

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents and discusses the finding of the research. It consists of some points, they are: English learning material that students' need at Online Business and Marketing Program, the development of the product, and user satisfaction of the final product.

4.1 English Learning Material that Students' Need at Online Business and Marketing Program

This section describes the results from questionnaire. Questionnaires are made based on personal information about students' view on their dream book criteria. It was consisted of 22 questions, 19 questions about the criteria of good book and 3 questions about local wisdom, which was distributed to students of online business and marketing program. The first part in questionnaire about criteria of good book consists of 5 aspects which was taken from Cunningham's theory, they are; aims and approach, design and organization, language content, skills, and topic; meanwhile the second part about the need of local wisdom in English learning material. Then, the result of the questionnaire can be seen in the following table;

Table 4.1 Aims and Approach

No.	Statements of Questionnaire	Strongly Agree	Agree	Fair	Disagree	Strongly Disagree
1.	I want English book material that suitable with my	63.9% (23 students)	36.1% (13 students)	0% (0 student)	0% (0 student)	0% (0 student)

	needs.					
2.	I want English book material that suitable with learning situation in the class.	47.2% (17 students)	52.8% (19 students)	0% (0 student)	0% (0 student)	0% (0 student)
3.	I want English book material that easy to be understood.	63.9% (23 students)	36.1% (13 students)	0% (0 student)	0% (0 student)	0% (0 student)
4.	I want English book material that can be a good sources for me.	63.9% (23 students)	36.1% (13 students)	0% (0 student)	0% (0 student)	0% (0 student)

The result from table 4.1 showed that most of students expect that the textbook used for their English material in line with the goal of learning English for Online Business and Marketing Program. They also need the English book material that related with learning situation in the class, easy to be understood, and can be a good sources for them. This result was supported by the interview with English teacher. He said that the English book material for students in vocational high school must be related on their program because the goal of vocational high school is to prepare students to face working world. Moreover, he said that the aims of English book material should be able to make students can practice some activities that related with their program. For example in Online Business and Marketing Program the students can practice about how to promote a product, making a poster, and presenting a product both online or offline. Those activities should be written as the material on their English book.

Table 4.2 Design and Organization

N o.	Statements of Questionnaire	Strongly Agree	Agree	Fair	Disagree	Strongly Disagree
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1.	I want English book material that the content is arranged well.	52.8% (19 students)	44.4% (16 students)	2.8% (1 student)	0% (0 student)	0% (0 student)
2.	I want English book material that some of the materials can be learnt individually.	47.2% (17 students)	50% (18 students)	2.8% (1 student)	0% (0 student)	0% (0 student)
3.	I want English book material that has clear and interesting layout.	58.3% (21 students)	41.7% (15 students)	0% (0 student)	0% (0 student)	0% (0 student)

The result of the table 4.2 showed that most of students agree that English book material for them should be arranged well and the layout must be clear and interesting. It also supported from the interview result that the English teacher hopes the future book from students at online business and marketing program has interesting layout and design. It is hoped that the students will not easy to be bored with the layout of the book and maybe it can increase their desire to study a lot.

Table 4.3 Language Content

N o.	Statements of Questionnaire	Strongly Agree	Agree	Fair	Disagree	Strongly Disagree
1.	I want English book that has the material about grammar.	50% (18 students)	41.7% (15 students)	8.3% (3 students)	0% (0 student)	0% (0 student)
2.	I want English book that has the material about vocabularies.	44.4% (16 students)	52.8% (19 students)	2.8% (1 student)	0% (0 student)	0% (0 student)
3.	I want English book that has material about pronunciation.	44.4% (16 students)	52.8% (19 students)	2.8% (1 student)	0% (0 student)	0% (0 student)

4.	I want English book that the language can be used in daily life activity.	41.7% (15 students)	52.8% (19 students)	5.6% (2 students)	0% (0 student)	0% (0 student)
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Based on the table 4.3, most of students want English book material that content the material about grammar, vocabularies, and pronunciation. Moreover, they agree that the language can be used in their daily life activities. This result in line with the English teacher's statement from interview. He said that the material has to fulfill the content of grammar, vocabulary, and pronunciation where all of them related with their program and can be used in their daily life activity as students of Online Business and Marketing Program. For example, the vocabularies have to contain the words about Online Business and Marketing such as buyers, sellers, brand, product, price, etc.

