

DEVELOPING ENGLISH SUPPLEMENTARY MATERIAL FOR NARRATIVE TEXT BASED ON WRITING TASK FOR TENTH GRADE OF ELECTRICAL POWER INSTALLATION PROGRAM IN SMK ISLAM 1 BLITAR

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Abstract

The government, through the Ministry of Education and Culture, seeks to provide teaching materials (text books) and revise the 2013 Curriculum, which distinguishes it from the High School English Curriculum, in order to fulfill good English language skills in students, especially in Vocational High Schools. Media in learning English is very important, as evidenced by an analysis of the needs of 38 students and an English teacher of class X Grade in the Electrical Power Installation Program. This study aims to determine the process of obtaining English teaching materials needed by students and the development of English supplementary material for narrative text based on the writing task. This study used the ADDIE Research and Development model (R&D) model. The results used questionnaires, unstructured interviews, expert judgment, and observation. It used several steps including: (1) Research&Information collection, (2) Develop preliminary form of product, (3) Product revision, (4) Product testing, (5) Final product revision. The object of this research subject is research were 38 students of X Grade in Electrical Power Installation Program students majoring at SMK Islam 1 Blitar. The result of expert validation showed that the product gets a 3,89 value is in the range of $3.25 < x < 4$. This supplementary material is categorized "Very Good" feasible to use as supplement about narrative text material for X Grade in Electrical Power Installation Program students majoring.

Keywords: Supplementary Material; Narrative Text; Writing

INTRODUCTION

Vocational education belongs to the domain of formal education, which is one of three recognized streams of education in Indonesia alongside non-formal and informal education. Within the vocational track, the vocational school offers secular academic subjects and subjects that focus on technical skills (Lestari & Priyana, 2020). Industries and vocational education are connected. Employers are the primary users of the skills vocational school graduates learn. The Indonesian Ministry of Education and Culture pioneered the "link and match" policy for vocational high school and tertiary vocational education to promote an industry-based vocational education model. The government, through the Ministry of Education and Culture, seeks to provide teaching materials (textbooks) and revise the 2017 Curriculum, which distinguishes it from the High School English Curriculum, in order to fulfill good English language skills in students, especially in Vocational High Schools. In this case, the textbook is still the same, which is problematic. The ability to utilize English both orally and in writing is actually a need for many jobs or businesses in the age of globalization (Nurdiani, 2014). The relatively low motivation of SMK students in learning English can be observed that the number of English textbooks for SMK both issued by the government and those circulating in the market is relatively less compared to English textbooks for general high schools. Many majors

in SMK also contribute to the lack of publication of textbooks because they are considered unprofitable in the business world. There are spoken and written forms of language. Writing is a major component of English language instruction. Since writing is frequently the foundation upon which others judge human learning, values, ideas, and contributions to society, it is both a life skill and an essential job-related talent (Klimova, 2012). The purpose of learning English is to enable learners/students to: 1) master knowledge and skills in the basic English language to support competence policy for skills programs; and 2) apply mastery of abilities and English skills to communicate both orally and in writing, as per the Appendix Regulation of the Minister of National Education no. 22 of 2006, which is regarding Competency Standards and Basic Competency (Nasional, 2008). In actuality, SMK students in general lack the fundamental language skills necessary for effective communication, and they also typically lack the enthusiasm necessary to read, write, listen, and speak in English (Ratnadewi, 2009). Moreover, learning English for grade 10 at SMK is based on the independent curriculum and the 2013 curriculum which are general in nature, while English for grades 11 and 12 is more specific to the major. The government should start making any improvements to the standard or substance of textbooks that are suitable for SMK students. In the education, writing become an important skill that must be learn by students. It is because writing is a part of four basic skills of learning English which includes reading, speaking, and listening. One of the crucial tasks that must be completed successfully is teaching writing to English language learners because it will have an impact on how well the students can develop their writing skills (Richards, J. C., & Renandya, 2002). Writing is a complex art. Students studying English as a second language will need a range of writing skills, from the ability to create essays and professional articles to the capacity to write straightforward paragraphs and summaries (Grabe, W., & Kaplan, 1996). Students now need to learn how to write well in order to thrive in school. It's because writing is one of the four core skills of learning English, along with speaking, listening, and reading. Teaching writing to English language learners is one of the essential responsibilities that must be accomplished well since it will have an impact on how well the students can develop their writing skills (Richards, J. C., & Renandya, 2002). There are so many ideas related to writing. For class X SMK students, they must be able to distinguish social functions, text structures, and linguistic elements of several spoken and written narrative texts by giving and asking for information related to folk legends, simply, according to the context of their use. One of them is writing scenarios of folk legends based on basic competencies 3.8 and 4.8. One of them is writing the narrative text. Although learn to write is not easy for them, but they must mastering this skill well to reach the goal of their future. Before writing narrative text, students must understand the material about narrative text. Of course students get the material and knowledge of narrative text from the book served by government and their school. But often, the material from the government book just served narrative text in general not focus on specific topics related to the student needs and real world context. SMK Islam 1 Blitar has six majors with a total of 60 classes. The researcher found that each English teacher had to teach a total of 12 classes from grades 10 to 11, with different majors. In addition, teachers at SMK Islam 1 Blitar once a month taught different classes due to changes in theory and practice blocks. They must therefore review the same content in various classes. This barrier makes it challenging for English teachers to concentrate on creating extracurricular materials in accordance with the subject matter that students must teach. Thus, the researcher decided to conduct students' needs analysis at SMK Islam 1 Blitar by using a questionnaire. From the results of the distribution questionnaire in Class X of Electrical Power Installation, it was found that 55% of their students are less interested in English because English is difficult. But 45 % of student likes English they still motivated learning English. Besides that some of the students disliked the skill 4 skills, especially it was difficult in writing skills lessons. Many students are not interested in learning writing skills because writing is difficult and difficult to understand; sometimes students are

