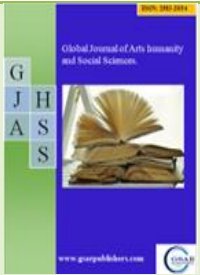
	<b>Global Journal of Arts Humanity and Social Sciences</b>			
	ISSN: 2583-2034			
	Abbreviated key title: Glob.J.Arts.Humanit.Soc.Sci			
	Frequency: Monthly			
	Published By GSAR Publishers			
Journal Homepage Link: <a href="https://gsarpublishers.com/journal-gjahss-home/">https://gsarpublishers.com/journal-gjahss-home/</a>				
Volume - 4	Issue - 12	Dec 2024	Total pages 1063-1075	DOI: 10.5281/zenodo.14438411

## DESIGNING ENGLISH FOR AUTOMOTIVE STUDENTS IN VOCATIONAL HIGH SCHOOL

By

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### Abstract

The aims of this research are to identify and analyze the learning needs of Eleventh grade Teknik Sepeda motor in vocational and than t o determine and develop suitable learning materials for Eleventh grade Automotive students in SMK Negeri 5 Sidenreng Rappang. This study is a Research and Development (R & D) study, which aims at designing and producing a finished product that can be used effectively in an education program. Indeed, there is mentioned that “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” (Borg and Gall, 2003: 569). Target needs refers to The four skills in learning english are listening, speaking, reading and writing. Each skill plays a crucial role in overall language proficiency. Developing all four skills is important for achieving a balanced and fuctional use of english in different context. Most of the respondents recognized that English competency skills are very important for the automotive students with the percentage score is 30% from 30 correspondent choose speaking skill, and 40% students choose reading skill as described in the following chart. English that always use in the classroom is both of speaking and reading have similarity percentage. The percentage is 36%, it means both of speaking and reading skill is always use in their english classroom. Furthermore, the each of student answer the question, and can choose more option, The highest percentage is Engine Maintenance and Maintenance and repair of Motorcycle Power Transmission system.

**Keywords:** Esp, Designing English For Automotive, Automotive Student, Vocational High School

### Article History

Received: 01- 11- 2024  
Accepted: 09- 12- 2024  
Published: 12- 12- 2024  
Corresponding author

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## INTRODUCTION

The fact shows that in the implementation of the school- based curriculum, there are still many problems faced by some vocational high schools in Indonesia, for example in designing and providing suitable and effective English materials based on the students’ needs. The condition of having the same curriculum among vocational high schools lead many English teachers of SMK to use same materials, textbooks, or resources while teaching and learning process in the classrooms. Perhaps, using the same materials is very helpful for the teachers themselves, because basically itcan minimize energy and time like what Richards has stated “The materials provide the basis for the content of lessons, the balance of skills taught, and the kinds of language practice students take part in” (Richards,2001:252).

In the other hand, it is not really fully helpful for the students themselves, because the students of SMK have different needs and objectives of learning English in each department.

Generally, the objectives, of course, the students are expected to be able to be proficient in English related to their field and be expert in their field, considering that the nature of SMK students are prepared to compete with others in facing the globalization era. Eventually, using materials based on the students’ needs in teaching SMK students will has significant effect in terms of the students’ learning achievement.

The same problem related to suitable English instructional materials also occurs in SMK Negeri 5 Sidrap. It is based on the result of the researcher’s observation in the school that will be held on June 2024. As the school has 6 departments, those



are: DPIB, TAV, TITL,TKJ, TSM, TKR suitable and effective English instructional materials are needed there.

Therefore, designing and producing suitable and effective English instructional materials for the students that are based on their needs and goals are needed there and should be done immediately by the researcher herself through a *Research and Development* study (R & D). Thus, it will be helpful for all students, teachers and the school itself in implementing the school-based curriculum and achieving the goals of education.

SMK Negeri 5 Sidrap has many textbook used there. The problem is that those textbooks are not really suitable and effective for helping the students of Automotive Student especially Sepeda Motor to meet their own needs and objectives.

Based on the identification of the problems above, it is impossible for the researcher to solve all the possible problems that were mentioned above at the same time. It is because of the limited time, ability, finance, sources, energy and experiences of the researcher herself. Eventually, the problem limitation of this study is that the researcher will only focus on designing suitable English Instructional materials, particularly textbooks, for the students of Vocational High School, especially for the second grade students of Teknik Sepeda Motor SMK Negeri 5 Sidrap.

## REVIEW OF RELATED LITERATURE

An interview guide and rating scales were used to assess and analyze needs and to validate the draft and final EOP learning materials. The obtained data were analyzed descriptively and qualitatively. The research findings show that the needs learning materials for EOP topics in Electrical engineering, Electrical Circuit Elements and sub topics Active Element, Passive Element, Series and Parallel element, and the language aspects, namely descriptive and procedure text genres; text social function, namely a description and procedure, Electrical lexical items, descriptive and procedure text structures, list of denotative meanings of the words used in the text.

According Khusanov Kh.Kh (2020), with the title “Effective Techniques Of Designing Teaching Material In Teaching The English Language”. This article under discussion is devoted to the use of effective techniques of designing teaching material in the English language teaching. The author of the article believes that one of the main tasks facing modern education is to educate a person with a high cultural level, the ability to navigate in the modern world. Familiarizing students with the practice of communication at the interstate level, to participate in intercultural dialogue makes it possible to practical realization of their intellectual and personal potential. This requires a high level of communicative culture, communicative competence, developed communication skills also in a foreign language.

