DEVELOPING READING MATERIALS THROUGH THEME-BASED LEARNING FOR TECHNICAL AUTOMOTIVE STUDENTS GRADE XIII AT SMK WARGA SURAKARTA

(A RESEARCH AND DEVELOPMENT AT THE ELEVENTH GRADE STUDENTS OF SMK WARGA SURAKARTA IN THE ACADEMIC YEAR OF 2015/2016)

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ABSTRACT

This research is aimed at developing an ESP learning material to fulfill the students’ needs in Learning English towards technical automotive skill program at vocational high school. It uses Research and Development (R&D) proposed by Borg and Gall as the research design of this research. This study was oriented to the product development in the form of procedural model and was conducted in two main stages; (1) exploration stage and (2) product development stage. The exploration stage includes: (1) the description of the existing condition of English textbook and (2) the need analysis of the ESP learning material. The product development stage describes: (1) the description of the prototype, (2) the tryout of the prototype, and (3) the feasibility of the product. This research was conducted at SMK Warga Surakarta. There were two teachers, the material expert, and thirty four students involved in this research. The data of the exploration stage were obtained through conducting document analysis, doing interview, and distributing questionnaire. It was done to know the quality of the existing English textbook used at SMK Warga Surakarta. The findings show that the textbook used at the school contains general English materials and it is less specific to be used for the students of technical automotive skill program. Thus, it implies that there should be ESP learning materials developed in regard to provide the teacher and to provide the students’ specific needs in learning English. The ESP learning material was developed by considering some aspects. It contains theoretical theories of ESP, Theme-Based Learning, the existing curriculum, and also the students’ need. Then, it was evaluated and reviewed through the expert judgment and implemented in class XIH SMK Warga Surakarta, Central Java, to make the material feasible. Through conducting observation and having focus group discussion (FGD) between the researcher, the teacher, the expert, and the students, the prototype was revised to be the final prototype. Therefore, after the prototype was able to be used in the teaching and learning of reading, it was feasible so that it could be applied as a supplementary material for technical automotive skill program students.

Keywords: ESP, material development, research and development study, Theme-Based Learning, Textbook

INTRODUCTION

A vocational high school is a school with specific aims to equip its students with specific skills to be used later on in the working world that is based on manual or practical activities, occupation or vocation, hence the term, in which the learners participate. As stated in article 15 of National Educational System Act Number 2002/2003, a vocational school is one of the educational units that prepare students to work on specific skills.

English is as a need for the students to prepare their future especially technical automotive students. It is as one of subjects used to evaluate whether they can graduate or not. It is also used to prepare them to face working world because most of them look for jobs after graduating. Moreover, they face ASEAN Free Trade Association started in 2016. It leads the job requirements attaching English competence as the requirements.

One of the skills which students should master is reading. Reading is a very important skill that must be mastered by students of technical automotive. By reading, they make sense what a writer means. They can also catch the information in a text even the detail information. A text can be a good model to learn English because it provides structures and information to support their learning. In
addition, they can have much more vocabulary because texts supply various words. Reading comprehension is the core of the reading activity. By having comprehension, students are expected to be able to make sense the main ideas, references of pronouns, words meaning, explicit and implicit information, so comprehension is the purpose of reading.

Based on informal talk and in-depth interview with some English teachers at SMK WARGA Surakarta, it was found that there is no specific English learning material for each skill program especially for the technical automotive program. The teachers find some difficulties in developing the material because of the limitation of the time. They use a course book Bahasa Inggris for the teaching process for all skills program class. This book contains English materials based on the curriculum 2013 and focuses on four skills. Based on the analysis of this book, it is found that the content of English learning material is too general. It does not fulfill the students’ need in the technical automotive field. The input text and language context have not matched well with the technical automotive skills program. Of course, this undeveloped learning material makes the teaching and learning process runs ineffectively. The students of technical automotive skill program need specific English learning materials that can support them to understand knowledge about technical automotive and to support their future jobs.

