

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings on the relevance of the English reading materials to the English reading needs of automotive (*Teknik Kendaraan Ringan*) vocational school students based on the data that had been collected through the questionnaires which had been distributed to the participants and the interviews and also classroom observations that had been conducted. The results specified on the findings of students' reading needs and the English reading materials given by the teacher in the classroom.

4.1 Data Descriptions

This study was conducted to get the data about the relevance of English reading materials to the English reading needs of vocational school students majoring in automotive (*Teknik Kendaraan Ringan*). The data of the study were collected through three instruments, they were questionnaires for students, teachers, and practitioners, interview questions for students, teachers, and practitioners, and classroom observation sheet. The writer distributed the questionnaires, conducted the interview and classroom observation in fifteen vocational schools in Jakarta that have *Teknik Kendaraan Ringan* major. The questionnaires contain the statement of reading needs, reading materials given, and reading activities used in the classroom. They were distributed to 338 *Teknik Kendaraan Ringan* students and to fifteen English teachers in fifteen vocational

schools. Table below shows how many students filled in the questionnaire from each school.

No	Schools	Amount of Students
1	SMKN 1 Jakarta	23
2	SMKN 5 Jakarta	21
3	SMKN 26 Jakarta	21
4	SMKN 34 Jakarta	24
5	SMKN 35 Jakarta	20
6	SMKN 39 Jakarta	20
7	SMKN 56 Jakarta	24
8	SMK Dinamika Pembangunan	20
9	SMK Teratai Putih	26
10	SMK Jakarta 1	26
11	SMK Malaka	21
12	SMK Kampung Jawa	20
13	SMK Poncol	25
14	SMK Angkasa	25
15	SMK Berlian	22
Total		338

Table 1. Data Distribution

The data collections were collected in all vocational schools mentioned above. The interviews were also conducted to twenty three *Teknik Kendaraan Ringan* students, to fifteen English teachers and to ten practitioners in order to

support the data gained from the questionnaires. The questionnaires were in *bahasa Indonesia* in order to be more easily understood by the students and avoid misunderstanding (the questionnaires for students, teachers, and practitioners are attached in the appendix).

4.2 Findings of the Study

The chart in these findings describe the results of the students' answer, the teachers' answer, and the practitioners' answer through the questionnaires given. The part I of the questionnaires represents the statements of reading materials that were given (*diberikan*) and/or needed (*dibutuhkan*). The part II of the questionnaires represents the statements of reading activities that were given (*diberikan*) and/or needed (*dibutuhkan*).

4.2.1 Materials

Materials that were given by the teachers during the English learning process are important because *Teknik Kendaraan Ringan* students might face these materials at their future workplace. They should learn these materials so that they will be ready and will know what they should do when they meet these materials later. The materials that represent the real-worlds context might be the best material for *Teknik Kendaraan Ringan* students. They need reading materials that reflect how the language really used in their future workplaces. As they work later, they have to be able to understand written information before being able to do something. Therefore, the writer choose that kind of material as the statements

in the questionnaire, which are in the part I point 3. The chart below presents the information about whether or not the reading learning materials are needed by the students.

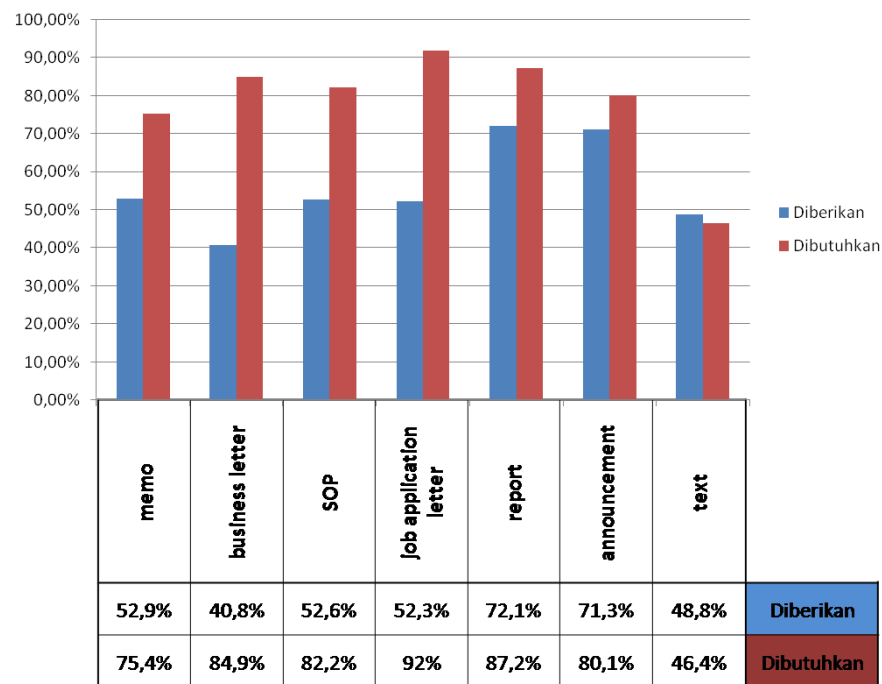


Chart 1. Reading Materials (Students' Answers)

As the chart above, we can tell that most of the materials are needed by the students but not enough given by the teacher. Such as memo, 75,4% students feel they need this material, but only 52,9% students who was taught. Then, for business letter, 84,9% students need this material, but again it is only 40,8% students who was taught. 82,2% students stated that they need SOP (Standar Operational Procedure), but only 52,6% students who were given this material. Also for job application letter, 92% students stated that they need this material, but only 52,3% students who were given. For these 4 materials, it shows that there is a quite large gap the percentage between the material needed by the students

and which were actually given. The next two materials, which are report, announcement, and text also show similar results but the gap are not too large. For report, 87,2% students needed, only 72,1% students were given. For announcement, 80,1% students needed, only 72,1% students were given. It turned out that the last material, which is text, does not really needed by the students (only 46,4% students needed this material). Seems like only 48,8% students were given this materials. It can be concluded that the materials related to work experience and/or job interview (memo, business letter, SOP, job application letter, report, and announcement) are mostly needed by the students. The large gap between the materials needed and material given show a bad relevance between materials given by teachers and students' need. Here is the chart represents teachers' statement of reading materials.