Sadapotto (2013) has shown in his dissertation The needs of students studying ESP in Automotive include learning needs and language needs. Learning needs in this study include two main aspects: language skills and learning interests. Regarding language skills, four language skills; Listening, speaking, reading and

writing are commonly used in ESP classrooms and workplaces. Speaking and writing skills are used more frequently than reading and listening skills, as shown by the results of questionnaires and interviews. Speaking and writing skills are also considered more difficult and important skills than listening and reading skills. When it comes to the most used language skills and the most difficult and important language skills for students, prioritized language skills are different from speaking, writing, listening and reading skills in ESP course design and development.

Sofian, Sofian Jufenna, Melissa (2020), has shown in their journal “Effective Techniques Of Designing Teaching Material In Teaching The English Language”. This research aims to design supplementary materials “English for Culinary” based on the text-based approach as teaching materials for Vocational High School students. The teaching materials were designed and developed based on English teachers', students' needs and the syllabus context. Each task is provided with task instruction in the form of individual, pair, and group work. There are some features in each lesson that can help the teacher and students to understand the materials and tasks in each lesson. Those features are learning goals, lesson focuses and language focuses. The methods-used in this research were analyzing, designing, and developing. The validation checklists revealed that the supplementary grammar materials were scored between adequate and excellent. This result shows that the supplementary grammar materials are useful. In addition, the supplementary grammar materials which were designed based on the result of interview data, students' questionnaire, curriculum 2013 and syllabus review indicate that the supplementary grammar materials are workable as the teaching materials in SMK Negeri 5 Pontianak.

Nova Asteria (2024), in her research “Design of English Learning Materials Through Food and Beverage Videos, Survey Study at SMK Negeri 5 Pontianak”. This study aims to develop videos as English-language learning media on food and beverage position material at SMK Negeri 5 Pontianak. This research is a development research or Research & Development (R&D) method was employed, focusing on creating a learning video using Canva Pro and KineMaster applications. The ADDIE development model guided the systematic process through the Analysis, Design, Development, Implementation, and Evaluation stages. Purposive sampling involved Class XI students in Hospitality and Business and Tourism Services. Data analysis utilized interviews, questionnaires, and validation by media, language, and material experts. Results indicate the developed video is a suitable learning medium, supporting differentiated learning materials. The ADDIE model's stages, including analysis, design, development, implementation, and evaluation, were followed to enhance video quality for English learning in food and beverage positions at SMK Negeri 5 Pontianak. The results of the video development research as a learning medium for class XI food and beverages material resulted in a percentage of validation from material experts as much as 83.10%, from linguists as much as 91.10%, and from media experts as much as 73.11%, with very good criteria that video as a learning medium is feasible and effective for use in learning.



Shortly, English for specific purposes is significantly important for everyone academic field. Obviously ESP focus on relating the teaching and learning of English language process to the student’s needs as the same as this research will conduct. Hutchinson and Waters (1987) have observed that the way of analyzing student’s need in English language will create the content of the language adjusted accordingly and the teaching process will focus on these needs.

**English For Specific Purposes**

Hutchinson and Waters (1987:18-19) do not start to define the meaning of the ESP first or answer the question “what is ESP?”, but start to arrive at the answer of this question “why ESP?”, so that it will give a reason of why ESP has become an important part of English language teaching. They directly then define the ESP by showing what ESP is not, rather than what ESP is:

- ESP is not a matter of teaching “specialized varieties” of English.
- ESP is not just a matter of science words and grammar for scientists, hotel words and grammar for hotel staff and so on.
- ESP is not different in kind from any other form of language teaching, in that it should be based in the first instance on principles of effective and efficient learning.

According to them, ESP must be seen as an approach not as a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material, but it is an approach to language learning, which is based on learner need. Hutchinson and Waters (1987:19) define “ESP, then, is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning” or simply it is an approach to language teaching which aims to meet the learners’ needs.

Their definition of ESP will be added by other experts. Evan and John (1998:4-5) definition of ESP uses a distinction between three *absolute characteristics* and four *variable characteristics*. The distinction can be shown in the table:

**Table 1: The absolute characteristics and variable characteristics of ESP**

Absolute characteristics	Variable characteristics
<ul style="list-style-type: none"> <li>□ ESP is designed to meet specific needs of the learner;</li> <li>□ ESP makes use of the underlying methodology disciplines it serves;</li> <li>□ ESP is centered on the language (grammar, lexis, register), skills, discourses and genres appropriate to these activities.</li> </ul>	<ul style="list-style-type: none"> <li>□ ESP may be related to or designed for specific disciplines;</li> <li>□ ESP may use, in specific teaching situations, a different methodology from that of general English;</li> <li>□ ESP is likely to be designed for adult learners, either at a tertiary level</li> </ul>

	institution or in a professional work situation. It could, however, be used for learners at secondary school level;
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According to the ESP definitions from two sides of the experts above, the researcher can conclude that ESP is an approach to language teaching and is designed in order to meet the learners’ specific needs of content, methodology, activities, language, skills, discourse, genres, and situations. The learners can be either in intermediate or advance level.

