DEVELOPING SUPPLEMENTARY MATERIALS FOR BUSINESS
ENGLISH BASED ON TASK-BASED LEARNING (A RESEARCH
AND DEVELOPMENT AT THE MARKETING DEPARTMENT
STUDENTS OF SMK PGRI 2 KEDIRI)

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Abstract

Background: This research aims at developing supplementary materials for Business English using Task-Based Learning (TBL). The objective of this study are (1) to investigate the quality of the existing course book used in vocational school, (2) to develop Business English supplementary materials using TBL at SMK PGRI 2 Kediri.

Subjects and Methods: Research and Development (R & D) as proposed by Borg and gall is used in this study. It was conducted through several steps; namely need analysis, course grid design, product development, product validation, product revision, try-out, and final product development.

Results: The findings show that the course book used at the vocational high school students contains general english material and it is less specific to be used for the students of marketing department. Hence, the findings imply the Business English supplementary material was needed to be developed by considering the needs of the teacher and the students. The Business English supplementary materials was developed by considering some aspects. It contains theoretical theories of ESP and TBL. Then, it was validated and reviewed by some experts on English language teaching and implemented in class. Through conducting observation, distributing questionnaire, and having focus group discussion that involved the researcher, the teacher, the expert and the students, the draft was revised to be the final draft of Business English supplementary material. Therefore, after going through the stages, it could be said that the draft is feasible to be applied as supplementary material to teach the students of marketing department at vocational high school.

Keywords: Business English, TBL, supplementary material, research and development study

Abstrak

Latar Belakang: Penelitian ini bertujuan mengembangkan materi penunjang Bisnis Inggris menggunakan pendekatan berbasis tugas. Tujuan dari penelitian adalah (1) untuk menginvestigasi kualitas buku pengajaran bahasa Inggris yang digunakan di SMK, (2) untuk mengembangkan materi penunjang Bisnis Inggris yang menggunakan pendekatan berbasis tugas di SMK PGRI 2 Kediri.

Subyek dan Metode: Penelitian ini bertujuan mengembangkan materi penunjang Bisnis Inggris menggunakan pendekatan berbasis tugas. Tujuan dari penelitian adalah (1) untuk menginvestigasi kualitas buku pengajaran bahasa Inggris yang digunakan di SMK, (2) untuk mengembangkan materi penunjang Bisnis Inggris yang menggunakan pendekatan berbasis tugas di SMK PGRI 2 Kediri.

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Kata Kunci: Bisnis Inggris, Pembelajaran Berbasis Tugas, materi penunjang, peneltian dan pengembangan

INTRODUCTION

The changing of curriculum in Indonesia, School-Based Curriculum to Curriculum 2013 is intended for the better future of Indonesian education in facing the tighter competition in global era and in facing bonus of demographic condition in 2045. Curriculum 2013 is mainly expected to encourage the students’ competence on behaviour, knowledge and skill. Relating to the implementation of Curriculum 2013, the government is responsible for socializing, training the the teachers and headmasters and providing students' books, teachers' book and other related instructional materials.

Vocational high school/ SMK has a specific curriculum if it is compared with senior high school/SMA’s curriculum. Senior high school’s curriculum focuses on the students’ preparation to continue their study to university level. Nevertheless, based on BSNP (2013), the curriculum in vocational high school is designed to make the students qualified in the working field. So, vocational high school curriculum focuses on the students' preparation to do a certain job.

Based on BSNP (2013), English subject in vocational high school/SMK has two purposes, they are: (1) mastering the basic knowledge and skill of English to support their specific skills; and (2) applying English to communicate both spoken and written on intermediate level. The purposes are developed to prepare the students to be ready to work with a specific skill.