Table 4.4 Skills

N o.	Statements of Questionnaire	Strongly Agree	Agree	Fair	Disagree	Strongly Disagree
1.	I want English book that consist of all four skills.	44.4% (16 students)	50% (18 students)	2.8% (1 student)	2.8% (1 student)	0% (0 student)
2.	I want English book that has text and activities related on my needs.	47.2 % (17 students)	44.4% (16 students)	8.3% (3 students)	0% (0 student)	0% (0 student)
3.	I want English book that has speaking material related to real communication context.	38.9% (14 students)	58.3% (21 students)	2.8% (1 student)	0% (0 student)	0% (0 student)
4.	I want English	38.9%	58.3% (21	2.8% (1	0% (0	0% (0

	book that the writing activity is completed with scoring rubric.	(14 students)	students)	student)	student)	student)
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Table 4.4 showed that most of students need English book material that content all four skills they are listening, speaking, reading, and writing. In speaking, it has to be related on real communication context; meanwhile in writing, it has to be completed with the scoring rubric. Especially for the reading text and the activities should be suitable with the students' needs at Online Business and Marketing Program. According to the English teacher from interview, the problems of the recent English book from ministry of education and culture is not all of the text suitable with students in specific program. Then, the English teacher hopes that students in Online Business and Marketing Program can get the English book material that contain the text about Online Business and Marketing. For example, the procedure text about how to promote the products or the report text about one of local product in Trenggalek.

Table 4.5 Topic

No.	Statements of Questionnaire	Strongly Agree	Agree	Fair	Disagree	Strongly Disagree
1.	I want English book that has enough material related on my needs.	44.4% (16 students)	55.6% (20 students)	0% (0 student)	0% (0 student)	0% (0 student)
2.	I want English book that has enough topic variation.	44.4% (16 students)	47.2% (17 students)	8.3% (3 students)	0% (0 student)	0% (0 student)
3.	I want English	47.2%	52.8% (19)	0% (0)	0% (0)	0% (0)

	book material that can give me enough experience related on my needs.	(17 students)	students)	student)	student)	student)
4.	I want English book that make me able to connect the material with social and cultural context.	50% (18 students)	44.4% (16 students)	5.6% (2 students)	0% (0 student)	0% (0 student)

Most of students as seen from the table 4.5 expect that their future English textbook can give them enough material related on their needs. The material also has some varians topics in order to make them interesting and not boring. Then, the material should be give them experience and related with social and cultural context. This result is strengthen by the interview with English teacher. The students are easy to boring if they face the similar topic and text material, and also the English teacher has to be creative in creating teaching learning situation. Talking about the topic, he explains that reading text for vocational high school has to be related with their program although it still in line with the syllabus and program goal. Usually, the English teachers prepare their own text that suitable with topic from recent English book because the text in recent English book from ministry of education and culture is the general text and not suitable with the goal of Online Business and Marketing Program.

Table 4.6 Local Wisdom

N o.	Statements of Questionnaire	Strongly Agree	Agree	Fair	Disagree	Strongly Disagree
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1.	I want English book that content material about local wisdom.	47.2% (17 students)	52.8% (19 students)	0% (0 student)	0% (0 student)	0% (0 student)
2.	I want English book that content material to promote local product.	47.2% (17 students)	52.8% (19 students)	0% (0 student)	0% (0 student)	0% (0 student)
3.	I want English book that the material shows the text containing local wisdom such as folktale, local product, local tourism place, etc.	47.2% (17 students)	50% (18 students)	2.8% (1 student)	0% (0 student)	0% (0 student)

Table 4.6 revealed the result that local wisdom was needed by the most of students in Online Business and Marketing Program. It is supported from the result of questionnaire that shows students' need on content material about local wisdom in order to it can be the ways to promote local product. Moreover, they are interesting of the English text that containing local wisdom such as folktale, local product, local tourism place, etc. The English teacher is strengthen this finding by giving statement that local wisdom is important to give for students in Online Business and Marketing Program. From his experience inviting the speaker from German as the expert in giving material about hotel, the expert asked him to present some local wisdom of Trenggalek as material to be

presented. It means that local wisdom is interesting to be discuss and display as material in English text book.

