

AN ANALYSIS OF DEVELOPING ENGLISH TEACHING MATERIALS AT THE VOCATIONAL HIGH SCHOOL IN CIMAHI

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Abstract

The purpose of this study is to analyze the development of English teaching materials in vocational high school (SMK) Mohammad Toha in Cimahi, the availability and suitability of English teaching materials with the needs of students, especially teaching materials / materials that students learn according to their level of needs in the world of work especially for vocational students. This research method uses a qualitative descriptive method that aims to describe the development of English Language Teaching Materials in Vocational High Schools (SMK). Results and findings in the field that students have a high motivation to learn English, but there are obstacles they face including; 1) The material presented still does not meet the target needs of students for provision in the world of their careers, 2) Authentic material is still not available, 3) The absence of developers / innovations in the development of teaching materials carried out by schools and teachers so that the material presented still does not answer the needs of students In SMK, there has not been an innovation in developing teaching materials at school so the material presented is still textual. Teachers have difficulty in developing teaching materials due to lack of knowledge, the absence of experts in developing teaching materials and the lack of training and sub-references in developing teaching materials.

Keywords: *Vocational English Language Learning, Student Needs, ESP Teaching Materials*

Abstrak

Tujuan penelitian ini adalah untuk menganalisis pengembangan bahan ajar bahasa Inggris di sekolah menengah kejuruan (SMK) Mohammad Toha di Cimahi, ketersediaan dan kesesuaian bahan ajar bahasa Inggris dengan kebutuhan siswa khususnya materi/bahan ajar yang siswa pelajari sesuai dengan tingkat kebutuhan mereka dalam dunia kerja terutamanya bagi siswa SMK. Metode penelitian ini menggunakan metode deskriptif kualitatif yang bertujuan untuk mendeskripsikan pengembangan Bahan Ajar Bahasa Inggris di Sekolah Menengah Kejuruan (SMK). Hasil dan temuan di lapangan bahwa siswa memiliki motivasi yang tinggi untuk mempelajari Bahasa Inggris, namun terdapat kendala yang mereka hadapi diantaranya; 1) Materi yang disajikan masih belum memenuhi sasaran kebutuhan siswa untuk bekal didunia karirnya, 2) Materi yang autentik masih belum tersedia, 3) Belum adanya pengembang/inovasi pengembangan bahaan ajar yang dilakukan oleh sekolah dan guru sehingga materi yang disajikan masih belum menjawab kebutuhan siswa di SMK, belum dilakukan inovasi pengembangan bahan ajar disekolah sehingga materi yang disajikan masih bersifat textual. Guru mengalami kesulitan dalam mengembangkan bahan ajar karena minimnya pengetahuan, tidak adanya ahli dalam pengembangan bahan ajar dan kurangnya training dan suber rujukan dalam pengembangan bahan ajar.

Kata Kunci: *Pembelajaran Bahasa Inggris SMK, Kebutuhan siswa, Bahan Ajar ESP*

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INTRODUCTION

In the learning process at school, teaching materials are very important in supporting the success of the learning process. In general, people assume that teaching materials are always identical to textbooks, both government-provided textbooks and supporting books published by several publishers. According to Tamlison (in Sugirin, 2011: 1), from several learning tools used in the teaching and learning process, textbooks are only one of them. Thus it can be said that teaching material is not only fixated on textbooks but can also be in the form of tapes, videos, student worksheets, dictionaries, articles and so on.

As one of the important elements in achieving learning objectives, the development of good teaching materials is very helpful for teachers in the teaching and learning process in schools. In general the instructors usually only use teaching materials in the form of textbooks published by the government and supporting peripheral books from various publishers. For instructors in high schools (SMU) certainly will not get difficulties in achieving the learning goals that want to be achieved because English is used in Public High School (SMU) is general English or English which is used in daily life, will but for instructors at Vocational High Schools (SMK), finding appropriate teaching materials in accordance with the field of vocational students is certainly not easy unless the instructors make their own teaching materials in accordance with their teaching fields such as English for multimedia, marketing, accounting and others the like.

The right teaching material to be used in the process of learning English in Vocational High Schools (SMK) should focus on the field of student majors, because the specific material in the field will be easier to understand. The students certainly will not get significant difficulties in understanding the terms related to their respective fields and applying them in daily life.

