CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this study is research & development (R&D). It uses R&D because the researcher develops the materials by choosing the target to analyse and develop it become new product of English materials by using CBI approach for marketing students at the X grade of SMK YPI Darussalam 2 Cerme.

3.2 Research Setting

This research is conducted in SMK YPI Darussalam 2 Cerme. This vocational school has four study programs, namely; Accounting, Marketing, Bussiness Administration and Bussiness Fashion. This study focuses on developing materials of marketing study program.

3.3 Research Subject

The data source in this study involves English teacher, marketing teacher and marketing students at grade 10 of SMK YPI Darussalam 2 Cerme. There are 20 students, 19 female and 1 male.

3.4 Research Instruments

The researcher uses four instruments to collect the data, those are interview, questionnaire sheet, expert judgment sheet, and checklist sheet for students. The interview as a need analysis, the researcher interviews marketing teacher and English teacher who teaches in SMK YPI Darussalam 2 Cerme at the grade X.

The researcher does interview to know the media of learning, the syllabus, the materials used, sources of learning, learning strategy, times of teaching and the problem that facing by the students.

The researcher uses questionnaire for getting the data about learning needs and target needs on students. It uses questionnaire as an instrument for the students because want to get the information about target need and learning need by their own. The questionnaire consist of 30 questions that relate with target and learning need. The question about target need consists of 11 questions. Then the questions about learning need consists of 19 questions. The classification of target and learning need are in table below :

Table 3.1 The Organization Questionnaire of Target Need and Learning Need

Need Analysis	Criteria	Number of Questionnaire
Target Need	• Goal	1
	• Necessities	2, 3, 4
	• Lacks	5, 6, 7, 8, 9, 10
	• Want	11
Learning Need	• Input	12, 13, 14, 15, 16, 17, 29
	• Procedures	18, 19, 20, 21, 22, 23, 24, 28
	• Setting	25
	• Teacher's role	26
	• Learner's role	27

The target need in table 3.1 above shows that there are 4 criterias, the first is goal that has 1 item in number 1 of questionnaire sheet. The second criteria is necessity that consists three items in number 2,3,4. The third critria is lack that consists of six items in number 5,6,7,8,9,10. The fourth criteria is want that consists of one item in number 1. The next is about the leaning need that have 5 criterias, the first is input that consists of seven items in number 12,13,14,15,16,17,29. The second criteria is procedure that consists of eight items in number 18,19,20,21,22,23,24,28. The third criteria is setting that consists of

one item in number 25. The fourth criteria is tacher's role that consists of one item in number 26. The fifth criteria is learner's role that consists of one item in number 27.The next instrument are the two form of checklist sheets that will be given after try out, those are the expert judgment sheet, and the checklist sheet for students. The expert judgment sheet is in the form of checklist that will be given to the experts to measure the appropriateness of materials and to get the suggestion about it. Then the other checklist will be given to the students to get their feedback after try out. The organization checklist of the students such below:

Table 3.2 The Organization Checklist for Students

Criteria	Indicator
Students' response	• Content of materials • Language • Lay-out • Presentation strategy

The table 3.2 above shows that the organization of checklist sheet for students consists 4 indicators. It indicators such as the content of materials, the language, the lay-out, and the prsentation strategy.

The way to measure the appropriateness of the materials, the researcher adapted the component aspects from *Badan Standar Nasional Pendidikan* (BSNP). Below is the organization checklist for expert judgment.

Table 3.3 Organization Checklist for Expert Judgement

Criteria	Indicator
Content	• Completeness of materials (Contained in the standards competence) • The expand of materials • The depth of materials • The accuracy of pictures and illustrations • Examples and case • Encourage curiosity

Language	• Suitability of sentence structure
	• The effectiveness of sentence
	• Ability to motivate learners
	• Consistent use of icons
	• Conformity the development intellectual learners
Presentation	• The coherence concept
	• Examples of exercises
	• The wholeness meaning in activities
Graphic	• Colour layout elements
	• The accurateness and proportionate shape are accordance in reality
	• The space between lines

The table 3.3 above shows that there are 4 criterias for the materials assessment that adapted from *BNSP.* Those criteria are about the content, the language, the presentation, and the graphic.