4.2 The Development of the Product

There are five steps after need analysis in developing the product of English learning material for students at Online Business and Marketing Program. The steps consist of planning, developing preliminary, preliminary field testing, revision, and final product revision.

1.2.1 Planning

This planning is used to prepare the prototype. The first step to do is analyzed the syllabus and the unit of book from Ministry of Education and Culture. According to this book and interview with the English teacher, the first semester is ended at the material about recount text. It means that the English material for first semester will be ended in basic competence 3.7 and 4.7. Meanwhile, the basic competence 3.7 and 4.7 is used for unit 7, 8, 9, and 10 when all those units discuss about recount text. So, it will be ten units to be developed into supplementary book.

When analyzing the syllabus and fitting it appropriate with the book, there was some unit that does not match with the syllabus. For example, 3.2 and 4.2 must be the basic competence only for complimenting, but in the book is used for congratulating also perhaps congratulating is based on competence 3.5 and 4.5. Moreover, the basic competence for asking intention is wrong. It must be 3.4 and 4.4, but in this book is written 3.3 and 4.3 where this basic competence is for

showing care. It means that for describing material is not basic competence 3.4 and 4.4, but 3.7.

When analyzing the content of the book from ministry of education and culture, it is not found the material that relate and support students' need at Online Business and Marketing Program. This finding is related on the statement from the English teacher, he said that:

“This book – book from Ministry of Education and Culture is based on the need of curriculum where the need of curriculum is different with the need of students. It will be a challenge for English teacher in vocational high school. When the book does not give the material that able to support students at Online Business and Marketing Program, teacher should help students to learn about material that have correlation with their program. For example students at Online Business and Marketing Program. They should been given the vocabularies about business and marketing, giving explanation how to display or arrange the goods in market, how to promote well, how to make poster of the product, and how to make jingle of the product through audio or video”

(translated – see EL2-ET)

From the explanation above, it can be concluded that the book from ministry and education of culture does not present the material that support students' need at Online Business and Marketing Program. It makes some English teachers find the way to teach English that able to support their students' needs. Moreover, the suggestion of the English teacher through the interview result above can be considered to prepare the developing book. More interview result with the English teacher can be seen in appendix 6.

The next observation is to see the availability of local wisdom in English book from ministry of education and culture. There are some local wisdom such as the descriptive text of Cuban Randa and Tanjung Puting National Park. In the other hand, this local wisdom does not come from

Trenggalek and does not have correlation with Online Business and Marketing Program. Due to this fact, the developing of English learning material based on local wisdom should be related on business and marketing. For example, to show the product local of Trenggalek and how to start students' own business. Besides, this opinion has been related on the productive subject of Online Business and Marketing Program.

1.2.2 Developing Preliminary Form of Product

The preliminary of developing the English learning material is by making the prototype. The prototype is made by developing the syllabus into the appropriate material for Online Business and Marketing students. It is used as the guideline to develop the learning materials. The design based on the results of the needs analysis questionnaire. It consists of the identity of the syllabus, core competence and basic competence, the number and names of the unit, the titles of the unit, type of tasks, procedures to do the tasks and also the sources taken to develop the English learning materials for tenth grade Online Business and Marketing students. The prototype can be seen in appendix 5.

1. Syllabus of Unit 1

Unit one is based on the basic competence 3.1 and 4.1 about introduction. The title of the topic in this unit is *This is My Product*. It discusses about the students that have an interview about original product from Trenggalek city. It can be the food or handmade product of Trenggalek. The interview situation can be in the term of job interview, scholarship interview, pageant interview, interview for tourism competition, interview for company tender,

and online interview for achievement. The focus of the grammar is simple present tense and it includes vocabulary of name, jobs, adjective, the function of product, and promoting the product.

