# DEVELOPING ENGLISH LISTENING MATERIALS THROUGH SONG FOR THE ELEVENTH GRADE STUDENTS OF NETWORK COMPUTER ENGINEERING

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**Abstract**

The objective of this study is to develop appropriate listening materials through song for the eleventh grade students of Network Computer Engineering at SMK Karya Setia Pegajahan. This study was a Research and Development (R & D). The steps of this study were: conducting needs analysis, designing the syllabus and the first draft of the material, judging by expert, and writing the final draft of the materials. The results of the study indicated that (1) English is very important for future job as a technician; (2) Mastering English is crucial to pass the National Examination; (3) The students also want the teacher to explain the formulas before discussing a task and leading the students in discussing a particular text. The activities applied five steps of the scientific approach: observing, questioning, collecting, analyzing, and communicating. Based on the data analysis from the expert judgment, the mean score of all aspects of the three developed units is 3.88 which is in the range of $3.25 \leq \bar{x} \leq 4.00$ and can be categorized as "Very Good".

**Keywords:** developing, listening, song

## 1. INTRODUCTION

In the context of teaching English as a foreign language, listening is one of the skills that form the basis of one's communicative competence. It means besides producing a foreign language, a person also needs to perceive and cognitively decode the aural input in order to be successful in the oral communication process. In fact, listening activities in many language classrooms tend to focus on the outcome of listening. Listeners are asked to record or repeat the details they have heard, or to explain the meaning of a passage they have heard. In short, many of the listening activities do little more than test how well they can listen. Because learners are often put in situations where they have to show how much they have understood or, more often, reveal what they have not understood, they feel anxious about listening. Vandergrift and Christine (2011) say when learners not only have to understand what the person is saying but must also have to respond in an appropriate way, learners' stress and anxiety levels increase even further.

This phenomenon also happened at SMK Karya Setia Pegajahan, the students' English competence particularly in listening was low. Based on the preliminary research, the students were not interested in listening activities particularly listening to song since they never listened to western song. One of the factors was the lack of teaching materials and media. Both of them were very important to help students master the listening materials. The available listening materials were not appropriate to be used in teaching. Although there were many choices of listening materials such as CDs, DVDs, or videos, the teacher mostly used a textbook as a means of the teaching and learning process. Coming as the result of a poor teaching listening, the students' listening skill was still low. Most of the students had difficulty in listening. The students' learning motivation was relatively low. They did not realize the importance of mastering English for their career after they have graduated from the school.

The other problems are related to the teacher, the teaching media, and the teaching and learning process. As we know listening activity is very important to master English, however the teacher never created listening activity in her class. She seldom used English classroom and spoke more in Bahasa Indonesia or in local language in the teaching and learning process of English. The use of teaching media for listening was still inefficient, the teacher only used a textbook provided by the school, the students were only asked to complete the exercises in the textbook and also translate words in the song from English to Bahasa Indonesia. This situation made the teaching and learning process of English, especially listening monotonous so the students were not interested in listening to song.

As mentioned previously, a textbook became the most often used medium in the teaching and learning process. In relation to the implementation of the 2013 Curriculum, the English textbook entitled "Stop Bullying Now" has been provided by the Ministry of Education and Culture for Grade XI students of Senior High Schools. This book presented the materials based on the core and basic competences of the 2013 Curriculum by static objects

like texts and pictures. The textbook cannot offer moving objects like videos or animations as the input. There were also no supplementary media such as power point slides, videos, audio recordings, and interactive learning multimedia accompanying this book.

Using a textbook as the only source of material and presenting the materials orally without any supplementary media resulted the teaching and learning process not effective, particularly for listening activity. Many factors causing these conditions; first, there were limited inputs of spoken language acquired by the students. Since the textbook only presented the content in the form of static objects, the source of spoken language was just from the teacher. The problem was that the task was simply observing dialogues along with pictures without spoken language given by the teacher. Second, the students easily got bored as the listening task in the textbook was monotonous. Third, the materials which were mostly in the form of dialogues spoken by the teacher were less appealing than those which were presented by using audio recordings or videos. As a consequence, the students did not pay attention to the materials resulting the goal of the teaching and learning process could not be well accomplished.

