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Developing English Material Based on Authentic Material For Vocational High School Students

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Abstract

The aim of this research is to design English material for vocational school to make the students proficient in both spoken, written, and prepare students work in field soon after graduating. There are some factors which have to be considered such as teachers, media, and material. Materials take an important part in the process of teaching learning. The material also helps the students to practice and give them exposure. Research design is Educational Research and Development (R&D). It is adapted from industry-based development model in which the results of the research will be taken to create new products or procedures. The subjects of this research were eleventh grade students of fishery major in Vocational School Negeri Rea Timur academic year of 2019/2020. All the students were involved as the research subject, the class consisted of 20 students. There are 4 English teachers in Vocational School Negeri Rea Timur two civil servants and the other honorary teachers. The result of this research that most students of fishery study major at Vocational school Rea Timur (50%) use English only to read texts in English course book, worksheet and other learning sources. (17%) of them to read the texts beyond English lessons such as advertisement, magazine, newspaper. (13%) of them to read the texts beyond English lessons such as advertisement, magazine, newspaper. Only a few of them use English as a means to read texts in English course book, worksheet and other learning sources (8%).

Keywords: Research, Educational, Design, Material, Vocational, Proficient

Introduction

Vocational high school aims to prepare students work in field soon after they graduate. Major in vocational high schools based on the government rule Number 17 year 2013¹ are: Technology and Engineer, Technology Information and Communication, Health, Agribusiness and Agrotechnology, Fishery and Marine, Business and Management, Tourism, Arts and Skill, and Arts Performance (Chin-Ling Chiang and Huei Lee. "The effect of project-based learning, 2016). Teaching English in vocational high school aims to make students proficient in both spoken and written language to support their competence in a certain study program. The objective is students enable to communicate in the target language orally and writing accurately and appropriately.

To reach the objective, there are some factors which have to be considered such as teachers, media, and materials. Materials take important part in the process of teaching and learning. The materials can make students to develop their knowledge and improve their skills. Tasks provided within the material also help students to practice and give them exposure about English. Based on the objectives of vocational education, the English material used in the learning process should be adjusted to the study programs. It aims to fulfill the students' needs so they can maximize their skills (Ramli Ramli "The effect of learning motivation on student's, 2014)

A good teaching English material is a material that caters the language and content based on the students needs, level, and environment. A good material can help students to learn English more easily. Learning English material that are related to their future job and their needs enable to develop their skill to communicate using English in the target situation of their field of works (Heri Retnawati Samsul Hadi, dkk; Vocational High School Teachers, 2016)

Unfortunately, most of vocational high school in Indonesia still has a problem related to the availability of English learning materials which are appropriate for the students. English learning materials for vocational high schools provided by the government and launched by some publishers are still general. The material is not different from the materials used in Senior High School they are not specified into certain study programs.

Students of Fishery Study Major learn everything about fish in expertise lessons including the characteristics of fish, how to cultivate them, how to feed them, etc. since after graduation, the students are expected to work in fishery industry both locally and globally. Ideally English materials used to teach students of fishery study program have relevance to their field. In fact, the materials are too general and do not support their knowledge in the field of fishery. Hidayatul Muanifahⁱⁱ in Choirul Rahma conducted a research to develop English learning materials for grade XI students of Computer Networking Study Program. It identified that the appropriate English learning materials for grade XI students of Computer Networking Study Program should contain *pictures, dialogs, advertisements, articles, pronunciation transcripts, and exercises* to be the input in the materials. The learning activities in the materials should improve the students' language skills namely listening, speaking, reading, and writing (Shelley Shwu-Ching Young; Integrating ICT, 2003)

Based on the observation conducted in January 2019, Curriculum 2013 in Vocational school Negeri Rea Timur had not been implemented well. Besides that, the materials designed by following the standard of Curriculum 2013 were very limited. Therefore, the teachers used materials taken from course books designed based on KTSP 2006 and worksheet to support the teaching and learning process. They also used additional materials taken from the internet and other sources. However, the researcher found some problems dealing with materials used by the teacher to teach fishery students (Astawa; Developing communicative English, 2017)

The problem was materials for TOEIC (Test of English for International Communication). Vocational high schools students have to take the test before graduation and reach a minimum score in order to get a certificate. The document is needed as one of

requirements when they want to apply jobs in some companies. That is why the students need good preparation in order to pass the test. Unfortunately the school doesn't have the materials that are specially designed for TOEIC preparation.

Regarding the problem stated above, the researcher realizes that providing English materials for students of Fishery Study Major is important since the material available is not relevant while the students need English that has relation to the fishery field both now and in the future. The design of materials will refer to curriculum 2013.

Developing all types of materials which were stated above would consume too much time. Therefore the researcher focused on developing materials in the form of course book for eleventh gradestudents of fishery major of SMK -PP Negeri Rea Timur.

Review of Related Literature

1. Developing English Learning Materials

Materials are one factor that makes teaching and learning process successful. Therefore it is important to select or develop appropriate materials that meet students' needs. Many studies say that materials which have topics that are close to students live can improve the learning result. Furthermore, those studies also provide the appropriate materials for the students.

Tomlinson defines materials as anything which can be used by teachers or learners to facilitate the learning of a language (linguistic, visual, auditory or kinesthetic). Materials are not only in the form of a textbook, but they can be cassette, a CD-ROM, a video, a newspaper, a paragraph written on a whiteboard or anything which presents or informs about the language being learned. The teacher can use various materials to make students interested in learning. Furthermore, in this global era, internet and other digital tools can be used to facilitate learning. All those materials have function in making the language easier to learn (Shelley Shwu-Ching Young; Integrating ICT into second language education, 2003)

2. Materials Development

According to Tomlinson materials development refers to all the processes made by practitioners who produce and use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research.