To develop their English, the students must be motivated by teaching and learning process. Mayer and Clark (2008) states that students will have a meaningful learning when they appropriately engage in all three important cognitive process; namely: (1) pay attention to relevant words and images in the presented material; (2) organize the selected material in coherent verbal and pictorial representation and (3) integrate incoming verbal and pictorial representation with each other and with existing knowledge.
Using appropriate materials based on their needs is determined as a basic need. In other words, appropriate design of materials that based on English for specific purposes (ESP) is absolutely needed. Consequently, the teachers should plan, conduct and manage the learning of English to meet their specific needs. SMK PGRI 2 Kediri is one of vocational high schools in Kediri that focuses on learning business and management. One of the departments is Marketing Department. The students of Marketing Department need Business English that prepare students for success in business communication. Business English consists of tasks such as writing, presentation and meeting. The implementation of Business English with task-based language learning will help prepare students for careers in business.

Although there are many coursebooks published with different kinds of approach offered, the teachers often choose a coursebook based on cursory impressionistic evaluations and practical factors unrelated to pedagogy (Tomlinson, 2008). As the result the coursebooks sometimes are not exactly appropriate with the students’ need. Cunningworth (1995) says that there is no coursebook designed for a general market will absolutely match with specific learners. Therefore there will never be perfect teaching/learning material that can be used anywhere, anytime for the same level of students. Consequently, English material must be more specific based on the students’ need.

Nowadays, some English coursebooks are available for the students of vocational high schools. The learners are using Global Access, English for Vocational High School, Interchange and Get a long. Each of books provides materials with a different approach. Every books serve the materials with a different approach. Based on the observation, it is found that the English materials on the book doesn’t support English based on their specific skills.

The aim of the coursebooks are for developing communicative competence and language skills. However, they don’t correlate closely with the aim of the teaching programme namely Marketing Department with the needs of learners toward English for Business. The coursebook only contains General English. In addition, it is not suited with the teaching/learning situation. Some materials and exercises are not based on the context.

The organisation of the material is arranged based on the order of KI and KD. The grading and progression are not suitable for learners. The grading task from easy to difficult is not clear. Some of the materials are not suitable for individual because they are not contextual with the students’ skill program.

The approach to language learning taken by the coursebook is communicative learning. The students are expected to develop the communicative competence both in written and spoken. Yet, the approach is less appropriate with the teaching situation. Because it is supported by the materials which are too
general. It doesn’t match the students' learning styles and expectation.

Based on those phenomena, the researcher has a great intention to develop supplementary materials for Business English based on task-based language learning. Richard (2006) states that task-based language learning is a language learning methodology that focuses on classroom process and uses tasks to create the right kinds of those interactional processes in the classroom. It is believed that tasks can facilitate the learners to communicate in natural context. They can also stimulate the learner's real life situations as possible. Therefore, task-based language is appropriate to be applied in developing Business English supplementary material for Marketing Department.

Because the researcher develops the supplementary material as a product, this research is categorized as Research and Development (R & D). According to Gall and Borg (2003) R & D is costly in terms of time and money. So, the study doesn’t involve the whole design of R & D. The study only develops supplementary materials for Business English based on task-based language learning for the tenth grade marketing students of SMK PGRI 2 Kediri.

The research methodology consists of two parts namely research design and research procedure. The topic of the research is developing supplementary materials for Business English based on task-based language learning: a research and development at the Marketing Students of SMK PGRI 2 Kediri. The aim of the study is to develop an educational product, in this case, for Marketing Department of the tenth grade students of SMK PGRI 2 Kediri. Borg and Gall (1983) state that “R & D is a process used to develop and validate educational products ... that are ready for operational use in the school”. In education field R & D usually develops a learning product that relates to curriculum, syllabus and learning materials. Therefore, the development of Business English supplementary materials is included in R & D. The product is developed by considering to the strengths and weaknesses of existing materials and relevant principle theories in order to produce an appropriate materials based on user context.

Gall, Gall and Borg (2003) describe the purpose of R & D as to design new products and procedures which then systematically field tested, evaluated and refined until they meet specified criteria for effectiveness, quality or similar standard. From that description, it can be seen that there are some stages in the research that should be done namely designing, field testing, evaluating and refining.

