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Developing Speaking English for Specific Purposes Materials for Broadcasting Major Students - The Case of Eleventh Grade of Vocational High School 1 Kendal

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Article Info	Abstract
	Mastering speaking skill is a must for vocational school students in order to face the globalization era in this modern world. However, the speaking competences mastered by the vocational school students are mostly still low and need to be increased. That is why this research tried to answer some problems: (1) the lack of ESP speaking materials for students of vocational schools; (2) what kinds of ESP speaking materials the 11th graders of vocational schools needed; (3) how were the ESP vocational speaking materials developed; and (4) how effective was the developed materials. The researcher adopted some steps in educational research and development proposed by Borg and Gall in Vocational School 1 Kendal. The researcher chose one class of eleventh graders that had 32 students in it. In conducting the study, the researcher observed the existing materials and interviewed the teacher for the need analysis. After that, the researcher developed the ESP vocational speaking materials, then conducted the expert validation to some experts and tests and gave questionnaires to the students. The researcher, then, calculated the product's effectiveness by using t-test. It was found out that the product was considered effective based on the t-test result and very good based on the questionnaire analysis. There were also some English speaking materials for vocational students, but unfortunately they were not in the form of ESP materials.

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INTRODUCTION

Over the last few decades, foreign language teaching has welcomed many new changes. The most apparent change is the use of English for Specific Purposes as part of their teaching and learning process. As a result of this substantial change in language teaching, teachers needs extra aids to provide students with the desired new catch-up in career-specific English materials. So, in term of English competence, the English competence needed by students in vocational school is really different from general English and even other senior high students Hasibuan *et al* (2015, p. 214)

Linguist Noam Chomsky (2002, p. 27), provided a major critique and its view of second language learning as imitation and habit formation. He developed a theory a theory of first language learning that suggests that language is an innate capacity – that children are programmed to acquire language thanks to their in-built knowledge of a Universal Grammar. When we talked about imitation and habit formation, we should also consider of what so called conditioning. Learning becomes more meaningful when students explore their learning environments rather than listen passively to teachers as stated by Schunk (2012: 267). Knowledge is not endorsed from outside but from inside the learners. Since constructivism contends that learners form or construct their own understandings of knowledge and skills, the speaking learning materials will facilitate learners to learn independently outside the classroom environment.

Teaching vocational school students and regular high school students are different and challenging in different ways. Moreover the overall goals of a language teaching program usually derive from an analysis of the reason why a group of learners in a particular environment needs to learn English as mentioned by Nikoopur (2011, p.1). In terms of their emphasis, vocational school students focus

more on their prctical skills rather than theoritical skills of their counterpart.

Students learn a language through the process of communicating in it and that communication is meaningful to the students provide better opportunity for learning compared to grammar-based approach as mentioned by Kusnandi & Bharati (2012, p.207). There are many kinds of media that can make students feel interested in learning English. The media that can be used by teachers in teaching English such as songs, games, movies, etc and eventually they motivate them in learning English as written in Hastunar & Sutopo (2014, p.123). Yet, materials for English for Specific Purposes needed by students of vocational schools are still limited and often still unavailable in the market which make the teaching and learning process cannot run effectively and efficiently.Due to different aspects of the source language and the target language, there are some strategies and techniques involved in the translation process in order to achieve the equivalence of the translated works. This study focuses on the use of translation techniques in subtitling the Dhaup Ageng documentary movie.

According to Hutchinson and Waters (1987, p.5), English for Sepcific Purposes is an approach to language teaching in which all decisions as to content and method are based on students' reason for elarning. The domain of English for Specific Purposes has had a strong research tradition in Teaching English as a Foreign and Second Language movement since its introduction in the 1960s.

Dunley-Evans and St John (1998, p.230) states that the cornerstone of English for Specific Purposes is addressing the language which is required by students as well as learning contexts of students. As it is about specific learning, therefore, it must be tailored to the needs of these students. This materials development is met through what so called need analysis. Moreover, they argued that need is defined by reasons for which the student is learning English, which vary from their purposes of learning such as focusing in English for Broadcasting media in vocational schools.

Successful English for Specific Purposes courses imply that module authors cater for future real-life needs of learners, especially in the case of pre-experienced adult students, who may not fully realize what language competence their future job will require of them. Target situations, in which they will have to communicate effectively, have to be examined (as part of need analysis) and considered when desiring a course-book. Today we can still witness that demand for English for Sepcific Purposes especially for speaking practices continue to increase and expand throughout the world (Dunley-Evans: 2001). Students need materials matching their ever growing needs and requirements resulting from what the labour market demands.