Materials development is both a field of study and a practical undertaking. As a field it studies the principles and procedures of the design, implementation and evaluation of language teaching materials. As a practical undertaking it refers to anything which is done by writers, teachers or learners to provide sources of language input, to exploit those sources in ways which maximise the likelihood of intake and to stimulate purposeful output: in other words the supplying of information about and/or experience of the language in ways designed to promote language learning. Ideally the 'two aspects of materials development are interactive in that the theoretical studies inform and are informed by the development and use of classroom materials (Abu-Obaidah Alazam, et al. "Teachers' ICT skills and ICT integration in the classroom, 2013)

Materials developers might write textbooks, tell stories, bring advertisements into the classroom, express an opinion, provide samples of language use or read a poem aloud. Whatever they do to provide input, they do so ideally in principled ways related to what they know about how languages can be effectively learned. All the chapters in this book concentrate on the three vital questions of what should be provided for the learners, how it should be provided and what can be done with it to promote language learning (Shelley Shwu-Ching Young; Integrating ICT into second language; 2003)

The steps Dick and Carey Model or procedure of materials development include the design, implementation, and evaluation of language teaching materials. Dick and Careyⁱⁱⁱ suggest ten components of the systems approach model :

a. The ADDIE Model

ADDIE is an acronym for Analyze, Design, Develop, Implement, and Evaluate. ADDIE is a product development concept. The ADDIE concept is being applied here for constructing performance-based learning. The educational philosophy for this application of ADDIE is that intentional learning should be student centered, innovative, authentic, and inspirational. The concept of systematic product development has existed since the formation of social communities. Creating products using an ADDIE process remains one of today's most effective tools. Because ADDIE is merely a process that serves as a guiding framework for complex situations, it is appropriate for developing educational products and other learning resources by Robert Maribe Branch.



b. Tasks Development

Task-based learning is an alternative approach to communicate language teaching because a task involves a primary focus on meaning, real-world processes of language use and any of the four language skills. A task is defined as an activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome (Willis). This is in line with Ellis's opinion which says that in contrast with exercise that tends to be form-focused activity, task gives attention more to meaning-focused activity.

c. Material Evaluation

Designing tasks is not the final step in material design. The materials, then need to be evaluated through the process of material evaluation. Hutchinson and Waters^{iv} state that

evaluation is a matter of judging the fitness of something for a particular purpose. They add that in the process of evaluation, there is no absolute good or bad only degree of fitness for the required purpose. In other words, material evaluation can be defined as an activity to measure whether the material meets learners' need or not.

d. Needs Analysis

There are several definitions of needs analysis from some experts. Basturkmen^v say that needs analysis is an identification process of skills and language use to determine the content of a course. One thing that should become the starting point when one develops learning materials for specific purposes is the learners' needs. This is in line with the first step of developing learning materials for general purposes as well as that for English as a specific purposes (ESP) proposed by Hutchinson and Waters^{vi} who states that ESP is a course which is designed to meet learners needs. To get information about the learners, one should conduct needs analysis (Kuskaya Mumcu; ICT in Vocational and Technical Schools, 2010)

Furthermore, Hutchinson and Waters explain there are number of ways to gather information about learners needs, the most popular to be used are questionnaires, interviews, observation, data collection, and informal consultation with sponsors, learners and others. Among those ways, questionnaire is the most appropriate way to get sufficient and accurate data of the needs of SMK students. Through questionnaires, it is expected that the students will feel free and give real answer that the information of those questionnaires are accurate.

Hutchinson and Waters also propose a framework for analyzing learning needs. The checklist is presented below: Furthermore, Hutchinson and Waters explain there are number of ways to gather information about learners needs, the most popular to be used are questionnaires, interviews, observation, data collection, and informal consultation with sponsors, learners and others. Among those ways, questionnaire is the most appropriate way to get sufficient and accurate data of the needs of vocation school students. Through questionnaires, it is expected that the students will feel free and give real answer that the information of those questionnaires are accurate. Hutchinson and Waters also propose a framework for analyzing learning needs (Hakkun Elmunsyah; A national education policy-based ICT model, 2014)

e. Syllabus Design

After getting information about the learner from needs analysis process, the next step that can be conducted by a developer is creating a syllabus. It is a document which says what will or what should be learnt. One of the reasons of having syllabus is that a syllabus provides a set of criteria for material selection and/or writing.

2. Curriculum of Vocational High Schools

The implementation of curriculum 2013 makes some changes in the area of English teaching in vocational high schools including the process, learners' role, teachers' role, and the materials. English is taught only three periods a week. English is not categorized as adaptive lesson anymore but it belongs to group A (compulsory subject). Subjects that should be learned by learners in vocational high schools now are divided into three parts. Two of them are compulsory subjects and the rest is expertise subjects. To make it clearer,

below is the table of subjects for Fishery and Marine study program of vocational high schools according to ministry of education and culture regulation number 7 year 2018 (Jamieson-Proctor; Romina M., et al. "ICT integration and teachers' confidence in using ICT, 2006). In curriculum 2013, student's Talking Time (STT) will be more dominant than Teacher's Talking Time (TTT) in teaching and learning process. Students will learn and actively explore their skill while teacher's role is only as facilitator. Further, character education becomes the main concern of curriculum 2013.

To reach the goals, English in vocational high schools are set in Core Competence and Basic Competence (KI-KD). The level is not categorized as novice, elementary, and intermediate anymore like in KTSP curriculum but it is divided into grade X, XI, and XII like in senior high schools. In addition, all English macro skills are integrated.