Basically, ESP was divided into two main classification : English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

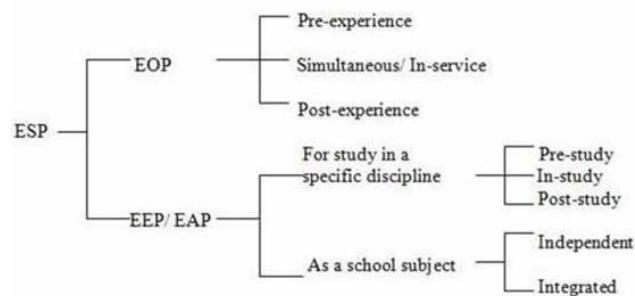


Figure 2. Classification of ESP (Evans, 1998)

EOP stands for English for Occupational Purposes, covering professional fields like administration, medicine, law, and business. It also includes English for job-related situations, not just for professionals but also for people preparing for work. For instance, there’s a difference between learning medical language for academic studies, meant for medical students, and learning it for practical use by doctors already working in the field. (Evans, 1998). As for EAP, it stands for English for Academic Purposes. It focuses on teaching English specifically for academic settings, helping students succeed in their studies. This involves learning skills like writing essays, giving presentations, understanding lectures, and participating in academic discussions, all in English. EAP is tailored to support learners in academic environments such as universities or colleges.

English for Specific Purposes possesses several distinctive characteristics. According to Dudley- Evans and St. John (1998) there are absolute and variable characteristic of ESP as center of defining ESP :

- a. Absolut Characteristic
  - Designed to fulfill specific needs of learner
  - Have such relation in content to a particular

discipline, occupational, and activities

- Focused on the language appropriate to those activities in syntax, lexis, discourse, semantics and analysis of this discourse.
- b. Variable Characteristic
  - ESP should not be restricted to the language skills to be learned,
  - ESP may be used in specific teaching situations, with different methodologies from that of General English.
  - ESP, somehow designed for adult learners, either at tertiary level institution or in any professional work situation. However, it can be used for learners at secondary school level.

While, Robinson (1991) also mentioned his version of ESP characteristics as follows :

- a) ESP course normally goal directed
- b) An ESP course is based on a need analysis, which aims to specify as closely as possible what exactly it is that students have to do through the medium of English.
- c) There is usually a very clearly specified time period for course.
- d) The students of an ESP course are likely to be adults rather than children.
- e) ESP courses may be written about as though they consist of identical students, that is, that all the students in a class are involved in the same kind of work or specialist studies.

Stevens (1988) defined ESP in terms of absolute characteristics and variable characteristics. In terms of absolute characteristics, Stevens describes ESP as different from general English because it is designed to meet the specific needs of learners, linking content to a specific subject and focusing on appropriate language with syntax, vocabulary, discourse, semantics and analysis of English speech. Related to the various characteristics, ESP may be limited in the academic skills that need to be acquired.

English for Specific Purposes is an ELT approach that is specifically prescribed for certain purposes. According to Hutchinson and Waters (1987), ESP is an approach to language teaching in which all decisions about content and method are based on why learners are learning. The goal of ESP is to meet the needs of students. ESP courses have a narrower scope than ELT courses because they focus on analyzing learners' needs (Basturkmen, 2010: 3).

Furthermore, Basturkmen states that ESP considers learners based on their work or study role and that ESP courses focus on work- or study-related needs, not personal needs or common interests.

## - Need Analysis

### a. The Meaning of Need

The word need takes on different meanings depending on the stakeholders and the context in which he finds himself. For example, learners in an EAP class may assume that they need to

improve their academic listening skills, while the instructor may assume that learners need to improve their listening skills. Read about the strategies. On the other hand, course instructor may argue that learners' most important need is to improve their overall English proficiency so that they can find employment after graduation and provide quantitative evidence for stakeholders sponsor the course. Through this way, it can be understood why the term need can serve as a synonym for want, desire, necessity, deficiency, gap, expectation, motive, lack omissions, requirements, prerequisites, essentials, next steps and 'x + 1', where x is the current state and +1 is the next step, depending on who is asked (Brown, 2016).

As mentioned before, Needs analysis is necessary in developing teaching materials in English. This analysis helps identify the specific language needs and challenges these students face, allowing educational material developers to create content that is relevant, engaging, and effective.

The needs analysis also helps determine the appropriate level of language proficiency required for educational materials and ensures that the content is appropriate to the roles and responsibilities of learners in management science. Also, needs analysis allows developers of educational materials to identify possible gaps in learners' current language levels and adapt materials to fill these gaps. And more, needs analysis helps educational material developers understand learners' prior knowledge of administrative science, helping them build on this foundation and create material that is meaningful and applicable to the student's field of study.

By considering the needs, goals, and objectives of management science learners, educational materials developers can design materials that are contextual and relevant to their discipline. By conducting a needs analysis, educational materials developers can ensure that their materials match the specific linguistic needs and goals of administrative science students. The needs analysis provides valuable information about the target language teaching and learning needs of management science students, allowing instructional designers to design a curriculum that meets those needs and their particular goal.

### a. Target Needs

Hutchinson and Waters (1987) mentioned Target Needs as like an umbrella term, in which hides numbers of important distinction. They are : *Necessity, Lacks, and Wants*.

#### ➤ Necessity

In the target needs, Necessity is taking role as determination about what the learner has to know in their target situation. For instance, the governance science students may need to know about some term in English that usually use in government area. Hutchinson and Waters (1987) claimed that it is matter of observing what situation of the learner will need to function in, and then analyzing the constituent parts of them.



