

Developing English Textbook Based on Students' Needs for Vocational High School

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Abstract: *The use of English textbook is important to teach students of Vocational High School. Developing English textbook for Vocational students based on the students' needs. It focuses on English for Academical Purposes (EAP) which the aim for gaining the higher education/ going to university and English for Occupational Purposes (EOP) which the aim for getting the provisions of job competence. Vocational English textbook covers the students' needs for those specific purposes. This study uses theoretical perspective method which investigate the learning needs of vocational students and the criteria of textbook for developing English textbook for Vocational High School Students. Some theories in library research is used to search the theories about learners' needs and vocational textbooks. English textbook which is developed based on the students' needs is considered as a good English textbook for the students of Vocational High School. It is because the textbook appropriate with the required indicators and relevant to students' needs.*

Keywords : *leaners' needs, textbook, vocational students.*

Introduction

The main purpose of students in Vocational High School (SMK) is to prepare the learners for careers that are based in manual or practical activities, occupation or vocation which is contrasted with education in a usually broader scientific field. English as a media for establishing the requirement of finding a job. In addition, English as a language to communicate vocational education, covers: basic knowledge of English, describing objects related to vocational education, preparing vocational teaching in English, and teaching learning process of vocational subject matter in English. Moreover, the objective of learning English in SMK (Vocational Schools) is to make the students able to communicate in English to support the students' major skills.

The success of English teaching and learning also depends on the learning materials. The materials especially the textbooks are the central aspect in language teaching and learning. Although textbook is important roles in curriculum, teachers find difficulties to choose text books or create materials which are suitable for the students' needs because there are many textbooks that can be used as materials sources in the English teaching and learning. Textbooks or materials should be based on school characteristics, potential and especially students' needs and interest by representing the hidden curriculum in many language courses and the demand of achieving TOEIC score as a part of improving abilities for doing the exercises of TOEIC well play.

In reality, the materials designed in most textbooks are basically developed not only for certain schools but for general schools. In other words, there is no textbook which is specifically developed to fulfil the needs of specific programme in vocational high schools. Nowadays, the existing English learning textbooks for vocational high schools is combination of materials of some main programmes. It is clear that the students of Vocational High Schools need to learn English materials that are related to their skill programme. The teachers use some various and different learning materials/ textbooks because of their qualities or the famous author. The choice is based on the list of target competence and just follow the exist descriptions. Moreover, the teachers only use varieties of text books of their preference to fulfill their varieties of needs.

The textbook is old and out of date so the information shared with students is not current or relevant with the real life in work world. It hasn't been appropriate with the learning target for learners' needs. The textbook is just in general, even though there are many programs of certain vocation. Each vocation has specific learning target in specific purposes. An English text book which uses general English is implicated for all vocational programs. Nothing is different and specific. Moreover, the students have some demands and goals in learning English for vocational purposes. It is needed a textbook that can be used to cover the students' needs.

Learning Needs of Vocational Students

Learning English as a second language especially for vocational students should be appropriated with their needs. It means that there is a specific approach which is based on an analysis of learner need. Those approach to language teaching which aims to meet the needs of particular learners. It can be known from what the students need to learn and how the learning will be thought. In addition, it related with the content and the method of learning. According to Crook in Surjakusumah (2007) that there is a shift in which learning is focus on the content rather than the used method. The reason of the learning shifts because there is a student demand for mastering English in current time and needs. It develops an approach of English for specific purposes which convey English for Academic Purposes and English for Vocational Purposes that relates to work world (Strevern, 1988; Wiriyaichitra, 1986). In addition, according to Harvey (2000) that vocational education can provide the opportunities and supports to meet this goal which is both available and adeseirable educational option for students with special learning needs of certain vocation for working. Moreover, it needs to systematic and structural planning for analyzing the students' needs in which those needs will be used in work application (target needs) and implicated in learning process (learning needs).

According to Hutchinson and Waters (1987), the students need referring to target needs which are divided into three aspects:

1. Necessities

Necessities are the type of need determined by demands of the target situation, that is what the learner has to know in order of function effectively in the target situation.

2. Lacks

It is necessary to know what the learners know already, so that we can decide which of the necessities the learners lacks. The target profeciency needs to be matched against the existing profeciency of the learners. The gaps between the two can referred to as the learners lack.

3. Wants

The learner's view will conflicts with the perception of other interested parts like course designer, sponsor, teachers. Students need to know what they want to be learned. From that situation, students will do some efforts to achieve their willing.

Based on those description, analyzing learners' needs must understand about needs as necessities (target), needs as wants and also needs as lacks. Those needs must be considered vividly for developing text book for vocational students. Besides, it is supported by firstly understanding the previous students' background of English knowledge (entry point). In addition, learning needs especially for vocational students also consider the specific purposes as the goal of English for Academic Purposes (EAP) or English for Occupational Purposes (EOP).