The researcher modifies the steps proposed by Borg and Gall into three big steps, exploration stage, developing stage and validation and try out stage. The exploration stage consists of reviewing literature, field study and conducting need analysis. While in the developing stage, the steps are developing prototype,
validation and try out stages consists of validating with experts and conducting try out.

In this research, supplementary Business English are chosen to be developed since it can provide opportunities for students to study the target language. To analyze the students' need, the researcher develops the target situation analysis by Hutchinson and Waters (1987) which framework as follows: why is the language needed?; how will the language be used?; what will the content areas be?; who will the learner use the language with?; where will the language be used?; when will the language be used?

METHOD

This research was a research and development study (R & D). Borg and Gall (2003: 569) define educational R & D is an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards. The research procedure of this study modifies the R & D model proposed by Borg and Gall (2003) and designing supplementary material proposed by Willis (1996).

The subjects of this research were the grade ten students of marketing department of SMK PGRI 2 Kediri in the academic year 2015/2016. The need analysis (conducted from October to November 2015) data were collected from 65 students of X Pms 1 and X Pms 2, while the try out (conducted from October 9th, 2015 - November 20, 201).

Several instruments were used to collect the data. This research has two types of data; quantitative data and qualitative data. The quantitative data were gathered by using questionnaires, while the qualitative data were gathered by using observation and interview guidelines.

There were three kinds of questionnaire that were used to gather the data. The first is need analysis questionnaire which was used to gather the information about students' needs (the target and learning needs), the second is the expert's judgment questionnaire which was used to gather the data on the quality of the materials, and the third is the try-out questionnaire which was used to know the appropriateness of the implemented materials. The questionnaires have close-ended and open-ended items. The next instruments were interview and observation guideline. These two instruments were used to gather information related to the teaching and learning process. The observation was conducted after the implementation of the materials finished.

The quantitative data gathered from the need analysis questionnaire were analyzed descriptively by finding out the percentages of items, while the quantitative data gathered from the expert's and the students' questionnaires were analyzed using descriptive statistics.
by finding out the mean scores of each item.

The qualitative data gathered from interview were recorded and transcribed, while those were gathered from observation were described in the field display, and describing conclusions. The results of the quantitative and qualitative data analysis produced the feedback materials and teaching-learning process used to evaluate and revise the materials designed.

Research Findings and Discussion

Results of Exploration Stage

The Description of the Target Needs

Target needs are what the learners need to do in the target situation. Target needs are closely related to some terms such as necessities, lacks, and wants.

1. Necessities

Necessities are the type of needs determined by the demands of the target situation. In the needs analysis questionnaire, there were four questions related to the necessities. It consists the goal of learning English, necessities, preferred language skills, and preferred English that will be used in their future career.

It shows that 42.19% students' goal of learning English was to support their future career while 34.38% students’ goal was to be able to communicate in English. Only 14.06% of the students preferred to be successful in final examination and 10.94% of the students preferred the option to fulfill their duty as the students. None of them chose the option learning English to support study in university. This finding indicates that their priority is learning English which can support their career and which is used in daily life instead of learning English for the sake of final examination and study in university.

Therefore, the materials were then developed in order to support their future career and to make them be able to communicate in English by providing more vocabularies and situation related to their workplace and by providing examples and explanations of English language functions. These language functions were developed based on the core competences ans basic competences in curriculum 2013.

In learning English, the students also have their own perspective of the more specific goal of using English when they work.

It can be found that 48.44% students prefer to be able to communicate orally when using English. 28.13% of the students tend to use English to comprehend the business and marketing terms. While 20.31% students tend to use English because they need to comprehend
Then, the students were also asked about the language skills used in their future job. They were given an opportunity to choose more than one answer. It shows that 81.54% of them believed that speaking took important role in their future career followed by listening (49.23%), reading (29.23%) and writing (23.08%). Considering that all the skills were chosen by the students, and the curriculum also mentions the four skills in the KI-KD, the materials which were developed were integrated materials involving the four skills.