In accordance with the background of the problem above, the formulation of the problem in this research is (1) How is the Development of English Language Teaching Materials used in Mohammad Toha Cimahi's Vocational School (SMK) especially in Computer and Network Engineering (TKJ)? (2) What difficulties are obtained by the teachers at the Mohammad Toha Cimahi Vocational School (SMK) especially in the Department of Computer and Network Engineering (TKJ) in the development of specific English Language Teaching materials? As for the objectives of this study are (1) To develop more specific English Language Teaching Materials in accordance with the field of vocational students at Mohammad Toha Cimahi Vocational School (SMK) especially in Computer and Network Engineering (TKJ). (2) To find a solution to the constraints faced by teachers at the Mohammad Toha Cimahi Vocational School (SMK) especially in the Department of Computer and Network Engineering (TKJ) in developing specific English Language Teaching materials.

Steps to Develop Teaching Materials

Development of teaching materials, including English language teaching materials, is an activity in the Research and Development (R & D) category. Borg & Gall (1983: 775) suggested 10 steps that must be taken in product development for learning. But Gall, Gall and Borg (2003: 573), who used Cunningham's research model, simplified the development process into six steps, namely:

1. Review the relevant literature about the textbook to be written.
2. Plan the purpose of each chapter or section.
3. Develop the initial draft.
4. Test the initial draft on a limited number of subjects.
5. Revise the initial draft based on the results of the trial.

6. Test the revised draft based on the results of the first trial on a larger number of subjects.

Basic Principles of Teaching Material Development

It was mentioned in the previous section that the purpose of preparing English teaching materials is to facilitate teachers and students in the learning process. To achieve this goal Tomlinson (1998) presents the basic principles of second language acquisition that are relevant to the development of material. Prepared teaching material should:

1. Has a positive impact,
2. Make students feel comfortable,
3. Helping students develop self-confidence,
4. Students are seen as something relevant and useful,
5. Make students willing to try because they feel the benefits,
6. In accordance with the readiness or provision that students already have,
7. Contains language features that should concern students,
8. Provide opportunities for students to use English to achieve communicative goals,
9. Consider student differences in learning styles and their affective traits,
10. Consider the possibility of a period of silence (students may not be forced to speak) at the beginning of the learning period, and
11. Maximizing a variety of potential students by involving intellectual, aesthetic, and emotional intelligence that can stimulate the activity of the right brain and left brain.

Apart from the 11 points above, there are still other principles that can be added, such as the principle of collaboration between students, the principle of developing independence, the principle of entrepreneurship, the principle of diversity, etc. Among these principles are part of the criteria used to assess the feasibility of textbooks (BTP) by the Ministry of National Education.

Guidelines for Assessing Textbooks (BTP)

The basic principles (the 11 points above) contribute or at least color the items contained in the guideline for evaluating teaching materials prepared by the English Language Textbook Assessment Board (BTP) Development Team in a collaboration program between the National Education Standards Agency (BSNP) and Book / Pusbuk Center (now Center for Curriculum and Bookkeeping / Puskurbuk), Balitbang, Ministry of National Education (2007). The criteria currently used officially as guidelines for evaluating BTP SD / MI, SMP / MTs, and SMA / MA / SMK are as follows.

Senior High School English Textbook Assessment Instrument

I. FEASIBILITY OF THE CONTENT

A. Conformity of Material Description with SK and KD

1. Completeness of material
2. Depth of material

B. Material Accuracy

1. Social functions

2. Elements and structure of meaning

3. Linguistic features

C. Learning Support Materials

1. Update

2. Development of life skills

II. FEASIBILITY OF LANGUAGES

A. Conformity with the Level of Development of Students

1. Conformity with the level of cognitive development of students

2. Conformity with the level of social-emotional development of students

B. Communicative

1. Readability of messages

2. Accuracy of language rules

C. Demands and Unity of Ideas

1. Shalliness of meaning in parts / chapters / sub-chapters / paragraphs / sentences

2. Linkage of meaning between sections / chapters / sub-sections / paragraphs / sentences

III. SERVICE FEASIBILITY

A. Presentation Techniques

1. Systematics

2. Balance between tablets

B. Presentation of Learning

1. Centering on students

2. Development of initiatives, creativity, and critical thinking methods of students

3. Development of student learning independence

4. Development of students' abilities for reflection / self evaluation

C. Complete Presentation

1. Previous Section

2. Content Section

3. Repair Section

[Excerpted from the English Language Textbook Assessment Guide (BTP), BSNP and Puskurbuk, Balitbang, Ministry of National Education, 2007]

Based on the experience of assessing English BTP and RPP for peer teaching in PLPG, from the assessment criteria mentioned above, the most often not fulfilled is the depth of material. The depth of the material is assessed based on the factors of adequacy in exposure (exposure), retention of rules for text formation, and production.

