

**DESIGNING ENGLISH VOCABULARY BOOKLET FOR MOTORCYCLE
ENGINEERING DEPARTMENT OF VOCATIONAL HIGH SCHOOL**

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Abstract

In Vocational High School, the students mostly learn vocabulary from a general course book. However, the entire vocabulary that they learn is not related with the vocabulary that they will use in their future work field. The research aimed to find out the target needs, to describe the learning needs, and to develop an appropriate English vocabulary booklet for the students of the Motorcycle Engineering Study Program of SMK KH.Ghalib Pringsewu. The research is categorized as Research and Development (R&D) research design. A need analysis questionnaire is distributed to the students. Based on the result, 80% of the students need support for their future job including the need for learning English vocabulary to access the information correlates with their work. Meanwhile, 70% of students having lacks or difficulties in learning English materials such as in memorizing, expressing sentences, and reading the text because they do not understand the meaning of the word. Moreover, 76% of students want to learn English appropriate with their major equipped with media like a worksheet, used LCD, and the pictures with its meaning. The product designed consists of three small unit in the form of booklet including materials and exercises. After the writer draft of the materials was developed; the materials were then evaluated by experts' judgment. Based on materials evaluation the main score of all aspects of developed materials was 3.35 which is categorized as "Very Good".

Keywords: English vocabulary, Vocabulary Booklet, Motorcycle Engineering

INTRODUCTION

The core of learning language is leaning its vocabulary. It would be impossible to learn a language without language. Knowing a foreign language has become crucial to reach information. Learning vocabulary is the fundamental step to learn a foreign language (Başoğlu & Akdemir, 2010). Sometime it becomes the difficult part for learning English as mentioned in (Derakhshan & Davoodi Khatir, 2015) that one of the difficult parts of learning the target language for English language learners is the acquisition of vocabulary. Vocabulary an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. (Chen, 2011) states that the amount of vocabulary students store in their brains will assist

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them in understanding reading, especially when students' first language is a non-alphabetic language. It also states the breadth of vocabulary knowledge usually is represented as vocabulary size, which refers to the numbers of the words that second language learners know, rather than emphasizing on how well learners know given words. Relevant research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz in Mofareh, 2008). Moreover (Aziez, 2011) suggest that the students can successful in passing the national exam if the students knows the top 4,000 words in the British National Corpus High Frequency Word List. In brief, there is an urgent of learning vocabulary to strengthen their skill in English.

Vocational High Schools was designed to prepare the students to work right after they graduate. Each institution hoped the students' entire product is quality in the future. (Rahmi & Sutantie, 2018) states that Vocational education and higher education have many similarities and distinctions. The equation is designed to provide students with skills that are relevant to the workplace. The distinction is at the level; the term vocational education is used at the Vocational High School level (SMK). While vocational education is at the diploma or other higher education level that focuses on equipping students with particular skills. The goal of vocational education is to produce competence that meets the demands of the global business community. That is, vocational education, SMK, must have a tight link with the World Business World Industry, as this relationship may be helpful for curriculum design, learning process, and facilities for SMK learning assessment. This includes providing industry information and training to SMK instructors. Thus, the capabilities provided to students are truly relevant to the demands of the World Business World. As a result, SMK graduates who are of productive age and have competence can be accepted into the labour market. Moreover, Vocational high schools are educational institutions that train students in a variety of sectors of expertise. Students are guided and taught skills at vocational schools based on the competencies they have chosen. National topics and territorial material are taught in addition to vocational content. One of the subjects of national contents is English (Directorate of SMK Development: 2013). To master English well, students have to require understanding the English skills and components that are in the English lesson. One component of English is very important so that students can master the English language well is vocabulary. It is important for students to master vocabulary because without knowing the vocabulary

students can not to listen, speak, read and write well. Through this research is expected the students can know many vocabulary and can apply it appropriate with their specific skill. As we know that English always considered as one of subjects to be taught in almost all levels of education, but in schools the students learn about vocabulary materials in general.