2. Syllabus of Unit 2

This unit is derived from basic competence 3.2 and 4.2 about expression of complimenting. The title of this topic is *You are So Kind*. The topic of this unit is about how to communicate with customer when the students are being seller (salesman / salesgirl). It also includes the expression of complimenting to pursue the customer so they will buy the product. To make it real, students will do roleplay as seller and buyer. Then the students are able to give responding card to customer who buy their product. The focus of grammar is combination of simple present tense, past tense, present perfect, and present perfect continuous.

3. Syllabus of Unit 3

This unit is based on the basic competence 3.4 and 4.4 about intention of doing something. The title of this topic is *What Is Your Business Plan?* Students will do question and answer in the beginning of the lesson about their business plan. After that, students will write their schedule map or mind map about their plan to develop enterprise. This planning is related on the product they will make to be promoted in order to fulfill the production subject. The grammar uses future tense such as would like and be going to.

4. Syllabus of Unit 4

This unit is based on the basic competence 3.7, 4.8, and 4.9 about descriptive text with the title of unit *A Beautiful Town*. In this unit, students will make descriptive text about tourism place and historical building in Trenggalek. Then they will do peer feedback with their friend and revise their descriptive text. The result of descriptive text before and after getting feedback will be uploaded on their instagram account.

5. Syllabus of Unit 5

This unit is based on the basic competence 4.10 when students should present their own descriptive text. The descriptive text is the one who have been revised in the following unit. In this unit they also have project to make poster about the tourism place or historical building they have chosen. After that, they have to make video by bringing their poster and upload it into youtube account. Poster is chosen as media to present the descriptive text because as students of Online Business and Marketing Program, students should be able to make their own poster to promote their product.

6. Syllabus of Unit 6

Unit 6 is based on the basic competence 3.8, 4.11, and 4.12 about announcement, so the title of this unit is *Attention Please*. The project in this unit is students are asked to make announcement related to business (such as meeting, new project, etc.) and marketing such as sale, discount, releasing new product, etc. and upload on their social media. They also have to practice it in front of the class.

7. Syllabus of Unit 7

Unit 7 is based on the basic competence 3.9, 4.13, and 4.14 about recount text. The students should be able to retell about their past experience, so that's why the title of the unit is *My First Visitation*. In this unit, students will visit some business places in Trenggalek. They can visit UMKM or snack center or the place of making bamboo handmade. After visiting and documenting their visitation, students should write their experience and tell it in front of the class.

1.2.3 Preliminary Field Testing

In this step was the preliminary field testing of the first draft of the book product. To test the quality of the book product, two validators were asked to evaluate the book. The validators were given expert validation guidance. The questionnaire of the guidance was taken from Standard of Course Book Assessment for Vocational High School by BSNP 2011 and consists of four aspects, they are; content appropriateness, presentation appropriateness, language appropriateness, and graphic appropriateness. The result of expert validation from two validators can be seen in appendix 7.

The result of the book product evaluation were presented in the form of descriptive statistics. The results were also used as the basis to revise the book product. The following explanations describe the result of expert validator and the revisions.

a. The Content Appropriateness

The first aspect to be evaluated is from the content of the book product. This table was the result of the first validator:

Table 4.7 Content Appropriateness

No.	Items	Score
1.	The content of the book has been completed and included all skills.	4
2.	The material has been presented in depth and understand well.	4
3.	The accuracy of the content is well and appropriate for students.	3
4.	The language features is easy to understand for vocational students.	4
5.	The content can develop the skill of Online Business and Marketing students.	4
Mean (X)		3,8

From the table 4.7, it can be seen that the mean value of the content appropriateness the book product is 3,8. The value is categorized as “Very Good” due to its position in the interval of $3,25 < X < 4$.