According to Xie (2013) through his survey on factors affecting low-level l2 listeners in China, the result revealed that factors influencing listening skill were as follows:
1). Learner Factor
2). Language Factor
3). Teacher Factor
4). Language Environment

### 1). Learner Factor

Four items are included in this category which gives effect on the students' listening ability, they are subject's interest and confidence in learning English, their comprehension in listening, their personality and its influence on their language learning.

### 2). Language Factor

The data showed the students' awareness of the importance of English plays an important role in the language development. Moreover, the difficulties related to language factors such as: grammar, vocabulary, and pronunciation and the difference between their mother tongue and English are the factors resulting difficulty.

### 3). Teacher Factor

It was found that most of the teachers tried to use a suitable language usage with the students they taught. They tended to use the commonly used words and spoke very clearly when they were teaching the low-level students. Moreover, the data showed that the students enjoyed the way of the teacher taught them.

### 4). Language Environment

This part explains about how the students accessed the listening materials and the data showed that more than half of the students preferred to practice their listening ability through listening to song or watching movies.

That sentence is in line with the theory of Paquette and Rieg (2008). They highlighted the cognitive, affective, and linguistic benefits of song by arguing how it helps to develop automaticity, have a weak affective filter and promote genuine language interactions. They made the case for using song to teach language skills such as sentence patterns, vocabulary, pronunciation, rhythm and parts of speech as well as prosodic features of the language-stress, rhythm and intonation patterns. Also, while pointing out the importance of explicit instruction, they emphasize the idea of using song to create a more conducive learning atmosphere in classrooms socially, academically, and emotionally, since song motivates students to learn and take risks.

Moreover, Mashayekh and Hashemi (2011) describe song as a resource that promotes international communication among people from a diversity of cultural and linguistic backgrounds. Song offers special benefits for those learning a new language. It can be concluded that song can be introduced by considering its great cultural and social value. Song has highlighted the cognitive, affective, and linguistic benefits by arguing how it helps to develop automatically, have an affective filter, and promote genuine language interactions. Listening to song can teach several things related to language such as, sentence form, vocabulary, pronunciation, rhythm, and intonation patterns.

Thus, in response to the conditions above, this research attempts to find out a solution in order to facilitate students in studying listening materials. It is recommended that the solution is by developing English listening materials through song. The textbook selected in this study was published by the Ministry of Education and Culture as the implementation of the 2013 Curriculum. It is entitled "Stop Bullying Now" written by Mahrukh Bashr. It has 170 pages with 8 chapters inside entitled: "Offer and Suggestions", "Opinion and Thought", "Party Time", "National Disaster and Exposition", "Letter Writing", "Cause and Effect", "Meaning through Song", and "Explain This". Each chapter is completed with pictures, dialogues, and tasks related to the materials.

At the end of the book, the glossary of classroom language is provided for the students. Besides, this book is also accompanied by the manual teacher's book. Due to limited time, the listening materials were merely developed based on the textbook. The materials covered consisted of one point of basic competences that the students should accomplish. In the seventh chapter, the competences are meaning through song.

**Table 1.1 Materials Presented in Textbook**

| Chapter | Title of the Chapter | Materials | |
|---------|----------------------|-----------|---|
| VII | Meaning through song | a. | Pre-Activity. |
| | | b. | Building Blocks. |
| | | c. | Active Conversation. |
| | | d. | Formative Assessment. |

Therefore, it is proposed to develop English listening materials through song for the eleventh grade of Network Computer Engineering at SMK Karya Setia Pegajahan. The English listening material developed is hopefully contributed to help the teaching and learning process of listening in order to enhance and develop the students' listening skill in accordance with their future needs.

According to Graves (2000), material development is the planning process by which a teacher can put the objectives and goals of the course into units and tasks. Meanwhile, Tomlinson (1998) defines that materials belong to anything which is used by teachers or learners to facilitate the learning of a language.