Vocational high school KH.Gholib is one of the Vocational High Schools in Pringsewu, Lampung. It provides students with many kinds of study programs to master a specific skill of their interest. The study programs provided are Computer and Networking Engineering, Motorcycle Engineering, Automotive Engineering Study Program. The learning teaching specific to Motorcycle Engineering study program. In this case, the researcher only concerns on Motorcycle Engineering Study Program, because as we know that automotive for Motorcycle Engineering the students need the ability to master in English, so that they can compete the automotive in the era of globalization and in appropriate with interviews, surveys, and observations that was found the researcher, almost of the students Motorcycle Engineering learn English is that they want to worked in other country and foreign companies after they graduated. However, teacher tends to use general course book and in the book there is nothing specific vocabulary that related with their specific skills. It is supported by previous research by (Mahbub, 2018) that students of vocational high school are (1) a lack of opportunity to develop students' oral communication skills due to the teaching- learning practices that are simply emphasized on teaching English grammar and reading exercises, (2) lack of quality textbooks, (3) small quantity of English learning materials that contain vocabularies and/or technical terms in the areas of computer engineering and networks (TKJ) program, and (4) the lack of students' self-awareness of English language learning due to their perceptions toward English influenced by their surroundings. One of the highlights from those findings is the irrelevance between vocabulary that they learn from text book and the vocabulary that they have to use in real work field.

Considering that case, the students of vocational high school should learn vocabulary based on their work need. As in the case students of Motorcycle engineering program should learn vocabulary related to parts of motorcycles to prepare them in facing the global competition. Regarding these, the English for Specific Purposes is required to support their English proficiency based on their major. Therefore, the teachers should consider English learning vocabulary materials which are suitable for the students' need. There are some researches related to this study. Firstly, the study conducted by

Nawang Sari (2014) entitled "Developing Appropriate English Speaking Learning Materials For English Tutorial Program For The Students of International Mathematics Education Study Program of Yogyakarta State University". The objectives of this research were 1) to identify the target needs and learning needs of the students of International Mathematics Education Study Program of Yogyakarta State University 2) to develop appropriate English speaking learning materials for the students of International Mathematics Education Study Program of Yogyakarta State University for academic purposes. Secondly, the study conducted by Purnamasari (2015) entitled "Developing English Learning Materials for Grade X Students of Beauty Study Program". This study was an Research and Development. The subjects of the research were Grade X students of Beauty Study Program of SMK N 3 Magelang in the academic year of 2014/2015. There were two types of questionnaires used in this research. The first was a needs analysis questionnaire to find out the target needs. (Mahbub, 2018) states Although the importance and usefulness of need analysis have been acknowledged around the world, it is hardly surprising that only a small number of contemporary studies have been reported in the context of vocational education in secondary level, particularly in Indonesia.

In recent years, the demand for an innovative ESP for university students in Indonesia has increased because ESP provides more advanced, specialized, and academic material, and matches study programs taken by students, particularly at higher education settings where students are trained to perform on-the-job (Kusni, 2013). The researcher uses need analysis to find information about what the students need in their language skills. The selection of goals or objectives, materials, topics, and teaching techniques is also dependent on the target needs of learners. The selection of goals or objectives, materials, topics, and teaching techniques is also dependent on the target needs of the learners. Akyel & Ozek (2010) highlighted that need analysis is a reliable and useful tool that aids instructors in identifying students' important needs. A need analysis involves various methods, including data collecting on the perspective of students' wants, learners' needs and hopes, beliefs and perspectives, and so on (Lee, 2016). As a result, it is determined that need analysis instruments include the students' need, want, and lack. The use of need analysis in creating a product to improve English teaching quality in Vocational High School, with the ultimate objective of increasing students' English competency and preparing them to be strong characters as professional employees in today's workplace.

