



The development of authentic English Language Teaching (ELT) textbook of vocational school

Puji Sumarsono, Masyhud, Agista Wardhani, Rafika Rabba Farah

English Department, University of Muhammadiyah Malang, Malang, Indonesia

Abstract

Textbook plays important role in teaching learning process so that education goals could be achieved. In fact, there have been lot of vocational schools cannot provide reliable textbooks which are research-based and appropriate to students' needs and industry's needs. This is one of the factors so that the graduates of vocational school could not communicate well and many of them are jobless especially for jobs that require English skill. Therefore, the textbook which is related to the department in vocational school is hardly needed. The textbook which could facilitate good English language teaching and learning based on the students' and industry's needs should be authentic. This research aimed at finding a good construction of authentic ELT textbook of vocational school especially for subject of Automation and Management Office. The results indicated that there were various authentic materials could teacher present according to the existing curriculum.

Keywords: teaching material, textbook, english language teaching (ELT), vocational school, automation and management office

1. Introduction

Based on the results of school observations and the results of Focused Group Discussion (FGD) with English teachers at SMK Muhammadiyah Pakis, the English language skills of students of SMK Muhammadiyah are still low. Among the causes of such low ability are caused by various factors such as low student interest in English lessons, students are embarrassed to use English, the less effective English language learning process in the classroom, and the limited English teaching materials that have been used.

Among the four issues, the school teachers then set the priority scale of the problem that must be addressed, namely the availability of English language teaching materials that are specifically in accordance with each department at SMK Muhammadiyah 8 Pakis.

In general, English teaching materials available so far are criticized by a lot of experts in curriculum and teaching materials. One of them is the text used by the authors who do not understand the nature of English learning. Although there are books compiled by English teachers, the text does not fit the actual needs of everyday life. Richard (2014) ^[8] explains that textbooks compiled so far are based solely on the author's intuition regardless of the results of research on the linguistic and grammatical aspects required by students. Rahman (2017) ^[7] argues that learning materials which are appropriate the learners' needs are not always available from the textbooks especially for vocational school. Batsila (2016) ^[1] specifically mentions that vocational English textbook is lack of authenticity. Therefore, many scholars want to re-use authentic teaching materials for English learning.

According to Wallace (1992) ^[9], authentic teaching materials are texts that correspond to the reality of life written not for learning purposes. The texts are intended for native speakers (Berardo, 2006) ^[2]. Thus, authentic English teaching materials are English text—whether academic text of research results

such as books and journals or non-academic such as magazines, advertisements, announcements, labels in food wrappers—which are usually read by people whose first language is English.

In addition, the business and industrial world (DUDI) require vocational graduates who have the plus competence which is supported by soft skill that is English skill. English language skills for graduate of vocational school should be specifically in accordance with the field. For example, graduates of Administration Office are required to understand English both oral and written related to the language used in the world of work such as understanding of various types of letters, language expressions commonly used in the front office, etc.

Authentic teaching materials have many benefits. Berardo (2006) ^[2] found that authentic teaching materials can motivate students, encourage students to read, and can be used to teach a variety of skills. Wilfred (2010) ^[11] even found that authentic teaching materials can increase students' interest and language skills. The authentic teaching materials in the end are not only able to attract students' interest but also improve students' English proficiency.

A previous research has indicated the benefit of authentic materials for vocational program. Kristanti (2017) ^[4] found three benefits of the authentic materials to teach descriptive text. First, students are exposed to language in real situation. Second, the students get their fulfillment. Third, the students' motivation increases. Lai-Kun (2014) ^[5] affirms that the issue of authenticity is highly significant in the context of Vocational English.

Moreover, learning English for Vocational High School (SMK) is different from learning in high school (SMA). Vocational students are expected to have practical skills that can work directly in accordance with the needs of Business and Industrial World (DUDI) and in accordance with the department after graduating vocational for 3 years. Therefore,

English must be mastered by students of SMK as well as English in accordance with the minimum required in the field of work field. For example, a vocational student majoring in hospitality should have English language skills related to hospitality. Therefore, they should be taught language expressions and vocabulary related to hospitality. Thus, learning English becomes increasingly meaningful.

Learning English based on students' needs and DUDI's needs will be maximally facilitated by using thematic English learning that is authentic teaching materials. Consequently, the preparation of authentic teaching materials are highly needed in SMK M Pakis. Therefore, this research aims to find a good construction of authentic materials of ELT textbook of vocational school especially for subject of Automation and Management Office based on the current curriculum that is Curriculum 13 (K-13).

2. Research Method

The method used in this research is research and development. Borg and Gall (1983)^[3] states that it is the method which does not satisfy the curiosity on something unknown, but finds further act to develop or validate educational products. In this research, the researchers developed an authentic English textbook especially for Vocational High School students majoring at Automation and Management Office. The instruments used in this research were interview and documents analysis. The data collected by interviewing English teachers who teach at Automation and Management Office. Additionally, the document which was analyzed was

the curriculum of at Automation and Management Office. It covers syllabus and course outline. From those course outlines, the researchers acknowledged the suitable materials written in the authentic English textbook.