Based on the description above, it is necessary for the researcher to propose a possible solution which may bridge the gap between the general English curriculum offered in vocational high school and the needs or interests of students for their future careers. Therefore, the researcher is going to develop reading materials for technical automotive skills program of the eleventh grade students at SMK WARGA Surakarta through theme based learning. Snow in Deunas (2004: 84) points out ‘Themes are the central ideas that organize major curricular units selected for their appropriateness to students’ needs and interests, institutional expectations, program sources and teachers’ abilities and interests. In this case, the teaching and learning process can arouse students’ motivation to learn the language because they learn the language with their interests which are appropriate in their majors. This method of teaching links curriculum strands and capitalizes on children’s interest, creating sense of purpose and community in the classroom. Building on their interests, life experiences, young people attitudes, skills, and knowledge are developed in meaningful ways. Inquiry and communication are activated by a desire to know more and enthusiastic participation in the learning process.

Students of vocational school need to master certain English to support their needs towards the skill program they choose. This kind of English is called English for Specific Purposes or ESP. According to Hutchinson and Waters (1987: 19), ESP is an approach to language learning which is based on learners’ need which means that all contents and methods are based on the needs of the students.

There are three approaches to ESP course design: language-centered course design, skills-centered course design, and a learning-centered course design (Hutchinson and Waters, 1987). From the three approaches above, the researcher decides to choose the last one, the learning-centered approach, since this approach considers the learner at every step of the course design. While the language-centered approach only regards the learner on identifying target situation and the skills-centered approach considers only from target situation identification until learning situation analysis, the learning-centred approach considers the learner from target situation identification, learning situation analysis, syllabus writing, materials writing, and learner achievement situation.

It is understood that an ESP course begins with the learners’ needs since it prepares learners to use English within academic, professional, or workplace environments (Basturkmen, 2006). Different needs of the learners will determine the language they are taught. Therefore, it should be restricted due to the needs.

The aim of the automotive English course is to develop students’ reading skills for comprehension of science, technology, and automotive materials published in the most important
journals. However, academic journal articles are too difficult for students, specifically in terms of content, much of which they have not yet learned, and the English itself. Therefore, the researcher develops reading materials selected to meet students’ ability.

In a search for automotive English materials, the researcher finds a few that are done rather well; however, the researcher determines that none of them would adequately meet the needs of the students in terms of content specific to their fields, language level, approach, and appeal, nor the course design that the researcher will develop. Indeed, as Smoak in Porcaro (2013) correctly observes, “We must acknowledge the fact that much of the language that our students need will not be found in any course books or pre-packaged materials; therefore, we must be willing and able to prepare our own.”

Reading is an active activity which makes readers think and recognize words to identify texts so that they can expand their knowledge based on the author’s knowledge of the language. The author surely has a great knowledge and experience so reading is very useful for readers.

Technical automotive students need to learn English based on their need, interest and background knowledge, so they will have better competencies in English and automotive when they can comprehend written texts because many sources of automotive supplied in English. They need to be able to identify ideas, word meanings, references, tenses, and implicit and explicit information in written language so that they have no problems in word reading, fluency, vocabulary, and world knowledge.

Theme based model is based on the nature of language learning of Content-Based Instruction (CBI). Endang (2014: 131) says that there are three types of CBI models. They are the immersion model, the sheltered model, the adjunct model, and theme based model. The reason why theme based is chosen as the central attention on developing materials for this study based on the idea noted by Mumford (2000) that theme based units are a vehicle for teaching a range of skills and content by integrating curriculum areas around a topic. This method of teaching links curriculum strands and capitalizes on learners’ interests, creating a sense of purpose and community in the classroom. By building on their interests and life experiences, attitudes, skills and knowledge, the teaching and learning process are developed in meaningful ways. Inquiry and communication are activated by a desire to know more, resulting in enthusiastic participation in the learning process.