While the students believed that speaking might be used more than other skills, the pronunciation also obtained the highest percentage from the students’ answer, i.e. 72.31%. Grammar was the second highest option that obtained 47.69% followed by vocabulary (32.31%) and other idea (4.62%).

2. Lacks

Lacks are the gap between the target proficiency and the present existing proficiency of the learners (Hutchinson and Waters 1987: 56). There were six questions in the needs analysis questionnaire related to the students' lack lacks. It consists of the students’ current level of English proficiency, the number of vocabulary they know and the students’ problem in the four English skills.

It shows that more than half of the intermediate (21.54%), intermediate (10.77%), advanced (3.08%) and fluent English proficient (6.15%).

It shows that the number of vocabulary that the students know which is less than 500 words obtains the highest percentage i.e. 56.92%. While the second highest option is 500-750 words (32.31%) followed by 750-1000 words (6.15%) and more than 1000 words (4.62%).

In listening to English, 44.62% students believed that they had problem because the recording was too fast for them so they did not get the message of the recording while 33.85% students were in difficulties to comprehend the words spoken by the speaker. The rest, 20% of the students even did not know what the speaker in the recording was talking about.

It shows that 35.38% of the students had problem in comprehending the English vocabulary or choosing the appropriate word when speaking English. 27.69% of the students had problem in pronouncing the words or expressions in English while the rest of the problems was the problems in comprehending the grammar which obtained the third place (20%) and expressions which obtained the last place (18.46%).

It shows that 40% students faced the difficulty of reading aloud some words and expressions with correct pronunciation and intonation. While 24.62% students had problem in
comprehending the meaning of the English sentences and the problem in comprehending the meaning of the words and the problem in comprehending the vocabulary obtained the same percentage i.e. 16.92%.

It is clear that 52.31% of the students had problem in applying the correct English structure when they wrote sentences while the problem in comprehending the grammar and in deciding the correct words when writing obtained the same percentage of 15.38% followed by the 13.85% of the students who had problem in expressing the English expression in the written form.

3. Wants

Wants are the point of view of the students related to what their needs are. Below are the students’ wants.

It can be found that 41.54% of the students want to master general English vocabulary and specific vocabulary related to the business and management. The second highest option was 35.38% students who wanted to speak English fluently.

The Description of the Learning Needs

Learning needs can be defined as what the learner needs to do in order to learn. In investigating the learning needs, the researcher use five aspects in the questionnaire. The aspects which are related to the learning needs are: input, procedures, settings, teacher’s role, and learners’ role.

1. Input

Input refers to the spoken, written, and visual data that learners work with in the course of completing task which is provided by the teacher, textbook, or other resources (Nunan, 2004: 47). There were six questions related to the input. They were the use of picture in the materials, the preferred topic of the materials, the input for listening, the input for speaking, the input for reading, and the input for writing.

It shows that 58.46% students believed that the use of picture in the materials helped them greatly in learning English. 40% students even believed that the use of picture help them in learning English. Only 1.54% of them stated it helped poorly and none of them believed it did not help the learning process.

It can be seen that the first and second highest preferred topics of the materials were those related to daily life (49.23%) and business and marketing (38.46%).

It can be found that the preferred duration of listening is more than 4 minutes with the percentage of 38.46% and 48.44% of the students preferred to choose the monologue or dialogue with picture for the listening tasks.

There were three options of preferred activities that obtained the highest percentage which all of them obtained 22.22%. The options were simple monologue or dialogue, monologue or dialogue with picture, and monologue or
dialogue with list of words as the input for speaking.

It shows the preferred length of text for reading and the preferred kind of input for reading. 39.06% students believed that the appropriate length of text for reading was 100-150 words. While 43.08% students tended to choose texts with picture for the input for reading skill.

It can be found that 44.62% students wanted the writing input about explanation of sentence structure while 36.92% students wanted the input in the form of the model text they wrote. The materials therefore were in the form of providing the explanation about sentence structure as well as the model text they wrote.

2. Procedures

Procedures refer to the activity that the learners with the input form the point of departure for the learning task (Nunan, 2004). There were seven aspects related to the procedures. Those aspects were the preferred activities related to the listening, speaking, reading, writing, learning vocabulary, and learning grammar.

