

Elevating English Proficiency: Crafting ESP-Based Digital Multimedia Learning Materials for Vocational Students in Indonesia

Musthafa Fadli Perkasyah¹, Erra Malinda², Annisa Faradilla³, Apriliyanti⁴, Abdul Zebar⁵, Tien Rafida⁶

^{1,2,3,4,5,6}State Islamic University of North Sumatera, Jl. William Iskandar Ps. V, Medan Estate, Kec. Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara
Musthafafadli.perkasyah@uinsu.ac.id

Abstract

The research aimed to create a systematic model for teaching ESP in vocational schools, using a qualitative approach combined with the Research and Development (R&D) method following Thiagarajan, Semmel, and Semme's 4Ds model. Preliminary research focused on defining student needs, leading to the development of ESP digital learning materials aligned with vocational skills. Data collected from two teachers and four classes, involving 115 students, included expert evaluations, observations, teacher assessments, interviews, and student questionnaires. The findings highlighted the successful implementation of tailored materials, positively impacting student engagement and teacher confidence despite identified resource and curriculum challenges. Overall, the study emphasized the significant role of these materials in enhancing both English proficiency and vocational skills in vocational high schools.

Keywords: ESP-focused Learning Materials, Enhanced Educational Outcomes, Vocational Skills Alignment

Abstrak

Penelitian ini bertujuan untuk membuat model sistematis pengajaran ESP di sekolah kejuruan, dengan menggunakan pendekatan kualitatif yang dipadukan dengan metode Research and Development (R&D) mengikuti model 4D Thiagarajan, Semmel, dan Semme. Penelitian pendahuluan berfokus pada pendefinisian kebutuhan siswa, yang mengarah pada pengembangan materi pembelajaran digital ESP yang selaras dengan keterampilan kejuruan. Data dikumpulkan dari dua guru dan empat kelas yang melibatkan 115 siswa, meliputi evaluasi ahli, observasi, penilaian guru, wawancara, dan angket siswa. Temuan ini menyoroti keberhasilan penerapan materi yang disesuaikan, yang berdampak positif terhadap keterlibatan siswa dan kepercayaan diri guru meskipun ada tantangan sumber daya dan kurikulum yang teridentifikasi. Secara keseluruhan, studi ini menekankan peran penting materi-materi ini dalam meningkatkan kemahiran bahasa Inggris dan keterampilan kejuruan di sekolah menengah kejuruan.

Kata Kunci: Materi Pembelajaran Berfokus ESP, Peningkatan Hasil Pendidikan, Penyelarasan Keterampilan Kejuruan

Copyright (c) 2024 Musthafa Fadli Perkasyah, Erra Malinda, Annisa Faradilla, Apriliyanti, Abdul Zebar, Tien Rafida

✉Corresponding author: Musthafa Fadli Perkasyah

Email Address: Musthafafadli.perkasyah@uinsu.ac.id (Jl. William Iskandar Ps. V, Medan Estate, Kec. Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara)

Received 8 January 2024, Accepted 11 January 2024, Published 16 January 2024

INTRODUCTION

Teaching style as one of the indicators to make teaching-learning process successful must be done in a good system. To support teaching style, teacher may combine it with digital learning. Now era, all the aspects are integrated with technology include in education side. All of countries in the world try to implemented the best quality, even they try to take teacher from outside. For Example, an English teacher which take from foreigner. This research extends previous research that observed difficulties in learning English at vocational schools. Based on research, the process and content of learning English in vocational schools are still general (GE) and do not address the specifics of

learning English. She discovered that the English learning curriculum in secondary vocational schools (SMK) needed to be more consistent with vocational school courses and lacked English learning content examples. Bania and Rahmiati, 2020). However, specific contents of English learning materials, such as reading skills and vocabulary, can still be designed and taught to vocational students. Students will no longer read general texts but rather texts created to their specific abilities.

English, being a global language, encompasses various branches, including ESP (English for Specific Purposes). For vocational students majoring in digital marketing programs, specific skills such as reading documents and engaging in relevant conversations about digital marketing materials are essential. These abilities are required to meet the challenges of the changing workplace. To support students' future careers, especially in securing suitable jobs, learning materials, particularly in English, should be tailored to their needs (Azizah, Inderawati, & Vianty, 2020; Rhahima, Inderawati, & Eryansyah, 2021). Students in vocational schools, particularly those enrolled in professional digital market programs, are expected to become skilled workers in marketplaces, digital media, and the buying and selling of services. Global competitiveness is crucial, necessitating proficiency in English. A lack of English proficiency can hinder students in securing employment and overcoming future workplace challenges. Vocational High School students, on the other hand, frequently face difficulties using English because English instruction typically focuses on meeting curriculum obligations rather than adapting to the demands of 21st-century learning.