Methodology of The Research

1. Research Design

Research design this research is Educational Research and Development (R&D). Educational R & D is adapted from industry-based development model in which the results of the research will be taken to create new products or procedures, which then are systematically implemented, evaluated, and revised to meet specified criteria of effectiveness, quality, or similar standards Effendi (Hansi; Pengembangan Model Blended Learning Interaktif 2018). The researcher chooses Research and Development (R&D) to produce certain products, and test the effectiveness of those products. To be able to produce certain products used research that is needs analysis and to test the effectiveness of these products in order to function in the wider community, research is needed to test the effectiveness of these products by Sugiono.

Evaluation or the process of refining products is done over and over until the best form of the products is found. This model provides a great promise for improving education because it involves a close connection between systematic evaluation program and program development. In education, this research is conducted to design/develop appropriate materials which can be implemented effectively to meet the students' needs.

2. Setting of the Research

The research was conducted in Vocational school Rea Timur. It is located in Rea Village, Sub-District Binuang, Polewali Mandar Regency, West Sulawesi. It has six study Major: Fishery, Plantation, Animal Health, Food Crops and Horticulture, Ruminansia Animals, Each study major has three classes. The research itself was conducted on 16 March 2019. The subjects of this research were eleventh grade students of fishery major (G. A Yasa; Pengembangan Bahan Ajar Online Mata Kuliah Micro Teaching dengan Model Borg & Gall, 2012)

3. Subject of the Research

The subjects of this research were eleventh grade students of fishery major in Vocational School Negeri Rea Timur academic year of 2019/2020. All the students were involved as the research subject, the class consisted of 20 students. There are 4 English

teachers in Vocational School Negeri Rea Timur two civil servants and the other honorary teacher (Walter R. Borg, and Joyce P. Gall; Educational research: An introduction, 1996)

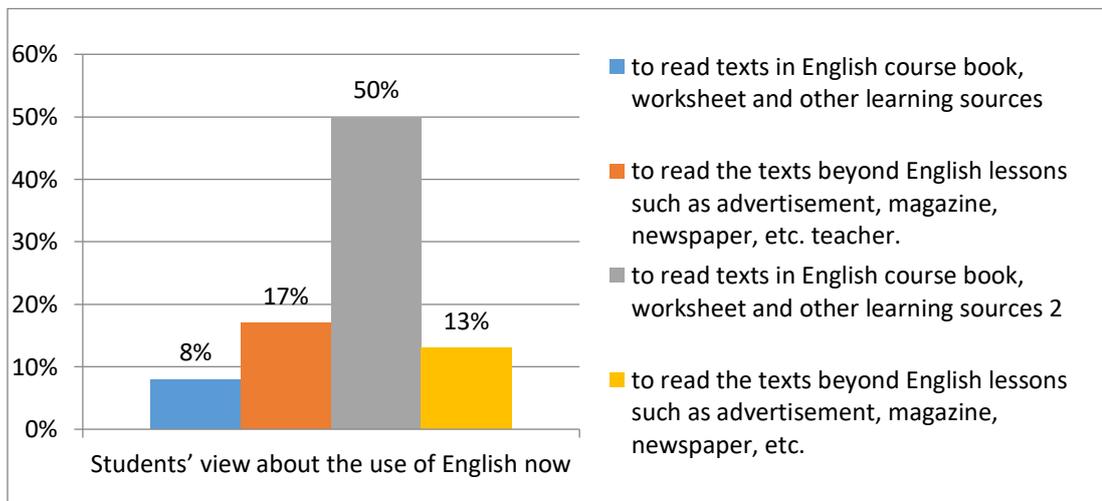
Finding and Discussion

1. The Result of Needs Analysis for eleventh grade students of fishery major

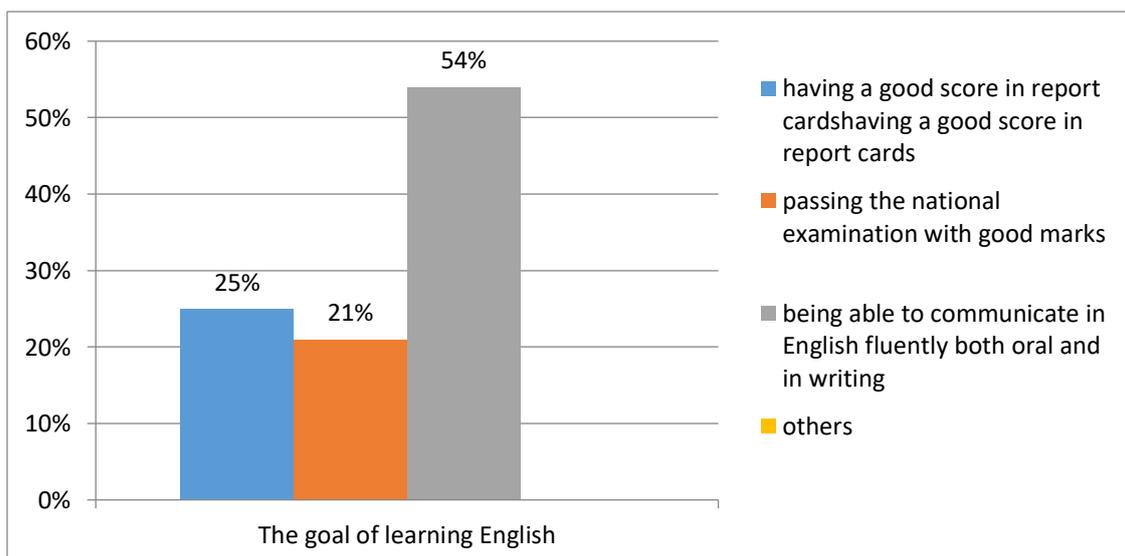
The needs analysis was conducted on September, 24th 2019 by distributing questionnaire to grade XI students of fishery study major at SMK-PP Negeri Rea Timur.