In addition, to get an innovative ways of planning units of study, teachers can include students to deal the theme. The steps to prepare the planning according to Mumford (2000: 10) are:

a. Choose a theme

The researcher may need to brainstorm new ideas, refine an idea already to research member, narrow a large topic down to manageable size.

b. Plan ahead

The researcher may develop the realistic plan around the chosen theme such as splitting the planning task, setting a date for completion of the plan, and mapping out the specific objectives in the units. Tasks that should be completed before beginning teaching process such as setting objectives (for curriculum areas), determining evaluation strategies, locating sources, planning activities: an introductory activity to kick off the unit, whole class activities, small group activities, and assess the activity.

c. Put plan into the action

In this step, the researcher launches the unit planned. In this case, the research is flexible to meet students’ interests and ideas in unexpected direction. The themes are decided that are used to design
reading materials. The suggestions of the students, the English teacher and the automotive teacher are kindly accepted to develop each unit.

d. Evaluate

Evaluation of students’ progress should be addressed throughout the unit using tools that reflect the objectives that are set in step 2. The evaluation done after the activities completed.

The researcher assumes that theme-based learning is appropriate to be chosen to design reading materials for automotive students because it is based on students’ needs, interests, and background. To prepare the topics for developing reading materials, the researcher uses the theory stated by Mumford who has fours ways to prepare topics and sub-topics. After getting them, he develops instructional focus in the reading materials for teaching and learning activities stated by Stoller. Those activities may be used to do classroom activities what Stryker and Leaver say.

There are some criteria of a good learning material. Hutchinson and Waters (1987) describe that good materials will contain interesting texts, enjoyable activities that engage the learners’ thinking capacities, opportunities for learners to use their existing knowledge and skills, and content which both learners and teachers can cope with. They also state that good materials should provide a clear and coherent unit structure, which will guide teachers and learners through various activities in such a way as to maximize the hence of learning.

In addition to this point, Tomlinson (1998) adds several criteria for good materials, they are: (1) Materials should achieve impact; (2) Materials should help learners to feel at ease; (3) Materials should help learners to develop confidence; (4) Materials should require and facilitate learner self-investment; (5) Materials should expose the learners to language in authentic use; (6) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes; (7) Materials should take into account that the positive effect of instruction are usually delayed; (8) Materials should take into account that learners differ in learning styles; (9) Materials should take into account that learners differ in affective attitude; (10) Materials should permit a silent period at the beginning of instruction; (11) Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement which stimulates both right and left brain activities; (12) Materials should not rely too much on controlled practice; (13) Materials should provide opportunities for outcome feedback; (14) Materials evaluation refers to a procedure which involves value measurement of a set of learning materials (Tomlinson, 2003: 15).

Before developing reading material, evaluation should be done to make informed judgment about the materials and teaching materials. The evaluation will help the teacher or program developer in making decisions on selecting the appropriate materials. Furthermore, evaluation of the strengths and weaknesses of the reading materials will familiarize the teacher with its probable weaknesses and strengths.

There are five components of a task proposed by Nunan (2004), namely goals, input, procedures, teacher and learner role, and settings. There should be these components in each of the task developed in this study.

Unit design is the next step following the materials development. There are several considerations that we have to have in designing the unit. The design should depend on the goals and objectives, the way the course is conceptualized, the way the course is organized and sequenced, and the way the learner needs are understood (Graves, 2000: 166). Therefore, there is a chance to introduce the learners to authentic tasks.

This study is carried out to: (1) find out the condition of the English textbook used for the eleventh grade students of technical automotive skill program of SMK Warga Surakarta in teaching
and learning process; and (2) develop a theme-based ESP learning material for the eleventh grade students of technical automotive skill program of SMK Warga Surakarta.

**RESEARCH METHOD**

This research is classified as educational Research and Development (R & D). The aim of this study is to develop educational products. Borg and Gall (1983) point out that R & D consists of a cycle in which a version of the product is developed, field-tested, and revised on the basis of the field-test data.