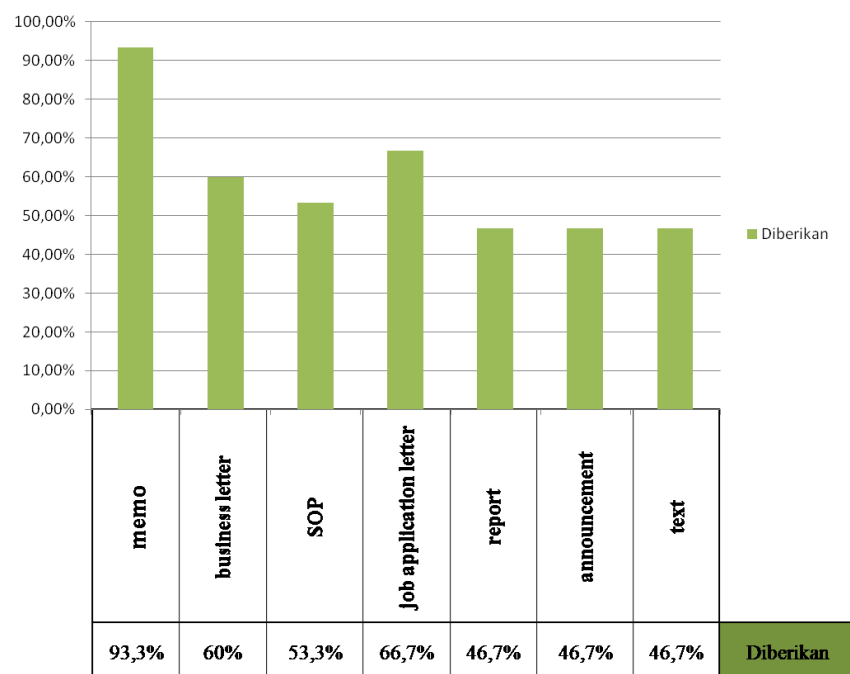


Chart 2. Reading Materials (Teachers' Answers)

Although the percentage of given materials between students's answers and teachers' answers not exactly the same, but this chart confirm the lack of materials given by the teachers. In this chart, the materials given by teacher mostly do not reach the percentage of students' need (in the chart 1).

As in reading materials related to grammar, chart below shows student needs in grammar provided while they are learning reading.

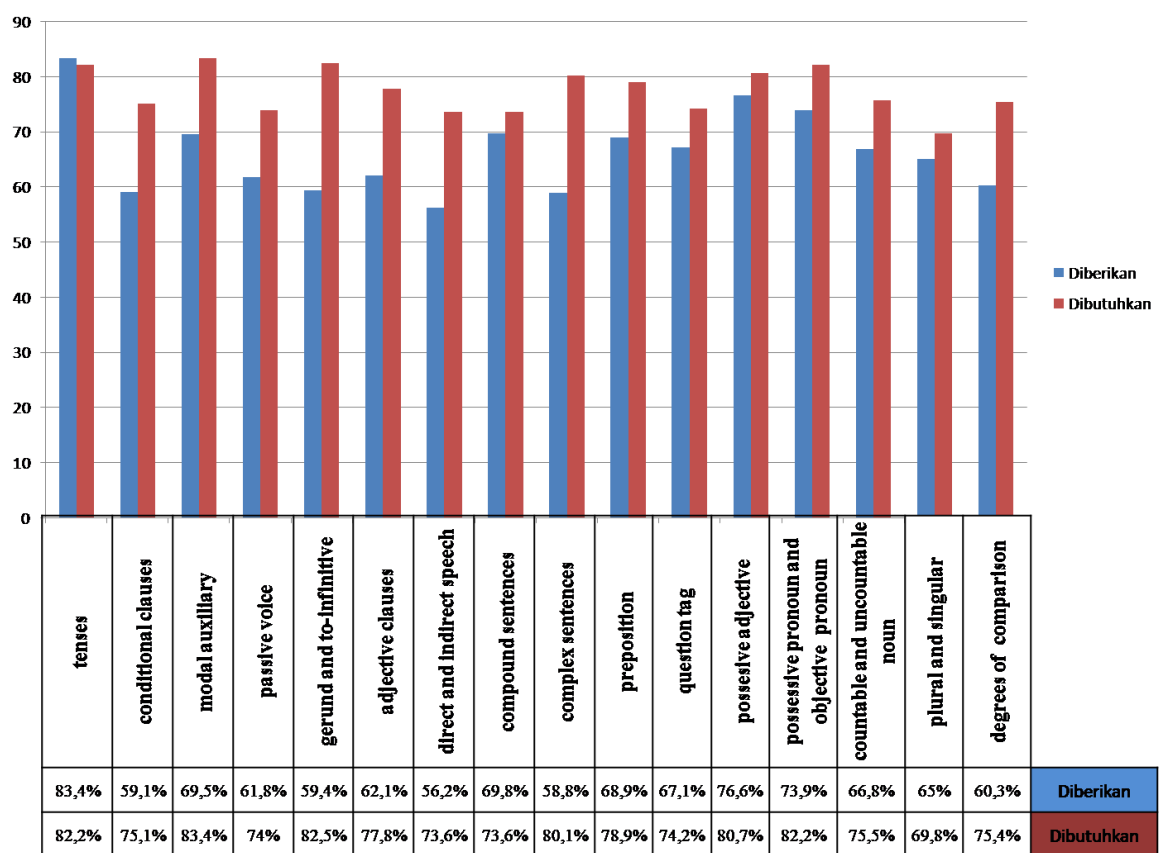


Chart 3. Reading Materials Related to Grammar (Students' Answers)

Based on the chart above, the writer conclude that students think that the materials mostly they need are tenses, modal auxiliary, gerund and to-infinitive, possessive pronoun, and objective pronoun. But from those materials, only tenses that was often given (83,4% students stated that, meanwhile other materials only

below 77%). Tenses become the most material needed and given. This chart below represents the teachers' answers about the reading materials related grammar given.