3.5   Data Collection Technique

The data in this research are collected through interview, questionnaire, expert judgment and checklist. The researcher does the interview to support the questionnaire data. Questionnaire sheet will given to the students to answer the questions related to the target needs and learning needs. The result of the questionnaire data will calculated by the following formula below:

P (%) = f / N (100)

> N: total of respondents
> f : frequency
> P: percentage

The expert judgment sheet will given to the experts after implementation to get the suggestion of the appropriateness of materials. The formula to determined the result of expert judgment will use SPSS descriptive statistics. Then the checklist sheet used to know the feedback of students related to the materials that had been giving during try out.

3.6   Procedures for Developing Materials

The researcher develops the materials uses some steps as a process of developing based on ADDIE model. The ADDIE model that used by researcher is from ADDIE model modified by Candra Hadi Asmara (2012). The modified model consists of Analyse, Design, Develop, Expert Validation, Revision, Limited Try Out and Final Product. Those steps are from ADDIE model that adapted from Steven J. McGriff.

The researcher describes the procedural of ADDIE modified model by Candra Hadi Asmara (2012) in term of analyse, design, develop, expert validation, revision, trying out of the materials, feedback from students and final product, as follows:

3.6.1   Analyse

For the need analysis, the researcher collecting the data from interview and questionnaire. The information from gathering the data used as a basic of development materials. For interview, the researcher interviews the marketing teacher and the English teacher who teaches in SMK YPI Darussalam 2 Cerme at the grade X.The researcher interviews the marketing teacher to know the target needs of students and interview the English teacher to know about students' learning needs. Questionnaire is given to the students to get the detail information about target needs and learning needs based on their own opinion.

The result of questionnaire on target need and learning need arein the description below.

3.6.1.1 Target Need

The target need consists of 4 categories; goal, necessities, lacks and want.

According to the result of questionnaire, the goal of twenty students is that 35% of them, answer that they learned English to support their future job. The future job of the students disposed on the marketing environment, so it needs good communication especially in English.

The students necessity revealed that 80% of twenty students will use English in oral or written communication with buyers, especially buyers from abroad when they get a job in the future. Meanwhile 10% of twenty students will use English just for provision their knowledge. Most 47% of twenty students interested on speaking skill, it is appropriate with their background that in marketing field need a good communication. The using of English as a communication, 52% of twenty students emphasized on the right pronunciation when talking with people, then 26 % of twenty students emphasized on the vocabulary appropriateness.

Talking about the lacks, according to the questionnaire result shows that 85% of twenty students feel that their ability in English as a beginner level and just 15 % of twenty students feel that their English ability in Intermediate level. Moreover, 70% of twenty students deems that their vocabulary <500 words, while 25 % of them have 500-700 words.

The other weakness on students is about their skill in using English, including speaking, listening, reading and writing skill. Talking about the students' speaking skill, 52% of twenty students cannot understand well about the right pronunciation. This is one of the weakness that faced by the most students of speaking skill. Then 15% of twenty students cannot understand the English expression, the English vocabulary and the English grammar on speaking skill.

Meanwhile 45% of twenty students cannot listen well on listening skill, it is because the vocabulary is difficult to understand, then 25 % of twenty students consider that the teacher's voice / audio is too fast. The most fundamental things of the weakness on reading skill in table above shows that 55 % of twenty students cannot read well because they do not know the meaning of the text, while 20 % of twenty students cannot read well because the meaning of it is difficult to understand, then 20 % of twenty students cannot read fluently. In writing skill, most twenty students (40 %) tend to be difficult to find the appropriate vocabulary to used on the sentence. 30% of twenty students also get the difficulty to establish the right grammatical structure.

95% of twenty students, want that they have a satisfying score of English exam. Meanwhile 85% of twenty students want to get a high score for TOEIC / TOEFL. (See in appendix).

According to the 4 points in target need (goal, necessities, lacks, want) above, it can be seen in the following chart figured below.