too lazy to write, let alone use English; and students have difficulty understanding English. Meanwhile, the school itself prioritizes writing and speaking skills. Here, the researcher found that students had difficulty learning to write. Besides, the researcher also did an unstructured interview with the English teacher of SMK Islam 1 Blitar. From the interview, the researcher gets the information that actually the teacher needs to develop an interesting series of pictures, provide lots of practice writing short stories and fairy tales, have children write stories using their own language, use media pictures that interest students in learning English, and have students learn happily. It is hoped that by using this application, it can improve students' writing skills. From the results of their observations in class X of the Electrical Power Installation at SMK Islam 1 Blitar, the researcher found that the material provided by English subjects was limited to the context and learning needs. This is due to several reasons, including: (1) a lack of resources and learning media provided; (2) a lack of student motivation so that students do not understand English lessons; and (3) they do not enjoy learning in class because they do not understand English, so it is necessary to choose the right material and media according to the needs of students so that they understand the material being taught well. For this reason, the researchers concluded that what they needed was additional material and then decided to develop supplementary material. In view of these factors, the researcher aims to design a set of task-based supplementary materials in the form of narrative text based on basic competencies 3.8 and 4.8 in order to make students efficiently understand and increase their motivation in the learning process. The supplementary material will be created by the researcher or taken from another source related to learning purposes. They are created by introducing new supplementary materials to the textbooks (McGrath, 2002). It aims to support and help students solve their problems when studying writing skills. The researcher also includes some previous studies that are relevant and related to this study. Developing supplementary reading writing materials for enrichment purposes for grade X students of senior high school in SMAN 2 Yogyakarta. This study was conducted by Ester Ria Mei Utami in 2016 and Developing task based supplementary english reading materials for grade VII students of junior high school. This study was conducted by Dyah Ayu Winarti Putri in 2016. The similar aspects found from these studies above is developing supplementary material and the use of narrative text. By these studies, the researcher combines the use supplementary material and narrative text to complete the writing narrative materials. By looking at this background, the researcher conducted research development (R&D) and aimed to produce writing task supplementary material of narrative text media for Class X of Electrical Power Installation student of SMK Islam 1 Blitar. Hopefully, the existence of this product will help students learn and improve their skills. In addition, this can help teachers provide material so that students achieve better grades. Therefore, the researcher decided to conduct this research development under the title "Developing English Supplementary Material for Narrative Text Based on Writing Task for Tenth Grade of Electrical Power Installation Program in SMK Islam 1 Blitar".

METHOD

The researcher used R&D in this study (research and development). The research technique known as "research and development" is used to create specific items and evaluate their efficacy (Sugiyono, 2013). Product development in education such as learning methods, modules, media, and teaching materials can use ADDIE model (Mulyatiningsih, 2011). Model ADDIE has 5 stages, as follows in figure 1.