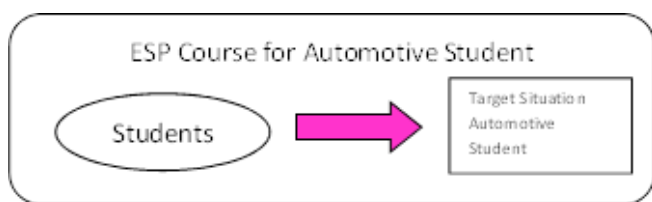


Figure 3. Necessity in Learning ESP

### ➤ *Lacks*

The next type of target needs is *Lacks*. Lacks are what the students already known and what they are deficient in or what they ignore or what they cannot performed in English. (Maulidah, 2019) Beside identifying the necessity of students, it is significantly important to identify what the students already known. This is intend to decide which of necessities in the students lack. In other word, it is more about what kind of target proficiency of the learners that is needed to be fulfilled.

### ➤ *Wants*

Wants as the type of target needs stand for student's personal expectation and hopes towards acquiring English like what they want to achieve or get from the English course. It is usually personal needs that the students set. However, the fact that this type of target needs may conflict with the necessities as perceived by the course designer.

Therefore, ways must be found in order to accommodate them. (Maulidah, 2019).

Hutchinson and Waters (1987) told in their book some description about the student's or learners condition which are correlated to the definition of "Wants":

- Karl Jensen is a German engineer with a strong need to read English texts. Sometimes he also needs to speak English in some important meetings with colleagues. He works in a multinational company where colleagues come from abroad and uses English as the national communication term. Quantitatively, the analysis shows that Karl Jensen's reading demand will be greater because it is used frequently in his works. But he feels the need to improve his speaking skills more. Therefore, Karl Jensen considers his greatest need to improve his speaking skills.
- Li Yu Zhen is a Chinese student majoring in chemistry who will study abroad in the US. She must be able to communicate socially in English. Therefore, mastery is his greatest need. However, she prefers to learn correct grammar to pass her test. This is a condition for acceptance to your course.

José Lima is a Brazilian salesman. He must be able to communicate well with customers or other colleagues in English. He is sociable and easy to get close to people. His spoken English is not precise but fluent, which is why his boss believes that José needs to speak better English. He took the course but felt

that the English lessons became a criticism of his performance. As a result, he felt unmotivated and uncomfortable in class.

## b. Target Situation Analysis

Hutchinson and Waters (1987) mention a similar checklist to use for target situation analysis as follow:

- a. Why are the learners taking the course?
    - Compulsory or optional; Apparent need or not; Are status, money, promotion involved ?; What do learners think they will achieve ?; What is their attitude towards the ESP course?; Do they want to improve their English or do they resent the time they have to spend on it?.
  - b. How do the learners learn?
    - What is their learning background?; What is their concept of teaching and learning?; What methodology will appeal to them?; What sort of techniques are likely to bore/alienate them?
  - c. What resources are available?
    - Number and professional competence of teachers; Attitude of teachers to ESP; Teachers' knowledge of and attitude to the subject content; Materials; -aids; Opportunities for out-of-class activities.
  - d. Who are the learners? –
    - Age/sex nationality; What do they know already about English?; What subject knowledge do they have?; What are their interests?; What is their socio-cultural background?; What teaching styles are they used to?; What is their attitude to English or to the cultures of the English- speaking world?.
  - e. Where will the ESP course take place?
    - Are the surroundings pleasant, dull, noisy, cold etc?
  - f. When will the ESP course take place?
    - Time of day; Every day fonce a week; Full-time part-time; concurrent with need or pre-need.
- These analyzes are diverse and, at the same time, the concept of needs has expanded beyond the linguistic skills and knowledge required to function in a target situation. On the one hand, it has evolved to include the learner's needs or what the learner needs to do to learn, incorporating both the learner's starting point and how they perceive their own needs (Hutchison and Waters, 1987)

## Instructional Material

### a. Definition of the Instructional Materials

The word 'material' has been familiarized, indeed we as language learners. However, what exactly the real meaning of it is. Tomlinson (1998: xi) defines materials as anything which is used to help to teach language learners. It is supported by Richards's statement, he said that "... instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom" (Richards,

2002: 65-66). Materials may take the form of (1) printed materials such as books, workbooks, or worksheets, (2) non-print materials such as cassette or audio materials, videos, or computer-based materials, and (3) materials that comprise both print and non print sources such as self-access materials and materials on the internet.

#### b. The Role of Instructional Materials

Cunningsworth (1995:7) cited in Richards (2001:251) summarizes the roles of materials (particularly course books) in language teaching as:

- 1) A resource for presentation materials (spoken and written).
- 2) A source of activities for learner practice and communicative interaction.
- 3) A reference source for learners on grammar, vocabulary, pronunciation, and so on.
- 4) A source of stimulation and ideas for classroom activities.
- 5) A syllabus (where they reflect learning objectives that have already been determined).
- 6) A support for less experienced teachers who yet to gain in confidence.