Target Need
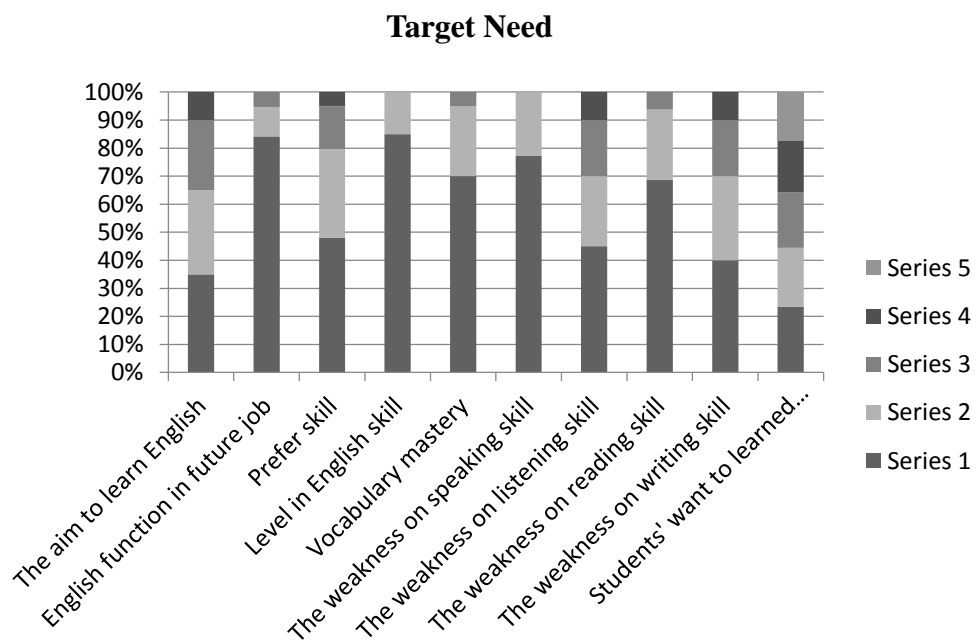
3.6.1.2 The Learning Need

The result of learning need analysis, consists of various aspects: input, procedures, setting, teacher's role and learner's role which are connecting each other.

The input of materials that using pictures in the materials can attract students' interest in a learning. It can be seen that 95% of twenty students will interested and motivated to learn English if the pictures are existing in the materials.

Marketing student prefered to learn English with the topic that related with marketing course. It can be seen on the table above that 80% of twenty students prefered to learnit. While 65% of twenty students liked to learn English that related with the daily life.

The input materials of speaking skill shows that the student prefered to learn English about simple monologue and dialogue. It can be seen on the table 4.5 that 100% of students choose it. Meanwhile 90% of twenty students prefered a monologue or dialogue using pictures.

The input materials of listening skill that prefered by the students is about a simple monologue or dialogue, 80% of twenty students choose it as their learning. Meanwhile, 70% of twenty students choose: a monologue or dialogue using some list of words, a monologue or dialogue using pictures and a monologue or dialogue using expression. 85% of twenty students need among 5 to 7 minutes and 3 to 4 minutes for the duration of a sound in listening skill, then 70% of them need >4 minutes.

The next is 95% of twenty students prefer a text that relate with marketing on reading input. Then 90% of twenty students choose a text in the form of monologue or dialogue. Most of twenty students (75%) choose among 100-200 words as long of the text. Meanwhile 65% of twenty students choose among 200-300 words of the long text.

The last input is about writing skill, according to the 100% of students prefered to get the writing input by pictures. There are 8 topics in marketing materials from their school, 2 of them are more interesting that choosen by the students. The interested topics are "*melakukan proses tawar menawar dengan calon pelanggan*" and "*konfirmasi keputusan calon pelanggan*". Both of them have the same highest percentage (25%).

The procedures in English learning shows that most twenty students (95%) prefered to practice speaking by games in their learning, then 90% of twenty students prefered to practice speaking in pair. According to the researcher the using of games in the speaking procedure is not only in pairing but also needed to practice by grouping or individually. But part of students choose practice it by individually.

The listening activity in table 4.6 above shows that 70% of twenty students prefered to complete the blank sentence or text from the audio, complete a monologue or dialogue information from the audio; and writing information from from the audio.

The reading activity in table 4.6 above shows that 100% of students prefered to answer the questions based on the text. It has the perfect activity because all of students choose it as their reading activity. 95% of twenty students

also prefered to read the text with the correct intonation and pronunciation for reading activity, it almost perfect activity that liked by the students.

There are 2 activities that prefered by the students in writing skill, those are identify the error written, then write a paragraph. 80% of twenty students choose both of them. The second activity that prefered by the 65% twenty students is about re-arrange the random words.

The learning vocabulary activities shows that 95% of twenty students prefered to learn vocabulary by filling sentences with the correct word. While 85% of twenty students prefered to write sentence.

The learning grammar activity shows that 90% of twenty students prefered to learn grammar by writing the right structure on sentences. While the other learning grammar activity that choosen by the students is correcting the error sentence.