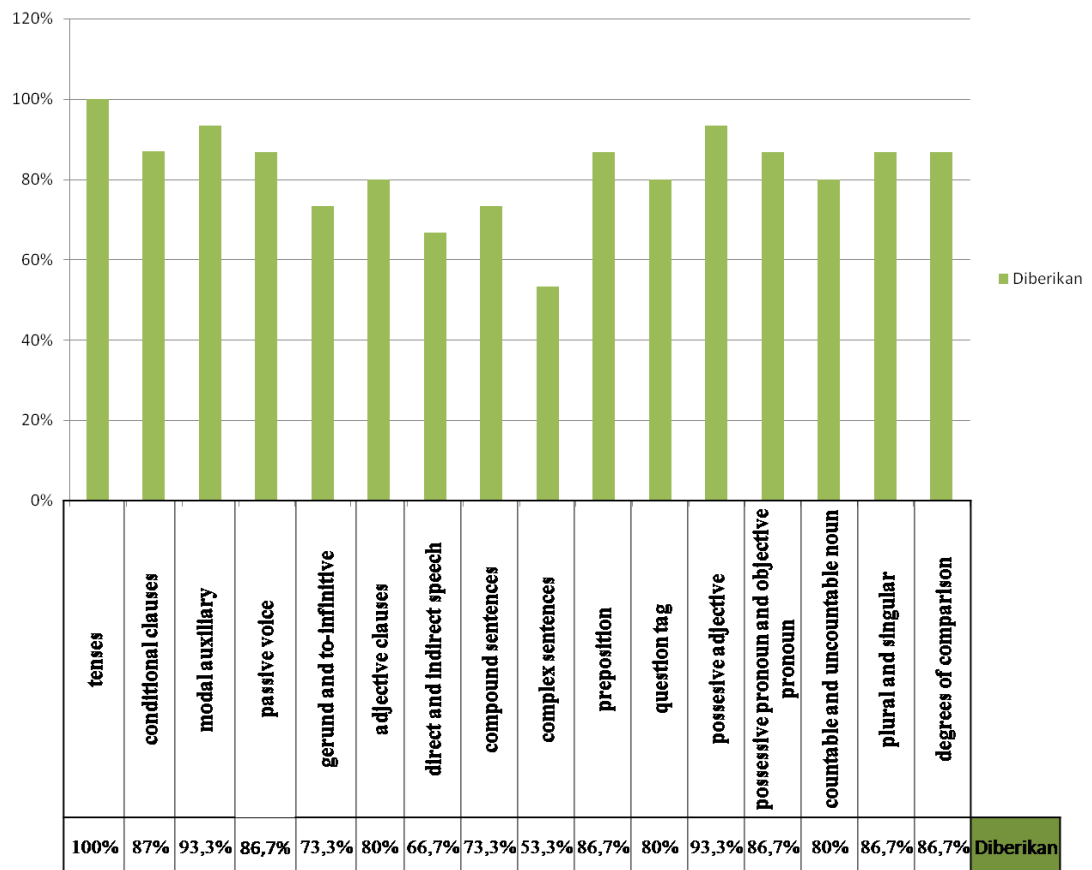


Chart 4. Reading Materials Related to Grammar (Teachers' Answers)

Teachers' answers tell us that most of materials the writer provided in the questionnaire are mostly given to the students which are stated more than 70% students except for direct and indirect speech which is taught only by 66,7% teachers and complex sentences which is taught only by 53,3% teachers. That chart above also confirm that tenses is the most needed and given materials, which is taught by 100% of 15 teachers. It's also supported from the interview that the writer conducted.

“I : Kegiatan belajarnya apa kalau reading?”

S₃ : Kalau pas reading belajar tenses, terus juga pernah disuruh baca laporan.”

The reason why the teacher teach tenses the most is because they know the students need that. As teacher from SMK Angkasa 1 said:

“T₁: Kalau reading kita paling baca aja teks-teks dari LKS atau dari buku, mengerjakan soal. Terus kalau writing lebih banyak belajar grammar. Karena yang paling tidak dikuasai itu grammar.”

As in reading materials related to vocabulary, chart below shows student needs in grammar provided while they are learning reading.

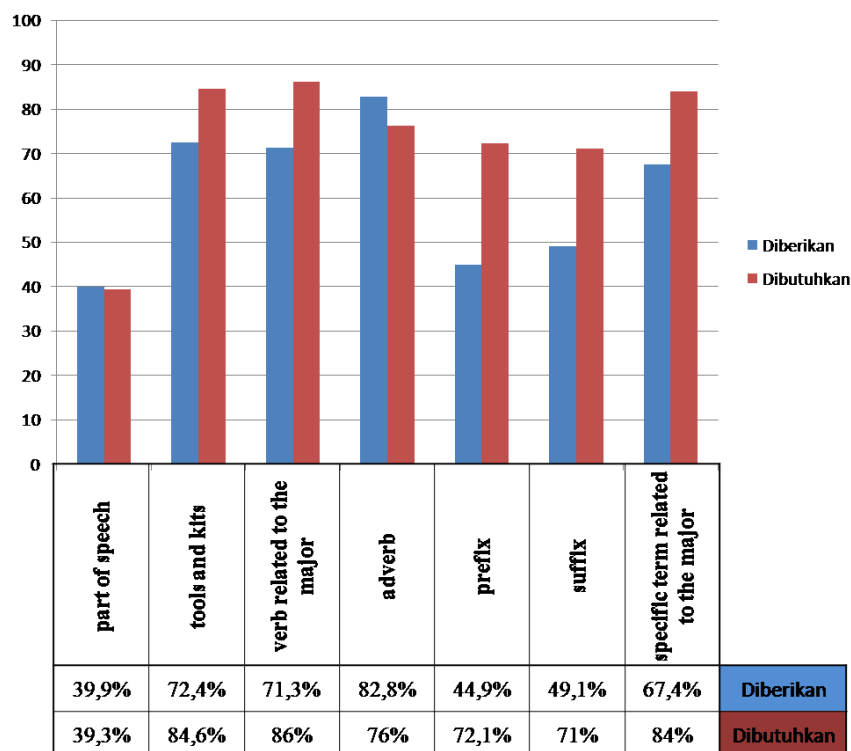


Chart 5. Reading Materials Related to Vocabulary (Students' Answers)