RESEARCH METHODS

Design

There are so many kind of the research method; one of them is Research and Development (R and D). In this research, the writer tried to make new products related with the aims of the research itself. Research and Development is a process used to develop and validate educational products. Therefore, this research was classified as Research and Development since it aims to develop a finished product that can be used appropriately in an educational program. In other words, Educational Research and Development (R&D) is a process that is used to create and test educational products. It refers to a cyclical set of study, measurement, and development processes, with each step always referring to the outcomes of previous steps until a new educational product is obtained. Borg and Gall in (Bin-Tahir et al., 2019). (Fathimiyah, 2019) mentions the steps based on the Borg and Gall design such as: the first was need analysis. The researcher attempted to pinpoint the student's issue during the learning process. It entailed gathering information in order to understand the students' needs and interests. The product was designed based on the need analysis in the second stage. The third phase was for expert judgement to validate and directly edit the product. The researcher revised the product based on the comment and suggestions of the experts. It becomes the first revision. The step fourth was trying out the product. It was important to identify the weakness of the product. The process of trying out the product helped the researcher identify any part that needs to be changed or added. The second revision occurred in this step. Then, the last step of the development process was the final product. In this phase, the writer should ensure that the product has achieved the expectation of the students' needs and interests.

Participants

The respondents' demographics were 27 students as volunteered to take part in this study. When this research was performed, all of the students were from motorcycle engineering department majors who had English as their compulsory subject.

Data Collecting Technique

Firstly, the needs analysis questionnaire was used to gather the data of the target and learning needs in English. The learners were asked to answer several questions related to their characteristics and needs in learning English by choosing one or more options from several options provided. The teacher was interviewed informally to

support the data from the questionnaire. Secondly, opinions and suggestions from the experts are proposed through the expert judgments questionnaire to find the appropriateness of the designed materials. The data of the research is the forms of qualitative and quantitative data; the qualitative data is gained by giving description of the situation during implementing the product in learning and teaching process, while the quantitative data is take from the score of students when they used the product.

Data Analysis Technique

The data analysis process begins with computing the results of questionnaire using a basic statistical method and displaying in the form of percentage.

FINDINGS AND DISCUSSION

A need analysis was conducted to assess the students' target and learning needs. The questionnaire was distributed to the students in November 2017. Target needs cover a number of important distinctions which included necessities, lacks, and want (Hutchinson and Waters 1987: 54) The results are described below.

Table 1. Students' Necessary Level to Have

	Items	N	F	Percentage
The students' necessities in learning English	The reason of the students learning English because they need ability English skill in their job. After they graduated from vocational high school they need to service foreign people. Students need learning English vocabulary to improving achievement in their work Students need learning English to access the information that have correlation with their work. To get more information and new knowledge appropriate with their job.	27	2184	80%

Table 1 shows that the most of the students consider that they need to be support for their future job, the students need learning English vocabulary to improving their achievement in their work, and they need English to access the information that have correlation with their work. The need analysis from 27 of students of Motorcycle Engineering Study program they almost give the score 3-5 in the analysis questionnaire. Here the researcher take the frequency in general score, after the researcher analysis the

students necessities the researcher sum the score into general frequency. So here the researcher found the score in necessities learning English vocabulary materials for Students Motorcycle Engineering study program is (80%).

Table 2. Students' Lacks

Items		N	F	Percent age
The students' lacks in learning English	Difficult to express some word or sentences.	27	1892	70%
	Students difficult to understand the meaning of word.			
	Students difficult to read the text in English.			
	Students having less ability in memorizing vocabulary.			
	Students do not master appropriate vocabulary related with their major.			

Table 2 shows about the students lack in learning and teaching process. In need analysis questionnaire the lack from learning English they give score 2-4. The difficulties that students have in learning English materials is the students' lacks in memorizing, express sentences, difficult to reading the text because they not understood the meaning of word and know about vocabulary appropriate with their major. From 27 respondent the researcher get general frequency is get score 1892 it means that they less in English vocabulary materials is (70%).