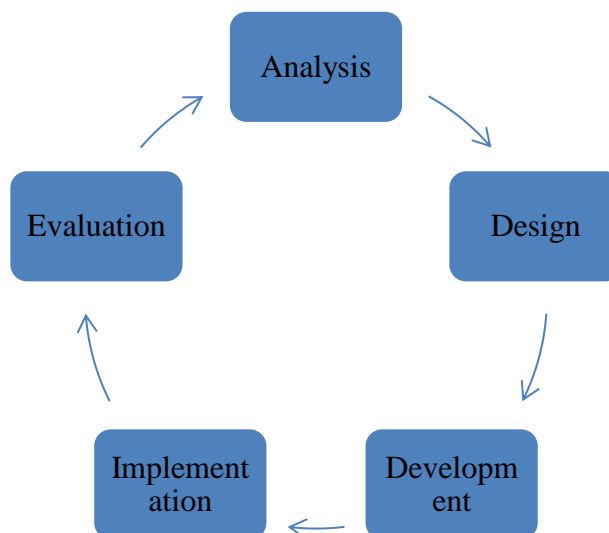


Figure 1. ADDIE Development Procedure

The research model employed is the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model, which portrays the steps in a systematic (ordered) and methodical manner with the goal of achieving the desired outcome. The steps were, (1) Analysis consists of two stages, namely performance analysis and needs analysis, (2) Designing the product, (3) Develop preliminary form of product, (4) Product revision, (5) Product testing and (6) Final product revision. The data was collect from started by doing need analysis which consists of questionnaires, unstructured interview expert judgment, and observation. The data collected by the researcher from (1) The Thirty Eight students consist of 35 boys and 3 girls in X grade Electrical Power Installation students majoring, (2) The English teacher, (3) The 2 Validators are lecturer who's . Experts in learning media and also English teacher who's experts in learning material. Data in this research consist of data in preliminary research and data after the product is produced. In this research, data were collected by an observation that distributes the questionnaires and doing an unstructured interview. Two forms of questionnaires were used. The first questionnaire was used in the study of need analysis and the development of learning materials. The second questionnaire intended to test the materials designed and assess whether or not the materials were suitable for the learners. To get the result whether the product developed is valid or not, the researcher must get expert validation. Here, the product validated by material expert and media xpert. The material expert in this study asses the main product development that is supplementary material of writing narrative text. Thus, the material expert in this study is Mrs. Novi Rachmatiningtyas, S.Pd the English teacher of SMK Islam 1 Blitar. She is a English teacher who is capable of being the material validator. The media expert in this study is Mr. Abd. Charis Fauzan, M.Kom. , a lecturer at the Nahdlatul Ulama University of Blitar teach in the major of Computer Science. In analyzing the data of this study, the answer of students need analysis questionnaire with the highest percentage was considered to be the representation of the learners on the actual condition. In the second questionnaire, when evaluating the materials uses Likert Scale as the measurement. The quality of the materials was then assessed based on the mean or average scores obtained from the questionnaire. The means were calculated by using the formula proposed by (Suharto, 2006).

$$Mn(x) = \sum fx$$

$Mn(x)$: mean

$\sum Fx$: total score

n : total number of data

In classifying the category of mean, the data were converted to narrative analysis in terms of its goodness as proposed by (Suharto, 2006).

$$R = \frac{xh - x1}{4}$$

Xh : the highest level

$X1$: the lowest level

4 : range of Likert-scale

The range obtained from calculating of the formula above was 0.75. The conversion was presented below is proposed by (Suharto, 2006).

Table 1. Data Conversion Table

Scale	Interval	Categories
1	$1 \leq x \leq 1.74$	Poor
2	$1.74 \leq x \leq 2.24$	Fair
3	$2.24 \leq x \leq 3.24$	Good
4	$3.25 \leq x \leq 4$	Very Good

RESULTS AND DISCUSSION

Results

The needs analysis was carried out as the first stage of research to assess the students target and learning needs. On Januari 12th, 2023, the questionnaire was distributed. The questionnaire consisted of ten multiple choice-questions. The highest percentage of students responses was considered as the students needs and being considered in developing the product. The subject of this research was 38 students of class X of Electrical Power Installation at SMK Islam 1 Blitar. The data from the need analysis represented what the students needs were for writing learning materials. The description is following:

