

**DEVELOPING AND USING ENGLISH TEACHING MATERIALS IN VOCATIONAL
HIGH SCHOOL
(A CASE STUDY TO VOCATIONAL ENGLISH TEACHERS)**

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Abstract: This article describes a study on the process of developing and using English teaching materials by English teachers in a vocational school. The study was initiated by observing the classroom activities which focused on how teachers used the teaching materials. Beside the observation process, the data also gathered through an interview between the researcher and the two teachers. The result of data analysis showed that the process of developing teaching materials consisted of two major steps; 1) student's need analysis process and 2) materials adaptation process. Meanwhile, the developed materials such as pictures, videos, course books, and direct listening materials were applied in the arranged discussion activity. It can be sum up that the teachers developed teaching materials by considering student's needs. The teaching materials were developed by adapting several existed teaching materials. They were then used mostly in the discussion activity and used as a brainstorming for students.

Keywords: *English teaching materials, developing teaching materials, using teaching materials, need analysis, material adaptation, discussion*

INTRODUCTION

Vocational High School has been gaining a lot of attention from public. Based on the research conducted by Diane Casale-Giannola, Ed.D, an professor from Department of Teacher Education at Rider University of New Jersey, some of the strengths which possessed by Vocational High School are real-life connections where students work on real-life projects, active learning opportunities where students actively use their skill, and repetition where students are given longer period to practice continually. Different from General School, Vocational High School offers an educational program where students are trained according to their specialty. Vocational High School students are

expected be educated and skillful in their major for the specific occupation.

Badan Standar Nasional Pendidikan (BSNP) states that English is an adaptive subject which aims to give learners the ability to communicate in English both in oral and written form. The primary goal of English teaching for Vocational High School is equipping students with basic knowledge and skill of English to communicate accurately in the context which are suitable with their skill program. English in Vocational High School should aim directly to the corporate world as the goal of Vocational High School is to prepare students to be ready to work. In order that students develop the ability to communicate, they need opportunities for interpreting,

interacting, and conveying the message. The opportunities can be provided in a form of well-designed task which requires students to communicate effectively. It requires specific language use for specific working area. English for Specific Purposes (ESP) could be an approach that suits the best for this situation. According to Hutchinson and Waters (1987), ESP is an approach to language teaching which aims to meet the need of particular learners. Briefly, ESP focuses on learners' need so that the content and method are based on the learners' reason for learning. An ESP approach is started with an analysis of learners' need. The need analysis is conducted to design effective learning materials which later will help students to use the language in vocational workplace.

On the contrary, the recent English teaching in Vocational High School has not led to the application yet. During the class, teachers only follow the steps written in the syllabus while there are many opportunities for adding other supporting materials. The students' need is not teachers' main concern. Teachers tend to focus only on improving students' skill in reading, writing, speaking, and listening based on the syllabus. These skills suppose to be improved based on the students' need. Another fact reveals that English in Vocational High School practically the same as English in general high school. English in Vocational High School is taught as the general one which cover the general context. It means that learners are not yet equipped with the English communication skills needed for their program. The activities and the task should be more focus on a certain thing which is appropriate with student's course.

Concerning with this problem, English teachers of Vocational High School should be able to help students to learn and to improve students' English

communication skill. Teachers can provide them with self-designed material and task which engage the learners in meaningful interaction. By selecting suitable material of relevant topic and designing task which cater the learners' need will encourage the students to take part in the process of communication. Richards and Rogers (1986) suggest that the material should provide specific content. Furthermore, Ellis (1985) says that the successful language learning depends on the interaction occurred in the classroom where a certain method is being applied. By designing their own teaching materials, it will be very advantageous for both teachers and students.

This research focuses on how English Vocational High School teachers prepare and use teaching materials by referring to the students' potential and needs. It is a very important matter in language teaching. If the teacher could prepare a good teaching material and use it wisely in the classroom then the students' should be able to master skills they have to. Teachers should know what it takes to achieve the goal of their class. This research is conducted to find out the things that teachers do during the process of preparing teaching materials and how teachers use the materials in class.