1) Necessities

Necessity is described as what the learner has to know in order to function effectively in target situation Hutchinson and Waters^{vii}. Necessities in this study include students' goal of learning English, students' view about the use of English now, students' view about the use of English later, and students' view about the mostly used skill and knowledge. The data of students' goal of learning English is presented in graph below.

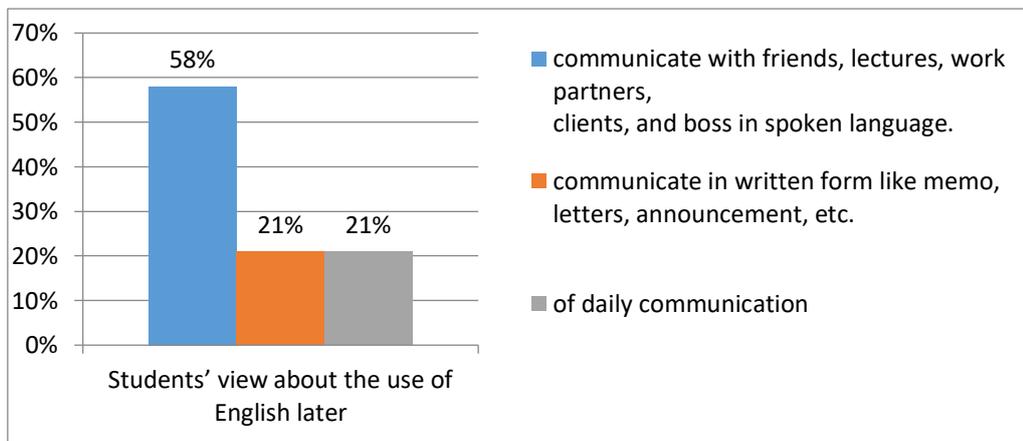


Graph 1 shows that most students learn English in order to be able to communicate in English fluently both orally and in writing (54%) while there was (25%) of them who admitted that passing the national examination with good mark was their aims of learning English. The last (21%) learn English in order to have good marks in report cards.



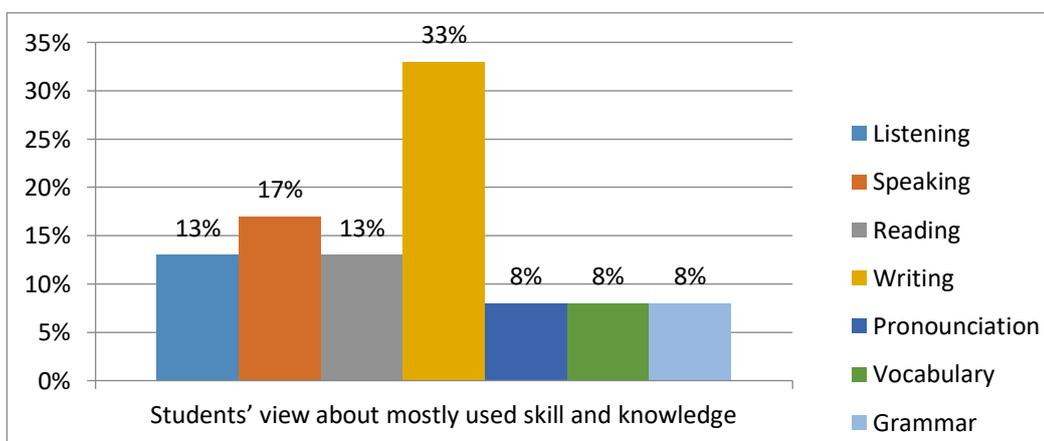
Graph 2 shows that most students of fishery study major at Vocational school Rea Timur (50%) now use English only to read texts in English course book, worksheet and other learning sources. (17%) them to read the texts beyond English lessons such as advertisement, magazine, newspaper. (13%) of them to read the texts beyond English lessons such as advertisement, magazine, newspaper. Only a few of them use English as a means to read texts in English course book, worksheet and other learning sources (8%).

The third aspect that belongs to necessities is students' view about the use of English later which is presented in the graph below.

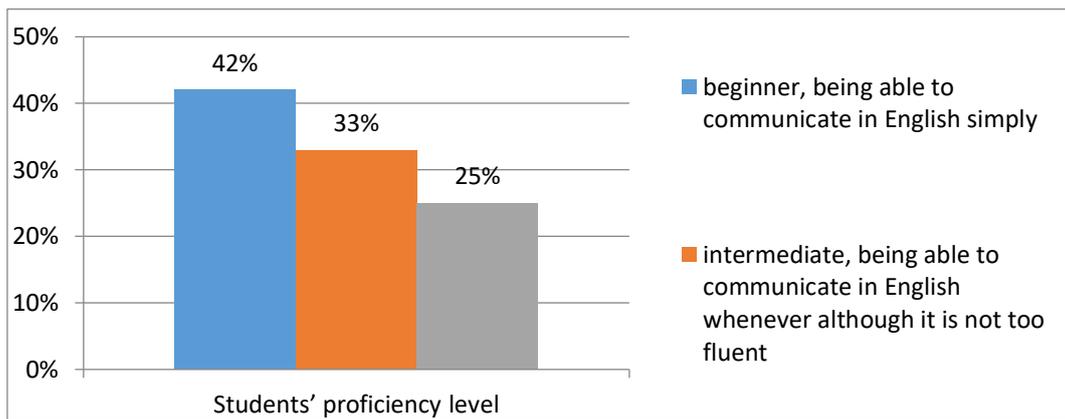


Graph 3 shows that most students thought that the English usage later on was to communicate with friends, lectures, work partners, clients, and boss in spoken language (58%). (21%) communicate in written form like memo, letters, announcement, etc. (21%) of daily communication

The last aspect related to necessities is students' view about mostly used skill and knowledge which is presented in the graph below.