There were two main stages that the researcher took in carrying out the research. They were exploration stage and product development stage. In exploration stage, the objective was to analyze the condition of the English textbook used in the school. It included the features that the book has, the strengths/weaknesses of the book, and the effectiveness of the book for the technical automotive skill program students. This stage was conducted in March-April of 2016 at SMK Warga Surakarta. The subjects of the research in this step were the English teachers of the technical automotive skill program and the students of technical automotive skill program. The data were the results of the interview, questionnaire, and field note. The sources of data were the teachers, students, events, and documents.

The techniques in collecting data were in the form of distributing the questionnaire, observing the teaching and learning process, and doing FGD. Data collected through the research were in the form of qualitative data. The steps in analyzing the data were done by reducing the data, displaying it, and drawing conclusion from it. Data collected through some instruments were analyzed and reduced systematically based on categorization.

The researcher triangulated the data in order to make the data valid by collecting the same kind of data from different sources using different techniques. In analyzing the questionnaire collected for need analysis, the researcher used descriptive percentage to find out the percentage of the students’ preferences in developing material.

In product development, the researcher developed a prototype based on the findings collected in exploration stage. The prototype was still tentative for it needed to be tried out in the field until the prototype was feasible. The steps in product development took place at SMK Warga Surakarta in Maret-April 2016. The subjects of this research were the English teachers and the students of technical automotive skill program. The data was in the form of interview transcripts and field notes from the observation. The sources of the data were teachers, students, and events.

The data in this research was collected by conducting interview and conducting classroom observation. Furthermore, the researcher invited expert who reviewed, evaluated, and suggested the product before and during the implementation until it became feasible. The researcher triangulated the data in order to make the data valid by collecting the same kind of data from different resources through different techniques. Data was collected and analyzed systematically by reducing the data and displaying them in order to get the conclusion.

In applying the technique to analyze the data, the researcher adopted the interactive analysis model proposed by Miles and Huberman (1984) consisting of three steps; (1) data reduction, (2) data display, and (3) data conclusion/verification. Data collected through some instruments were analyzed and reduced systematically based on categorization.

The development of the product was carried out by trying out the prototype. The try-out was conducted several times until the feasibility of the product was achieved. The mechanism of the try out is: prototype – try out 1 – monitoring and evaluation 1 – revision 1 – revised prototype – try out 2 – monitoring and evaluation 2 – revision 2 - … so on until the product is considered feasible.
RESULT AND DISCUSSION

In the exploration stage, the condition of the textbook used by the students of technical automotive skill program is revealed. It is concluded that the English textbook used for technical automotive students is not specific enough with the students’ needs. It is too general to be taught in technical automotive skill program.

Need analysis is also conducted to know further about what the students of technical automotive really need in English for their specialization. From the need analysis, it is concluded that the students of technical automotive skill program need English learning material that is appropriate with their learning needs in technical automotive skill program.

The data gathered in the exploration stage are analyzed and used as foundation in developing the product. The topic developed based on Competency Standard and Basic Competence is Daily Activities and information got from technical automotive program.

After designing the materials for the prototype, the researcher asked an expert in material development to evaluate and judge whether the prototype is reliable to apply into the field. The researcher came twice to the expert before it was validated. The expert for this was Dr. Sumardi, M.Hum. He is a lecturer at Sebelas Maret University majoring in English teaching. His suggestions for the prototype can be seen as follows.

There are two main points in evaluating the prototype, namely evaluation itself and suggestion. In evaluating the prototype, the expert presented three statements. The first, the use of fonts used in the material that are too small that the reader may find difficult to read. The second, there was a grammatical mistake to deliver a question in one of the tasks. The last, the cover had not been interesting readers.

In order to be feasible, the prototype needs to be evaluated using aspects taken from Cunningworth’s checklist for evaluating a book. The aspects are adapted since not all aspects are suitable for the evaluation. The validation can be seen as follows.

