ELT Materials for A Vocational High School English Club: Planning and Practice

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Abstrak: Bahan ajar merupakan aspek penting dalam pengajaran bahasa. Melalui bahan ajar, siswa dapat memperoleh input bahasa sehingga kemampuan bahasa mereka dapat meningkat tahap demi tahap. Penelitian ini bertujuan untuk mendeskripsikan bahan ajar yang dikembangkan untuk sekolah menengah kejuruan yang berlokasi di Jakarta. Bahan ajar ini dibuat untuk diajarkan kepada siswa SMK tersebut pada kegiatan 'English Club'. SMK ini memiliki dua peminatan yaitu multimedia dan teknik komputer jaringan. Untuk penelitian ini, tiga bab materi ajar dikembangkan berdasarkan analisis kebutuhan. 48 siswa terlibat dalam analisis kebutuhan ini. Hasilnya adalah mereka membutuhkan materi yang mencakup kemahiran membaca, menyimak, menulis, dan berbicara yang dipersempit menjadi membaca teks terkait jurusan mereka, menulis surel, dan presentasi. Sementara itu, mereka membutuhkan banyak materi terkait kosa kata Bahasa Inggris terutama yang berhubungan dengan jurusan mereka. Bahan ajar yang dikembangkan juga dievaluasi oleh empat pengajar Bahasa Inggris dengan hasil penilaian yang bervariasi.

Kata Kunci: Bahan Ajar, ELT, ESP.

Abstract: *Teaching materials are an important aspect of language teaching. Through teaching materials, students can obtain language input so that their language skills can improve. This research aims to describe teaching materials developed for vocational high schools located in Jakarta. This teaching material was created to be taught to vocational school students during 'English Club' activities. This vocational school has two specializations, namely multimedia and computer network engineering. For this research, three chapters of teaching materials were developed based on a needs analysis questionnaire. 48 students completed the questionnaire. The result is that they need materials that include reading, listening, writing, and speaking skills narrowed down to reading texts related to their major, email writing, and presentation skills. Meanwhile, they need a lot of materials related to English vocabulary, especially those related to their majors. The materials devised were then evaluated by four English teachers whose results were discussed in this study.*

Keywords: *English Materials, ELT, ESP.*

INTRODUCTION

Language input plays a significant role in language learning improvement. Thus, language teaching materials should contain adequate knowledge of language to ensure that learners, who are the users of the materials, can attain appropriate language. For this reason, the present research attempts to investigate the language aspects that should be integrated into learning and teaching materials for an English club established by an Islamic vocational school located in East Jakarta. The school provides two programs namely Multimedia and 'Teknik Komputer Jaringan' (Network Computer Engineering). The club has been established to help the students enhance their English

fluency and accuracy as the number of hours spent learning English through the school curriculum is insufficient which results in poor English language skills. In addition, the language input acquired from the existing materials seems to lack appropriate language use and vocabulary.

The language aspects incorporated into the teaching and learning materials for the English club were devised based on a needs analysis questionnaire developed by Hutchinson and Waters (1987), Aliki (2021), Prayoga, et al. (2021), Trevisol (2020), Paksi & Subianto (2020), and Menggo et al. (2019), previous studies dealing with ELT materials development and English for Specific Purposes, and any information regarding Multimedia and Network Computer Engineering businesses taken from reliable sources.

The research on "ELT Materials for A Vocational High School English Club: Planning and Practice" holds several crucial implications. It aims to enhance English language skills among vocational high school students by providing relevant and engaging learning materials tailored to their needs and interests. The development of appropriate teaching materials ensures their alignment with the vocational high school context, catering to the specific requirements of this educational environment. The establishment of an English club offers a platform for students to practically refine their language skills, fostering collaboration between students and teachers in a positive learning environment. By integrating vocational content with English language skills, the research contributes to a holistic educational approach, allowing students to connect language proficiency with practical applications in their professional lives. Moreover, the study offers a practical implementation plan for educators, empowering them to effectively utilize the learning materials and organize English club activities. So, this research aims to describe teaching materials developed for vocational high schools located in Jakarta.

METHOD

The present study employed a descriptive qualitative approach with a simple statistical analysis by investigating the mean and standard deviation (SD) of each item of the needs analysis questionnaire. The data analyzed were collected by needs analysis questionnaires and a questionnaire consisting of items evaluating the materials developed. 48 vocational high school students were involved in this study and four English teachers also took part in this research. The students completed the needs analysis questionnaire while the teachers evaluated the materials using an evaluation checklist.