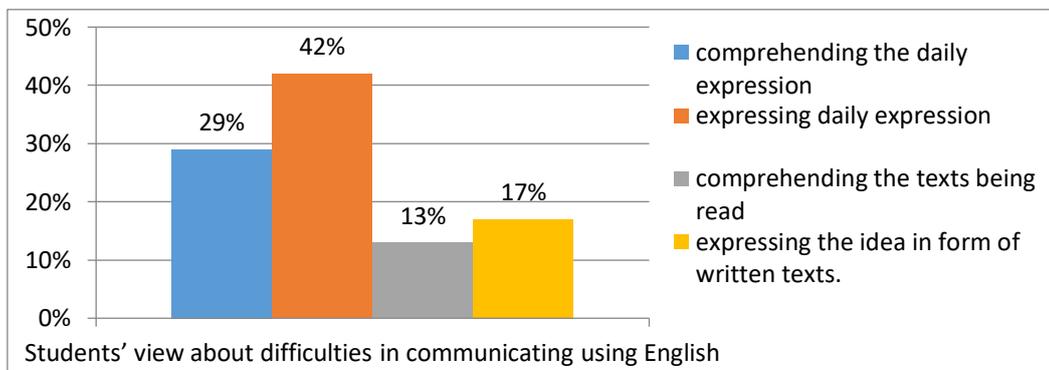


Graph 4 shows that (33%) of the students thought that writing skill would be the most needed in workplace later. The second skill or knowledge mostly used later is speaking (17%), (13%) students like listening and reading and the last (8%) like pronunciation, vocabulary and grammar.



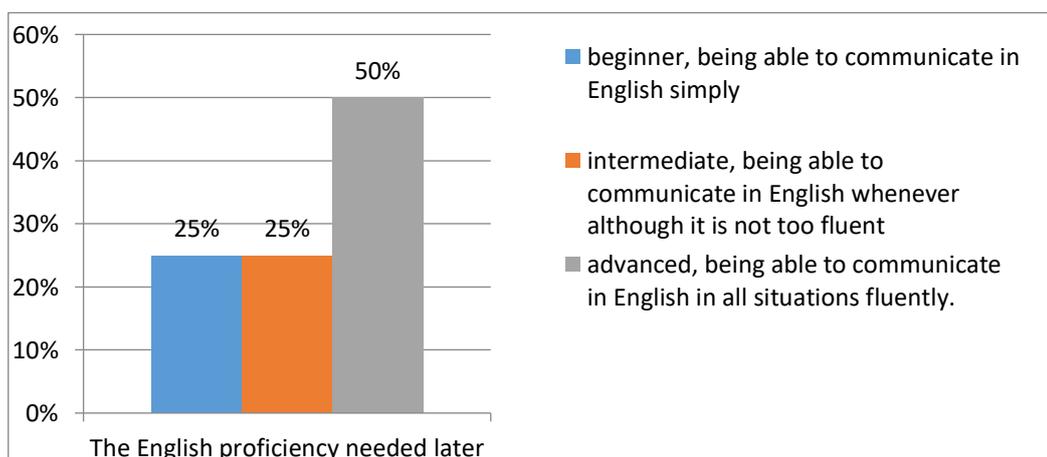
Graph 5 shows that in the term of proficiency level, almost all students were at the beginner level (42%). It means they were able to communicate in English although it was in simple form. There were only (33%) of the students who were in intermediate proficiency level and the last (25%) advanced, being be able to communicate in english in all situations fluently andvanced.

The next question related to lacks is students' view about difficulties in English communication, which is presented in the graph below:



Graph 6 shows that (42%) of the students thought that they found difficulties in comprehending the daily expression. While others found difficulties in expressing daily expression (29%) and comprehending the text being read (13%). Then (17%) of the students had difficulties in expressing the idea in form of written text.

The last aspect related to lacks is students' view about the English proficiency needed later. The data of the question is shown in the graph below.

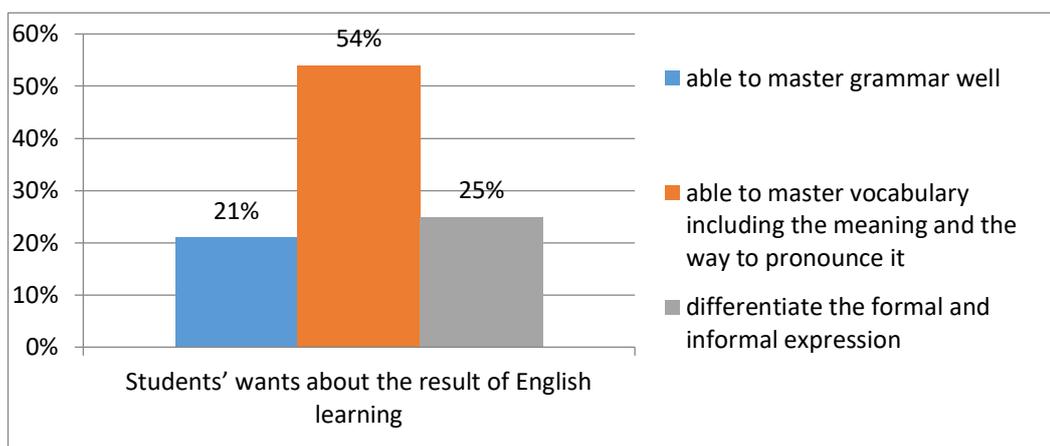


Graph 7 presents that (50%) of the students thought that the proficiency level needed was advanced. It means they should be able to communicate in English in all situations fluently. Moreover, (25%) of the students chose that beginner and intermediate level was good enough to support their careers or educations later on.