Meanwhile from the second validator was showed as follows:

Table 4.8 Content Appropriateness

No.	Items	Score
1.	The content of the book has been completed and included all skills.	4
2.	The material has been presented in depth and understand well.	3
3.	The accuracy of the content is well and appropriate for students.	3
4.	The language features is easy to understand for vocational students.	4
5.	The content can develop the skill of Online Business and Marketing students.	4
Mean (X)		3,6

From the table 4.8, it can be seen that the mean value of the content appropriateness the book product is 3,6. The value is categorized as “Very Good” due to its position in the interval of $3,25 < X < 4$.

b. The Presentation Appropriateness

The second aspect to be evaluated is from the presentation of the book product. This table was the result of the first validator:

Table 4.9 Presentation Appropriateness

No.	Items	Score
1.	This book is arranged systematically.	4
2.	Each unit of this book is balanced.	3
3.	This book is used to study students as the main actor (students' center).	4
4.	This book can be used to study individually.	4
5.	This book is completed by self evaluation.	4
Mean (X)		3,8

From the table 4.9, it can be seen that the mean value of the presentation appropriateness the book product is 3,8. The value is categorized as “Very Good” due to its position in the interval of $3,25 < X < 4$.

From the second validator, it was showed the result of presentation appropriateness as follows:

Table 4.10 Presentation Appropriateness

No.	Items	Score
1.	This book is arranged systematically.	4
2.	Each unit of this book is balanced.	3
3.	This book is used to study students as the main actor (students' center).	3
4.	This book can be used to study individually.	4
5.	This book is completed by self evaluation.	3
Mean (X)		3,4

From the table 4.10, it can be seen that the mean value of the presentation appropriateness the book product is 3,4. The value is categorized as “Very Good” due to its position in the interval of $3,25 < X < 4$.

c. The Language Appropriateness

The third aspect to be evaluated is from the language appropriateness of the book product. This table was the result of the first validator:

Table 4.11 Language Appropriateness

No.	Items	Score
1.	This book is appropriate to develop the level of students.	3
2.	The use of language is accurate and easy to understand.	4
3.	The book is formed by some ideas in a unit.	4
Mean (X)		3,67

From the table 4.11, it can be seen that the mean value of the language appropriateness the book product is 3,67. The value is categorized as “Very Good” due to its position in the interval of $3,25 < X < 4$.

Meanwhile the result of the second validator was showed as follows:

Table 4.12 Language Appropriateness

No.	Items	Score
1.	This book is appropriate to develop the level of students.	4
2.	The use of language is accurate and easy to understand.	4
3.	The book is formed by some ideas in a unit.	4
Mean (X)		4

From the table 4.12, it can be seen that the mean value of the language appropriateness the book product is 4. The value is categorized as “Very Good” due to its position in the interval of $3,25 < X < 4$.

d. The Graphic Appropriateness

The fourth aspect to be evaluated is from the graphic appropriateness of the book product. This table was the result of the first validator:

Table 4.13 Graphic Appropriateness

No.	Items	Score
1.	The book has been design in typography so it is comfort to read.	4
Mean (X)		4

From the table 4.13, it can be seen that the mean value of the content appropriateness the book product is 4. The value is categorized as “Very Good” due to its position in the interval of $3,25 < X < 4$.

Meanwhile this table was the result of the second validator:

Table 4.14 Graphic Appropriateness

No.	Items	Score
1.	The book has been design in typography so it is comfort to read.	4
Mean (X)		4

From the table 4.14, it can be seen that the mean value of the content appropriateness the book product is 4. The value is categorized as “Very Good” due to its position in the interval of $3,25 < X < 4$.

e. Open-ended Questionnaire

From the open-ended questionnaire, the first validator answers the questions and give suggestions.

Q: What is your opinion about this course book in general?

A: The book provides material that encourage the students to learn

Q: What are the good things of the course book?

A: The presentation of the materials is in graded and the language is easy to understand

Q: What needs to be improved from the course book?

A: The book should provide sufficient examples and make sure it is flexible to use

From the answer of first validator, it can be concluded that the first validator hoped from the book product to provide some examples for students. The example was hoped able to increase students understanding of each task and explanation in each unit.