Materials can be in the form of cassettes, videos, CDs, DVDs, dictionaries, grammar books, workbooks, or photocopied exercises. Other forms of material are newspapers, food packages, photographs, live talks by invited native speakers, instructions given by a teacher, tasks written on cards, or discussion between learners. In other words, materials can be anything which is deliberately used to increase the learners' knowledge and/or experience of the language.

Material developers might write textbooks, tell stories, bring advertisements into the classroom, express opinions, provide examples of language use or read a poem aloud. Those are the inputs that can be used in order to learn language effectively. In conclusion, material development focuses on evaluation, adaption of published materials and creation (development of teaching materials by teacher in line with the existing syllabus).

## 2. RESEARCH METHOD

This study was conducted to design English listening materials for the eleventh grade students of Network Computer Engineering. This study was a Research and Development (R & D). Gall and Borg (2003) define R & D as a process used to develop and validate educational product. The term "product" refers to the establishment of procedures and processes, such as a teaching method or a method of organizing instruction.

This research was conducted at SMK Karya Setia Pegajahan located in Desa Pegajahan, Kabupaten Serdang Bedagai. There were three majors there namely Automotive, Network Computer Engineering, and Health. But this research was focused on the eleventh grade of Network Computer Engineering students consisting of 30 students. This research put an emphasis on designing English listening materials. It was conducted in the first semester of the leventh grade students of Network Computer Engineering.

There were three parallel classes namely, XI TKJ-A, XI TKJ-B, and XI TKJ-C of SMK Karya Setia Pegajahan. The research planned with small random sampling because it was more feasible and efficient. Class XI TKJ-C consisting of 30 students was selected as the sample of the research. The number of female students was 22 and the number of the males was 8.

The instruments employed in this research were needs analysis questionnaire and expert judgment questionnaire. The needs analysis questionnaire was distributed to the students to find out the students' needs which were very beneficial in the process of designing the listening materials.

The material developer distributed the expert' judgment questionnaire to the lecturer as the content expert. It was arranged based on the standard of *BSNP* (*Badan Standar Nasional Pendidikan*). It was useful to investigate the content expert's opinions and judgments about the materials. The results of expert judgments questionnaire were used to evaluate the strength and the weaknesses of the material towards the teaching and learning process at SMK Karya Setia Pegajahan.

### 1. First Questionnaire (Needs Analysis)

In this research, there were two types of data analysis namely qualitative and quantitative data analyses. The quantitative data were obtained from the needs analysis and expert judgment, while the qualitative ones were collected from the interview with the English teacher of SMK Karya Setia Pegajahan. To analyze the quantitative data obtained from needs analysis, the percentage was used, while to analyze the quantitative data collected from the expert judgment process, the frequencies and descriptive analysis were employed.

The data from the needs analysis questionnaire were analyzed through calculating the percentage of each answer on the questionnaire by applying the following formula:

$$Percentage\ (\%) = f/N\ (100)$$

Notes :
P      : Percentage
F      : Frequency
N      : Total of Respondents
100%  : Fixed Number

The highest percentage of answer in each question was considered as the tendency of the students related to the condition.

Meanwhile, the qualitative data were obtained from the interview with the English teacher of SMK Karya Setia Pegajahan. To analyze the qualitative data, four steps were conducted: a) collecting the data, b) reducing the data, c) displaying the data, and d) drawing the conclusion. When the data were collected and reduced by the researcher, the data

were selected, simplified, and transformed by summarizing or paraphrasing the interview transcript. After the data were collected and analyzed, the last two steps were displaying the data and drawing the conclusion.

**2. The Second Questionnaire (Expert Judgment)**

The data resulted were converted to descriptive analysis in terms of its goodness as proposed by Suharto (2006). The indicator to measure was the mean. The means were calculated by applying the formula of data conversion:

$$Mean = \frac{\sum fx}{n}$$

Notes:  Mean ( x̄ ) : Mean/average score

$\sum fx$  : The sum of score

n  : The number of question

The results of the calculation were converted into descriptive analysis. Data conversation table was used to convert the data as the mean of the data has been calculated.