Talking about the learning pronunciation activity, 100% of students prefered to learn it by reading aloud. Then 90% of twenty students choose 2 learning pronunciation activities: learned by discussing the right pronunciation and learned by listening conversation on the audio while reading the transcript.

The seven models of speaking activities in the table 4.6 above shows that 95% of twenty students prefer three models: learning speaking by role play, discussing and story telling. Then 75% of twenty students like brainstorming for their speaking activities.

Students prefered to learn in a small group as a setting of English learning activity. It can be seen that 95% of students prefer it. While 90% of

twenty students choose partner as their activity in learning. Then the learning activity in a large group and the whole class are prefered by 85% twenty students.

All students (100%) prefer their teacher to gives the motivation when the learning process is running. The motivation that given from the teacher will make them to get the enthusiasm in learning. Then 90% of students want the teacher to accompany and guide them in the beginning until the last lesson. 100% of students prefered to be active in the whole of learning in a classroom. While 75% of twenty students just like to listen what the teacher saying. (See in appendix).

According to the 5 points in learning need (Input, procedures, setting, teacher's role, learners' role) above, it can be concluded in the chart figured below.

Learning Need

■ Series 1   ■ Series 2   ■ Series 3   ■ Series 4   ■ Series 5   ■ Series 6   ■ Series 7
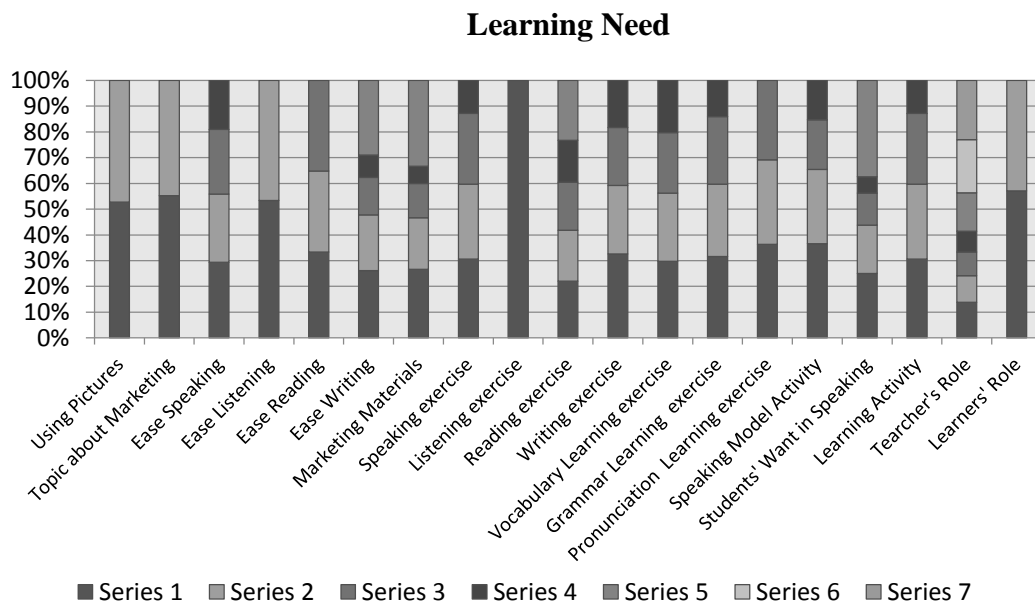
3.6.1.3 The Result of Interview

The researcher gets two results of interview, the first is from the English teacher, the second is from the marketing teacher. The English teacher said that he still uses KTSP curriculum that focused on the speaking skill. He uses learning sources from LKS (*Lembar Kerja Siswa*), English book and some of internet. The

teacher said that the first semester has 4 chapters and 11 sub-competences. According him the media used are English book, LKS and internet, then the strategy used is according to the materials, for example if the materials is about conversation like introduction so, he used grouping strategy, then if it is about simple materials he used three past techniques that consists of pre, whilst, and post. According to the English teacher, the ability of the students are not as begginer level because they have been getting the basic materials from junior high school, certainly there are some materials that have not mastered yet. So that the teacher still continuing or adding the materials in order student gets the better result than before. Students have the English materials in 3 hours in one week, in every hours means that 45 minutes. Teacher said that speaking skill is emphasized on the tenth grade of the students like conversation or dialogue can be used for applying the speaking skill. Furthermore, based on the syllabus or KTSP used by the teacher that the grammatical structure is important to apply in the tenth grade of students. The English teacher never used materials that relate with marketing subject. The whole materials used by the teacher is about English general. It can be seen when the researcher saw the English book that used by the teacher.