From the open-ended questionnaire with second validator, the validator gave some suggestions.

Q: What is your opinion about this course book in general?

A: The book was suitable for students at that program and contained local wisdom.

Q: What are the good things of the course book?

A: It is easy to understand and suitable for students at online business marketing program. Some of reading section is local wisdom.

Q: What needs to be improved from the course book?

A: Give attention to the grammar and structure of the words. Dont miss anything. Add the greeting in the beginning of each dialogue.

From the answer of second validator, it can be concluded that the second validator hoped that the grammar and structure of this book should be checked and revised in appropriate. Moreover, he suggested to give greeting in the beginning of the dialogue. Overall, the second validator gave the good scoring of this book development.

1.2.4 Revision

Overall, the expert validation gave good response in the book product. Moreover, the first validator gave suggestion to add the example in unit. The example can help students to understand the material well. Cause of this suggestion, the revision was developed as follows:

Table 4.15 The Revision of Book Product

Items	Points to Revise	Revisions
Unit 1 Task 3	There is no example of matching the vocabularies with the meaning	Giving example for number 1 by matching ladies' prayer gown with its Indonesian meaning.
Unit 1 Task 7	There is no greeting in the beginning of the listening dialogue.	Giving greeting as addition in listening dialogue, such as "good morning", "how is your morning", "I am great", "excellent".
Unit 2 Task 2	Change the "new arrival" because its not suitable with the listening audio.	The phrase "new arrival" has been changed into "fresh arrivals". It is suitable with the listening audio.
Unit 2 Task 3	Giving the example of answering jumbled sentence and adding the word "answer"	This is the example be added: want – I – pajama – give – for – sister – my – cute. Answer: I want give cute pajama for my sister.
	The word for jumbled sentence is not completed yet for number 3 and 5.	Number is added by the word "of" and for number 5 is added by the word "this"
Unit 2 Task 9	There is no example of the True or False task.	Giving the example of the answer in number 1. The answer is true, so the answer is: Yes, Siti is the name of the customer.

Unit 3 Task 7	Changed the format number of task 7 because the format number is mess.	Firstly, the number of question is started from number 6, so it has been changed and started from number 1.
Unit 5 Task 3	There is no example of the True or False task.	Giving the example of the answer in number 1. The answer is “false” and the correction is: Pelang Waterfall is located in Panggul district.
Unit 6 Task 4	There is no example of the task and able to make the students confuse.	Give the clear statement in the task and give example by giving thick in the true statement.

The example of the final product can be seen in the appendix 8 the example showed unit 2 with title “You Are So Kind”. The material was about how to be salesperson and complimenting the customer.

1.3 The Level of User Satisfaction toward the product of English Learning Material based on Local Wisdom

To know the level of user satisfaction, the research did try out and distributed the questionnaire of user validation.

1.3.1 Try Out

The try out was done at 18th – 19th July 2020. In this try out, students were taught unit 2 “You are so kind”. This unit was about how to be the salesman and customer. It was also included the material of compliment but it was implemented as the part of responding card. Responding card was one of the activity should be done by the students of Online Business and Marketing Program to thanked to their customer after the customer bought their product.

In the beginning, students were doing the warm up in task 1 about the picture and the questions. They answer that the man in the picture is discussing and offering a car to the husband and wife (couple married). Other student answered that the man try to persuade and offer the car to the couple. From this

answer, the students conclude that the man job is a car salesman. The students state that they ever do a job as sales. They also did like the man in the picture. They offered the product and persuaded the customer to buy their product. They sold snack, bag, perfume, fruit salad, meat ball, noodle, beauty and health product, etc. They sold it through social media such as WhatsApp and Instagram. Being the sales made them to be the individual with characteristic of confident, polite, excellence, cheerful, and respect to the customer.