2) Wants

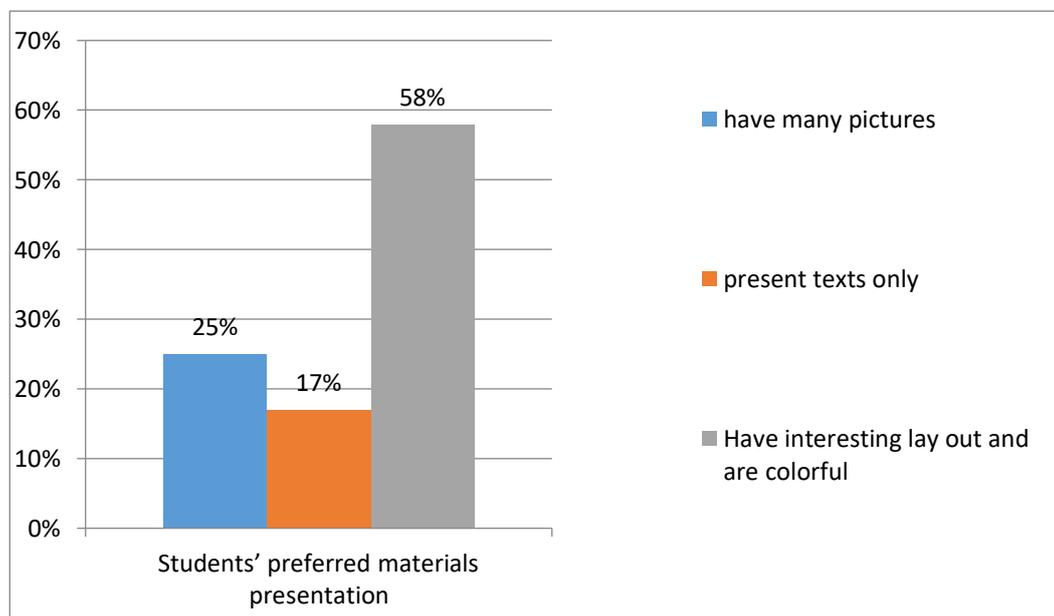
According to Water and Hutchinson^{viii} wants can be described as what the learners ask to know. In this case, learners have active roles about what they need. Wants in this study include students' wants after learning English and students' preferred materials.

The data of students' wants after learning English is presented in graph below.

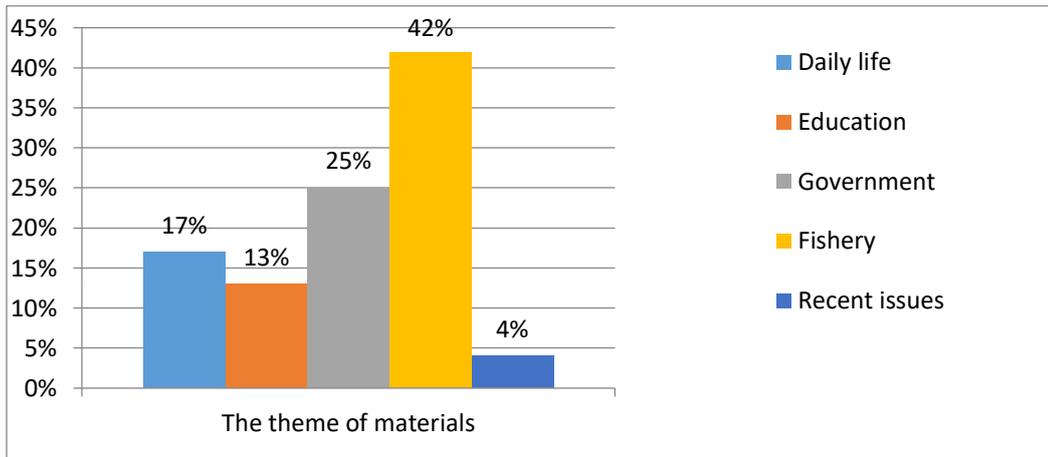


Graph 8 shows that in terms of English learning, (54%) of students hoped that after learning English, they would be able to master vocabulary including the meaning and the way to pronounce it. Then (21%) of them hoped that they could master grammar well trough English learning. And the last (25%) of them could differentiated the formal and informal expression .

Another aspect of wants is students' preferred materials. It means what kind of materials that the students want to facilitate English learning. The data about students' preferred materials is presented in the graph below.



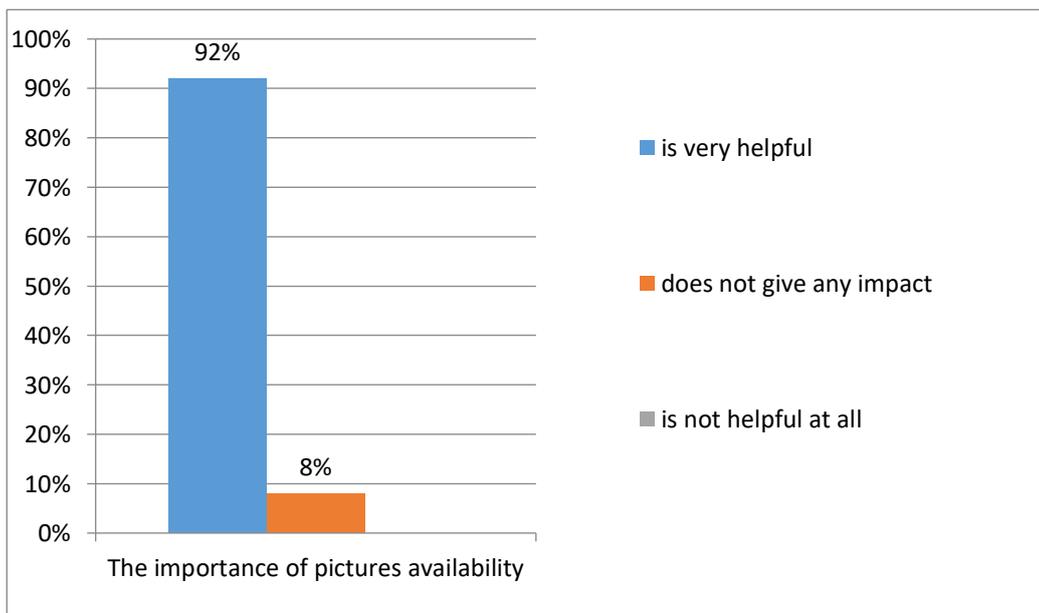
Graph 9 shows that in relation to the presentation of the materials, (58%) of the students liked materials which had interesting lay out and were colorful. The other (25%) liked many pictures presented in the materials. There were only a few students (17%) wanted materials which presented the texts only, without any pictures at all.