It shows that there was no dominant listening activity that the students chose since the discussion about the content of text (29.23%), completing sentences and responding to the respondent written (24.62%), and identifying the expression in the texts that had been listened (23.08%). Therefore, the materials which were developed combined these all three activities.

It can be found that the most dominant speaking activity that students preferred was practicing speaking with partner in front of the class i.e. 47.69%. While the second highest option chosen was practicing individually in front of the class (16.92%) followed by the third highest option i.e. activity in the form of games (13.85%). The rest, role play and discussion with a certain topic, obtained the same percentage as 10.77%.

It shows that 26.15% students preferred the activity of discussing about information in the text while 23.08% students preferred analyze the meaning of the words based on the contexts. The third highest option was 21.54% students who preferred the reading aloud activity with correct pronunciation and intonation.

It shows very clearly that 40% of the students preferred to arrange the jumbled words into sentences for the writing activity while 24.62% students want to arrange the jumbled sentences into good paragraph followed by 21.54% of them want to identify the error writing related to the punctuation and the sentence structure. The materials then were developed based on these three highest option chosen by the students.

It shows that 36.92% students preferred the activity of pairing some words and their meanings, 30.77% students tended to identify the part of speech of the words, and 10.77% of them
preferred the activity of finding synonym and antonym of the words.

From the table above it can be found that there is no dominant option chosen by the students since all four options obtained more than 20%. Therefore, the materials were developed based on these four highest options chosen by the students. These four options were memorizing the sentence patterns (29.23%), correcting the error of using sentence structure with the correct grammar (26.15%), identifying the error of using sentence structure (21.54%), and writing the sentence based on the right pattern (20%).

It shows that from four options, three of them obtained the highest percentage. 33.85% of the students preferred the activity of finding synonym and antonym of the words. 24.62% of them preferred to carry out the task individually, 16.92% of them tended to do the task in pair, and only 6.15% of them preferred to carry out the task in a big group. None of them wanted to do the task in a whole class together.

It shows that 43.08% of the students preferred to learn English and do the tasks in the classroom, while 27.69% of them want to carry out the tasks in the language laboratory, 16.92% of them preferred to do the task in the library and the rest, 12.31% of them, want to do the task in other place such as school field.

4. Teacher Role

It shows the preferred role of the teacher in the teaching and learning activity from the students’ point of view.

It can be shown that 36.92% of the students want their teacher to guide them in learning English from the beginning up to the end of the lesson and 32.31% of them want their teacher to motivate them in doing the tasks.

5. Student Role

It shows the preferred role of the students in the teaching and learning activity from the students’ point of view.

It very clearly shows that even 76.92% . It very clearly shows that even 76.92% of the whole teaching and learning activity in the classroom.

Result of Development Stage

Course Grid
After conducting need analysis, the syllabus/course grid was developed. This course grid consists of Core Competence, Basic Competence, Title/Topic, Characters, Indicators, Input Text, Grammar and Vocabulary and Activities.

The unit title in the materials was taken from one of the expressions used in the unit or the main discussion of the unit. The title reflects the topic that was chosen by the learners before in the need analysis process. The input was organized based on the topic and basic competencies. Each task has an input. The input for speaking tasks are dialogues, pictures, and games.

The procedure is oral cycle. The materials speaking, pronunciation, and grammar activities. Each task in this unit is explained in the procedures.