While according to Collins English Dictionary (2016, p.239) English for Specific Purposes is the practice and theory of learning and teaching English for specific uses in given fields such as science, nursing, tourism, etc. So based on all the definition above, English for Specific Purposes is any English materials used in the teaching and learning process which aims to improve students' ability in particular subject or professional scope.

So taking everything into consideration, English for Specific Purposes is all materials needed for specific scope of study such as in medicine, business, geology, and many more.

Jolly and Bolitho in Tomlinson, (1992, p.97) reveal some simple steps in making and developing teachers' own materials. First, the material developer should identify the need to fulfill the teachers and students' need in a new material. Then, the developer should explore the need coverage in terms of the language function, language skills materials that are going to be developed. The next step is contextual realization in which the draft materials are proposed which unit or material need to be developed. After that is the pedagogical realization in which the developer should find or create tasks and activities and write meaningful instruction. At last, physical production that covers the layout, font size, visuals, and reproduction of the materials.

Danilova (2012) developed materials for students of Engineering and Technology students in Poland. At first he proposed the new draft of the materials then developed the materials and finally implemented the materials in six advanced English classes. While in Ehrman and Oxford (1990, p.85), he cited four major style dimension relevant to language learning although many more style aspects might also prove to be influential in learning English, they are age, motivation, aptitude, and learning style in which learning speaking needs more creative ways.

This research focuses on developing speaking skill materials for vocational school students and Tarigan (1990, pp.3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Ahmad, R. (2016, p.478) stated that communication becomes effective when communicator is effective enough to communicate competently, simply, clearly, sincerely, and dynamically. Speaking skills is very important because when we learn new language, the main goal is to have capability to use it in daily communication (Kusniandang & Barathi 2016, p.82). In speaking, students must be able to use correct pronunciation otherwise it will be very difficult for listeners to understand them. Moreover, in order to be able to speak fluently and correctly, they must master sufficient vocabulary and able to arrange their expressions so that the meaning can be conveyed correctly (Safari & Fitriati 2016, p.88). There are two main problems why students have difficulties in speaking English. First, students' fluency is very hesitant to practice because they have poor vocabulary skills. Second, they have problem in self concept because they think English is so difficult and they are lazy to speak and have no bravery to speak (Milchatun & Hartono 2015 p.2). So in learning speaking, students should be able to make themselves understood and they should try to avoid confusion in the message due to its pronunciation, grammar, and vocabulary and to observe the social rule that apply in

communication situation (Syafiq & Saleh 2012, p.45).

Brown (2001, p.267) cites that when someone is able to speak a language it means that he or she can carry on a conversation reasonably and compotently. In addition, he states that the benchmark of successful aqcuisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

METHOD

The study of this research adopted the research and development approach. Educational research and development is a process utilized to develop steps to test research findings related to the product being developed (Adi, S. 2016, p.1) It aims to develop a module of ESP speaking materials which consist of dialog and monolog practices for tenth graders of Vocational School 1 Kendal. Borg and Gall (1983, p.772) define research and development as a process used to develop and validate educational products. The study was conducted in an English class at State Vocational High School 1 Kendal of the tenth grade students from September 15th 2016 until October 21st 2016. There were 32 students in the class. The students were the combination between male and females and their English proficiency level were diverse.

To answer the three questions stated above, the researcher used some instruments; such as observation, interview, questionnaires, documentation and test. Observation was used to get information or data about the situation in the teaching-learning process. Interview was used to gather some prior information about the teacher's need in creating the online materials and according to Faridi (2013, p.36) interview is a conversation between two or more people where questions are asked by interviewer to elicit facts or statements from the interviewee. Then, questionnaires were used to gather information about effective dimensions of product preference and personal comments of

the students about the online product given. Finally, the test which covered speaking (dialog and monolog) which was useful to find out the students'achievement result in the form of scores. By conducting the test, the researcher was able to calculate the effectiveness of the online product by using the two varaince t-test.

RESULTS AND DISCUSSIONS

In the research and development the researcher followed some steps. The first step was coonducting the analysis. There were two kinds of analysis conducted the researcher. First, the researcher tried to find out and observe what kinds of speaking ESP materials available for the broadcasting major of vocational high school students. There were indeed one speaking material for vocational high school students. The product was developed by the Ministry of Education and Culture, yet there was no classification in the materials whom it was intended to, as if it was intended for general vocational school majors.