3. Results and Discussion

Based on the document analysis and interview, it was found that the suitable materials or topics for the authentic English textbook for the department of at Automation and Management Office are press release, advertisement or announcement, business letter, personal letter, job vacancy, proposal, report, employment agreement, company profile, and MoU. Those materials were presented as reading materials in the English authentic material book. Later, they were expanded to writing and speaking materials. In writing materials, the researchers developed writing news, writing advertisement, writing a business letter, writing a personal letter, writing application letter and Curriculum Vitae, writing proposal, writing a report, writing a letter of employment agreement, writing company profile, and writing MoU. While, in speaking materials, the researchers included, promoting product, telephoning, questioning and clarifying, job interview, presenting a chart, delivering a report, negotiation, presenting company profile, and Master of Ceremony. Each material presented in writing and speaking materials is the prolongation of the reading materials which were put in series. To make it clear, the researchers put the materials in the following table:

Table 1: Topics of authentic English textbook for vocational school majoring Automation and Management Office

Chapter	Reading text	Writing	Speaking
I	Press Release	Writing press release	Press conference
II	Advertisement/ Announcement	Writing Advertisement	Promoting a Product
III	Business Letter	Writing a business letter	Telephoning
IV	Personal Letter	Writing a personal letter	Questioning and Clarifying
V	Job Vacancy	Writing Application letter & CV	Job Interview
VI	Proposal	Writing Proposal	Presenting a Chart
VII	Report	Writing a Report	Delivering a Report
VIII	Employment Agreement	Writing a letter of Employment Agreement	Negotiation
IX	Company Profile	Writing Company Profile	Presenting Company Profile
X	MoU	Writing a MoU	Master of Ceremony

Those topics were developed from 11 (eleven) course outlines of Automation and Management Office which are based on current curriculum, Curriculum 2013 (K-13). The eleven syllabuses are office technology, finance, archiving, public relations, creative product and entrepreneurship, staffing, simulation and digital communication, correspondence, infrastructure, public administration, economy and business. For example, in course outline of *simulation and digital communication* the topic chosen is telephoning for reading, writing, and speaking activities. In reading activity, it can be explored to explained about what the ethic of telephoning is and identifying the steps of telephoning. In writing activity, it is explored how to prepare telephoning. In addition, in speaking activity, it is explored to how to telephone. Another topic is electronic mail (e-mail) for the three activities that are reading, writing, and speaking activities. In reading activity, it

is explored to operating menus/features in email. In writing activity, it is explored to writing an email. Additionally, in speaking activity, it is explored to explaining the definition of email, types of email, steps of writing email, and the strengths and weaknesses of email. In *correspondence*, the topics chosen are business letter and personal letter. In reading activity, business letter is explored to identifying the type of business letter, and identifying parts of the business letter. In writing activity, it is explored to writing a business letter, while in speaking activity it is explored to explaining terms of business letter, explaining types of business letter, and mentioning the concepts of business letter. Personal letter, in reading activity, is explored to identifying the type of personal letter, and identifying parts of personal letter. In writing activity, it is explored to writing a personal letter, while in speaking activity, it is explored to explaining terms of

personal letter, and explaining types of personal letter.

In the higher education context, the topics mentioned above are regarded as English for Specific Purposes (ESP). According to Widodo (2015) ^[10], based on the classification of Basturkmen's ESP branches, vocational English is a branch of ESP which rarely explored in the ESP literature. In short, if these topics are written into a book, it could be named as English for Automation and Management Office.

The definition of authentic itself remains debate among scholars. Pinner (2016) ^[6] points out that Gilmore who defines authentic into eight different definitions indicate that the term authentic develops across the time. The definitions range from the language of native speakers into the culture, and the ability to behave or think like a target language group in order to be recognized and validated by them. Related to this context, the term of authenticity may replace term of ESP. it is called as authentic if it reflects the specification of the language so that the community easily use and understand.

4. Acknowledgments

The authors thank to Directorate of Research and Community service (DPPM) of University of Muhammadiyah Malang (UMM) for the financial supports and to SMK Muhammadiyah 8 Pakis that provides the data to be analyzed together. However, any opinions, findings, and conclusions or recommendations expressed in this material are those of the researcher and do not necessarily reflect the views of the DPPM UMM.

5. References

1. Batsila M. Linking Vocational Education to the World of Employment: The Case of Business English in Greece, 2016. <http://oro.open.ac.uk/49571/7/BATSILA.pdf>
2. Berardo S. The use of authentic materials in the teaching of reading. *The Reading Matrix*. 2006; 6(2):60-69.
3. Borg Gall. *Educational Research: An Introduction*. New York and London. Longman Inc, 1983.
4. Kristanti P. The use of Authentic Materials to Teach Descriptive Texts in Tourism Vocational School. Unpublished undergraduate thesis, 2017. https://repository.usd.ac.id/9805/2/101214037_full.pdf
5. Lai-Kun AC. Authenticity in Task Design for Vocational English Teaching and Learning: A Case Study of a Project-based Learning Module. CELC Symposium, 2014.
6. Pinner R. NUS CELC 5th Symposium Proceedings. The Nature of Authenticity in English as a Foreign Language: A Comparison of Eight Inter-related Definitions. 2016, 78-93.
7. Rahman H. Authentic Tasks for Vocational EFL Learners in Suburb: Assure Model using Computer-Assisted Audiovisual. *Proceedings International Seminar on Language Education and Culture*, 2017. http://sastra.um.ac.id/wp-content/uploads/2017/11/62-72-Hairudin-Rahman-edited_layouted.doc.pdf
8. Richard JC. *The ELT Textbook*. [Eds.] Garton S, Graves K. *International Perspectives on Materials in ELT*. England, 2014.
9. Wallace C, *Reading Oxford*, O.U.P, 1992.
10. Widodo HP. The Development of Vocational English Materials from a Social Semiotic Perspective:

Participatory Action Research, 2015.

11. Wilfred WWY. A study of using TV news as authentic materials to enhance the effectiveness of teaching and learning of English language in a CMI Boys School in Hong Kong, 2010. http://www.edb.org.hk/HKTC/download/eras/09-10/ERAS09-10_R10.pdf