In this chart, we can see that some of the materials have bad relevance between the students need and the material given, such as tools and kits (needed by 84,6% students, but only 72,4% students given), verb related to the major (needed by 86% students, but only 71,3% students given), and specific term related to the major (needed by 84% students, but only 67,4% students given). Teacher should give more verb and specific term related to the major. As student from SMKN 34 Jakarta stated:

“S₃ : Dalam bahasa otomotif itu paling banyak menggunakan bahasa Inggris. Contohnya, engine itu mesin, terus ruang pembakaran, jadi tuh part-part mobilnya.”

And also the statement from students of SMK Angkasa 1:

“S₁: Kan nama-nama komponen-komponennya itu dalam bahasa Inggris, jadi pertamanya tidak langsung dikasih tau bahasa Indonesia-nya apa. Contohnya Gardan, tapi itu bahasa Belanda sih. Terus clutch, itu kopling. Terus manual transmission, engine, carburetor.”

Moreover, for material prefix and suffix, the gap between the material given by the teacher and the students need are large. Teacher provide those materials only for less than 50% students, whereas the students who need these materials are more than 70%. In the other hand, there is material that given by teacher but the students feel like they do not really need it, which is adverb. For material part of speech, the material given can be said relevance enough with the students need.

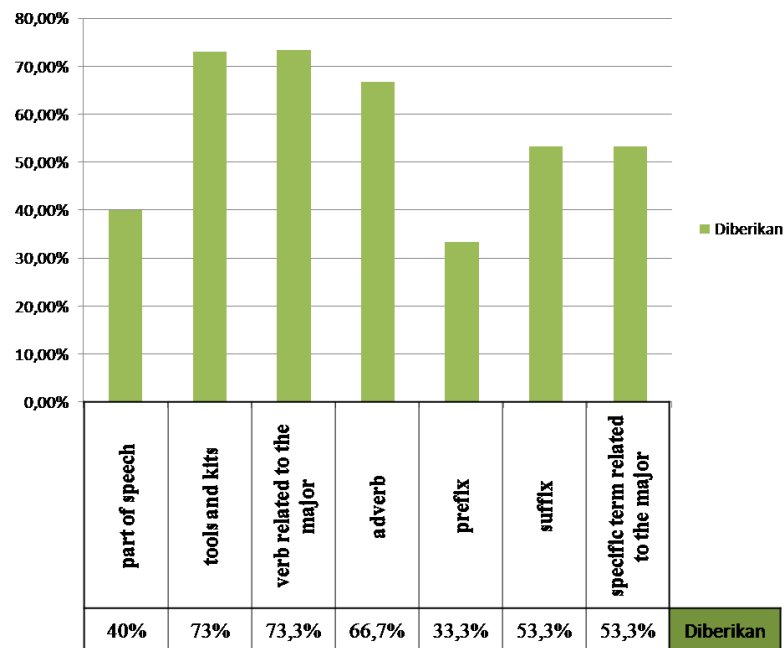


Chart 6. Reading Materials Related to Vocabulary (Teachers' Answers)

Reading materials related to vocabulary that are mostly taught by teachers are tools and kits, verb related to the major, and adverb while other materials are taught by less than 60% teachers. This chart represents the low percentage of material given by teacher in part of speech, prefix, and suffix. For specific terms related to the major, it can be said that the material given is not enough considering the high percentage of students need (84%). Overall, the reading materials related to vocabulary given by teachers is not relevance enough to the students need.

4.2.2 Activities

Beside materials, activities have an important role in the learning process. It is about how the teachers deliver the materials to the student. Appropriate activities can make the materials be understood by the students and can make the

learning process success. The students need reading activities which represents the situation in their future workplaces in order to make them be ready to face the real world. In part II point 3 of the questionnaires, the writer asked about the reading activities that are conducted in English classes of *Teknik Kendaraan Ringan* students. The charts in this part represent activities commonly done by teachers to deliver materials.

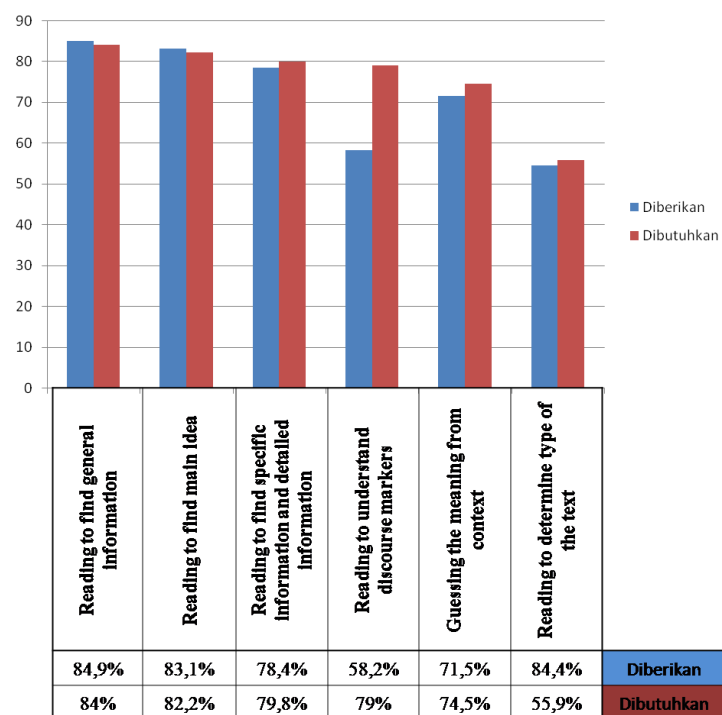


Chart 7. Reading Activity

The chart above represents the reading activity that given by the teacher in the classroom during the learning process. From teachers' answer, we know that the activities commonly teachers done while teaching reading are reading to find general information (*membaca untuk menemukan informasi umum*) and reading to find main idea (*membaca untuk menemukan ide pokok*), represented by 100%, followed by reading to find specific information and detailed information

(*membaca untuk menemukan informasi khusus dan informasi rinci*), represented by 93,3%. The other activities often enough given, as we can see the percentage is above 60%. But from students' answer, we know that reading to understand discourse markers (*membaca untuk memahami discourse markers*) is not quite often given because it was taught by less than 60% teacher.