**Table 2.1 Data Conversion Table**

| No | Interval | Descriptive Categories |
|---|---|---|
| 1 | 1 ≤ x ≤ 1.74 | Poor |
| 2 | 1.74 ≤ x ≤ 2.24 | Fair |
| 3 | 2.5 ≤ x ≤ 3.24 | Good |
| 4 | 3.24 ≤ x ≤ 4.00 | Very Good |

**3. FINDING AND DISCUSSION**

The organization of the questionnaire was divided into two parts. The first part consisted of questions about the target needs of the students. The second part consisted of the questions about the learning needs of the students. The descriptions of the target and the learning needs are presented in the table below:

**Table 3.1 Need Analysis Data**

| No | Aspects | Questions or Statements | Items to Answer | N | F | Percentage |
|---|---|---|---|---|---|---|
| | | | Target Needs | | | |
| 1. | Goals | What is your main goal of studying English? | a. To be successful in English National Examination | 30 | 20 | 66.66% |
| | | | b. To get equipped with sufficient English ability for future job as a technician | 30 | 22 | 73.33% |
| | | | c. To get equipped with sufficient English ability to continue the study to any Department of University | 30 | 7 | 23.33% |
| | | | d. To get equipped with sufficient English ability in order to join some training/course programs after graduating from high school | 30 | 0 | 0% |
| 2. | Necessities | When I am working as a computer technician, I will use English for … | a. a way to communicate with fellow technicians or customers if they are foreigner | 30 | 11 | 36.66% |
| | | | b. understand the instructions of computer network engineering in English | 30 | 14 | 46.66% |
| | | | c. Understand any term of computer network engineering in English | 30 | 9 | 30% |
| 3. | | I think English for Computer Engineering and Networking is… | a. Very Important | 30 | 21 | 70% |
| | | | b. Important | 30 | 8 | 26.66% |
| | | | c. Quite Important | 30 | 1 | 3.33% |
| | | | d. Not Important | 30 | 0 | 0% |
| 4. | | Type of texts that I will face when becoming a computer technician are about… | a. Instructional texts about installing/using some tools in English | 30 | 15 | 50% |
| | | | b. kinds of damages to the computer and network and how to repair them | 30 | 15 | 50% |
| 5. | | Skills and knowledge that I will occasionally use is/are … | a. Listening | 30 | 15 | 50% |
| | | | b. Speaking | 30 | 20 | 66.66% |
| | | | c. Reading | 30 | 10 | 33.33% |
| | | | d. Writing | 30 | 5 | 16.66% |
| | | | e. Grammar | 30 | 10 | 33.33% |
| | | | f. Vocabulary | 30 | 12 | 40% |
| 6. | | Language activity that I will occasionally use is/are… | a. Greeting and welcoming customers, and thanking | 30 | 9 | 30% |
| | | | b. Asking for what kind of damage that happen to the customer's computer or its network | 30 | 15 | 50% |
| | | | c. Describing as clear as possible about the damage to the customer's computer or its network | 30 | 9 | 30% |
| | | | d. Giving suggestion about what should the customer do to repair the damage | 30 | 10 | 33.33% |
| 7. | Lacks | So far, my English proficiency is at the level of… | a. Beginner, being able to communicate in daily life context | 30 | 22 | 73.33% |
| | | | b. Intermediate, being able to communicate in any kind | 30 | 7 | 23.33% |
| | | | c. Advanced, being able to communicate in English in any discourse fluently and accurately | 30 | 1 | 3.33% |
| 8. | | So far, the number of vocabulary on computer engineering and networking that I have already known is/are… | a. <100 words | 30 | 19 | 63.33% |
| | | | b. 100 – 500 words | 30 | 10 | 33.33% |
| | | | c. 500 – 1000 words | 30 | 1 | 3.33% |
| | | | d. > 1000 words | 30 | 0 | 0% |