According to the marketing teacher, the students ability in marketing study program have not seen yet because they still in class 10. If the students ability is good, it can be seen directly, because there are 2 students in SMK YPI Darussalam 2 Cerme who have the high score "100 & 85" compared "50", so their ability averagely is enough. Talking about the chapter in this first semester are 8 chapters that covered in 3 modules, it is mean that the 8 chapters are devided into 3 modules. The first module entitled *menata produk*, the second module

entitled *melakukan negosiasi* and the third module entitled *konfirmasi keputusan calon pelanggan*. The teacher said that speaking skill is primed for students, they should have good communication according to their study program.

3.6.1.4 The English Materials using Content based-Instruction Approach

Based on the result of the analysis above including questionnaire and interview, they can be concluded that there are 5 points to be discussing by prototype table. The first point is about aim, it focuses on marketing materials in English subject. It focuses on marketing materials because this study is using content-based instruction as an approach. Every chapters will integrated between materials and exercises.

The second point is about content, it consists of 2 discussions in content phase, those are about the types and the materials. The types in speaking and listening input are students prefered to learned by monologue and dialogue. Talking about the interview, both English and marketing teacher said that speaking is important skill. The marketing teacher said that marketing students ability emphasized on speaking skill, furthermore the English teacher said that based on the syllabus and KTSP curriculum, students in grade 10 focused on speaking skill too, so that the conversation is suitable type in speaking or listening materials. Then the types in reading and writing text, students prefered to learned by paragraph, monologue or dialogue. Talking about the material, it takes from the marketing syllabus: *mendeskripsikan perencanaan visual penataan produk; menata produk; menjaga display produk agar tetap sesuai dengan standar perusahaan dan perencanaan; memberikan tanggapan terhadap keberatan yang muncul dari calon pelanggan; melakukan proses tawar menawar dengan calon*

pelanggan; memotivasi, meyakinkan, dan mendorong calon pelanggan ke arah

kesepakatan; mengidentifikasi sinyal-sinyal dari calon pelanggan; Membuat

konfirmasi keputusan calon pelanggan.

The third point is about students' background, it shows that most of marketing students answered that they cannot understand the right pronunciation when they speak up. Furthermore, students have less vocabulary mastery. Most of them said that their vocabulary mastery is <500 words.

Student considers that their English knowledge as same with beginner level. They cannot read well because they do not know the meaning of English, they cannot listen well because the vocabulary is difficult to understand, then they cannot write well because they get the difficulty to determine the appropriate vocabulary.

The fourth point is about students' interest. In this point talking about the exercise and activity. The exercises covered in four skills: speaking, listening, reading and writing. Talking about the activity, students prefered to learned by small group, then followed by partners, large group, the whole class, and individually. Then, student prefered to describe pictures and do the games in speaking exercises,. Furthermore, discussing, story telling, and role playing are prefered by the students as activity models to learn speaking. Then, student prefers for completing sentence from audio, completing information of dialogue or monologue from audio, then discussing information about dialogue or monologue from the audio in listening exercises. Students prefered to answer the questions based on the text as reading exercises. Then student prefered to write paragraph and identify the error written as writing exercises. Meanwhile in

learning vocabulary and grammar, students preferred to learned by filling

sentences and write the right structure on sentences. Then to learn pronunciation,

students preferred to learn by reading aloud.

Table 4.10 Prototype

Aims	
Language need	Marketing materials in English subject
Content	
Subject Matter	Speaking, Listening, Reading and Writing
Level of Knowledge	Beginner
Types of Speaking and Listening Input	Monologue and dialogue
Types of Reading and Writing Text	Paragraph and monologue or dialogue
Topic	• Visual planning of displaying product • Displaying product • Keeping the display product • Giving response for objectionable customers • The negotiation • Motivating and convicing customers • The signals of customers • Convirmating customers' decision
Students' Background	
Speaking	Cannot understand the right pronunciation
The way for giving assignment	• Practice the pronunciation • Answer the questions orally • Practice the dialogue • Describe the pictures
Listening	Difficult to understand the vocabulary
The way for giving assignment	• Write down the voice from the audio • Find out the information from the audio • Record students own voice, then give it to the others
Reading	Don't know the meaning
The way for giving assignment	• Answer the questions according to the text • Conclude the information
Writing	Difficult to determine the appropriate vocabulary
The way for giving assignment	• Complete the dialogue and sentence • Re-arrange the jumble dialogue • Write sentence, paragraph, short story and conclusion • Match and change • Write appropriate tense for the verbs in parentheses
Learners' Necessity	
• Most interesting on speaking skill • Use English to oral or written communication with buyers, especially buyers from abroad • Emphasized on the right pronunciation when become a marketer	
Learner's live	
• Dialogue	
Learners' Interest	
Speaking exercises	• Describe pictures