Table 2. Result of Students' Need Analysis

No	Question	Response		
		Ya (Yes) $P = \frac{F}{N} \times 100$	Tidak (No)	Mungkin (Maybe)
1.	Have you ever heard of the term "narrative text"?	100%	-	-
2.	Have you ever made a "narrative text"?	92%	-	8%
3.	In your opinion, is the ability to write important?	53%	8%	39%

4.	Are there any books that teach material for writing narrative text?	68%	-	32%
5.	Do your sources for learning English only come from the books provided at school?	92%	8%	-
6.	Does learning material derived from books make you feel bored?	100%	-	-
7.	In your opinion, does the teaching material of narrative text need to be balanced?	40%	60%	-
8.	Do you like the activity of composing sentences clearly?	26%	74%	-
9.	Apakah saudara menyukai kegiatan melengkapi teks?	34%	53%	13%
10.	Do you like the activity of looking up difficult words and then looking up their meaning in the dictionary?	56%	18%	26%
11.	Do the learning media have an impact on your learning interests?	89%	-	11%
12.	Do you want to balance the practice of writing narrative text?	53%	39%	8%
13.	Did the learning material accompanied by pictures make you interested in learning?	92%	8%	-
14.	Is the use of learning media that contains an element of guesswork more attractive to you?	100%	-	-
15.	Do you have difficulty writing English in your daily life?	53%	-	47%

The data above has shown that most students are familiar with the term of narrative text proved by 100% said familiar. In conclusion, most of the students said that writing skill is important. It is proven by 53% said yes, 8% said no, and 39% said maybe. Most of the students said that the material served by books doesn't make them feel bored, proved by 100% students said yes. Although there was a book consist of narrative text material, but it is needed to be developed, proved by 40% said yes, and 60% said no. Here, the researcher know that students do like the material related to the real-world. It is proved by 26% said yes, and 74% said no. Students do like the material which is served by simple sentences and includes pictures. It's proved by 34% of students who said yes, 53% said no, and 13% said maybe. Students also said that they enjoy composing sentences correctly, completing the text (56% said yes, 18% said no, and 26% said maybe. Students said that they were like the writing activity which is in accordance with the picture (92% said yes, and 8% said no). Use of learning media that contains elements of guesswork is more interesting for students,

100% students said yes. Beside, 53% student said yes, and 47% said maybe difficulties in writing English in everyday life.

The Process of Development

After conducting a need analysis, the next step of material development is determining the specific materials and designing the product. The material developed is narrative text based on the basic competencies of narrative text. The researcher had made the simple concept and design of the product which is related to the material that will be developed. The design framework of the product is as follow:

Table 3. Framework of the product

COVER
ACKNOWLEDGEMENT
TABLE OF CONTENTS
SPECIFICATION OF THE PRODUCT
UNIT 1 MATERIAL OF NARRATIVE TEXT
UNIT 2 EXERCISE GENRE OF NARRATIVE
UNIT 3 GRAMMAR REVIEW SIMPLE PAST TENSE
UNIT 4 EXERCISE OF SIMPLE PAST TENSE
UNIT 5 ANSWER KEY OF UNIT 2
ANSWER KEY OF UNIT 4
BACK COVER

Result of Material Expert Judgement

There are two experts carried out in this study to assess the material designed and the material produced. The description of these expert judgement result is following:

Table 4. The Result of Material Expert Judgement

No	Items	Score
APPROPRIATENESS ASPECT OF THE CONTENT		
1.	Materials developed are in accordance with basic competencies	4
2.	The topic of each unit learning material is relevant to the basic competence	4
3.	The developed materials contain learning objectives clearly	4
4.	Materials developed is relevant to the theme	4
5.	The material in the form of a task-base e-book is suitable for 10 th grade vocational high school	4
6.	Materials developed is in accordance with the learning objectives	4
7.	Materials developed in accordance with real-world context	4
8.	Materials developed includes learning the structure of a narrative text	4

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- | | | |
|-----|---|---|
| 9. | Materials developed includes learning the social function of narrative text | 4 |
| 10. | Materials developed includes learning the language features of narrative text | 4 |
| 11. | Materials developed using the appropriate images | 4 |
| 12. | Materials developed encourages students to be able to write narrative texts | 4 |