Unit Design

The materials that are developed here is the materials for grade X SMK in the form of students' book which consist of three units. In developing a unit, the components that are developed by the researcher are (1) title which include the unit title which is related to the students' study program; (2) objective which tells the students what language function, and what texts they will learn in that unit; (3) sequence of tasks which consists of warming up, main lesson, homework, and evaluation. The warming up is the beginning of the task, it consists of some questions and gives opportunity to the students to have a brainstorming before studying the unit. Main lesson is the main tasks that should be learned by the students. In main lesson, there are some kinds of tasks based on Curriculum 2013 i.e Observing tasks, Questioning tasks, Collecting data tasks, Analyzing data tasks, communicating tasks, and Creating tasks. Homework and evaluation also consist of some additional task to be done by the students; (4) reflection which gives the opportunity to the students to reflect on what they have learned in that unit; (5) summary which consists of the language functions, structure, or texts that have been learned the whole unit; (6) vocabulary or glossary which consists of some difficult words or technical terms and their phonetic transcription and meaning; and (7) fun space which is optional and is used to fulfill the blank space in the unit with something funny such as riddles or jokes.

The Expert Validation and the Evaluation of the First Draft

The first draft of the materials should be reviewed to the experts before the materials are tried out. The quality of the learning materials was assessed by looking at four aspects; namely the contents, the activities, the language, and the graphic.

According to the experts’ suggestions, the revision of the first draft should be made to the language used, not the contents nor the activities and the graphic. The feedback from the experts
was used to revise the first draft to produce the second draft.

**Results of Validation and Try Out Stage**

The try out of all units was held on October 9th to November 20th, 2015. There were 33 students involved in this implementation stage coming from grade X 1 of marketing department at SMK PGRI 2 Kediri. The evaluation and revision on the developed product were done based on the results of the implementation process. The evaluation of the units was done generally and specifically. The general evaluation assessed the students' agreement of the unit and the specific evaluation assessed the students' agreement of each task component in the units.

**Unit 1**

The first implementation of Unit 1 was conducted in two meetings. The first meeting was conducted on October 9th, 2015 and the second meeting was conducted on October 23th, 2015. In the first meeting, the students learned Unit 1 part "Listening and Reading" while in the second meeting, the students continued the next part in Unit 1 namely "Speaking and Writing". Each meeting consisted 2 x 45 minutes. Unit 1 consists of pre-task, task cycle (task, planning, report, ) task, post task (analysis, practice) with "Introductions" as its topic. The teacher had been given the material a week before and had discussed the planning with the researcher.

The mean of the students' response toward the draft of Unit 1 is 80.15. It is categorized into excellent. The design, organization, topic, methodology, and setting are in excellent category while for objective, language content, language skill, procedure, and learner and teacher's role are categorized into good.

**Unit 2**

The implementation of Unit 2 was conducted in two meetings as well the first meeting was conducted on October 30, 2015 and the second meeting was conducted on November 6th, 2015. In the first meeting, the students learned Unit 2 part "Listening and Speaking" while in the second meeting the students continued part "Reading and Writing". Unit 2 consist of pre-task, task cycle (task, planning, report), post task (analysis and practice) with "On line Marketing " as the topic. The following is the brief description the implementation of the first try-out of Unit 2.

It presents that based on the students' response to the implementation of draft Unit 2, the mean score for all aspects is 83.11% and it is categorized into excellent. It means that the draft of Unit 2 was implemented well in the class. The aspects which are categorized into excellent are design, objective, organization, language skills, methodology, and setting while language content, topic, procedure, and learner and teacher role are categorized into good.
Unit 3

The implementation of Unit 3 was conducted in two meeting as well. The first meeting was conducted on November 13th, 2015 and the second meeting was conducted on November 20th, 2015. In the first meeting, the students learned Unit 3 part “Listening and Speaking” while in the second meeting, the students discussed part “Reading and Writing” Unit 3 consists of some tasks with the topic “Product Presentation”. The following is the brief description of the implementation of the first try-out of Unit 3.

The mean score is 88.10%. It means that the students agreed that the implementation of Unit 3 is excellent. All aspects are categorized into excellent as well. Most of students like the design of Unit 3. The objectives are appropriate with their skill program. The organization is clear and systematic. The language content was appropriate as well. There was no problem on the rest of aspects.