	• Games
Listening exercises	• Completing sentence
	• Completing information from dialogue or monologue
	• Discussing information from dialogue or monologue
	• Conclude information
Reading exercises	• Answer the questions based on text
Writing exercises	• Write paragraph, sentences, short story
	• Identify the error written
	• Fill sentences
Activity	Small group, then followed by partners, large group, the whole class, and individually

3.6.2 Design

The researcher accumulates the subject matter to determine the course grid in the context of CBI approach. Within the subject matter, the researcher develops it from the result of need analysis, the syllabus of marketing and English subject and also from the courses book that used by the students, includes English book and marketing book. Talking about the syllabus, the researcher uses the basic competence on English syllabus, while the materials is fousing on the marketing based on marketing syllabus. The course grid will consists of topics, input text, language functions, language focus and its covered by grammar, vocabulary and learning activities. English materials in tenth grade of marketing study program will consist of marketing materials which is used second language or English language.

3.6.2.1 Design of Materials

According to the result of need analysis and syllabus, the researcher makes course grid for designing chapter. There are 8 chapters in the materials that adopted from the marketing syllabus. The researcher takes the basic compentences from English syllabus as a guidance to develop the English materials that consist of marketing subject. The marketing syllabus is devided into 3 standart

competences which have the 3 modules. So, the syllabus that have been developed by the researcher consists of 3 standart competences too, but it combines into 1 material book. The 8 chapters which have been developed by the researcher entitled: chapter 1 "Visual Planning of Displaying Product", chapter 2 "How to Display Product?", chapter 3 "How to Keep the Display Product?", chapter 4 "How to Response the Objectionable Customers?", chapter 5 "The Negotiation", chapter 6 "How to Motivate and Convince Customers?", chapter 7 "The Signals of Customers", chapter 8 "The Convirmation on Customers' decision". Those chapters that developed by the researcher consists of materials and exercises. The four skills including speaking, listening, reading and writing that exist in the materials which in every skills consist of 4 tasks. So, the whole tasks in the 8 chapters are 128 tasks within the materials book.

Below are the short description of the chapters.

A.   Chapter 1

The title is Visual Planning of Displaying Product, it takes from the basic competence. The chapter 1, will learn about kinds and specifications of goods, ethics code of selling, SOP (Standard Operating Procedure) of display product, kinds of displaying product, the arrangement of store, interpret attitudes in visual planning of displaying product. Students are able to comprehend and use expression about visual planning of displaying product in good English.

B.   Chapter 2

The chapter 2, the title is How to Display Product?, it takes from the basic competence. This chapter, will learn about SOP arrangement of fashion

products and organizing fashion products. Students are able to comprehend the displaying product by orall or written in good English.

C.   Chapter 3

        The title is How to Keep the Display Product?. It takes from the basic competence. The chapter 3, will learn about keeping store security, maintaining the working area, the way for keeping the display product, handle complaining of customers. Students are able to comprehend the way to keep the display product by orall or written in good English.

D.   Chapter 4

        The title is How to Response for Objectionable Customers. It takes from the basic competence. The chapter 4, will learn about the way to handle complaining of customers. Students are able to comprehend and express the way to give response for objectionable customers by orall or written in good English.

E.   Chapter 5

        The title is about The Negotiation. It takes from the basic competence. The chapter 5, will learn about the negotiation and the way **to be smart seller.**Students are able to comprehend and express the negotiation by orall or written in good English.

F.   Chapter 6

        The title is How to Motivate and Convince Customers?. It takes from the basic competence. The chapter 6, will learn about the way to convince consumers and SOP administration transaction. Students are able to comprehend and express the way to motivate and convice customers in good English.

G.   Chapter7

The title is The Signals of Customers. It takes from the basic competence. The chapter 7, will learn about verbal and non-verbal communication, ethics in providing services, the body language of consumers. Students are able to comprehend the signals of customer and express the way to handle it in good English.