Then, the researcher interviewed the teacher and some students. The result showed that the students needed materials that were not boring for them. They wanted materials which were attractive enough. By using the data from the interview, then, the interactive materials could be created and developed. Moreover, they asked ESP speaking materials that were interactive and full of speaking (dialog and monolog) exercises. Meanwhile, the teacher asked an effective way of assessment for tasks, assignments, or homework. She asked the researcher to make some topics to be included in the learning materials based on the syllabus. This ESP speaking materials would be very helpful during the teaching and learning process, moreover facing the real working experiences later on. Based on those analyses the researcher could create and develop a new brand interactive ESP speaking materials for broadcasting vocational students which could be help them improve their confidence and speaking skills.

The next step was creating the layout of the book. In creating the module, the researcher used the Word 2013 provided by Microsoft Windows. The selection of English speaking ESP materials through this module is that this type of media of learning is always appropriate in nowadays globalization and free trade era in which it is more applicative in job-related communication. After the unit, sub-units and templates were set, the researcher then developed the materials. Here, the researcher planned the topic of discussions that were going to be put in the speaking module then created and printed them.

The researcher create and edit the layout of the module by using Miccrosoft Word 2013. The researcher opened the blank page of the aplication, then he made some drawings and inserted some shapes and colored them on the blank page..

After creating and editing the layout, the reseacher made some adjustments in the name of menus and submenus in the frm of some shapes. This part was important so the module will look interesting and attractive with some colorful parts

In order to look attractive, the researcher put some shapes and tables in the module. The researcher also chose the best clear font available so the students will be able to read the module well. In this case, the researcher picked Trebuchet font 11 – 12 as the standard fonts in the module.

The final English speaking ESP module covers some chapters in which the researcher created and will develop furthermore in this research. This module, later, will not only be filled with the current product but will be available for all levels and programs of English materials. The researcher named the module as "SpeakCast" which stands for 'Speak' for speaking and 'Cast' as in the word of broadcasting.

Before conducting the trial, the researcher asked the validation of the product from some experts. There were three experts for this product. One lecturer and two teachers were in charged of validating the curriculum and materials content of the ESP speaking material product. After the revision as it was suggested by the validators, the researcher then would conduct a trial in the real teaching and learning process.

A pre-test was conducted to measure the initial performance of the students. Then, the students access the online materials both at schools and at homes during the research period of two weeks. Then they were asked to conduct the post-test. The result showed that there was significant increase of the students' performance before and after they use the online product.

There were 32 students in the broadcasting class in the eleventh grade who joinned the pre-test and post-test. The minimum standard score for this class was 75 points. In the pre-test there were 17 students who got score below 75 and after the treatment there was only 1 student got below the minimum score. Based on the table above, we know that, there was an increase of around 20% between the average score in the pre-test (65) with the score in post-test (81). So, we can conclude that the English speaking ESP materials helped students in increasing their achievement. In finding the effectiveness of the product we need to measure it with "t-test". After finding out the result in both pre and post-test, the researcher then tried to calculate the "t-test" to find out the product's effectiveness. The result of the "t-test" was 9.00213. Based on the calculation above, we can conclude that there was significance difference between the result of the pre-test and the post-test (H_a). This was proven by the $t_{observe}$ is higher than the t_{table} 2.06 >9.002 or 25.5%.

Based on the result above, it is clear that $t_{observe}$ is higher than the t_{table} so we can say that the Eng;ish speaking material module is effective to be used to increase students' speaking skill in Vocational High School 1 Kendal.

CONCLUSION

Referring to the research findings and discussions, the researcher could draw some conclusions. There were some ESP materials

available, but they are expensive and difficult to buy since those books were published from international publishers. Moreover, there was no ESP books intended specifically for tenth graders of Vocational Schools. Then, the ESP speaking materials were needed for the students and the teacher. Both tried to find a new way of attractive and efficient learning for speaking. Creating and developing ESP speaking materials were not simple. There were some steps that should be followed. After creating the layouts of the module, the researcher planned which materials were to be put in the module, and then designing the unit and subunits so that the materials were attractive enough for both students and teacher. Based on the calculation of the t-test, the product was considered effective in improving the students' achievement. Moreover, based on the students' questionnaire it was found out that the students' opinion toward the online product could be classified as very good. Some good impacts of having the online product were that students could be more independent and motivated in learning. Motivation means good achievement. Yet, the lack of internet and technology infrastructure became one of big obstacle of having such online product.

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