<table>
<thead>
<tr>
<th>Table 1 Result of Evaluation of the Prototype</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aspect</strong></td>
</tr>
<tr>
<td>Objective and Approach</td>
</tr>
<tr>
<td>Design/Organization</td>
</tr>
<tr>
<td>Language Content</td>
</tr>
<tr>
<td>Language Skills</td>
</tr>
<tr>
<td>Topic</td>
</tr>
<tr>
<td>Methodology</td>
</tr>
<tr>
<td>Theme-Based Approach</td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
</tr>
<tr>
<td><strong>Category</strong></td>
</tr>
</tbody>
</table>

The next step in product development is trying out the prototype. The try out is conducted two times with each try out consists of two meetings. Therefore, there were four meetings in total to implement the whole material. There were several problems found in the try outs as well as the suggestion and the recommendation to overcome them. The description of the try out can be seen in the following detail.
Table 2 Summary of Trying out the Prototype

<table>
<thead>
<tr>
<th>Try out</th>
<th>Evaluation</th>
<th>Suggestion / Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try out I</td>
<td>❖ The pictures were confusing to discuss.</td>
<td>❖ The numbering was added to each picture.</td>
</tr>
<tr>
<td></td>
<td>❖ In Task 7 was better to do in pairs or group.</td>
<td>❖ There was a change of the command in questions of Task 7.</td>
</tr>
<tr>
<td></td>
<td>❖ There is no apperception in the beginning of the unit.</td>
<td>❖ Each unit was started by apperception.</td>
</tr>
<tr>
<td></td>
<td>❖ There was no evidence in Task 6.</td>
<td>❖ Evidence was added in Task 6 and other units that were typical.</td>
</tr>
<tr>
<td></td>
<td>❖ There was a mistake about the lowercase in task 1.</td>
<td>❖ All choices in task 1 used lowercases.</td>
</tr>
<tr>
<td></td>
<td>❖ There were mistakes to write proper noun.</td>
<td>❖ The use of proper noun in the proverb should be changed.</td>
</tr>
<tr>
<td></td>
<td>❖ The purpose of each unit was too specific.</td>
<td>❖ There were improvements in the purposes of the units.</td>
</tr>
<tr>
<td></td>
<td>❖ The picture about a micrometer was not up to date.</td>
<td>❖ The picture should be changed.</td>
</tr>
<tr>
<td></td>
<td>❖ The command of the question in Task 7 was wrong.</td>
<td>❖ The command in all questions should be checked.</td>
</tr>
<tr>
<td></td>
<td>❖ The numbering was a added to each picture.</td>
<td></td>
</tr>
<tr>
<td>Try out II</td>
<td>❖ There was a mistake to write the title in footer of the units.</td>
<td>❖ The title in footer of each unit should be changed.</td>
</tr>
</tbody>
</table>

After the material was implemented twice and revised, the prototype became the final product of the research. The feasibility of the material was achieved when it could be used in the teaching and learning of reading based on the teacher and the students’ opinions.

Moreover, there are some differences from the existing textbook and the final product in some cases. The first, the product supplies activities which are done individually and in group but the existing textbook does not. There is also an evaluation to measure students’ comprehension in the end of each unit but there is not in the existing textbook. The final product also supports Yang’s (2009) findings in Hong Kong. He found that theme-based will make learners interested to learn English when the activities are interesting and the materials are suitable with their lesson. Then, he assumed that the theme of the course should suit proficiency level, wants, and needs of the learners and be relevant to their daily lives. The other researcher, Suwannoppharat (2014), comes from Thailand. He says that most importantly, the students are happy with learning academic reading by the use of theme-based approach. It made them be more confident in academic reading skill and believed that their academic reading skills were improved. The self-confidence is a good factor in the subjects for their further learning toward academic skills so as to develop themselves for furthering education and future career.