In the second section, students were asked to listen the audio. The duration of audio is 35 seconds. This audio is about the customer who looking for bag and the salesgirl in the store offering the fresh arrival bag which is discount for 40%. While listening the audio, students were asked to do the task 2. The students answered the questions correctly. After that, they did task 3 of jumbled sentences. Most of them did wrong in the task number 6. The next session was the students asked to look for their partner. They should do conversation of being salesperson and customer. One of the couple was Putri and Fifi, here was their text which was collected before performance:

Putri:	Good morning, miss. What can I do for you?
Fifi:	Good morning. I want to find a typical souvenir from Trenggalek?
Putri:	Ok, you can follow me. We have a typical Trenggalek batik dress with clove flower motifs that are the identity of Trenggalek city.
Fifi:	Wow, this is good. Are there other motives?
Putri:	Oh of course. We also have batik clothes with Turangga Yaksa motifs that are typical of Trenggalek too.

Fifi:	Wow this is also good.
Putri:	I will give you a Clove flower motif and a Turangga Yaksa motif to try.
Fifi:	Okay, i Will try it. (Try Trenggalek's typical clothes). What is your opinion?
Putri:	Wow miss, they both look good on you.
Fifi:	Thank you, but can you suggest something better?
Putri:	I suggest you two of these batik clothes, because both are very good and suitable for you. The materials and colors used to make this batik shirt come from nature and still use traditional tools. And also the color of this shirt makes your face shine and more elegant.
Fifi:	Okay, I'll take both of them.
Putri:	I will wrap it for you. You can take and pay in the cashier.
Fifi:	Thank you for your help.
Putri:	Your welcome, miss

After the conversation was done, students were asked to make responding card. Responding card usually is given to the customer after they bought product from a store or salesperson. This responding card has function to thanked to the customer and compliment them. This is the responding card from Putri as salesperson to Fifi as customer.



Figure 4.1 Responding Card from Students

From the teaching learning process, it can be concluded that students were enthusiastic to follow the class and active in answering the question or doing the task. Then, the students were given the user validation questionnaire to see their opinion of the new book product development.

1.3.2 User Satisfaction

The user satisfaction was given through questionnaire of user validation guidance (see appendix 9). This questionnaire consists of closed and open ended questionnaire. From 36 students, 31 students had been fulfilled the questionnaire. This closed questionnaire was divided into two parts, about the book and about the local wisdom. About the book was consisted of the aim and approach, design and organization, language content, skills, topic, and the last was about local wisdom.

From the aim and approach, 21 students were very agree that the book was developed appropriate with their need. They also very agree that the book was suitable with teaching learning in the class. 20 students very agree that the book was easy to understand and 19 students very agree that the developing book was the good material for them.

From the design and its organization, 16 students agreed that the contain of book development was arranged well and clearly. 19 students agreed that the development book was suitable to learn individually and 21 students very agreed that the layout of the book was clear and interesting.

From the language content, 22 students agreed that the book development had material about grammar. 19 students very agreed that the book development had vocabulary material and 16 students agreed that the book had pronunciation material. From 19 students, they agreed that this book was developed suitable with social context in daily life.

From the skills, 19 students agreed that the book development included all English skills. 16 students agreed that the reading activities was developed suitable with their need and interest. 20 students agreed that the speaking communication was able to use in their real communication context. 19 students agreed that the writing section was completed with the scoring rubric.

From the topic, 16 students very agreed that there was enough material in the book that suitable with students' interest. 18 students very agreed that there was enough variation and topics, meanwhile 16 students agreed that the book development gave them experience accordance with their ability. 21 students

agreed that they able to connected social and culture context with the material in the book development.

From the local wisdom, 18 students very agreed that the book development had material about local wisdom and material that able to promote local product. 15 students agreed that the book development also had the reading material about local wisdom such as local product, local tourism places, and local culture.

From the open-ended questionnaire, it can be concluded that the students satisfied with the book development. They said that the book was interesting, easy to understand, had material about Online Business and Marketing, containing local wisdom, able to learn individually, easy to learn and read, the material is familiar and complete.