For the reasons, materials serve many important functions in language learning. It is to support learning through stimulating cognitive processes, to motivate learners through challenging and interesting content, to provide a structure and progression for learners to follow and to provide a resource for self-study outside on the classroom. It is supported by Dudley-Evans and St. John (1998:170-171) cited in Richards (2001:251) that materials serve function as a source of languages, as a learning support, for motivation and stimulation, and for reference. Sometimes instructional materials are also used by teachers as their primary teaching resource. Thus, the role of materials has significant functions in language teaching.

Hutchinson and Torres (1994) cited in Richards (2002: 83) argue that a textbook is important because it allows for: *Negotiation* (it can actually contribute by providing something, to negotiate about), *Accountability* (it shows all stakeholders what is being done), and *Orientation* (teachers and learners need to know what is happening elsewhere, what standards are expected, how much work should be covered and so on).

Based on those, the role of the instructional materials is significant in the process of learning. Instructional materials serve primarily to supplement teachers' instruction. For learners, materials may provide the major source of contact they have with the language apart from the teacher. Then, eventually, the role and uses of instructional materials in a language program are a significant aspect of language curriculum development.

#### c. The Principles of Instructional Materials

Making and designing instructional materials that are really suitable for the learners' needs are not simply as using it in the

process of learning, especially English materials. Some linguists agree that there are some basic principles related to materials for the teaching languages, as follows:

Tomlinson (1998: 7-22) mentions sixteen principles. Those are:

- 1) Materials should achieve impact
- 2) Materials should help learners to feel at ease
- 3) Materials should help learners to develop confidence
- 4) What is being taught should be perceived by learners as relevant and useful
- 5) Materials should require and facilitate learner self-investment
- 6) Learners must be ready to acquire the points being taught
- 7) Materials should expose the learners to language in authentic use
- 8) The learners' attention should be drawn to linguistic feature of the input
- 9) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
- 10) Materials should take into account that the positive effects of instruction are usually delayed.
- 11) Materials should take into account that learners differ in learning styles.
- 12) Materials should take into account that learners differ in affective attitudes
- 13) Materials should permit a silent period at the beginning of instruction.
- 14) Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement which stimulates both right and left brain activities.
- 15) Materials should not rely too much on controlled practice.
- 16) Materials should provide opportunities for outcome feedback.

According to those principles, there are many things should be considered for creating instructional materials that are related to learners (including: learner's feelings, confidence, self-investment, attention, learning style, cognitive, etc) usefulness, activities, situations, opportunities, language use, and instruction.

Tomlinson's principles are also supported by Hutchinson and Waters (1987: 107-108). They mention six principles, those are:

- 1) Materials provide a stimulus to learning
- 2) Materials help to organize the teaching-learning process, by providing a path through the complex mass of the language to be learnt.
- 3) Materials embody a view of the nature of language and learning.
- 4) Materials reflect the nature of the learning task.
- 5) Materials can have a very useful function in broadening the basis of teacher training, by introducing teachers to new techniques.
- 6) Materials provide models of correct and appropriate language use.

**d. Criteria of Good Instructional Materials**

Good materials do many of the things that a teacher would normally do as part of his or her teaching. Based on Rowntree (1997:92) cited in Richards (2001:263) the good materials should:

- a) Arouse the learners’ interest
- b) Remind them of earlier learning.
- c) Tell them what they will be learning next.
- d) Explain new learning content to them.
- e) Relate these ideas to learners’ previous learning
- f) Get learners to think about new content.
- g) Help them get feedback on their learning.
- h) Encourage them to practice.
- i) Make sure they know what they are supposed to be doing.
- j) Enable them to check their progress.
- k) Help them to do better.

The instructional materials developer can see his/her own results whether they are in good criteria or not. The criteria above show that good materials should facilitate learners to learn language through systematic ways, continuously first part to the next and provide activities to enrich the learners’ knowledge and competence and practice them to have communicative interaction during the process of learning.

**METHOD OF THE RESEARCH**

This study is a Research and Development (R & D) study, which aims at designing and producing a finished product that can be used effectively in an education program. Indeed, there is mentioned that “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” (Borg and Gall, 2003: 569).

1. The procedure of this research applied several main steps of research and development method that introduces by Gall and Borg. ESP English course syllabus and instructional material formulated based on five phase Analysis

This phase identify the needs of Automotive student in learning English, to identify the language aspect of the Automotive student, to identify proficiency level of Science governance students that need to be achieved, To identify the way they achieved need in learning, to design the instructional material based on analysis of need.

**2. Design**

Planning goal based on the student’s need was the next step of designing instructional material.. It purposed to design performance and appropriate teaching and learning materials.

**3. Development**

In this process, the first prototype created by developing a draft design had the expert review as assessment.

**4. Implementation**

This step focused on the quality of material and how instructional material of English for Automotive student is able to characterize.

**5. Evaluation**

The last step will be a process of evaluation the course book to unsure that the Instructional material has achieved the needs. Population of This research intend to involved:

- a. Automotive students in SMK Negeri 5 Sidrap.
- b. English teacher who teach in the class of Automotive Student of SMKN 5 Sidrap. For the sample of the research, the researcher will choose Automotive student in SMKN 5 Sidrap. Some of them chosen to have an interview which the topic related to the needs analysis. In addition, the researcher also used cluster to answer the question of questionnaire that will prepare by researcher. This participants of research chose to find out what students need in learning English. There was three types of questionnaires in this research: needs analysis, expert judgments, and a questionnaire for teachers and students to assess acceptability.
- a. Expert Judgment, English Teacher, and Students Questionnaire

The expert judgment questionnaire used in the process of material evaluation, and the questionnaire gave to the teachers and the students to assess the acceptability of the product. The questionnaire contained several points of evaluation taken from SMK’s English Learning Textbook Assessment by Badan Standar Nasional Pendidikan, DEPDIKNAS. The points will involve the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic design."