3) Input

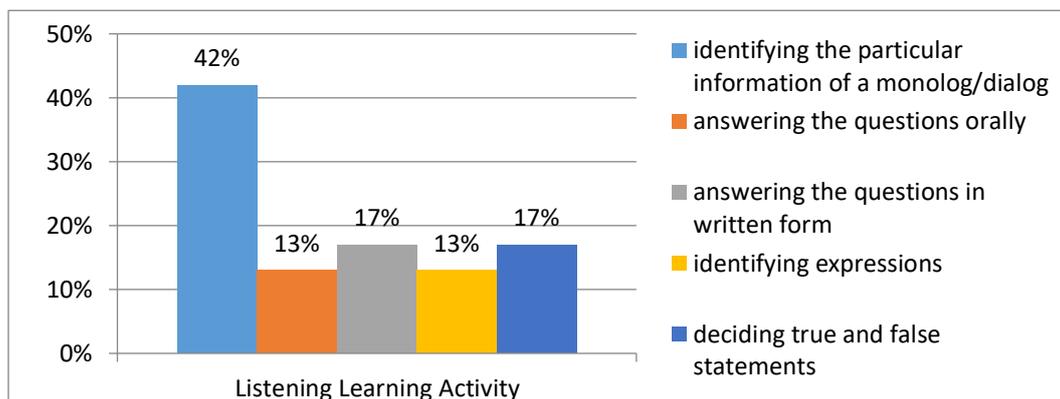
Input refers to any data in spoken as well as in written that learners work with in the course of completing a task (2004: 41). Input in this study includes theme, pictures availability, text for listening, speaking, reading, and writing, and the length of the text.

Theme is the first thing to think about before developing materials. The data of the theme that is wanted by the students of fishery study program is shown in graph below.



Graph 10 shows that related to theme of the materials, (42%) of the students wanted fishery as the theme of English materials. Then, (25%) of them preferred education as the theme of English learning materials, (17%) preferred daily life as the theme and the last just (4%) of them preferred government and recent issues as the theme of English learning materials.

Then, the next aspect related to input is the pictures availability. The data of the importance of pictures availability in the materials is presented in graph below.

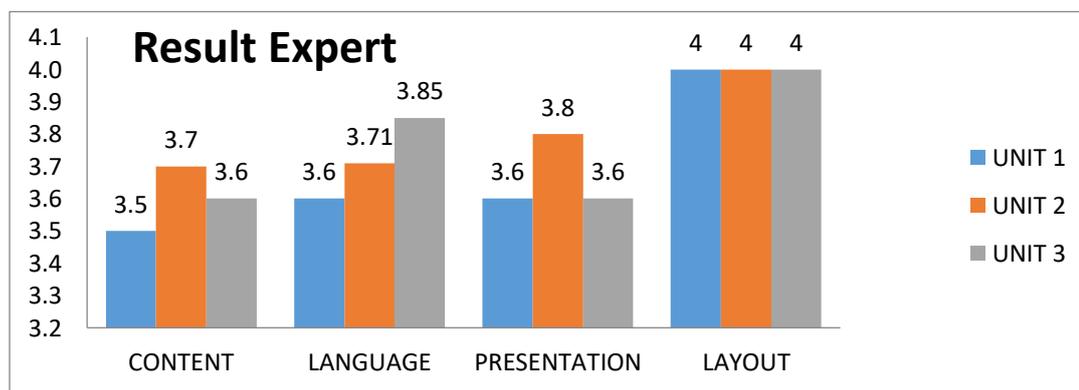


Graph 11 shows that (92%) thought that the availability of pictures in the materials was very helpful in English learning. In other hand, about (8%) of the students didn't feel any impact of the pictures availability in the materials.

4) Procedures

Procedures are activities of what learners should do with the input. Procedures in this research cover types of activities for macro skills (listening, speaking, reading, writing) and for micro skills (vocabulary and pronunciation)

The first question related to procedure aims to find listening activities liked by the students. The result of needs analysis dealing with listening activities is presented in graph below.



Graph 12 shows that the activity liked most by the students was identifying the particular information of a monolog/dialog (42%). Then, (17%) of them preferred answering the questions in deciding true and false statements when listening activity was running. Answering the questions orally (17%) chosen by the students. Few of them chose answering the questions in written form (13%) and the last (13%) chose identifying expressions.

2. The Design of English Learning Materials for Eleventh Grade Students of Fishery Major.

1) Course Grid / Syllabus

The next step of the material development was writing course grid. The course grid was used as a guideline to design the units of the materials. When creating the course grid, the researcher considered some aspects such as the results of needs analysis, Core competence, and basic Competence. For the results of need analysis, the course grid was developed by picking the highest percentage of the respondent. It was developed by following the core competence, and basic competence for eleventh grade of vocational high schools fishery major.