Exposure (exposure)

For learning each type of text, good teaching material must contain and require students to explore quite a lot of texts that are relevant to the lives of students everyday with the aim of habituating to the type of text, especially in terms of the content of the message. The topic of cross-cultural understanding, for example, is not enough to only be represented by a brief text that merely introduces aspects of knowledge about a particular culture. In addition to the varied texts to provide exposure to various contexts that require narrative, dialogue, correspondence, etc., teaching materials must also challenge students to behave and react to cultural phenomena that are different from their own culture. In the end students must be able to determine their attitudes and respond appropriately to the differences faced in cross-cultural relationships that actually occur, both differences between tribes and nations.

Retention of text formation rules

For learning each type of text, teaching material must contain guidance for students to get explicit understanding of the three elements of the formation of the text type. (i.e., social functions, elements and structure of meaning, and linguistic features), when students are accustomed to interacting with the contents of the message contained in the text type. For example, anecdote type text will not fulfill its social function to entertain if the content is not funny. In interpersonal and transactional texts, the elements at a minimum include interactive activities consisting of communication initiations / initiatives and responses in the form of requests and information / goods / services. Likewise, on announcements, advertisements, notes, etc., what elements must be at least must exist and how the structure should be. Of course all of this must be packed with the right language features, in an accurate sense from the grammar side but also a natural expression, which is commonly used in the daily lives of native speakers.

Production

For learning each type of text, teaching material must provide guidance so that students produce oral and / or written texts to achieve social functions relevant to the type of text, taking into account the other two elements (elements and structure of meaning, and linguistic features), at when students have had an explicit understanding of the three elements of the formation of the text.

METHOD

Research methods

In this study, the researcher used a descriptive qualitative method that aims to describe the development of English Language Teaching Materials in Vocational High Schools (SMK).

According to Djajasudarma (2010), "the clarity of a study and its scholarship can be seen from its methodology". This means that in a study can be categorized scientifically if the study has a clear and clear methodology. In connection with this, Perry (2005: 48) states that the methodology tells us who is learning, what is learned and how information is collected and analyzed.

While According to Sugiyono (2017) Qualitative research method is a research method based on the philosophy of positivism, used to examine the condition of natural objects (as opposed to experiments) where the researcher is a key instrument, sampling data sources is done by purposive and snowbaal, techniques triangulation collection, data analysis is inductive / qualitative, and the results of qualitative research are more pressing on meaning than generalization.

Stages of Research

This research was carried out in a period of 5 months, namely March - July 2019. There are several stages in this study. Beginning with proposal writing & literature study, then following a Proposal Seminar, when passed it was followed by design of instruments and data collection. After the data is obtained, data analysis is performed. Next is the Research Monev / Progress Report, then the final report writing, then the Final Results Seminar, and scientific publications in the ISSN journal.

Research sites

The location of this research will be conducted at the Mohammad Toha Cimahi Vocational School (SMK) in the Department of Computer and Network Engineering (TKJ).

Data Collection Process and Information Analysis

Several procedures were applied to carry out this research. First, researchers determined the research background based on initial research in several vocational schools in Cimahi / Bandung. From here, the background, problems, and objectives of the study are determined. Then, the literature, which underlies the topic being discussed, is further identified.

Data collection is carried out through two stages: i.e. literature review and analyzing the data obtained are poured in data tabulations and matrices. The data used in this study are primary data and secondary data. Primary data is obtained directly from the respondents (English vocational teacher in Cimahi, Bandung and surrounding areas) using observation and interview. While secondary data was taken from the Education Office in the form of teacher data, number of teachers, background of teachers, and number of Vocational Schools in the study area. Then it was compiled and tabulated, then analyzed the phenomena that occurred to further draw conclusions from the study.

RESULTS AND DISCUSSION

Students' Need

The results of the analysis of student needs for English teaching materials are: first, students need English language teaching materials, especially themes related to daily life both in the family, neighbors and schools. Second, students need authentic interesting material that can inspire or motivate them to learn English material. Third, students need learning strategies that are fun and not boring. Fourth, Students enjoy learning while playing and adapted to the real conditions they will face in the field especially when they graduate from vocational school. Concretely based on the choices they make, that Vocational students are very interested in learning English through contextual learning approaches with material that is in accordance with what they need primarily for their career development when they graduate from school.