In the reading learning process, the teacher also teach their students grammar in order to make them know better about the structure of the language while they are reading. The writer provided some activities may usually done by teachers while they are teaching reading related grammar in questionnaire part II point 5. This chart below represents the answers of the teachers and the students.

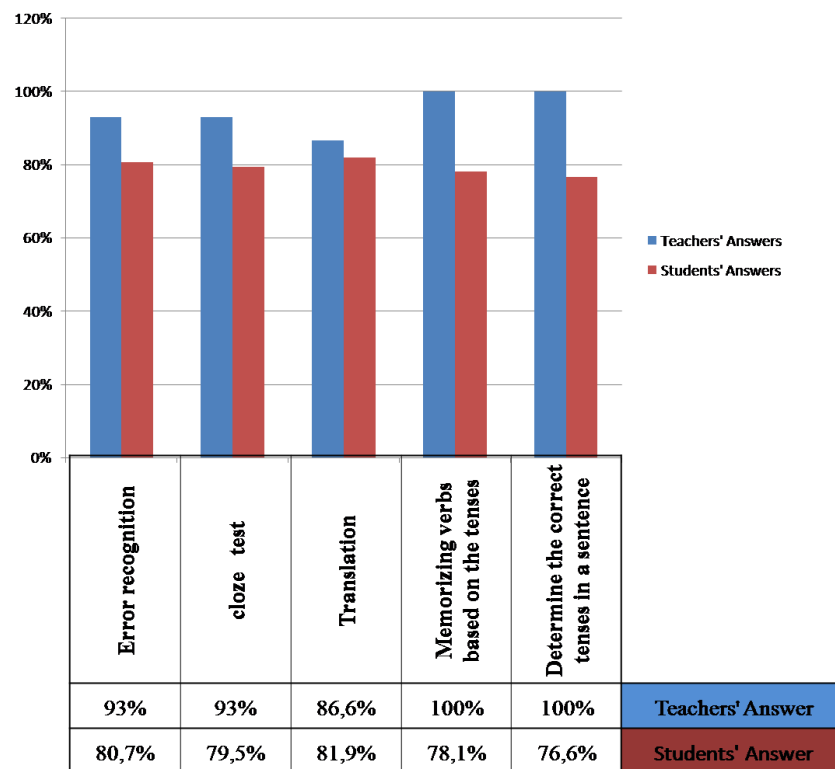


Chart 8. Reading Activity Related to Grammar

Chart above shows us that the most reading activity related grammar done in the learning process are memorixing verbs based on the tenses (*menghafal perubahan kata kerja sesuai tenses*) and determine the correct tense in a sentence (*menentukan tenses yang tepat di dalam kalimat*), represented by 100%, which means that all of fifteen teachers who were answering questions in the questionnaire use these activities. Then, followed by error recognition (*menentukan bagian kalimat yang salah*) and cloze test (*mengisi bagian teks yang rumpang sesuai tenses*), represented by 93%. 86,6% teachers conduct the reading activity by asking their students to do translation. The students' answer confirm the teachers' answer about what activity may have done in learning reading related to grammar. Although the percentages are less than what teachers said, it still support the teachers' answer because according to the students, overall the activities are done by more than 76% teachers.

For reading activities related to vocanulary, the writer provided some activities may usually done by teachers in questionnaire part II point 6. This chart below represents the answers of the teachers and the students.

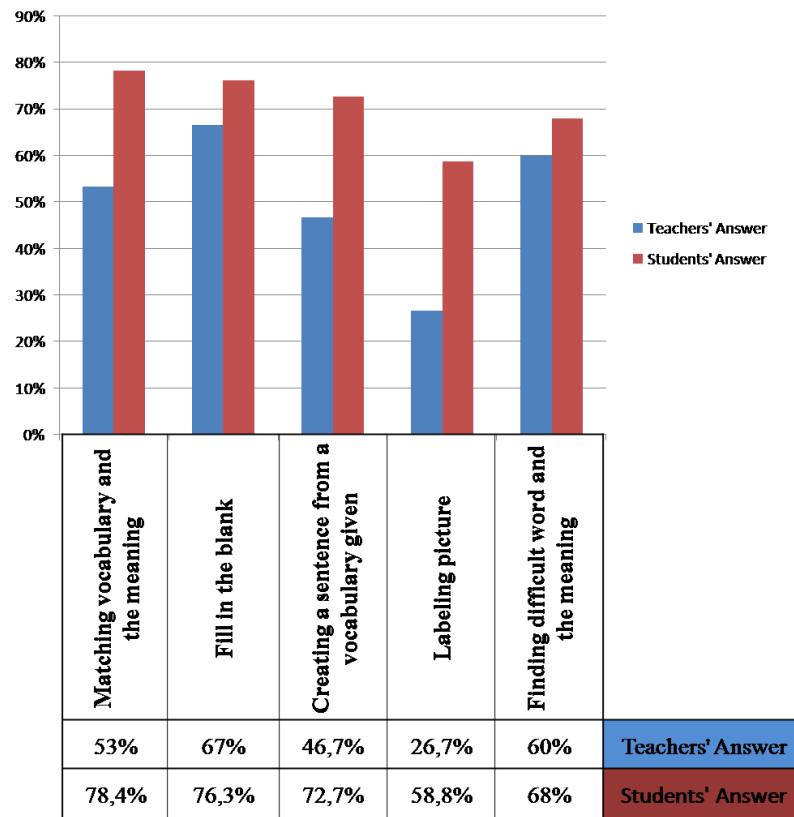


Chart 9. Reading Activity Related to Vocabulary

According to teachers' answer which are represent in the chart above, the most used activity in teaching reading related to grammar is fill in the blank (*mengisi titik-titik*), which is represented 67%, followed by finding difficult word and the meaning (*mencari makna kata sulit*), which is represented by 60%. The other activities are done by only less than 55% teachers. It shows that, teachers still rarely used creating a sentence from a vocabulary given (*menuliskan kalimat berdasarkan kosakata yang diberikan*), represented by 56,7% and labelling picture (*memberi label pada gambar*), which represented by 26,7%. Even the most often used activities is only done by 67% teachers. The students' answer show higher percentage than teachers' answer and according to their answer, 78,4% teachers did matching vocabulary and the meaning (*mencocokkan*).