1.4 Discussion

This research aims to develop English learning materials for Online Business and Marketing Program. The materials were developed based on the the needs analysis by using ESP approach, criteria of good book from Cunningsworth (1995), and local wisdom. It was designed to make students focus on work or study related needs, not personal related needs or general interests (Basturkmen, 2010:3).

The first step to do was conducted needs analysis. The needs analysis was conducted on October 2019 by distributing questionnaires to the students. The questionnaires were developed based on the principle of good book criteria by Cunningsworth (1995:1). There were 5 criteria which was adapted, they were: aims and approach, design and organization, language content, skills, and topic.

Meanwhile the last components of need analysis was the local wisdom. All of those criteria was used as the basic to develop the appropriate book for Online Business and Marketing students.

The next step was designed the plan. For designing the plan, the researcher observed the book each unit on the original book from Ministry of Educational and Culture. From the original book that was based on the recent curriculum. According to the Laws of Education System No. 20 of 2003, a curriculum includes some ways or methods as manual or learning activities in order to achieve some specific educational purposes. Then, the curriculum was used is curriculum 2013 (K-13). The researcher able to develop specific book for Online Business and Marketing Program which was still based on curriculum 2013. It means that, the developing book able to use in daily English learning. English learning was adapted for two purposes. First is to comprehend the basic knowledge and skill program achieved, and second is to implement those skills and knowledge so that the students can interact well using spoken and written English at the intermediate level (BSNP, Jakarta: 2006).

After designing the plan, the next step was developing preliminary. In this step was made the prototype to be developed into a book. The prototype was consisted of basic competence, unit title, goals or functions, language points, skills, and notes. In the basic competence, the competence was same with the basic competence of English in curriculum 2013. There were 16 basic competence of 7 units. These units was for one semester. In the notes were about what was the project should be done by the students. This prototype was

designed as good as in order to be easy in developing the book. This step was suitable with theory of Hutchinson and Waters (1992:19-22). They describes the preparation of organizing course as “language description”, where teacher has to find an answer of question about the topics are covered, students’ need to learn, and language aspects they need, and their ways to describe. Then, teacher will find the answer to create the appropriate course is going to be about. Setting goals and objectives of the course will be prepared clearly.

The product was developed in structure of Hutchinson and Waters (1992:19-22). The activities could be done such the suggestion of Hutchinson and Waters were warming-up activities - pre-teaching and activation of new vocabulary or grammar structures, discussing questions concerning the topic. The warming up was ready in each unit in the first task. The second was receptive activities - work with a text itself, reading, listening. These activities had been implemented in the developing book by giving listening section and information about the material that could be read by students themselves. The third was productive activities - practicing of acquired knowledge. The students got these activities through the book by asking them to do conversation in pair or have the project in the last of the unit. The last was follow-up activities - next improving, developing, appropriate using of learnt. The students had to do some tasks to ensure their understanding of the material.

After the book product was done, the next step was send it to the expert validator. The expert validator was given expert validation guidance which was based on BSNP (2011) about the criteria of material development. This criteria

consisted of content, presentation, language, and graphic. The questionnaire consisted of closed questionnaire with 14 questions and closed questionnaire with 3 questions. The result from expert validator was used to revise the product.

After revising the product, the product was ready to be tried out. The unit was chosen was unit2 with title “You are so Kind”. The material in this unit was about complimenting. But the researcher was developed it into the conversation of being salesperson and customer. In the end of the conversation, the salesperson gave responding card to the customer. The responding card was contained thanking and complimenting expression. The result of the tried out was the students active to follow the class and able to answer the questions well because they were familiar with the words. Besides, they said that they ever to be salesperson and offering their product to the customer.

After the tried out, the last step was user validation. It was used to know the students’ opinion as the user of the product. The user validation was consisted of closed and open-ended questionnaire. The closed questionnaire was based on the theory of Cunningsworth (1995) about the criteria of good book; meanwhile the open-ended questionnaire was about students’ opinion about the developing book. The result shows that the students were satisfied with the book development. They though that this book product was easy to learn and appropriate with their program. It means that they are more motivated in learning English through this book.