Table 3. Students want

Items		N	F	Percent age
The students' want in learning English	Students want the topics that appropriate and relate with their major.	27	2071	76%
	The effective learning used media like worksheet, LCD , etc.			
	Students want learning English language vocabulary with pictures based on their major.			
	Students want learning vocabulary identify about kind of think.			
	Students want learning vocabulary matching word and pictures.			

From the analysis questionnaire the students want about learning English get score frequency 2071, it means that they want learning English appropriate with their major, they also when they learning English they have media like worksheet, used LCD, and when they learning English vocabulary they can see about the pictures and meaning, they also want in the worksheet it is making they have fun in learning process. From their

want in analysis questionnaire they give score start from 2 until 5. From the result above, it can be conclude that the students' wants in learning English are being able to master in vocabulary is 76%.

The syllabus is used as the guideline to develop the learning materials. The design of the syllabus based on the results of the needs analysis questionnaire. The developed syllabus consists of the identity of the syllabus, core competence and basic competence, the number and names of the each unit. The analysis of syllabus is to help researcher make the product for the students Motorcycle Engineering program study. Syllabus in second semester in Vocational High School identifies functional text.

The product designed in this research is included in a small unit; the draft of materials consists of three units. Each unit have text or materials and exercise. After the writer draft of the materials was developed; the materials were then evaluated by experts' judgment. The evaluation was conducted by providing a questionnaire to the expert. The questionnaire was adapted from the standard Assessment guide book for SMK KH.Gholib Pringsewu, Lampung at Motorcycle Engineering study program. It consisted of four aspects, there are: content, appropriate presentation, appropriate language and graphic. Over all the materials about Vocabulary for Motorcycle Engineering study program are adequate, there are some suggestions from two experts' judgment about the materials. Based on materials evaluation the main score of all aspects of developed materials was 3.35 which is categorized as "Very Good".

This research support the theories that material development is critical in teaching ESP since it demonstrates the teacher's inventiveness and understanding of the subject. Materials may be described as everything or any source that can be utilized to help a learner learn a language. In creating the material the designer is responsible for ensuring that the material fulfils the needs of the learners. Paltridge and Starfield (2013) made three recommendations for material designers to consider:

- a. Contextualized text and scenario drawn from the student's core skills - either actual or simulated. These will automatically provide pupils with access to the language they require.
- b. Make use of resources that are fundamentally distinctive and address students' specialization and major.
- c. Make the tasks as well as the tasks real - bring the student to do activities using the resources that they will need to accomplish in their future job setting.

The efforts undertaken for motorcycle engineering department are materials that are interwoven with the real-world context.

CONCLUSION

The final product of this research is English learning materials for Grade X students of Motorcycle Engineering Study Program. The result of this research is expected to be beneficial for the English teacher in Vocational High Schools and other materials developers. The first suggestion is related to the input of the materials. Based on the results of the needs analysis, the students of Motorcycle Engineering Study Program want to have input texts that are related to their expertise.

The findings and discussion of this study focused on the components that needed to be adjusted in the context of teaching English for Specific Purposes to Motorcycle Engineering Study Program students at a university setting. The benefits of this research impact not just the lecturer/practitioner, but also future researchers.

- a. Understanding students' language competency is critical for lecturers/ practitioners when creating instructional materials. Students' flaws must be addressed, and their strengths must be enhanced.
- b. Teaching ESP entails educating students for the context of their future careers. As a result, the topic chosen should address job-related issues and action.
- c. The findings of this study are intended to aid in the improvement of ESP curriculum and courses for Motorcycle Engineering Study Program students.
- d. This research may be used by future researchers/teachers/practitioners to accelerate the advancement of ESP for Motorcycle Engineering Students and to refine curriculum and resources of English for Vocational high school.

It is also suggested to provide texts that contain current Motorcycle Engineering and relevant vocabulary. The texts can be adopted or adapted from many sources. It is also suggested to insert some pictures for the need of materials' presentation. The pictures may help the students to acquire the materials well and motivate students in the learning process.

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