APPROPRIATENESS ASPECT OF THE LANGUAGE

- | | | |
|-----|--|---|
| 13. | The language used in the materials development is in accordance with the level of students cognitive development | 3 |
| 14. | The language used is not long-winded and easy to understand | 4 |
| 15. | The material developed uses correct English grammar | 4 |
| 16. | The instruction used in the task are clear and easy to understand using both English and Indonesian | 4 |
| 17. | The language used in the development of the material uses the choice of relevant words | 4 |
| 18. | The language used in the development of the material uses correct English spelling | 4 |

APPROPRIATENESS ASPECT OF THE PRESENTATION

- | | | |
|-----|---|---|
| 19. | Learning activities are presented to build students writing skill | 3 |
| 20. | The material developed encourages students to do a reflection in measuring their learning success | 4 |
| 21. | Learning activities in the material developed to encourage students to do written communication in English related to real life | 3 |
| 22. | Each unit of material developed has a learning objective statements | 4 |
| 23. | The material developed contains pictures that are suitable for seeing by vocational high school | 4 |
| 24. | The material developed presents images that do not contain elements of "SARA" (suku, agama, ras, dan antar golongan) | 4 |
| 25. | Material developed arranged with clear and easy to understand writing | 4 |

ASPECT OF TASK-BASED

- | | | |
|-----|--|---|
| 26. | Learning materials are presented in the form of authentic assignments that give students the experience of using language in a way that is used in the real world | 4 |
| 27. | Material developed in accordance with the principle of task based learning which includes scaffolding, task dependency, recycling, active learning, integration, reproduction, to creation, reflection | 4 |
-

28.	The material developed is in accordance with the steps for developing task-based materials (schema building, controlled practice, authentic writing practice, focus on linguistic elements, provide freer practice, pedagogical tasks	4
MEAN		109
$Mn(x) = \sum \frac{fx}{n}$		28
		= 3,89

The result of expert validation showed that the product gets a 3,89 value is in the range of $3.25 \leq x \leq 4$. It means that the product is valid and categorized as a “Very Good” product. However, the expert gave some advice and recommendation to the researcher. The expert concludes that the product can be used, but there are some revision must be done to make a better product.

Result of Media Expert Judgement

The result of the media expert validation obtained data such as the following table:

Table 5. The Result of Media Expert Judgment

INDICATOR	ITEMS	SCORE
Size of Supplementary Materials	1. Conformance of the size of the Supplementary Material with ISO	4
	2. Appropriateness of the size of the Supplementary Material with the content material	4
Cover Design (Cover)	3. The appearance of the layout elements on the front cover and back cover is consistent and appropriate	4
	4. The color of the layout elements that clarify the function	4
	5. The letters used are attractive and easy to read	3
	6. The font size is proportional compared to the Supplementary Material size	3
	7. The title color of the Supplementary Material contrasts with the background color	4

	8. Don't use many letter combinations	4
	9. Supplementary Material sample illustrations in accordance with the theme or content of the material	4
Supplementary Material content design	10. Consistent layout	4
	11. Separation between paragraphs is clear	4
	12. Printable area and proportional margins	4
	13. Spacing between text and illustrations is appropriate	3
	14. Layout elements that include titles and complete page numbers	4
	15. Don't use too many fonts	4
	16. The use of variations of letters (bold, italic, all capital, small capital) is not excessive	3
	17. Normal text layout width	3
	18. Spacing between lines of normal text arrangement	3
	19. Spacing between letters is normal	3
	20. Content illustrations are able to explain meaning and objects	3
	MEAN	$\frac{72}{20} = 3,6$
	$Mn(x) = \sum \frac{fx}{n}$	

The result of the expert validation showed that the product gets a 3,6 value. The value is in the range of $3.25 < x < 4$. It means that the product is valid and categorized as a “Very Good” product. The expert said that the product is very good and can be used without any revision.

Result of Language Expert Judgment

Table 6. The Result of Language Expert Judgment

Indicator	Items	Score
Conformity with sentence language	1. Spelling accuracy	3
	2. Grammar accuracy	3
	3. Appropriate vocabulary	3
	4. The question words used use the appropriate vocabulary	3
Directness	5. The effectiveness of sentences	3
	6. Confused sentences	4
	7. Clarity of instructions	4
	8. Accuracy of sentence structure	3
	9. The question sentence is self-explanatory	3
Communicative	10. Understanding of messages or information	4
	11. Paragraphs and examples use language that is easy to understand	3
	12. The ability to motivate students	4
MEAN		$\frac{40}{12} = 3,3$
$Mn(x) = \sum \frac{fx}{n}$		

The result of the language expert validation showed that the product gets a 3,6 value. The value is in the range of $3.25 < x < 4$. It means that the product is valid and categorized as a “Very Good” product.