**Table 3.2: The Organization of the Expert Judgement Questionnaire.**

No	The purpose of the questions	References
1.	To find out the appropriateness of the content in thematerials To validate the appropriateness of the materials to the curriculum, to validate the depth of the materials, and to validate the accuracy	BSNP
2.	To find out the appropriateness of the language in the materials To validate the appropriateness of the language with the students’ cognitive development, to validate whether the	BSNP



	language use is communicative, and to validate the cohesiveness and the coherences	
3.	To find out the appropriateness of the methodology in the materials To validate the presentation technique and the learning presentation	BSNP
4.	To find out the appropriateness of the layout of the materials To validate the appropriateness of the materials lay out and the content design, to validate the illustration to validate the typography of the materials	BSNP

There were also three open ended questions that will be delivered to the experts:

1. What is your opinion of this unit?
2. What aspects should be revised in this unit?
3. What is your suggestion to this unit?

## RESEARCH FINDING

### A. RESEARCH FINDING

It has been mentioned in the previous chapter that the main purpose of the study is to design the appropriate English for Automotive students, Eleventh grade students of SMKN 5 Sidrap. In this chapter, the results of the study and several processes to achieve the results such as conducting the needs analysis, writing The Syllabus, designing the unit, writing the activities, Expert Judgement, revising the drafts, and writing the final-draft are discussed. The first to be discussed is the results of the needs analysis.

#### 1. Needs Analysis

The needs analysis was done at the beginning of the research. That was wednesday, 31<sup>st</sup> July 2024. It was conducted through the needs analysis questionnaire. The needs analysis questionnaire that was given to the students was in the form of multiple choices. It consisted of 10 questions asking the information of the learners in general, the learners' needs and the learning needs. Specifically, it covered the five main aspects and the learning goal. Those aspects were the inputs, the activities/procedures, the setting, the learner's role and the teacher role.

An observation to the teaching and learning process was also conducted by the researcher before giving the students the needs analysis questionnaire. In addition, an interview to some English teachers there was also conducted to gain some deep information related to the students based on the researcher and English teachers' views.

The students who were involved in the research were the students of the eleventh grade of Automotive program in SMK Negeri 5

Sidenreng Rappang. They were in one classes, namely XI Sepeda Motor. Therefore, there were 25 students involved in the research. Most of the students live around the school, such as Sereang, Kanie, Kadidi, Lotang Salo, Pangkajene, Rappang and the surrounding places, but still in the same district area, that is Sidenreng Rappang. This table will show the detailed information of the learners.

**Table : 1. Information of the learners**

Class	Number of Students	Sex	Age
XI TSM	30	Male	16 – 17 years old

Actually, from the table above it can be concluded that the students of Automotive program in SMK Negeri 5 Sidenreng Rappang in the academic year of 2023/2024 are dominated by the male students rather than female students. The condition is because the Mechanic is usually occupied by male.

Hence, it influences the input of the learners in that program; male are more than the female. Furthermore, most of the students were interested in learning English and felt that the designed materials would be useful for them, because this was the first time for them to study English based on their field.

#### a. The Description of the Needs Analysis

The perception of learning needs of the Automotive students in English subject. This part explain the perceptions of the students, lecturers, and employees of learning needs in the Automotive English classroom students. It covers general perception of English language used for automotive students, the English language skills which are mostly required, and the learning and teaching activities which are mostly preferred.

**Table 2. Needs Analysis**

No.	Aspect	The Statement	Agree
A	Target Needs		
1.	Necessities	In English learning, according to you important skill in learning english is?	30 % 40 %
		In English learning, the language skill that always use in the classroom is?	36% 36%

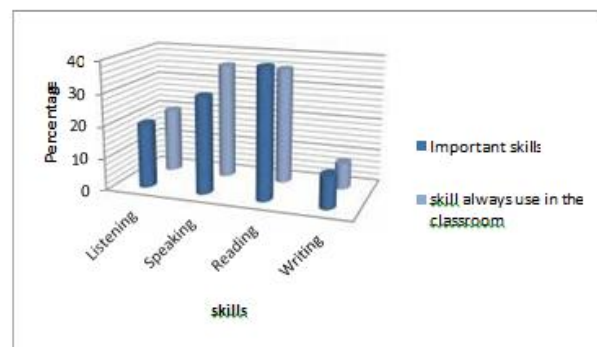


2.	Lacks	What is the difficulties that you faced in english learning?	47% 30%
3.	Wants	In english learning, what do you want to learn to be success in your subject?	33% 23%
4.	Goal	What is your objective in learning english in this school?	43% 30%
<b>B Learning Needs</b>			
5.	Input	Is the english material in automotive usefull for your future career?	72% 44%
6.	Procedures	What kind the materials that you most like in english learning?	40% 33%
7.	Setting	Instructional Method or learning activity belows usefull for you.	60% 32%
8.	Learners' role	In the classroom what is your hoping role?	44% 23%
9.	Teachers' role	What is your teacher role in the classroom?	43% 23%