2) Developing Materials First Draft

After the course grid was developed, the next step was developing the unit design materials first draft. The figure below shows the parts of each unit of the materials.

The Result of The Expert Judgment of Unit Three

In the expert judgment, there were four aspects to evaluate in unit three. The aspects were the appropriateness of content, the appropriateness of language, the appropriateness of presentation, and the appropriateness layout. The data of the expert judgment of the unit three is presented in the following tables:

No	Unit	Mean(X)	Categories
1	Unit 1	3,67	Good
2	Unit 2	3,80	Very Good
3	Unit 3	3,76	Very Good
<i>Mean(X)</i>		<i>3,74</i>	<i>Good</i>

From the table 13 above conclude that mean score all unit were (3,74) with categories “**Good**”. While unit 1 have mean score (3,67) with categorized “**Good**”, mean score unit 2 (3,80) with categories “**Very Good**” and mean score unit 3 (3,76) with categories “**Very Good**”. Based on the result mean score unit one, unit two and unit three were appropriate materials for eleventh grade students of fishery major.

The Acceptability of English Learning Materials for Eleventh Grade Students of Fishery Major.

After the preparation of the materials is completed and consulted with the supervisor and expert, the next step was done the implementation. Implementation of teaching materials is given to eleventh grade students of fishery major and English teachers. The implementation was done with give an assessment on four aspects, namely the appropriateness of content, appropriateness of the language, appropriateness presentation.

The results of materials implementation for English teachers 1,2 and 3 the appropriateness of content presented in the table below:

No	Items	Score		
		Teacher 1	Teacher 2	Teacher 3
1	The developed materials are in accordance with the core and basic competence for Grade XI of vocational high schools	4	3	3
2	The developed materials have relevance with students of fishery study program's daily life.	3	3	3
3	The materials cover texts and conversation that are relevant with daily life and the field of fishery.	4	4	4
4	The materials cover the explanation of generic structure of texts.	4	4	4
5	The materials cover the explanation of social function of texts.	3	4	4
6	The materials cover the explanation of linguistics features of texts	3	4	4
7	The materials cover vocabulary learning tasks which are relevant with the topic of the unit.	3	4	4
8	The materials cover pronunciation learning tasks which are relevant with the topic of the unit.	4	4	4
9	The materials cover learning activities that guide students to develop their communicative competence in spoken language.	4	3	3
10	The materials cover learning activities that guide students to develop their communicative competence in written language.	4	3	4
Zum		36	36	37
Mean (X)		3,60	3,60	3,70
Categories		Good	Good	Good
Acceptability(%)		90%	90%	92,5%

Conclusions

The conclusions were drawn from the research findings and discussion in which is aimed to answer the questions of this research. There are three conclusions that can be drawn. The first one is related to English needs of eleventh grade students of fishery major. The second is related to the design English materials for eleventh grade students of fishery major. The third is related to the acceptability of English materials for eleventh grade students of fishery major.

Based on the needs analysis, most of eleventh grade students of fishery major learned English in order to able to communicate in English fluently both in spoken and in

written. The results showed that almost all of them were at the level of beginner in terms of English proficiency level. Then, in order to be successful both in workplace and higher education, their English proficiency level should be advanced.

Learning needs in this research follow the task components proposed by Nunan which consist of input, procedure, setting, learner's role, and teacher's role. Related to the input, the results of needs analysis showed that eleventh grade students of fishery major wanted written texts with pictures as the inputs. Furthermore, they want the texts that had topics which were related to their study major it's fishery.

In terms of procedure and setting, the students like various activities that make them become active and independent learners. They also like working in pairs in completing the tasks in the materials.

Related to the learner's role and teacher's role, the students want to actively participate in the learning process. However, they still want the teacher to explain the formula and ask students to work on the exercises. They also need guidance from the teacher to do the activities.

Based on the developed materials, it can be concluded some characteristics of learning materials for eleventh grade students of fishery major. The following part elaborates those characteristics. *First*, the topics in the materials should be relevant to the students' study major and their life. The appropriate topics for eleventh grade students of fishery major are fishery and daily life.

Second, the materials should consist of introduction, lesson proper, reinforcement, and unique facts. Introduction part consists of several tasks that aim to give students opportunity to activate their present knowledge. In this task, students are introduced about what they are going to learn in the unit. Some vocabularies that have relevance to the topic are also introduced in this part.

Lesson proper or main lesson is divided into two cycles: spoken cycle and written cycle. As required by curriculum 2013, especially for scientific approach, tasks in each cycle should be organized through steps of scientific approach which consist of observing; questioning; collecting, analyzing, communicating; and creating. In observing, students observe a language phenomenon by reading or listening then they list things they want to know. In questioning, they formulate questions based on the items have been listed in observing step. In collecting, analyzing, communication step, students collect data or information to answer the questions have been formulated in questioning step by following the instructions of the tasks. Besides, the students have to communicate their answers or their findings in every task either in spoken or in written. In creating step, students create their own texts. The tasks start from guided production to free production.

The third part of the materials is reinforcement. This part aims to give students opportunity to recall what they have learnt in the unit by doing the homework. Besides, they can make reflection of strength and weakness during the learning process in reflection part.

The acceptability of the materials developed in this research was terminated with "Good" categories. As described in Previous chapter, the acceptability rate in the range of scores with $3.50 < X < 3.74$ with percentage of (84% -92) have good categories. In this

research the results mean score overall teachers and students as a responden were (3,71) with acceptability rate (92%) have categories “Good”. Therefore, English learning materials are developed was “appropriate” for used as a supporting book for the process learning for elevent grade students fishery major.

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