4.2.3 Need Analysis

In this part of the findings, the writer analyzed the reading needs of *Teknik Kendaraan Ringan* students by comparing the students' answer with the practitioners' answer. From the charts above about materials needed and activities given, we know what reading materials needed by *Teknik Kendaraan Ringan* students. The table below represents the details of needs analysis results about reading materials needed by *Teknik Kendaraan Ringan* students and reading materials needed by the practitioners in the workplaces. Materials that the students needed will be compared and confirmed by the practitioners to know how much those materials will be used in the workplaces.

Dibutuhkan	75,4%	84,9%	82,2%	92%	87,2%	80,1%	46,4%
	60%	60%	90%	70%	70%	50%	50%
	memo	bussiness letter	SOP	job application letter	report	announcement	text



 students
 practitioners

Table. 2 Reading Materials Needed (Students' Answer and Practitioners' Answer)

The table above represents the result of reading materials needed by the students compared to what practitioners really need in the workplaces. Students' answers show that the most needed reading material is job application letter, but actually this material doesn't really need by them (only needed by 70% practitioners). According to the practitioners, the most needed material by *Teknik*

Kendaraan Students students when they are in the workplaces is SOP (Standar Operational Procedure), represented by 90%. From the students' answer, we know that almost all the material mentioned in the questionnaire are highly needed (more than 75%), except for text (only needed by 46,4% students). But, the practitioners' answer show that what they will really need are SOP, followed by job application letter and report (represented by 70%). As stated by practitioner from PT. Astra International Tbk – Isuzu:

I : Apakah reading banyak digunakan dalam pekerjaan Anda? Jika iya, digunakan untuk apa saja?

P₃: Banyak, dipakai pas membaca SOP. Jadi kan memang SOP-nya ada yang dalam bahasa Indonesia, tapi kadang agak aneh translatean-nya, jadi saya kadang lebih sering baca yang aslinya. Itu biasanya dalam bahasa Jepang, dan ada bahasa Inggris-nya. Jadi ya saya pasti baca bahasa Inggris-nya lah, mana mungkin yang Jepang hahaha. Terus juga kan kalau mau bikin laporan juga harus baca dulu bentuk laporannya tuh seperti apa.

The practitioners' answers confirm that text is not the material that really needed when the students work later (only needed by 16,7% practitioners).

The table below shows the result of reading materials related grammar needed by the students compared to what practitioners really need in the workplaces.

Dibutuhkan	82,2%	75,1%	83,4%	74%	82,5%	77,8%	73,6%	73,6%	80,1%	78,9%	74,2%	80,7%	82,2%	75,5%	69,8%	75,4%
	70%	50%	70%	70%	30%	70%	30%	50%	30%	70%	10%	70%	50%	70%	50%	70%
tenses																
conditional clauses																
modal auxiliary																
passive voice																
gerund and to-infinitive																
adjective clauses																
direct and indirect speech																
compound sentences																
complex sentences																
preposition																
question tag																
possesive adjective																
possesive pronoun and obiective pronoun																
countable and uncountable noun																
plural and singular																
degrees of comparison																

students
 practitioners

Table. 3 Reading Materials Needed Related to Grammar (Students' Answer and Practitioners' Answer)

Based on the students' answer, all the reading materials related to grammar mentioned in the questionnaire are needed (needed more than 70% students), except for plural and singular which is needed by 69,8% students. It shows that according to the students, they will need those materials when they work at the future workplaces. But, based on practitioners' answers, the materials that students will need are tenses, modal auxiliary, passive voice, adjective clauses, preposition, possessive adjective, countable and uncountable noun, and degrees of comparison (represented by 70%). The rest materials are needed only by 50% or less than 50% practitioners, which means that they do not really need those materials in the workplaces.

The table below represents the result of reading materials related vocabulary needed by the students compared to what practitioners really need in the workplaces.

Dibutuhkan	39,3%	84,6%	86%	76%	72,1%	71%	84%
	70%	70%	70%	70%	70%	70%	100%
	part of speech	tools and kits	verb related to the major	adverb	prefix	suffix	specific term related to the major

 students

 practitioners

Table 4. Reading Materials Needed Related to Vocabulary (Students' Answer and Practitioners' Answer)

In this table we can see all the materials mentioned in the questionnaire are needed by the students (needed by more than 70%), except for part of speech (only needed by 39,3% students). But, from practitioners' answers we know that all the materials which are part of speech, tools and kits, verb related to the major, adverb, prefix, and suffix are needed by 70% practitioners. The most needed material is specific term related to the major, represented by 100%, which means all the practitioners stated that they need this materials. For this material, the students are agree that they need it (represented by 84% students).

4.2.4 Document Analysis Results

The document that was being analyzed by using objective analysis by the writer is the textbooks that were used the most in fifteen vocational school. The writer asked to the teachers about what textbooks they were using in teaching

Teknik Kendaraan Ringan students in order to find out the English textbooks that were used the most by the teachers. It was found that *Get Along with English for Vocational Schools Grade XI in Elementary Level*, written by Entin Sutinah, dkk which is published by Erlangga in 2010. From fifteen vocational schools, ten schools used this textbook, while five other schools used other various kinds of materials.