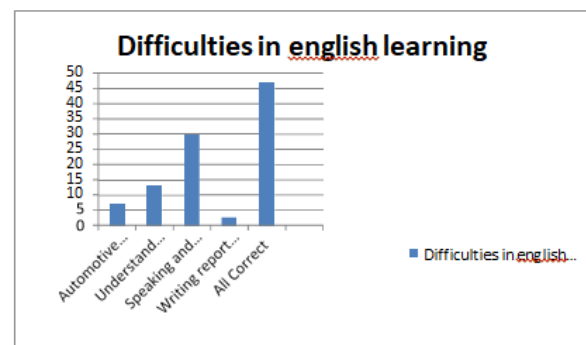
**a. Target Needs**

The four skills in learning english are listening, speaking, reading and writing. Each skill plays a crucial role in overall language proficiency. Developing all four skills is important for achieving a balanced and fuctional use of english in different context. Most of the respondents recognized that English competency skills are very important for the automotive students with the percentage score is 30% from 30 correspondent choose speaking skill, and 40% students choose reading skill as described in the following chart. English that always use in the classroom is both of speaking and reading have similarity percentage. The percentage is 36%, it means both of speaking and reading skill is always use in their english classroom.

**Chart 4.1 : Perception of Importance skills and always use in the classroom.**

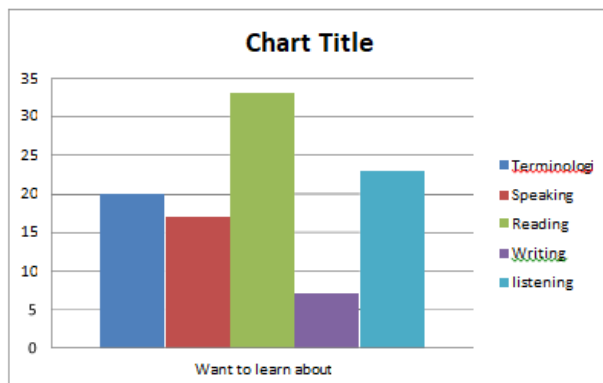


Based on the table above, shown the lack in english learning. The questionare question “What is the difficulties that you faced in english learning”. The percentage the lack in english learning shown in the chart below:



According the chart, the difficulties in english learning especially in aotomotive student shown, forty seven percent students think the difficulties in english learning is Automotive vocabulary, understand the thermonology in automotive, speaking and discussing in english, Writing document and report in english. And there are thirty percent students think, speaking and discussing is the difficulties in english learning. Thirteen percent of students says outomotive vocabulary is the difficulties, seven percent students said dtheir difficulties in to understand the terminology in automotive, and three percent students said writing report and document is their difficulties in english learning.

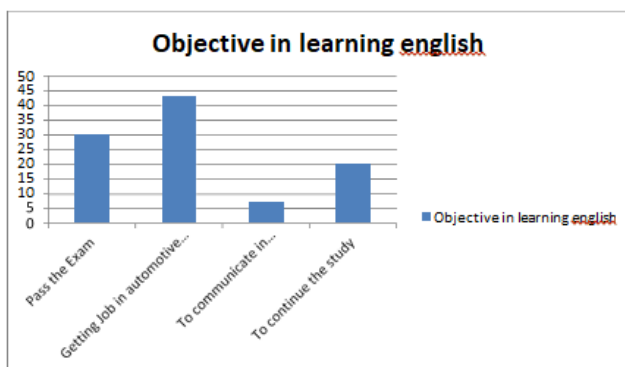
The need analysis step is wants of the students in english classroom. The result from questionare shown in the chart below. In english learning, what they want to learn so they can success in their career.



The chart shown, there are thirty three percent students want to focus on reading section. In their opinion is improve reading comprehension is the students want. And twenty seven percentage students think, listening section is the activity most to focus in learning English.

Most of the respondents recognized the objective in learning. English is very important for those who are studying and working in mechanic field. To be successfully in mecanic carrier, the employeesshould perform the English competencies. The data was shown based on the chart below:

**Chart 4.2 The Objective in learning English for Students of Automotive Department**



**a. Learning Needs**

When discussing learning needs related to input. it typically refers to the type of information, resources, or experiences that a learner requires to effectively acquire new knowledge or skills.

According to the questionare, the students think in english for automotive student the essential material that useful for their carreer.

No	Is the language fuction below is essential for your future careerr?	Percentage
1	Automotive definition	72
2	Asking and Giving a question in a polite way.	40
3	Automotive History	48

4	Workplace Tools and Equipment	44
5	Development of Automotive Technology	28
6	Asking and Giving Information	32
7	Health, Safety, and Environmental Protection	52
8	Describing Events According to Place and Time	32
9	Giving and Offering Suggestions Politely and Responses	52
10	Engine Maintenance	64
11	Motorcycle Engine Repair	64
12	Maintenance and Repair of Motorcycle Power Transmission Systems	56
13	Apologizing	36

Based on the table above, the each of student answer the question, and can choose more option, The highest percentage is Engine Maintenance and Maintenance and repair of Motorcycle Power Transmission system.

The second component that was analyzed was the procedure. Basedon the result above, the fourty percent students preferred to learn English using video or audio in the class and the thirty three percent students discuss in a mall group.