Integration of 21st-century learning methods and information technology (IT) into ESP learning is another challenge in teaching English in vocational schools (Luna, 2018). Despite the development of numerous ICT-based ESP learning prototypes and models, they have not been fully integrated into Indonesia's vocational education system due to a lack of corresponding policies for vocational education programs. As a result, the purpose of this research is to address these concerns.

Recent research on ESP in vocational schools reveals the absence of a systematic approach integrated into vocational school official programs (Oktarin, Syahrial, and Harahap, 2019; Poedjiastutie and Oliver, 2017; Syakur, Zainuddin, and Hasan, 2020). The lack of specific models or manuals tailored to the needs of vocational schools makes it tricky for English teachers to deliver appropriate teaching materials. This knowledge gap in professional schools highlights the significance of developing an ESP learning material model.

METHOD

This study employs a qualitative approach in conjunction with the Research and Development (R&D) method. The stages of development for the teaching material model adhere to Thiagarajan, Semmel, and Semme's (1974) 4Ds model, which includes Defining, Designing, Developing, and Disseminating. This model was chosen because it is useful (Irawan, Padmadewi, & Artini, 2018). (Fadlia et al., 2020) conducted preliminary research on the Defined stage by analyzing the needs of

vocational students. The Design stage included deciding on a format, developing digital materials for 21st-century learners, and creating learning outcomes grids (based on the SMK SKL document).

The Development stage included consultations with English education experts at vocational high schools, specifically the English department head, as well as testing teaching materials in two classes other than the study's target class. Following that, the Dissemination stage occurred, during which teachers received the tested and revised teaching materials for use in the classroom. The study's discussion focuses on the final two stages, which are Develop and Disseminate.

Data Source

Data for this study were gathered from two teachers at different vocational schools and four classes led by them, totaling 115 students. These classes consisted of two from design graphic multimedia programs and two from the computer program. Selection criteria were based on students' future job requirements, which necessitated proficiency in English communication. The computer program classes focus on the technology industry, while the graphic design classes are centered around advertising and the multimedia industry.

Data Collecting

Expert evaluations, classroom observations, assessments of teachers' teaching materials, semi-structured interviews with teachers, and student questionnaires were used to collect data. Four class observations were conducted, as well as interviews and questionnaires at the end of each lesson.

Data Analyzing

The data was analyzed qualitatively using a checklist and percentage metrics. The checklist recorded class observations, whereas the percentage gauged teachers' assessments of the feasibility of using the prepared digital learning materials and assessed student responses when these materials were used by teachers.

RESULTS AND DISCUSSION

Results

Teaching English in vocational schools presents several challenges, particularly in developing learning materials that are aligned with the specialized skills of vocational high schools. The purpose of this research is to address these issues by developing a model tailored for English teachers, with a focus on English for Specific Purposes (ESP) to improve vocational students' specialized skills.

Development of ESP-Based Digital Learning Materials

Initial Stage

In this phase, a teaching materials model was crafted by adapting Nunan's Task-Based Learning (TBL) concepts (1989). TBL emphasizes combining listening, speaking, reading, and writing into a single activity, in keeping with the principle that language learning should reflect daily language use. Instructional content follows ESP principles, categorizing materials based on areas of expertise. For computer and design material programs, the materials include videos covering relevant procedures,

while for the multimedia program, materials illustrate various aspects of the field. Specialized input from experts provides insights and feedback on the instructional model and materials.

Testing Stage

Testing was carried out in two vocational schools, with two classes from each expertise program. Teacher feedback and student responses during testing prompted revisions, which addressed issues such as material comprehension and the need to expand pre-activity vocabulary and grammar exercises. The result was an ESP teaching model adaptable for vocational English teachers, with materials developed specifically for students' specific vocational skills.

Implementation of ESP-Based Digital Learning Materials

Class Observation

Implementation involved four classes from two vocational schools using prepared digital learning materials. Students displayed enthusiasm and engagement, actively participating in discussions related to their expertise. Teachers, well-prepared with the materials, enjoyed the teaching process, noting the materials' alignment with specific competencies and practical application in practical work scenarios.

Teachers' Response

Teachers expressed confidence in continuing to develop instructional materials aligned with specific competencies. Interviews and questionnaires assessing the practicality of digital learning materials indicated that teachers found them simple to use, well-structured, goal-accomplishing, and developed using authentic resources. Teachers suggested adjustments based on students' proficiency levels, emphasizing the importance of starting with vocabulary introductions before using videos.

Students' Response

Students, as per questionnaires, responded positively to the use of digital learning materials based on ESP, recognizing the tailored approach to their specific needs. They acknowledged the importance of English for improving life opportunities and supporting their learning in specific areas. However, some students noted challenges, such as the lack of learning resources, guidance from English teachers, and curriculum support for their ESP needs.

In summary, the study's findings indicate that ESP-based digital learning materials positively impact both teachers and students in vocational high schools. Teachers find the materials practical and aligned with specific competencies, while students appreciate the tailored approach to their needs, recognizing the significance of English in their vocational competence.