RESEARCH METHOD

This research uses qualitative research in a form of case study as the method. Qualitative case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources. This ensures that the issue is not explored through one lens, but rather a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood. This explanation goes in line with Yin's definition of case study. She mentions a case study as an empirical

inquiry about a contemporary phenomenon, set within its real-world context especially when the boundaries between phenomenon and context are not clearly evident. Gerring (2004) defines a case study as an intensive study of a single unit for the purpose of understanding a larger class of (similar) units. Furthermore, Johnson (1992) explains a case study as a study of one case. A case study researcher focuses attention on a single entity, usually as it exists in its naturally occurring phenomenon. It meant to analyze a problem deeper in its context. In line with Johnson, Faisal (1992) says that a case study is a research which analyse data intensively, deeply, and comprehensively.

The research was begun by defining a case. Before formulating this case study, the researcher conducted pre-observation for twice in SMK Negeri 1 Karanganyar. From the pre-observation, it could be clearly known that the English teachers in SMK Negeri 1 Karanganyar were having difficulties in developing teaching materials. As the result of curriculum shift from KTSP to Kurikulum 2013, the teaching materials for vocational high schools (SMK) tended to have, in general, been the same with general high schools (SMA). Formerly, English teaching materials in vocational high school used to be specifically designed to fit students' major. Along with the development of a new English syllabus, teaching materials has changed to be more general as it can be used by both vocational high schools and general high schools. This has been a big concern for the English teachers of vocational high schools. The teachers must redesign the teaching materials to meet the needs of vocational high school students in term of language skills especially speaking skills.

Although serving as an initial information, gaining the data only through conducting pre-observation is quite

superficial. To shed light on how the teachers prepare English teaching materials in vocational high schools and gain a deeper insight into its implementation in classroom activities, the further investigation is then necessary.

After defining the case, the researcher decided the type of the case study. There are two basic types of a case study, a single case study and a multiple case study. Whether it is a single or a multiple case, a researcher may choose to have a holistic or embedded subcase within an overall holistic case. The researcher focused her attention on English teaching materials prepared by the teachers, as a context of this study. The English teaching materials in vocational schools was becoming the only one case to be observed. So far, there were two units of analysis in this case; they were the process of preparing English teaching materials and the use of English teaching materials in class. Considering the significance of those aspects, the researcher chooses an embedded single case study as the most suitable type for this research. This kind of case study consists of only one case with two or more units of analysis.

The third step of this case study was underlying theories used to formulate research questions, to select the case, to refine the case study design, and to define the relevant data. In developing this research, the researcher used many different theories stated by experts. Beside, the supporting theories about teaching materials, in doing this research, the researcher also used a triangulation theory. The researcher selected three forms of triangulation to collect the data; they are data triangulation, theoretical triangulation, and also methodological triangulation. In data triangulation, the data sampling were taken from more than one participant. The

researcher chose two English teachers as the participants of the research. According to the theoretical triangulation theory, the researcher referred to several theories to interpret the data. The methodological triangulation was applied when the researcher gathered the data. The data were supposed to be collected using more than one technique. In this case, the data were collected through observations and interviews (Bryman, 2003).

RESEARCH FINDINGS AND DISCUSSION

The findings are drawn by the researcher based on the interview and observation results. They reveal various things related to the process of preparing teaching materials and its implementation in class. The process of preparing and the use of teaching materials is summarized in the Table 1. The Process of Preparing And The Use Teaching Materials by English Teacher in Vocational School.

Table 1. The Process of Preparing and The Use of Teaching Materials by English Teachers in Vocational School

The Process of Developing Teaching Materials	The Use of Teaching Materials in Classroom
<ul style="list-style-type: none"> • Students' needs analysis: <ul style="list-style-type: none"> • Reviewing students' current situation and track record. • Writing priority list of students' strength and weakness. • Developing teaching materials by adapting the existing materials: <ul style="list-style-type: none"> • Reviewing the teaching materials. • Selecting other books to complete the teaching materials. • Omitted unnecessary materials. • Adding some supporting materials. • Writing the lesson plan based on students' need and the teaching syllabus. 	<ul style="list-style-type: none"> • Pictures(Teacher NH): <ul style="list-style-type: none"> • Giving a brief explanation of the lesson's topic. • Discussion material for students. • Videos (Teacher SS): <ul style="list-style-type: none"> • Giving real examples on how to show opinions and how to respond. • A guide for practicing pronunciation. • Student course book (Teacher NH and Teacher SS): <ul style="list-style-type: none"> • Text: <ul style="list-style-type: none"> • Reading texts. • Retelling the content of the texts. • Listing some difficult words and interpreting the meaning. • Answering questions • Dialogue: <ul style="list-style-type: none"> • Re-enacting the dialogues. • Exercise: <ul style="list-style-type: none"> • Answering questions. • Identifying differences between an opinion and a fact based on the examples. • Direct listening materials(Teacher NH and Teacher SS): <ul style="list-style-type: none"> • As the didscussion topic. • Make a poster based on real-life events.