Result of of Student Satisfaction

After the results of media feasibility test were known, researchers revised product based on comments and suggestions from experts. It aimed to make product feasible to be implemented for students. However, researchers also still need to conduct product assessment by users to find out their level of satisfaction with product. Questionnaire were distributed after product trial was complete. The number of respondents was 38 students. The results of questionnaire were presented in table 7.

Table 7. The Result of Satisfaction Questionnaire

No.	Statements	Response	
		$P = \frac{F}{N} \times 100$	
		Yes	No
1.	Appearance of media supplementary material is interesting	100%	-
2.	Media is easy to use	100%	-

3.	The instructions in the E-book are easy to understand	92%	8%
4.	Learning activities are more fun with the use of media	92%	8%
5.	Interesting learning media to use	100%	-
6.	Learning media can increase student motivation	100%	-
7.	Interesting tidiness of design	96%	4%
8.	Good color selection	92%	8%
9.	Interesting media shapes and colors	92%	8%
10.	The language used is easy to understand and easy to read	100%	-

From the students' satisfaction questionnaire, 100% said appearance of media supplementary material is interesting, 100% said media is easy to use, 92% said the instructions in the E-book are easy to understand, 92% said the learning activities are more fun with the use of media, 100% said interesting learning media to use, 100% said learning media can increase student motivation, 96% said that the media interesting tidiness of design, 92% said that the media good color selection, 92% said that interesting media shapes and colors, and 100% said the language used is easy to understand and easy to read.

Discussion

This research was conducted to developing task-based writing supplementary material of narrative text for tenth- grade students. In the development process of this product, the researcher has done the student's need analysis (Vinet, L., & Zhedanov, 2011) statement that said writing is a key factor in language. Good writing skills are needed for all students to meet their educational and employable requirements. Students also said that the supplementary material of narrative text that related to the real world is interesting. So that, the researcher reinforced to design a set of task-based writing supplementary material. It is because task-based refers to materials or courses designed around a series of authentic tasks that give learner the experience of using a language in the way it is used in the real world outside the classroom (Tomlinson, 2011). From the result of the need analysis, the researcher concluded that students need a material that related students' real life, material that designed simply and including pictures with many colors.

In designing the product, the researcher made the design framework which is used as the basis of development. After the researcher deal with the design framework, then create and arrange the material that related to the need and topic. Then, the material designed properly and bring to the validator. The aspect has been assessed by the validator including the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the aspect of task-based.

The resulting gain from the validator shown that the product is very good so could be used effectively. The supplementary material gets a value of 3.25 from 4.00.

After the product developed gets value of validation and categorized as a very good product, the researcher done the try-out to the students at SMK Islam 1 Blitar. There, the researcher also gives them a satisfaction questionnaire after the study using the product developed. In sum, the product is well received by students and meets their needs. Almost all of them said that the product is simple and interesting, so it increases their interest to learn writing, especially in writing narrative text. The material developed also easy to understanding.

Thus, the product task-based writing supplementary material of narrative text media is categorized a "very good" and worth to be used for tenth-grade of Electrical Power Installation

Program students in learning writing narrative text. A similar study has been conducted by (Putri, 2016), shown that the product task-based supplementary material categorized as “very good” and worth it to be used in learn reading for students.

CONCLUSION

Based on the results of research and discussions that have been carried out, conclusion can be drawn: Students need specific material of narrative text that related to the students real life, material that designed simply and including pictures and many colors. This supplementary material for writing is prepared with the aim of providing additional learning material adjusted to learning achievement phase E in Independent Curriculum. Development of task-based writing supplementary material of narrative text at the first grade Electrical Power Installation Program of SMK Islam 1 Blitar by using the model development off ADDIE get very good result and worth to be used. The feasibility value of the task-based writing supplementary material of narrative text based on material expert is 3,89 value is in the range of $3.25 \leq x \leq 4$. It means that the product is valid and categorized as a “Very Good” product. The feasibility value of the media expert is 3,6 value. The value is in the range of $3.25 < x < 4$. It means that the product is valid and categorized as a “Very Good” product. The result of the language expert validation showed that the product gets a 3,6 value. The value is in the range of $3.25 < x < 4$. It means that the product is valid and categorized as a “Very Good” product.

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