Discussion of Final Product

The analysis on the target needs and the learning needs was done in the early stage of the research. The results of the need analysis were used to design the course grid. The course grid then was used to develop the learning materials. The materials were designed in three units. Those three units of materials mainly discuss Vocabulary, Listening, Speaking, Reading, Writing and Language Review. In Vocabulary Session, students learns important new words and phrases which they can use when they carry out the tasks in the unit. It can help students to increase the vocabulary. In Listening Session, Students hear interviews with businesspeople. They develop listening skills such as listening for information and note-taking. In Speaking Session, They develop essential speaking skills for business communication such as making presentations, taking part in meetings, negotiating, telephoning, and using English in social situations. Each Skills section contains a Useful language box which provides you with the language they need to carry out the realistic business tasks in the book. In Reading Session, They read adapted articles on a variety of business topics. They develop your reading skills and learn essential Business vocabulary. They can discuss the ideas and issues in the articles. In Writing Session, They develop essential writing skills for business communication such as writing a telephone message, writing business e-mail, writing a letter of order, a letter of confirmation, and using English in social situations. In Language review, This section focuses on common problem areas at elementary level. Students become more accurate in the use of language. Each unit contains two Language review boxes which provide a review of key grammar items. The tasks in each unit were graded and sequenced using Jane Willis’ Task-Based Learning Framework.
In A Framework for Task –Based Learning, Jane Willis presents three stage phases; (1) the pre-task (introduction to the topic and task), (2) the task cycle (task, planning and report), and (3) the language focus (analysis and practice).

In the Pre-task, the teacher explores the topic with the class, presenting what will be expected of students in the task phase. Useful (relevant) lexical items grammatical structures may be given. The teacher may also present a model of the task by either doing it themselves or by presenting picture, audio, video or part of an authentic text demonstrating the task as a model. During the pre-task stage the learners will have their schemata activated, and given the opportunity to become personally involved in the lesson.

The task cycle can be broken down into three stages: task in which the learners do the task; planning, when the learners prepare to report to the whole class (usually orally or in writing) how they did the task; and report, when the reports are presented to the class and results compared. During the task, the students perform the task, typically in small group, depending on the type of activity and the teacher monitors and encourages all attempts at communication without correcting. The role of the teacher here is typically as observer or counselor—thus the reason for it being a more student-centered methodology. Willis (1999) suggests that this stage cherishes a free environment in which learners are willing to experiment (as mistakes are not important). Having completed the task, the students enter the planning stage in which they prepare either a written or oral report to present to the class. The teacher takes questions and otherwise simply monitors the students. The learners here are aware that their output (language production) will be made public and will consequently aim for accuracy. This phase ends with the report stage. The students present their task to the rest of the class. Here the teacher chairs the report and comments on the content by giving written or oral feedback, and the students observing may do the same. At this stage, the focus is on both fluency and accuracy. The learners may also hear a recording or read a text of a similar task, in order to compare how they did it.

The language focus consists of analysis and practice. In the analysis, the teacher reviews what happened in the task, with regards to language. It may include lexical items and grammatical structures that the students were using and perhaps forms that need to be covered more or were not used enough. The practice stage may be used to cover material mentioned by the teacher in the analysis stage. It is an opportunity for the teacher to emphasize key language and for the learners to reflect on how they performed the task and on the new language they used in this final part of the lesson.
CONCLUSIONS

Based on the research questions of the present study, it then can be concluded that (1) the problems of the existing materials used at SMK PGRI 2 Kediri are irrelevancy of the materials with the department of the students, insufficiency of pictures and illustration, and non-existence of the clear statement of the development of the values of nation character (2) The need of the English materials for SMK students are the materials must follow the basic competences of the syllabus, the materials must include English expression, text, and grammar focus, reading materials should be quite long, the materials must be equipped with sufficient pictures, and the materials should relate to business and marketing (3) The English material for SMK students are designed to meet the need of school syllabus, teacher, students and business and marketing, should insert the values of nation character, and conform with the criteria of good materials. (4) The materials development model used are the combination of Borg and Gall (2003) and Willis (1996). The model consists of five major stages. They are (a) need analysis, (b) drafting, (c) expert judgment d) field test, and (e) production.(5) The quality of the materials developed is excellent.

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