Based on the teachers' interview, the process of developing teaching materials was initiated with students' needs analysis.

The observation results show how the teachers conduct the need analysis process. The teachers review students' score sheets

and test results. They also consider students' behavior during English classes as a factor that can influence the decision in developing teaching materials. The need analysis aims to find out what type of materials and activities would help students in accomplishing their needs. The results of the need analysis process will be used as guidelines in developing the teaching materials. In this case, developing teaching materials does not have to be producing a whole new teaching materials, but it may be done by using existing materials, writing materials, and adapting materials (Chen,2006). The teachers adapt the existing materials that have been adjusted to meet students' needs. In adapting the existing materials, the teachers reduced materials that were unnecessary and added some supported materials. The developed teaching materials are written in a form of lesson plan, which contain the teaching materials and its implementation. The English teachers of SMK Negeri 1 Karanganyar personally designed the lesson plan to meet the students' needs. The basic competencies and indicators were all taken and developed based on the government's English syllabus.

Various activities are created by the teachers based on the scientific approach. The activities are dominated by practical activities such as speaking and writing. Pictures are used to stimulate students' curiosity and lead them to the main topic of today's lesson. During the brainstorming activity, students are asked to write several adjectives related to the pictures. The teachers gives students a free time to express their thought about the pictures and to tell the class what they know about the pictures. Videos are used to give students real examples of showing opinion and the responses and also help students to practice their pronunciation skill by repeating some sentences after the audio. Students are able to learn properly through the video which is

played by English native speakers. While the pictures and the video provide a good and clear example for students, the student course book provides students various assignments to check students' comprehension. Many kinds of activities are conducted based on the materials in the course book. This text is used by both teachers to explore students' richness of vocabulary. Students are asked to read the text and discuss difficult words with their partner. As students finish reading and discussing the text, then they answer the post-reading questions. In the case of Teacher NH, she also asks students to retell the content of the text. Students also practice their speaking skill by reenacting some dialogues. Two students are taking turn to practice the dialogue. In another exercise, students need to create their own dialogue and then practice it with their classmates. Besides re-enacting the dialogues, students also learn to differentiate between an opinion and a fact. The teachers also take daily experiences as the teaching materials specifically the speaking materials. The daily experiences which are addressed as direct listening materials come from the teachers' and students' personal experiences. In the beginning, the teachers tell students some events they had experienced and then ask students their opinion about it. After that, several students are taking turn in sharing their experience while the other students respond to it by giving an opinion. As for the students' group assignment, students need to write down their thought in a poster based on the daily experiences or they may pick up a theme based on their own interest.

CONCLUSION, IMPLICATION, AND SUGGESTION

The core of the process of developing teaching materials is lied on the process of need analysis. The need analysis

process is the first thing the teachers do before deciding what kind of teaching materials they will use in the classroom. This process reveals what students need to learn English properly and problems that may obstruct students in accomplishing the teaching and learning goals. Considering the findings of the need analysis process, the two teachers come to a conclusion where they need to modify the teaching materials so it will suit students' condition. The teaching materials have to be carried in a certain way so it can be effective to fulfil students' need and solve students' problem. The teachers agree to apply a discussion method in the classroom. The teachers' considerations in selecting the discussion method are students' lack of practice and students' low participation during the English lesson. The teachers are sure that the discussion method can provide students with plenty of time to practice speaking skill and give students a chance to participate actively within the team members.

Looking back at the research findings, the researcher argue that it will be better to conduct the need analysis not only based on the teachers' standpoint but also consider students' opinion. The teachers' standpoint is influenced by years of working experience that makes it into an important consideration in developing the teaching materials. In the other hand, students are the one who will receive the teaching materials. As an active receiver, students have their own opinion on what they need and what they want. Students are the main character in teaching and learning activities and it makes their opinion important as well. It is the teachers' duty to help students achieve the goal of teaching and learning English.

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