| No. | Category | Question | n | f | % |
|---|---|---|---|---|---|
| 9. | | When performing oral/written English, it is difficult for me when I have to… | | | |
| | | a. Express particular language functions (greeting, giving advice, etc.) | 30 | 10 | 33.33% |
| | | b. Describing particular things, characteristics of particular things in English | 30 | 7 | 23.33% |
| | | c. Comprehending particular terms, especially terms on computer network engineering | 30 | 10 | 33.33% |
| | | d. Memorizing the patterns (formulas of tenses) | 30 | 3 | 10% |
| 10. | Wants | Generally, I want to learn English so that… | | | |
| | | a. I am able to master vocabularies, both the general or ones in the field of computer network engineering | 30 | 20 | 66.66% |
| | | b. able to master grammar well | 30 | 9 | 30% |
| | | c. able to use any kind of words, sentences, and expressions in English | 30 | 15 | 50% |
| | | d. able to differentiate the formality of the expressions | 30 | 3 | 10% |
| **Learning Needs** | | | | | |
| 11. | | When I am learning listening, I want to have… | | | |
| | | a. Simple texts | 30 | 10 | 33.33% |
| | | b. Simple texts and pictures | 30 | 20 | 66.66% |
| | | c. Only pictures | 30 | 0 | 0% |
| 12. | Input | When I learn listening, I suppose to have the text with the length of… | | | |
| | | a. < 250 words | 30 | 19 | 63.33% |
| | | b. 251 – 350 words | 30 | 6 | 20% |
| | | c. 351 – 450 words | 30 | 5 | 16.66% |
| | | d. > 450 words | 30 | 0 | 0% |
| 13. | | I think, the availability of relevant pictures in the materials is… | | | |
| | | a. Very helpful | 30 | 21 | 70% |
| | | b. Helpful | 30 | 9 | 30% |
| | | c. Quite helpful | 30 | 0 | 0% |
| | | d. Not helpful | 30 | 0 | 0% |
| 14. | Procedures | When I learn listening, types of tasks that I like is/are… | | | |
| | | a. Answering questions based on the listening activity | 30 | 14 | 46.66% |
| | | b. Make a summary from the listening activity | 30 | 7 | 23.33% |
| | | c. Analyzing meaning of particular vocabulary based on the context read | 30 | 6 | 20% |
| | | d. Choosing the statements whether they are True/False | 30 | 9 | 30% |
| 15. | | When I learn vocabulary, types of tasks that I like is/are… | | | |
| | | a. Matching the words and its context | 30 | 24 | 80% |
| | | b. Translating words and terms | 30 | 12 | 40% |
| | | e. Identifying parts of speech in a text | 30 | 3 | 10% |
| 16. | Setting | When I learn listening, the tasks given by the teacher are better to do… | | | |
| | | a. Individually | 30 | 20 | 66.66% |
| | | b. In pairs (2 students) | 30 | 12 | 40% |
| | | c. In a small groups (3-4 students) | 30 | 7 | 23.33% |
| | | d. In a big groups (5 or more students) | 30 | 8 | 26.66% |
| 17. | Teacher's Role | When I learn listening, it is better if the teacher | | | |
| | | a. Explains the formulas and the given tasks to the students | 30 | 20 | 66.66% |
| | | b. Leads the students in discussing a particular text | 30 | 12 | 40% |
| | | c. Gives a simple explanations about the materials and then lets the students explore the tasks | 30 | 7 | 23.33% |
| | | d. Walks around the classroom and observes the students when doing the tasks | 30 | 8 | 26.66% |
| | | e. Explains the materials while sits on the front desk | 30 | 2 | 6.66% |
| 18. | Learner's role | When I learn listening, it is better if the students… | | | |
| | | a. Listens to the teacher's explanation, and then copy what teacher's write or read | 30 | 22 | 73.33% |
| | | b. Actively participate in a classroom discussion and share their opinion with all classmate and the teacher | 30 | 15 | 50% |
| | | c. Learn individually in a silent classroom situation | 30 | 5 | 16.66% |

In conclusion, the results of the need analysis above were used to develop a course grid. The course grid which was developed consisted of topic, achievement indicators, language functions, input, language focus and procedures. Most of the items in the course grid were developed based on the results of needs analysis. Moreover, it is also developed by considering the core and basic competences of the eleventh grade of Vocational High School as the sample of this study which was the eleventh grade students of Network Computer Engineering at SMK Karya Setia Pegajahan.