H.   Chapter 8

The title is The Convirmation on Customers' decision. It takes from the basic competence. The chapter 8, will learn about do the confirmation and the equipments of communication. Students are able to express the convirmation from customers' decision

The learning activity in 8 chapters are using content-based instruction (CBI) approach. There is no specific steps for using this approach. As guidelines in CBI approach is about teaching language with content, it means that besides student learned language they also learned the content (Marketing) too. So that the learning activity that using CBI approach is according to the theory from expert *"Krahnke(1987: 65): CBI as a teaching information of language, that the language itself from the content that being taught"*. Moreover, communicative interaction, roleplay, writing process, pair work and group work are included the activities and techniques used in CBI approach.

Content of Product

The researcher develops the content of the product that consist of materials and exercises. The materials are from the syllabus that consists of some chapters. Every chapters consist of the procedures: pre-activity, whilst-activity, and post-activity. The procedures in every chapters like:

A. Chapter 1

Chapter 1 entitled "Visual Planning of Displaying Product" The activity in this chapter is beginning from giving the pictures as the pre-activity for the students to build their background knowledge. The students should be discussing about the pictures with their class.

B. Chapter 2

Chapter 2 entitled "How to Display Product?". The activity in this chapter is beginning from giving the pictures as the pre-activity for the students to build their background knowledge. The students should be describing the pictures by their own.

C. Chapter 3

Chapter 3 entitled "How to Keep the Display Product?". The activity in this chapter is beginning from giving the pictures as the pre-activity for the students to build their background knowledge. The students should be describing the different pictures by their own.

D. Chapter 4

Chapter 4 entitled "How to Response the Objectionable Customers". The activity in this chapter is beginning from giving the pictures as the pre-activity for the students to build their background knowledge. The students should be describing the different pictures by their own.

E. Chapter 5

Chapter 5 entitled "The Negotiation". The activity in this chapter is beginning from giving the pictures as the pre-activity for the students to build

their background knowledge. The students should be describing the different pictures by their own.

F.   Chapter 6

Chapter 6 entitled "How to Motivate and Convice Customers". The activity in this chapter is beginning from the dialogue as the pre-activity for the students to build their background knowledge. The students should be practicing the dialogue.

G.   Chapter 7

Chapter 7 entitled "The Signals of Customers". The activity in this chapter is beginning from giving the pictures as the pre-activity for the students to build their background knowledge. The students should be describing the different pictures by their own.

H.   Chapter 8

Chapter 8 entitled "The Convirmation on Customers' Decision". The activity in this chapter is beginning from giving the vocabulary as the pre-activity for the students to build their speaking ability in the right pronunciation. The students should be practicing the following words by repeating the teacher's voice.

3.6.3   Develop

This step, the researcher will be developed the materials based on the course grid on the design phase and the researcher does adaption, modification and development from the other sources. There are four skills will be covered the materials, those are speaking, listening, reading and writing skill.

3.6.4   Expert Validation

The [developing of English materials by using CBI approach of students in marketing study program, it must be validated by some experts. Validation from the experts have the important benefit to check the suitability and similarity of the materials with the syllabus, curriculum, the result of need analysis, and others.

3.6.5   Revision

Revisioning is done when the expert judgment had already finished to check the validity of the materials. After the expert gives comment or score of materials development that made by the researcher, the researcher will try to revise the component that should be developed more.

3.6.6   Trying Out of the Materials (Implement)

When the revision was done, the materials need to try out on the learners to know the successful of the development materials. The try out will be held to the marketing students who studied at SMK YPI Darussalam 2 Cerme at the tenth grade.

Try out is important step before fixing the content of the materials that will be applied in the real learning. It has the purpose to check the product, whether it is appropriate or not to be applied, whether the product needs to add or delete on the part of the materials and whether the product needs to give more development or not.

3.6.7   Feedback from Students

The role of feedback from students is to determine the content of the materials that it needs to revise or not. The feedback is getting after trying out of the materials, students will given checklist to know their comment about the

materials. The researcher will revise to complete the materials that should be fixed based on the suggestions from the expert.

3.6.8 Final Product

When the whole of the evaluation process beginning from analysing, designing, developing, expert validating, revision, trying out of materials and feedback from students are finished, the researcher revises the English materials which is ineffective in trying out based on the result of checklist that given to the studentst. After revision, the final product will be fixed and going to be implemented based on the experts opinion and suggestions.