CONCLUSION

The digital learning materials created have proven effective in capturing students' enthusiasm for learning English, especially when the content is relevant to their competencies. Teachers, too, have recognized the significant support offered by these digital resources, alleviating the burden of creating their own teaching materials. The model for developing digital-based teaching materials has emerged

as a valuable tool for teachers, assisting them in crafting materials tailored to the specific needs of English for Specific Purposes (ESP) for subsequent teaching sessions.

The implementation of digital learning materials into English teaching is becoming increasingly important, as it improves teaching methods and increases student responsiveness. Furthermore, the carefully crafted teaching materials address the challenges associated with developing program-specific content for vocational high schools. Collaboration between ESP experts and English teachers has resulted in the creation of customized learning materials that can be used directly in classrooms, ultimately saving teachers time and energy and allowing them to focus on effective content delivery.

However, it is anticipated that teachers will eventually need to develop their own program-specific teaching materials for vocational high schools. The model for developing digital-based teaching materials serves as a guiding framework for English teachers, assisting them in creating materials that are tailored to the specific needs of their students. In conclusion, the prepared digital learning materials have increased both teachers' and students' interest and engagement in English teaching and learning.

This scenario suggests that legislators establish policies emphasizing that English learning in vocational high schools should be aligned with specific competencies, rather than a generic English (GE) approach. This policy could serve as a foundation for teachers to use when implementing ESP-based digital learning materials in their classrooms.

Beyond ESP-based instruction, English learning assessment in vocational high schools should be aligned with specific competencies. Evaluating students based on general English standards would be inappropriate. Instead, assessments should focus on students' proficiency in using the four English skills, necessitating the development of assessments specifically tailored to ESP. In essence, students studying with ESP-based materials should undergo evaluations aligned with ESP-based criteria.

REFERENCES

- Fadlia, F., Asra, S., Zulida, E., & Santosa, M. H. (2022). Developing ESP based-digital learning materials support students' needs at Indonesian vocational schools: Perceived quality. *Englisia: Journal of Language, Education, and Humanities*, 10(1), 40. <https://doi.org/10.22373/ej.v10i1.12166>
- Irawan, L. A., Oral Frank, T., & Dehghani, S. (2022). Developing an ELT Instructional Model for Vocational High Schools Students at Tourism Zones. *Journal of Language and Literature Studies*, 2(1).<https://doi.org/10.36312/jolls.v2i1.669>
- Oktarina, Y., Inderawati, R., & Petrus, I. (2022). Developing Local Culture-Based EFL Reading Materials for the 21st-Century Learning. *Studies in English Language and Education*, 9(3), 1128–1147. <https://doi.org/10.24815/siele.v9i3.24660>
- Rohimajaya, N. A., Sudirman, A., & Hamer, W. (2021). Developing English Materials for the Students of Information System Department at Technology and Information Faculty, Mathloul

- Anwar University Banten. *Language Circle: Journal of Language and Literature*, 15(2), 241–248. <https://doi.org/10.15294/lc.v15i2.26275>
- Azizah, N., Inderawati, R. & Vianty, M. (2020). Bangka-culture-based descriptive reading materials for tour and travel in SMK: Students' needs analysis. *English Review: Journal of English Education*, 9(1), 21-34. (<https://doi.org/10.25134/erjee.v9i1.3776>)
- Basturkmen, H. (2006). *Ideas and options in English for specific purposes*. London and New Jersey: ESL and Applied Linguistic Professional Series: Eli Hinkel, Edition.
- Darling-Hammond, L. (2010). Teaching and educational transformation. In A. Hargreaves, A. Lieberman, M. Fullan & D. Hopkins (Eds.), *Second international handbook of educational change*. New York: Springer.
- Demirkan, O. (2019). Pre-service teachers' views about digital teaching material. *Educational Policy Analysis and Strategic Research*, 14(1).(<https://doi.org/10.29329/epasr.2019.186.3>)
- Direktorat Pembinaan SMK. (2017). *Strategi implementasi revitalisasi SMK melalui bilingual learning ecosystem untuk sekolah menengah kejuruan*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Dudley, E. & St John. (1998). *Developments in ESP: A multi-disciplinary approach*. Cambridge: Cambridge University Press.
- Fadlia, Zulida, E., Asra, S., Rahmiati, & Bania, A. S. (2020). English subject on English for specific purposes (ESP) in vocational schools. *Language Literacy: Journal of Linguistics, Literature and Language Teaching*, 4(2), (<https://doi.org/10.30743/ll.v4i2.3064>)
- Gibbs, G. (2012). *Implications of 'dimensions of quality' in a market environment*. York, England: The Higher Education Academy.
- Habiburrahim, H. (2021). Exploring curriculum approaches and issues: A descriptive analysis. *Englisia: Journal of Language, Education, and Humanities*, 9(1), 50-62. (<https://doi.org/10.22373/ej.v9i1.10829>)
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Edinburgh: Pearson education Limited.