In this study, the relevance of the learning material to the English basic competences can be seen from the availability of the English learning materials provided in the textbook which refer to English basic competences. The following table is the results of materials review.

No	Basic Competence	Materials Provided	Unit, Page	R/NR
1.	2.1 Understanding simple daily conversations in professional and non-professional context with non-native speakers	1. Expression dealing with daily activities	1, 6	R
		2. Expression dealing with hobbies and interest	1, 6	R
		3. Expression used in helping a guest	1, 7	R
2.	2.2 Understanding simple messages through direct and indirect communication	Expressions used to:	2, 25	R
		a. Leave a phone message	2, 27	R
		b. Make a call c. Receive a call	2, 27	R
3.	2.3 Describing jobs and background of studies both written and orally	1. Describing someone's job	3, 46-47	R
		2. Asking about someone's educational background	3, 48	R
		3. Writing a resume	3, 55	R

4.	2.4 Describing past events and future working plans	1. Telling about past events 2. Telling about future plans	4, 62; 71-72 4, 64-66;70-71	R R
5.	2.5 Expressing different kinds of intention	1. Understanding expressions of invitations 2. Using expressions of bargaining 3. Expressing preferences 4. Expressing certainty in an appropriate way 5. Understanding expressions of dealing with compliments 6. Understanding expressions of asking and giving opinions 7. Understanding expressions of agreement and disagreement	5, 86 5, 88-89 5, 87 5, 89 5, 88 5, 90 5, 90	R R R R R R R
6.	2.6 Understanding simple instructions	1. Describing a process 2. Giving advice and suggestion 3. Expressing necessities and obligation	6, 102; 117-118 6, 107-108; 114 6, 107; 112-113	R R R
7.	2.7 Understanding and writing short messages, instructions, and directions using correct words and punctuation	Written simple messages such as: - Memo	6, 117	R

(R/RN: Relevant or Not Relevant the learning materials provided in the textbook to the English basic competences)

In basic competence 2.1, it is stated that vocational school students in elementary level should be able to understand simple daily conversation in professional and non-professional contexts with non-native speaker. The authors of the book provide some expressions that are related to its basic competence, which is, expression dealing with daily activities, expression dealing with hobbies and interest , and expression used in helping a guest. In basic competence 2.2, vocational school students are expected to be able to write simple short messages through direct and indirect interaction. The authors of the book provide some expressions related to its basic competence like expressions used to leave a phone message, expressions used to make a call, and expressions used to receive a call. In basic competence 2.3, it is stated that vocational school students need to be able to detail job description and educational background both written and orally. The authors of the book provide some expression related to its basic competence like asking and telling about one's job description and educational background. There are also written job-related texts such as resume. In basic competence 2.4, it is stated that students are expected to be able to tell past activities and future plans. The book contains and discusses materials about past tense and future tense. The book also provide some expressions about asking and talking about someone's plan.

The next is basic competence 2.5, it is stated that students are expected to be able to telling intension. The authors of the book provide the materials about understanding expressions of invitations, using expressions of bargainin, expressing preferences, expressing certainty in an appropriate way, understanding

expressions of dealing with compliments, understanding expressions of asking and giving opinions, and understanding expressions of agreement and disagreement. In basic competence 2.6, it is stated that students need to be able to understand simple instructions. The book contains some written instructions texts, expressions of describing a process, expressions of giving advice and suggestion, and expressing necessities and obligation.

The last basic competence is basic competence 2.7. It is stated that students are expected to be able to make short messages, instructions, and directions using correct words and punctuation. The writer found that the book provide written simple messages such as memo, but there are no other written simple messages materials like instructions and directions. This books also provide the explanation about how to use correct punctuations. From all the description above, the writer can conclude that the textbooks that are used the most by the English teachers in *Teknik Kendaraan Ringan* major are relevant to all English basic competences for vocational school.

In this part, in order to answer the research question about the relevance of English reading materials given in the classroom to the English reading needs in workplaces of *Teknik Kendaraan Ringan* students, the writer analyzed the English textbook by using objective analysis adapted from Hutchinson and Waters (1987). Objective analysis is used to evaluate the materials provided in the course. According to objective analysis adapted from Hutchinson and Waters (1987), there are five main points in analyzing the textbook. Those five main points are

audience, aims, content, methodology, and other criteria (price and availability).

The following are the results of the reading materials analysis.

1. Audience

As the title of the book, *Get Along with English for Vocational Schools Grade XI in Elementary Level*, this book is designed for vocational school students grade XI to learn English for communication purposes. This book was made not only for students majoring in *Teknik kendaraan Ringan*, but also for other majors like tourism, secretary, business and management, engineer, etc.

2. Aim

The aim of using this book is to help the vocational school students improve their skills in English, especially in a vocational context. Furthermore, this book also expected to help the audience to get along with English now in the school and the working world. The aim of this book is to create vocational school students in all majors achieve the English basic competences as a requirement for elementary level students. However, when the writer analyzed this book, it was found that this textbook doesn't fulfill the aim to make the vocational school students be able to understand the specific language in their future workplaces, because this book was made to all majors.

3. Content

The authors of this textbook divide the topics in six units. Each unit is arranged based on the English basic competences and has learning objective to be achieved also based on English basic competences. The topics in this books are set for vocational school students in general. The first unit is "Daily Activities".