Then, there are some strengths and the weaknesses of the final product that can be identified. The following are the strengths of the ESP materials.

a. This material can develop students’ comprehension of texts because it provides some tasks which cover all macro skills of reading and practice them in real world context. Authentic inputs were given and the students also have to be engaged in real world activities related to the inputs. For instance, when the students read materials talked about hand tools or how to fix a motorcycle, they had to think those as what they do in the real life.

b. Different learning techniques can be applied in this material because it is quite flexible to accommodate them. The materials in this book can be exploited more based on students’ ability and teaching situation in the class. It can also be supported by the real automotive equipments or other authentic materials.
c. Tasks in the ESP textbook can arouse the students’ motivation to participate in the learning process. They will be more enthusiastic because what they learn is something that they do in real life and what they need in the future job.

d. The ESP textbook can be used as a supplementary material because it is based on students’ needs and it uses specific vocabulary. It was developed by using learners’ needs as well as the learning needs toward the English teaching and learning process, and then proposing the effective English learning materials based on the needs. Therefore, it can fulfill the students’ need toward specific English material about technical automotive.

e. There is an evaluation test in the end of each unit.

The ESP textbook not only has strengths but also some weaknesses. The weaknesses of this book can be described as follows:

a. The teacher needs to have good knowledge about technical automotive field, master the material and has good ability in managing the class. She should play a good role as learning resources, facilitator, motivator, supervisor, etc. The students and the teacher have the inseparable roles in the class. The roles for them are interchangeable; when the students are active in the tasks, then the teacher comes with the control to the students and so on.

b. It does not contain all materials for the first semester and the second semester. Actually, the materials achieved three indicators of basic competence.

c. The material only focused on reading comprehension. However, there are four macro skills of English.

CONCLUSION, IMPLICATION, AND SUGGESTION

Based on the research findings, it can be concluded that:

1. The Existing Condition of English Textbook at SMK Warga Surakarta

There are many teaching components for the success of English learning such as methods, materials, media, teachers, students, and et cetera. All of them become a synergy to support each other in the teaching learning process. A textbook is one of teaching components that plays an important role to provide materials for students which can be used to achieve the goal of English teaching and learning process in the class. Based on the research findings, the researcher found that the textbook used in SMK Warga Surakarta has not provided appropriate materials needed by the vocational students especially for technical automotive skills program. The English teacher uses ‘Bahasa Inggris’ as the textbook for all skill programs in that school. After the textbook was analyzed based on some guidelines, it was found that the content of the book contains general English materials and therefore, it is not appropriate with the students’ skills program.

Based on that problem, there should be an effort to improve the quality of English teaching and learning. Therefore, the researcher developed an ESP textbook to provide a supplementary material for the second grade students of technical automotive skills program at SMK Warga Surakarta. It was expected that the material could support the existing textbook that was used at that school.

Need analysis was conducted to know the students’ need toward the existing material and what kind of specific learning material is needed. To do need analysis, the researcher interviewed with the English teacher and the students. He also distributed the questionnaire to get the information before developing the prototype. The result of need analysis showed that the students needed an English learning material that is related to their skills program namely technical automotive. They will use English when they work in the future for answering recruitment tests and accessing information in their working fields.

commit to user
2. The Development of Theme-based ESP Material for Technical Automotive

Based on research findings in the exploration stage, some information was gained to develop the prototype of ESP textbook that can be used as a supplementary material in order to make the English teaching and learning more effective and meaningful. Theme-based learning was chosen as an approach to be applied in developing the prototype. Then, the researcher analyzed the curriculum of the second grade students of vocational high school. After analyzing the SK (standard of competence) and KD (basic competence), he asked the students and the teacher to decide the possible topics that would be designed. The prototype has 3 units that contain some tasks for exploring reading comprehension.

After the prototype was completed, an expert validation was carried out to get some suggestions and evaluations. Dr. Sumardi, M.Hum. became the expert judgment for the prototype. The inputs and suggestions from him were used to revise the prototype until the prototype that was developed was categorized into excellent and it had fulfilled the criteria of a good material. The revision of the prototype was done more than once to get better quality of the prototype until it was approved by him.

The researcher did try-out in the class after the approval from the expert judgment until the prototype got feasible. The revision of the prototype came from the result of observation, FGD, and questionnaire. The final prototype of ESP textbook was got when it was able to be used in the teaching and learning process of reading.