According to Shing (2011) that the expansion of the demand EAP to suit the particular needs of tertiary students and the development of higher education varies according to the particular country's situation. The content of EAP relies on the students' English language needs in a particular learning context. The students who want to continue advanced study at university level has to be academic oriented and presuppose solid in literacy abilities. It means that the demand of the purpose is the expectation of vocational student to continue their study to higher education or university. While according to Gotti (1987: 299) that EOP focuses on practical language skills needed by professionals working in an English speaking environment. The ability to apply the knowledge of a foreign language to practical communicative activities such as speaking, listening, writing, reading, in a specific professional context requires an understanding of the professional sector and some knowledge of the subject field, theoretical grounds, scope, purposes, and discourse practices upon which that profession is based. It means that the demand of the purpose is for giving working provisions.

The Characteristics of English Textbook

Text book is the crucial tool in teaching learning process. It will be a useful tool for both the teacher and student. A text book should be properly planned and utilized. According to Deuri (2012) that textbook can help in the following manner.

- a. It gives the meaning and purpose of the teaching learning process.
- b. It keeps the teacher on guard against any haphazardness and unnecessary repetition and learning.
- c. It facilities and stabilizes student learning.
- d. It lays down examples of the manner to be learnt.
- e. It serves as memory deed for the pupils.
- f. It reinforces what the students have learnt orally.
- g. It prepares ground for writing.
- h. It helps for supplementing pupils language experience.
- i. It serves as a guide to the teacher.

According to Deuri (2012) that a good English text book should have the following characteristics.

1. Adequate Subject Matter:
The subject matter should be based on the psychological needs and interests of students. It should be related to the student's environment. It should have various topics like prose, poetry, story, biography, narration, description etc. It should be practical utility as well as informative.
2. Suitable Vocabulary and Structures
The vocabulary should be controlled, properly selected and graded. The introduction of vocabulary should be progressive within the series of readers. The words and structures should be introduced in a systematic order. The simple meaning should be used of a word or structure if they have more than one meaning. At the end of the text book, a glossary of difficult words and structures should be given.
3. Style
The style should be based on the principle of simple to complex. The subject matter should be presented in a logical manner. The style should be appealing to the students.

4. Exercises

There should be sufficient number of exercises at the end of every lesson. The interactions about the exercises should be brief and clear. The exercises should be well selected and graded. Different types of exercises should be included.

5. Illustrations

The illustrations should make the subject matter clear. They should be sufficient in number. They should be attractive with natural color combination. Too many ideas should not be conveyed in one illustration.

6. Proportion and Order

A lesson should not be very long. There should be plausible proportion between prose, poetry, story, biography, lesson etc. Two topics should not be in continuation. Proportion of content and structure should be maintained. There are some technical characteristics which are given

- a. The paper of the text book should be white and durable enough.
- b. Spacing, margin and symmetry should be proper.
- c. headings and subheadings should be in a very bold type.
- d. A jacket should be added to the cover.
- e. The price of the book should be moderate.

The use of textbook will so influential toward learning process if the materials provided and relevant to the learners' needs. In addition, the components provided in the textbook should match the indicators required.

Textbook for Vocational Students

A good English textbook for Vocational students is designed based on the analysis of students' needs. Students' needs are purposed for continuing to higher educations/ college, facing working competence, or going abroad. It can be categorized into specific skills for Listening, Speaking, Reading, or Writing. Those can be analyzed by doing interview and giving questionnaire. Textbooks for Vocational students focus on communicative learning activities have been prescribed, the students develop proficiency in Functional English for vocational purposes. Learner-centred textbooks provide opportunities for students to interact with each other and practise language skills in simulated situations. Textbooks that focus on communicative learning activities have been prescribed, so the students develop proficiency in Functional English for vocational purposes. Moreover, the textbook series looks a lot more at developing students' practical language competence, especially the oral communication ability in daily life and future work.

According to Marsigit (2008) that in term of teaching learning process, the textbook are able to employ English to introduce and learn technology, to encourage the students to communicate their results of learning, to achieve the objective of learning, and to develop teaching learning resources. It needs to appropriately use English-mediated interactions as a basis for expanded classroom interaction and develop the attitude with the students to this use of English.

The textbook is Competency-Based Education which focuses on the outcomes or outputs of learning not on the inputs to learning. Competencies reflect the description of skills, knowledge, attitudes, and behaviors required for effective performance of a real world task or activity which should be related to cultural and tourism development.

Conclusion

Analyzing the students' needs are needed to develop English Textbook for students of Vocational High School. It is purposed for continuing to higher education's/ college, facing working competence or going abroad which can be categorized into specific skills for Listening, Speaking, Reading, or Writing. In addition, it is focused on the needs as necessities (target), needs as wants and also needs as lacks. Those needs must be considered vividly for developing text book for vocational students. The use of textbook will so influential toward learning process if the materials provided and relevant to the learners needs. In addition, the components provided in the textbook should match the indicators required.

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