The next component was setting. The setting in which learning takes place is deeply intertwined with student motivation. A positive, well- resourced, and supportive environment can enhance motivation, while a negative or poorly equipped setting can hinder it. Educators, parents, and administrators should be mindful of these factors when designing or selecting learning environments to maximize student engagement and motivation. The sixty percent of students preferred learning in small group, and thirty percent students prefered using games in learning english.

The next component was the learner role. In the component, the students wanted to be active in discussion with friends or teacher.

The last component was the teacher role. The students preferred that the teacher often helps students by explaining their difficulties about materials and gives more other examples. Indeed, they wanted the teacher to go around and give comment or correction directly toward activitys which have been doing by the students as the other alternative teacher role.

**2. The Development Stage**

Results of the data elicited from the survey through questionnaires, observation, and documentation have been analyzed. The results of the survey then are used to develop the course design of the English language for automotive students. In designing the course, the researcher applied the five stages used in the ADDIE model (analyze, design, develop, implement, and evaluate).

**a. Analyzing needs**

One of the basic assumptions of course design development is that the educational program should be based on an analysis of learner’s needs. The first step in conducting a needs analysis is therefore to decide exactly what its purpose or purposes are. In this research, the purposes of conducting needs analysis of the automotive students in learning English are as follows:

- 1) To identify the language skills mostly used by the, students in learning and in the workplace
- 2) To determine the language skills which are most difficult and important for the students
- 3) To identify the learning and teaching activities which are mostly preferred by the students.
- 4) To identify the language functions mostly required by the students for their future career
- 5) To identify the ways of using English in the workplace

The findings obtained from the students’, teachers’, and Alumnis’ perceptions on the needs of the students in learning English are as follows:

- 1) All the four language skills; listening, speaking, reading, and writing are often used in the English classroom and in the workplace. Reading and writing skills are used more often than writing and listening as indicated by the results of the questionnaire. Based on these findings, all the language skills should be provided in the course design in terms of teaching material, teaching activities, and assignments with a different priority.
- 2) Reading and speaking skills are also recognized to be more difficult and more important skills than Reading and speaking skills. Based on the results of the table above, it has been found that 40 % out of 95 respondents recognized reading as the most difficult and most important skill, followed by speaking skill (30% out of 95 respondents). With regard to the language skills which are mostly used and the language skills which are most difficult and most important for the students, the language skills in the course design should be given different priority as seen in the following table.

**Table 4.5 Language Skills by Priority in the Course Design**

Priority	Language Skills			
	Listening	Speaking	Writing	Reading
I	-	-	+	-
II	+	-	-	-
III	-	+	-	-
IV	-	-	-	+

- 3) In designing the course, the learning preferences of the students should be also taken into english in designing teaching methods and activities. The findings obtained from the respondents show that all the learning preferences and teaching activities shown in Table 4.7

are recognized as ‘important’ by the respondents. The contents of Table 4.7 are divided into three main activities; learning preferences, learning activities, and teaching methods. Regarding learning preferences, study in pairs is more preferred than study alone, study in small group, and study in a big group. These preferences should be considered in course design as these activities are categorized ‘important’ by the respondents by having a different priority as seen in the following table.

**Table 4.6 Learning Preferences by Priority in the Course Design**

Priority	Learning Preferences			
	Study alone	Study in pairs	Study in small group	Study in a big group
I	-	+	-	-
II	+	-	-	-
III	-	-	+	-
IV	-	-	-	+

- 4) One of the language aspects which should be considered in the course design is the use of the language functions. Language function is important in order to make the students function adequately in the target situation. Table 4.8 indicates the language functions which are mostly used in the workplace. Based on these findings, the use of the language function in the course design should be given according the priority as seen in the following list.

**CONCLUSIONS AND SUGGESTIONS**

This research has two goals: (1) identify and analyze the learning needs of eleventh grade Teknik Sepeda Motor students in SMK Negeri 5 Sidenreng Rappang, (2) determine and develop suitable learning material for Eleventh grade Teknik Sepeda Motor students in SMK Negeri 5 Sidenreng Rappang in academic years of 2024/2025. In this chapter, research findings are summarized, the conclusions are drawn, and the suggestions are proposed.

**A. Conclusions**

**1. Need Analysis**



A needs analysis questionnaire was set up to obtain the information of the need analysis. The need analysis consist target needs and learning needs. The four skills in learning english are listening, speaking, reading and writing. Each skill plays a crucial role in overall language proficiency. Developing all four skills is important for achieving a balanced and functional use of english in different context.

## 2. The Development Stage

In designing the course, the researcher applied the five stages used in the ADDIE model (analyze, design, develop, implement, and evaluate). The procedure of this research applied several main steps of research and development method that introduces by Gall and Borg. ESP English course syllabus and instructional material formulated based on five phase

### 1. Analysis

This phase identify the needs of Automotive student in learning English, to identify the language aspect of the Automotive student, to identify proficiency level of Science governance students that need to be achieved, To identify the way they achieved need in learning, to design the instructional material based on analysis of need.

### 2. Design

Planning goal based on the student's need was the next step of designing instructional material.. It purposed to design performance and appropriate teaching and learning materials.

### 3. Development

In this process, the first prototype created by developing a draft design had the expert review as assessment.

### 4. Implementation

This step focused on the quality of material and how instructional material of English for Automotive student is able to characterize.

### 5. Evaluation

The last step processed of evaluation the course book to unsure that the Instructional material has achieved the needs.

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