FINDINGS AND DISCUSSIONS

Based on the results of the needs analysis questionnaire (Hutchinson and Waters (1987); Aliki (2021); Prayoga, et al. (2021); Trevisol (2020); Paksi & Subianto (2020); Menggo et al. (2019) distributed to 48 students of vocational high school, the majority of students, in general, needs to have a lot of exposure to all basic skills of English: listening, reading, writing, and speaking along with language aspects such as grammar and vocabulary. Divided into three situations, below are the details of the results of the needs analysis.

Present Situation

On the whole, most of the students lack of language exposure that they were supposed to have through listening and reading. Consequently, they hardly ever produce the language output through speaking and writing. They further said that they have difficulties in understanding English texts including vocabulary related to multimedia and network computer engineering.

Learning Situation

As for learning preferences, most of the students prefer having group work activities to having individual activities; however, they do not mind working individually. They should be communicative and interactive and conducted between teachers and students. They request feedback during the learning and would like to have more listening and speaking skills than reading and writing.

Target Situation

The target situation discusses information related to classroom activities. They include, passage reading dealing with multimedia and network computer engineering, enriching vocabulary related to multimedia and network computer engineering, speaking practices integrating multimedia and network computer engineering, presentation skills, email writing, and English for graphic design, typographic, and visual messages.

These three needs analysis situations indicate the materials that should be developed for the English club. Due to time constraints, only three chapters were devised in this present research.

UNIT 1

Are you a new student?

Vocabulary

Match the words in the left column with the definitions on the right!

a. multimedia   1. computer programs
b. network   2. computer equipment
c. engineering   3. computerized sounds, pictures, or videos
d. hardware   4. works dealing with computer/building design
e. software   5. moving pictures/film
f. animation   6. a group or system of interconnected

Figure 1. First Materials

UNIT 2

What's your favorite subject?

Vocabulary

Match the words in the left column with the definitions on the right!

a) Web Design
b) Basic Programming
c) Color Theory
d) Typography
(e) Physics
(f) Computer System
(g) Animation
(h) Mathematics

1. making website for portfolio
2. learning how to choose the correct color in her design
3. creating beautiful fonts
4. coding
5. making characters talk and move
6. solving complex problems with calculations
7. software and hardware understanding
8. science experiments

Figure 2. Second Materials

UNIT 3

Digital Age

Reading

Read a blogpost about the impact of social media influencers in the business world to practise and improve your reading skills.

Preparation task

Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary

1. ____ expertise
2. ____ a trend
3. ____ an audience
4. ____ consistent
5. ____ catchy
6. ____ to charge
7. ____ a bio
8. ____ a niche

Definition

a, Something that is popular right now
b. People who watch or follow a public event, e.g. a film or concert
c. Expert knowledge or skill in an area
d. To ask someone to pay
e. A specialized area
f. A short introduction of a person (short for "biography")
g. Doing something in the same way over time.
h. Attractive and easily remembered.

Reading Text: Social Media Influencers

It is estimated that about 40 per cent of the world's population use social media, and many of these billions of social media users look up to influencers to help them decide what to buy and what trends to follow.

So what is an influencer and how do we become one?

An influencer is a person who can influence the decisions of their followers because of their relationship with their audience and their knowledge and expertise in a particular area, e.g. fashion, travel or technology.

Influencers often have a large following of people who pay close attention to their views. They have the power to persuade people to buy things, and influencers are now seen by many companies as a direct way to customers' hearts. Brands are now asking powerful influencers to market their products. With some influencers charging up to $25,000 for one social media post, it is no surprise that more and more people are keen to become influencers too. If you are one of them, then here are five tips on how to do it.

Figure 3. Third Materials

Subjects and Contents

The perspective of the teachers on the learning material revealed information regarding the evaluation of the material's clarity, motivational impact, and practical applicability in addition to its alignment with students' academic goals. The study material is connected to the students' major in computer network engineering, according to the teachers. A little bit more variation in the response, however, suggested some variation in the teachers' perception (Mean = 3, SD = 1.41). Teachers seemed to disagree with the idea that the material adequately covers crucial topics aligned with the students' career goals. This difference in viewpoint raises the possibility that the teacher might detect a misalignment between the subject matter and the students' career objectives (Mean = 2.6, SD = 1.34). Furthermore, teachers agreed that the material's subject and substance were presented in a way that was understandable and supported a gradual learning process. This finding indicated that the pedagogical structure of the materials was valued (Mean = 3.2, SD = 1.30). The overall subject matter and content of the learning material effectively stimulated students to engage in English language learning, according to the teacher. The material's success in retaining students' interest was demonstrated by this alignment with student motivation (Mean = 3, SD = 1.22). The teachers disagreed with the notion that the material applies examples from everyday life relevant to students' desired profession or major. This discrepancy might reflect a different perception of the material's contextual applicability (Mean = 2.8, SD = 1.20). Teachers concurred that the learning material contained up-to-date information. This agreement suggested that the teacher acknowledges the material's contemporary relevance (Mean = 3, SD = 1.22).