This ESP learning material can help the English teacher improve her role as a facilitator, a motivator, and a manager in the teaching and learning process by using theme-based learning included in the material. In this model, she can create a course of study designed to unlock and build on their own students' interests and the content can be chosen from an enormous number of diverse topics. She can also do collaboratively to learners in the teaching and learning process named integrated studies approach. In addition, Mumfrod (2000) also noted that theme-based units are a vehicle for teaching a range of skills and content by integrating curriculum areas around a topic. The technique capitalizes on learners’ interests, creating a sense of purpose in the classroom. Therefore, by building on their interests and life experiences, skills and knowledge, the teaching and learning process are developed in meaningful ways. The teacher is also able to do the planning herself or with other teachers, but remain flexible, allowing students’ interests to lead the unit in unexpected directions. Although the students have more chances to decide the topic, the teachers’ role is not dismissed but changed. They still need the teachers to link the prior knowledge and new knowledge.

Then, ESP learning material is suitable for the students of technical automotive skill program to arouse their motivation since the material supports and fulfills the students’ learning needs toward English in achieving their specific competencies. Since the material is equipped with various activities related to the students’ need in technical automotive, it is not difficult to engage the students’ motivation in learning English. By learning English based on their interest and having various activities in reading, they can enjoy the teaching and learning process easily as well as achieve the learning goals that the skill program requires. By building on their interests and life experiences, attitudes, skills and knowledge are developed in meaningful ways. Inquiry and communication are activated by a desire to know more, resulting in enthusiastic participation in the learning process.

After the feasibility of the material is achieved, this material can be used together with various kinds of media to support the teaching and learning process such as, LED projector, and other IT tools. The use of media can attract the students’ interest to the material given. In consequence, the students will get better understanding to the material and they can get involved in the teaching and learning process.

Moreover, this material can accommodate other teaching resources that can be used in the class such as newspaper, magazines, automotive tools, hand tools, and other properties. Those resources can make the teaching situation in the class like in a real context. Their experiences in automotive can
also be used to attract the students’ interest. Therefore, the teachers should be creative in exploring and exploiting all kinds of teaching resources and they can create enjoyable and effective teaching in the class.

There are some suggestions offered by the researcher based on the research and development of this ESP learning material. The suggestions are for:

1. **For the English Teachers of the Vocational High School**
   
a. They may use this material as a supplementary material in their teaching process. Since the English textbook recommended by the authority is not related to the skill program, then this material can fill in the gaps of the material needed by the students in technical automotive that the textbook does not support.
   
b. By using this material as a supplementary material, the teachers can still teach the material to pass the national examination as well as the material needed for the students in specific skills.
   
c. In order to make the teaching and learning process more meaningful, the teacher needs to have a good planning and preparation, prepare and use media that supports the teaching and learning process, develop learning activities by integrating it with the students’ learning contexts, and improve his/her professional competencies to improve the students’ competencies in English.

2. **For the Educational Authorities**
   
a. They should make a policy to recommend textbooks that are suitable with the students’ skill program.
   
b. There should be a specific guideline to select an appropriate textbook for vocational high school students. It is better for each skill program to have specific English materials so that the students can get better English mastery.
   
c. Considering the lack of English materials for vocational students, teachers can be the material developer. Consequently, there will be workshop regarding the development of the material for the teachers to give them some skills in developing their own material based on the students’ need.

3. **For the Students of Technical Automotive Skill Program**
   
a. They should learn English that is suitable with their needs in technical automotive skill program to improve their achievement in English learning and qualified workers in the future.
   
b. They should increase their comprehension that is related to technical automotive skills program to be qualified workers.

4. **For the Other Researchers**
   
a. They may develop more interesting and innovative ESP learning materials for technical automotive skill program. This ESP learning material development is just a small part of many kinds of material development available.
   
b. They may investigate further about the material development in vocational high school in a different skill program or other levels.
   
c. They may discover various strategies, approaches, and methods in developing ESP learning materials for vocational high school.
   
d. They may develop materials which focus on other macro skills of the English skills besides reading.
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