Results of analysis of English language teaching materials for vocational majors

Teaching materials used in vocational programs still do not meet the standards that are supposed to be, teaching materials used by teachers in teaching are still textual and tend to lack the development

of authentic teaching materials adapted to the times. Teaching materials used are still general, so some students are less motivated in following the learning process because they realize that the English they are learning is not in accordance with what they need later in the field. Their main reference book is English language books from various publishers. This is a non-target teaching material.

To strengthen the findings in the field and as additional information that from the results of interviews with several school principals, English teachers conducted in August 2018 in vocational schools both in the scope of Vocational Schools in West Bandung Regency, Cimahi and surrounding areas from the results of their recognition that materials have not been developed teaching for vocational students, and the availability of authentic material that is not in line with the needs of students when they enter the workforce. From the results of interviews with the teacher that the teacher had difficulty in developing teaching materials because of the lack of knowledge and lack of experience in developing teaching materials, the absence of experts in developing teaching materials that were the assistants and lack of training and reference resources in developing teaching materials. With the existence of several obstacles or difficulties faced by the teacher so that the teacher only uses the material that is already available before regardless of and analyzing the needs of students.

Teaching Material Model

The results achieved in the second year were in the form of instructional materials and English teaching materials for Vocational School students, especially the TKJ majors. Teaching material model based on need analysis and based on expert input. From the model obtained then developed in the form of teaching materials. Teaching material model results from the needs analysis data are teaching material models that contain themes at the vocational level, especially for TKJ students such as a procedure text discussion about how to operate and use computers, recognize computer software and so on.

Teaching materials

In accordance with the findings above, it can be concluded that basically the process of learning English in that class is not effective because it cannot meet the needs or expectations of its students. It is not surprising that this also greatly impedes the development of their competencies as they should. Therefore, it is fitting and we should, as educators, begin to pay more attention to the development of teaching materials in order to have authentic material and teaching-learning processes that are effective especially in English for vocational level.

One solution is to give more emphasis to giving opportunities in the form of exercises that are able to hone the skills they need as a provision that they really need to compete to get a job according to their field of expertise. These opportunities can also be in the form of presenting English materials that contain certain topics or certain terms in the field of computer and network engineering (TKJ). The curriculum, syllabus, selection of material in accordance with the department, and English language instruction must be redesigned to accommodate the needs of students so that they will experience a conducive academic atmosphere in their class.

These experiences will be very valuable when they enter the professional world. Again, according to the results of the need analysis above, it is important to underline that this research is expected to provide insight especially for English teachers and increase their awareness regarding the importance of developing teaching materials to obtain or produce authentic material as a starting point in each program. Thus, we can find out their needs, weaknesses, and desires in learning English. In addition, we are also able to identify learning procedures or activities, the media, their level of proficiency so that we are able to choose and determine learning procedures according to

what they need and want. In other words, from the results of the development of teaching materials we are able to determine the better learning ideas that we will apply to each class of students who will later bridge the gap between their current competencies and the targeted competencies.

CONCLUSION

Arranging teaching material is not just collecting material to develop knowledge. Development of teaching material must be seen as designing activities or learning experiences. Thus the compiler of teaching material must pay attention to the basic principles of material development according to the chosen learning method, systematic development steps, and follow the standardized assessment criteria. Thus, the evaluation through material trials is clearly a reference, so that input from the assessor is easy to provide and revisions will also be easy to do.

The conclusion of this study is that students and teachers need English language teaching materials authentic according to the times and needs of students to answer specific global challenges for SKM students for the world of work. The development of teaching materials certainly must be integrated with learning strategy. Teaching materials are arranged in accordance with the characteristics of students through learning strategy, namely the relationship between teaching material and learning strategies and associated with contextual or reality that students will face in the field of professionalism.

In accordance with the findings above, it can be concluded that basically the process of learning English in that class is not effective because it cannot meet the needs or expectations of its students. It is not surprising that this also greatly impedes the development of their competencies as they should. Therefore, it is fitting and we should, as educators, begin to pay more attention to the development of teaching materials in order to have an authentic mater and an effective teaching and learning process especially in English for vocational level especially for students in Computer Network Engineering (TKJ) .

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