This unit concerns on daily activities that everybody does in daily life and about hobby. In part of reading section, the book provides a text about Bunaken: Breathtaking Underwater Life and activities related to that text. This unit also has “Grammar in Focus” section which provide the students with information about grammar used in written text. Unit two is “Talking on the Phone” which is about making and receiving a phone call in right way as well as handling telephone messages. The context of this unit is for the students majoring in hotel management, especially for Front Officer. In reading section, there are no suitable texts that are related to *Teknik Kendaraan Ringan* major. The texts in this unit are general text which give information and tips how to write phone message, make a call, and receive a call. The next is unit three which titled “Looking for a Job”. This unit is about description and educational background. In reading section, this book provides the example of job advertisement and application letter, but the topics are not appropriate for students majoring in *Teknik Kendaraan Ringan* because it is designed for business and managements students. In unit four, it is “What is your Plan?” which is about future plans and telling about past events, activities, and experiences. In reading section, it provides some kinds of text about future plans and telling about past events, activities, and experiences like in letter or just text. It also provide “Grammar in Focus” section that gives information about tenses used to describe future and past. Continued to unit five, it is “Which do you Prefer?” In reading section, this book provides about signals and elephants, which are not suitable for *Teknik Kendaraan Ringan* students. The last is unit six, which is “What is the Next Step?” It is about how to describe a

process, but the texts provided here are just about making some food and doing something that not related to automotive, so these are not suitable for *Teknik Kendaraan Ringan* students. In reading section, there are some texts about how to make a cake, how to make chocolate and how to grow a. After having all descriptions about the reading materials in textbook used above, the writer can conclude that the language description provided in this textbook is functional and structural. The textbook is provided reading materials that are designed based on the social purposes and also contains language points such as vocabulary and grammar. The provided vocabularies are needed by vocational school students in understanding the texts or written information in English, but terminology for *Teknik Kendaraan Ringan* is very limited. In grammar focus, it discusses yes-no questions, informative questions, gerunds, pronouns, reported speech, relative/adjective clause, simple present tense, simple future tense, simple past tense, concessive conjunctions, and degree of comparison. There is also a glossary to explain the certain words in the end of each unit.

In each unit of this textbook, it provides skill-integrated materials. Four language skills are available in each unit because communication skill is the objectives of English learning in vocational school. The subject-matters areas in this textbook are for front office, secretary, business, and management in general including vocabularies and the materials like application letter, memo, instructions, job descriptions, phone message, and advertisement. The materials given represent the situation in particular workplace but it is not specific for *Teknik Kendaraan Ringan*. It is because the textbook is designed not only for

students majoring in *Teknik Kendaraan Ringan* but also for other vocational school majors. Moreover, this textbook is designed based on English standard of competence and English basic competence. The materials in this textbooks are designed based on the function of spoken or written communication needs. The theme of the materials in each unit refers to English basic competences. The reading materials' function is for social purposes function. The subject-matter is not specifically for students majoring in *Teknik Kendaraan Ringan*. Since this textbook provides four language skills activities, the content organization in each unit is set by the language skills.

4. Methodology

The writer found that the reading materials are developed based on the theory of behaviorism and cognitive. The use of behaviorism theory can be seen from the exercises that first provide the students with patterns and then ask them to make sentences by using the same patterns and to rewrite the messages. The problem solving task provided in activities in this books represent the cognitive learning.

The learning activities or exercises in this textbook are in form of dialog, questions and answer, describing pictures, fill in the blanks, role play, and write a reply for some written messages, and writing a memo and a short message. In reading section, the exercises that are used the most are questions related to the text given and multiple choices. The activities for reading can be done individually, while for other language skills, the exercises can be done individually, pair works, group works, and presentation. This textbook also

provides interesting sections such as *Language in Use, Share the Knowledge, Surf the Site, Grammar in Focus, Try This!, Free Practice and Glossary*. In each unit there are learning objectives and evaluation. There are also final exam questions taken from National Exam

5. Other criteria (price and availability)

Other criteria that also need to be considered are the price and the availability of the textbook. The textbook was published by Erlangga on April, 2010. After observation, the writer found that each student has this textbook. This book also available in the school's library and can be borrowed by the students. It can be said that this textbook is easily accessed by the students.

4.3 Discussion

The focus skill in this study is on reading skills. Based on the findings, it was found that *Teknik Kendaraan Ringan* students needed to understand Standard Operational Procedure (SOP), memo, report, and job application letter. The practitioners also stated that the students will need these materials. Meanwhile, based on the students' answers about the reading materials given, it was found that report was the reading materials given the most by the teachers. But, based on the teachers' answers, the most material given to the students was memo. It was not match with the students' answer. However, it was still relevance because both memo and report were the materials given the most by the teacher, and also needed in the future workplaces.

Since the result shows that the *Teknik Kendaraan Ringan* students needed SOP and job application letter, the teachers have to give these materials during the reading learning process. The teachers also must provide the SOP that related to automotive because in their future workplaces the students will read and understand the SOP. The important thing that has to be considered is the topic should be based on the students' major. During the reading learning process, the topic of job application letter provided by the teacher was general, so it was not suitable for *Teknik Kendaraan Ringan* students. As stated by the students from SMK Angkasa 1:

I : Ketika belajar bahasa Inggris, pernah ada tidak materi yang sesuai dengan TKR?

S₂: Belum pernah, materinya umum.

Teachers need to be creative in selecting and designing the materials so that it will suitable to the specific needs of their students. Furthermore, based on the questionnaires, it was found that the teachers have fulfilled the reading materials related to grammar for the students needs in tenses, possessive objective, and modal auxiliary. It is relevant to the students' answer about what reading materials related grammar they needed. In addition, the teachers also have fulfilled the reading materials related to the vocabulary of the students needs in parts of speech, verb related to major, tools and kits, and specific terms related to major.

Learning activities that were given by the teachers in learning reading were reading to find general information, reading to find the main idea, and

reading to find specific information and detailed information. The teachers' questionnaires' results of reading activities were relevant to what students needed. Furthermore, the teachers' questionnaires' results of reading activities related to grammar were relevant to the students' answer. In grammar activities, memorizing verbs based on the tenses and determine the correct tense in a sentence were the grammar activities which were given the most by the teachers. During the learning activities for reading related vocabulary, the most activity done by the teachers were fill in the blank and matching vocabulary and the meaning. It was found during the observation that some of the teachers asked the students to fill in the blank for their activities.

Based on the findings of this study, it showed that materials given by the teachers are mostly needed by the students in the future workplaces. But, those materials were still general and are not related to the major. The specific terms used related to the major is very limited. The teacher used the materials from the book which was made for all majors in vocational school. It makes the materials was not relevant to the needs of *Teknik Kendaraan Ringan* students because the materials provided by the teacher may not be used in their future workplaces.