		Mean	Standard Deviation
1.	This material is related to the major my students are taking.	3	1.41
2.	This material covers important topics related to my students' career goals.	2.4	1.34
3.	The subject and content of this material are presented clearly to support gradual learning.	3.2	1.30
4.	The subject and content of this material motivate my students to learn English.	3	1.22
5.	This learning material applies examples from everyday life that are relevant to my students' profession or major.	2.8	1.30
6.	This learning material contains up-to-date information.	3	1.22

Figure 4. Result of Subject and Content

Skill Development

The teacher's perspective on the skill development within the learning material provides insights into their assessment of the material's effectiveness in enhancing students' English language skills and its alignment with achievable learning objectives. The learning materials effectively presented English language skills, according to most teachers. Although there is significant variation in the replies, this agreement shows that the material generally delivered language skills satisfactorily (Mean = 3.2, SD = 1.30). In the learning material, teachers noticed a balanced approach between comprehension and application. According to research, this balance would help students effectively understand and practice the abilities (Mean = 3.2, SD = 1.30). Furthermore, teachers commended the learning materials for including topics like reading specialized books, listening to discussions, and writing reports that are relevant to effective English communication. This acknowledgment highlighted the content's comprehensive approach to skill development (Mean = 3.2, SD = 1.30). Teachers also generally believed that the learning material's goals and students' current ability levels were well-aligned. The objectives of the course were thought to be reasonable and attainable based on the alignment with their students' skills (Mean = 3, SD = 1.22). Teachers confirmed that the learning material included a guide at the start to help students work on the exercises properly. This characteristic emphasized the goal of the content, which was to enable meaningful practice (Mean = 3.2, SD = 1.30).

		Mean	Standard Deviation
1.	This learning material presents English language skills effectively.	3.2	1.30
2.	This learning material has a balanced approach regarding understanding and practice to help my students comprehend and exercise efficiently.	3.2	1.30
3.	This learning material discusses skills in effective English communication, such as reading specialized texts, listening to conversations, or	3.2	1.30
4.	This material has achievable objectives based on my students' skills.	3	1.22
5.	At the beginning of the material, there is a guide for working on the provided exercises.	3.2	1.30

Figure 5. Result of Skill Development

Design and Layout

Teachers' perspectives on the design and layout of the learning material offer insights into their evaluations of the material's engagement, visual elements, readability, clarity of instructions, and the inclusion of research tools for progress monitoring. The learning material was thought to be quite interesting from the teachers' point of view due to its arrangement and design. Although there was significant variation in the

answers, the overall impression suggested that the design had a compelling element that promoted student learning (Mean = 3.2, SD = 1.30). Teachers acknowledged that visuals were pertinent to the subjects covered in the instructional materials. The inclusion of relevant pictures was largely commended for their contribution to content understanding despite some variation in responses (Mean = 3.2, SD = 1.30). The teachers thought that the learning material's font size and design were user-friendly. Although there was considerable variation in the responses, it was agreed that the students' reading and comprehension were improved by the clarity of the typography (Mean = 3.2, SD = 1.30). Subsequently, the teachers also thought the learning material's instructions and explanations were understandable and straightforward. Despite some variation in responses, this communication's clarity was thought to have helped students interact with the activities in the curriculum (Mean = 3.2, SD = 1.30). The inclusion of research tools for tracking progress within the course materials was much acknowledged. Although there was significant variation in the responses, this element was generally accepted (Mean = 3, SD = 1.22).

		Mean	Standard Deviation
1.	The layout and design of this material are quite engaging.	3.2	1.30
2.	The images provided in this teaching material are relevant to the presented topics.	3.2	1.30
3.	The font size and style in this learning material are easy to read and understand.	3.2	1.30
4.	Instructions and explanations in this learning material are clear and easy to understand.	3.2	1.30
5.	This learning material includes research tools that help me monitor my learning progress.	3	1.22

Figure 6. Result of Design and Layout

CONCLUSION

To conclude, teachers suggested more authentic use of English for computer and multimedia. The materials devised are acceptable by the students (based on each section/heading of the evaluation), but not all teacher agreed to the statements of each heading. Some teachers did not perceive the subjects and contents well as they stated that not all the materials covered important topics in multimedia and computer engineering and they did not employ authentic use of English for multimedia and computer engineering.

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