing of transactional texts as instructional materials of English for tenth grade students of Tourism Industry Program was developed based on students' and teacher' needs. The product of developing transactional texts as instructional materials of English for tenth grade students of Tourism Industry Program have been tried out at four times. The final product of developing transactional texts as instructional materials for tenth grade students of Tourism Industry Program that form of printed simple modul entitled "English for Tourism Industry Program" which have been revised based on the experts' and English teacher' suggestions.

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