The next step of the material development was designing course grid. The course grid was used as a guideline to design the units of the material. The course grid was developed by following the core and basic competences for the eleventh grade students of Vocational High School. It consisted of unit name and title, indicators, input, and activities.

After the course grid was formulated, the next step was designing the learning unit of the material. Chapter 7 was developed based on the course grid of chapter 7 with the core and basic competences which required the students to be able to explain the communicative purpose and language features of song lyrics related to high school life. The title of this chapter is "Meaning through Song". The title was chosen based on the students' interest in understanding song lyrics. After the first draft of the material had been developed, it was evaluated by the expert. The following table describes the results of the judgment:

**Table 2. The Results of Expert Judgment**

| No. | Pernyataan | SS | S | TS | STS |
|---|---|---|---|---|---|
| | Kelayakan Isi | | | | |
| 1. | Materi yang dikembangkan sesuai dengan Kompetensi Inti dan Kompetensi Dasar Kurikulum 2013 untuk kelas XI SMK. | √ | | | |
| 2. | Materi pembelajaran dikembangkan sesuai dengan coursegrid. | √ | | | |
| 3. | Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa kelas XI SMK jurusan teknik komputer dan jaringan. | √ | | | |
| 4. | Teks dalam materi pembelajaran relevan dengan konteks kehidupan siswa kelas XI SMK jurusan teknik komputer dan jaringan. | √ | | | |
| 5. | Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks. | | √ | | |
| 6. | Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks. | | √ | | |
| 7. | Materi pembelajaran mencakup pembelajaran tentang fitur linguistik sebuah teks. | √ | | | |
| 8. | Materi pembelajaran mencakup komponen pembelajaran vocabulary yang relevan dengan tuntutan kurikulum | √ | | | |
| 9. | Materi pembelajaran mencakup komponen pembelajaran pronunciation yang relevan dengan tuntutan kurikulum | √ | | | |
| 10. | Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis dengan bahasa yang akurat dan berterima. | √ | | | |
| No. | Pernyataan | SS | S | TS | STS |
| | Kelayakan Bahasa | | | | |
| 11. | Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik. | √ | | | |
| 12. | Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan dapat dipahami oleh peserta didik. | √ | | | |
| 13. | Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat. | √ | | | |
| 14. | Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna. | √ | | | |
| 15. | Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris. | √ | | | |
| No. | Pernyataan | SS | S | TS | STS |
| | Kelayakan Penyajian | | | | |
| 16. | Materi pembelajaran sudah sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013. | √ | | | |
| 17. | Materi pembelajaran sesuai dengan tata urutan pembelajaran berdasar karakteristik pembelajaran Bahasa Inggris yang komunikatif. | √ | | | |
| 18. | Materi pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri. | | √ | | |
| 19. | Materi pembelajaran mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan komunikasi. | | √ | | |
| 20. | Materi pembelajaran mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas. | √ | | | |
| 21. | Materi pembelajaran mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri. | | √ | | |
| 22. | Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi. | √ | | | |
| 23. | Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran. | √ | | | |
| 24. | Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut. | √ | | | |
| 25. | Dalam tiap unit materi dilengkapi dengan tugas sebagai pekerjaan rumah. | √ | | | |
| 26. | Dalam tiap unit materi dilengkapi dengan intermezzo yang relevan dengan proses pembelajaran. | √ | | | |

In general, Chapter 7 of the developed materials is categorized "Very Good". It is indicated by the mean ($\bar{x}$) of 3.88. However, there were still some aspects which needed to revise. The expert pointed the mistakes especially misspelled words in typing. The reflection needed to be added with listening activity. There was also a need to change the use of color paper of the chapter because it is more economical according to the expert.

## 4. CONCLUSION

Based on the results of the needs analysis questionnaire, it can be concluded that the main goal of the students to get equipped with sufficient English ability for future job as an engineer and to learn English is to be successful in the National Examination. Most of the students think that the type of texts they will find when they are working as technician is about kinds of damage of the computer and network and how to repair them. Most of the students consider that their recent English proficiency is at the level of beginner, which means that they can only communicate at the level of Basic English.

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