



The impact of Using English Curriculum Design Based on Industry Needs in English Teaching on Vocational School to Improve Students Motivation and Skill for Industry Standard Working Communication

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Abstract

The output of vocational school still has lower competence in English communication for industrial standard, so it needs innovative English curriculum to solve this gap. This research presents the result of implementing English Curriculum Based on Industry Needs (ECBIN) on vocational school. Following Rashidi (2016) this research uses questioners to find the perception of students and industry ECBIN. Students and industry perception also is collected from interview to 36 students and 5 managers of Industry uses vocational output as workers. To find out the impact of implementing ECBIN on vocational school to the students skill, this research conduct experimental activity. The result of research shows that the firstly the competence of students after treatment ECBIN, students' competence increased by average of speaking score 75.58, listening 72.65, reading 80.34 and writing 78.56 for average. The score of students before treatment is 65.30 for speaking, 54.35 for listening, 70.12 for reading and 60.45 for writing skill. Secondly, it is found that students perception to ECBIN shows positive significantly 65,45 % agree and 11,57% students are strongly agree. Thirdly, Industries stated 61,11% agree and 17,60 % are strongly agree that ECBIN is very useful to support the output of vocational school for their career. So it can be concluded that English Curriculum based on industry or work field is more effective and useful for students and also companies. Vocational school in Indonesia should change English curriculum from general English to ESP.

Keywords: English Curriculum Based Industry Needs (ECBIN); English Students Skill; vocational school.

Introduction

Vocational school needs innovative curriculum to prepare the output in order to has competitive skill in English communication for industry standard. The English for specific need is one of choice to motivate student in learning English to prepare their future in working. The ESP such as English for working or business is interesting to apply in learning and teaching English. Prachanant (2012), Pinelopi (2015), and Li (2016), Zahedpisheh N and Saffari N (2017), and Farrell, T. S. C., & Bennis, K. (2013) in their research about the using of English for Specific purpose shows that ESP is more effective to improve skill and motivation especially in communication. Communication is essential to work, express idea and socialize to other people (Syafryadin, et al. 2019; Syafryadin, 2020; Syafryadin, et al. 2020; Noermanzah, et al. 2020). Moreover, they discuss that the research shows that it can explore students' skill more. It shows that ESP is more efective for vocational school. Because of the condition of teaching and curriculum in vocational school in Indonesia, it is important to design a curriculum for solving English skill students of vocatioanal school problem. As study from Ahmed (2014), Alkhatib (2005), Baghban (2011) Basturkment (2010) Borgi & Anna (2005), Basthomi Y (2016) Fiorito L (2005),



Hutchinson, T and Watter (1992), Kitkauskienne L (2006), Leong AM and Li J (2006), Liu. W and Huang Y (2013), Masaumpanah, Z and Tahririan M H (2013), Pham H L and Malvetti (2012), Dja'far, V. H., Cahyono, B. Y., & Bashtomi, Y. (2016), they discuss about teaching English for Specific Purpose (ESP). It can be understood that teaching English by using suitable curriculum related to the purpose give better result.

The innovation of learning and teaching English can be started by design of English Curriculum based on industry communication needs. As Ricards J.C (2001), Yin R.K (2009), Esteban, S. G., & Martínez, C. T. (2014) and Safnil (2019) discuss about the important of curriculum development in teaching English. Nasihin (2019) conducted research about teaching English for motor cycle technique students which result shows that English material contained technical language is more effective to increase students motivation and skill.

This study was an attempt to answer research question: the firstly, how is competence of students in Vocational school after following learning by using ECBIN; secondly how is the perception of students after following learning activity by ECBIN and thirdly, how is industry perception about learning and teaching English by using ECBIN related to industry work.

Research Methodology

Following Nargers Rasidi (2016) this study is used mix method. To find out the impact of implementing design of English Curriculum based on industry communication needs on vocational school to the students skill, this research conducted experimental activity. The students consist of 36 persons 31 female students and 5 male students. They followed English learning and teaching with materials such as; 1) Presenting proposal of the job in industry or company; 2) Presenting report of a job or project which has finished; 3) Presenting and responding manual book of operating tools; 3) Responding instruction of oral or sound based on the field study or work information; 4) Responding instruction of written form about work activities; 5) Writting Bussiness letter and report of Job. In the end of semester, they followed test to know the improvement of skills in using English in communication.

The perception also is collected from interview to 36 students in second years. The perception of learning and teaching English by ECBIN takes from 6 managers of Industry who uses vocational output as workers at their company. According to Ary, D., Jacobs, Lucy, C., Sorensen, C., & Razavieh, A. (2010), the questionnaire must be scored, so the score as strongly agree (5), agree (4), not sure (3), disagree (2) and strongly disagree (1).

Findings and Discussion

Findings

The questions in this study were how competence of students in Vocational school after following learning activity by using ECBIN; how the perception of students in Vocational school after following learning activity by using ECBIN; how industry perception about learning and teaching English by using ECBIN.

The result of reseach shows that the firstly the competence of students after treatment ECBIN on vocational school increase by average of speaking score 75.58, listening 72.65, reading 80.34 and writting 78.56 for average. The score of students before thatment is 65.30 for speaking, 54.35 for listening, 70.12 for reading and 60.45 for writting skill. They are such as in table 1 below:

Table 1. student skill improvment by implementing ECBIN on vocational school

Kind of skill in comunication	Score		Gap of score	percentage
	Before	After		
Speaking (Presentation, stating report and giving instruction)	65, 30	75,58,	10,28	15,74%
Listening to presentation, reporting and receiving instruction	54,35	72,65	18,30	33, 67 %
Reading paper or letter of bussiness, factual report of work and manual book of working thing.	70,12	80, 34	10, 22	14,58%
Writting letter, report and instruction of work or SOP.	60,45	78,56	18,11	29,96%

Secondly, it is found that students perception to the ECBIN on vocational school shows positive significantly 65,45 %. Students state that they agree that learning English by ECBIN on vocational school is interesting and useful for their job. 11,57% students are strongly agree that this curriculum and learning development can give usefull achievement for them. The second result can be seen in table 2 below:

Table 2. students perceptions to ECBIN on vocational school in English learning and teaching.

Questions/items	Frequen cy & Percent	Strongly disagree	Disagree	Not Sure	Agree	Strongly Agree	Total
Q1. ECBIN on vocational school is interesting	Fre	2	7	2	20	5	36
	Per	5,56	19,44	5,56	55,56	13,89	100
Q.2. The class activity of speaking, listening, reading and writting by ECBIN on vocational school is usefull for my future.	Fre	0	3	2	24	7	36
	Per	0	8,33	5,56	66,67	19,44	100
Q.3. I can speak, listen, read and write English for working need after learning by ECBIN on vocational school	Fre	1	2	7	23	3	36
	Per	2,78	5,56	19,44	63,89	8,33	100
Q.4. I have Confidence to speak, listen, read and write English about working in my	Fre	2	1	3	26	4	36
		5,56	2,78	8,33	72,22	11,11	100

field/ competence program	Per						
Q.5. I am sure I can pass selection of working test about English competence after I studied by ECBIN on my school.	Fre	0	1	4	29	2	36
	Per	0	2,78	11,11	80,56	5,56	100
Q.6. ECBIN on my school help me much to do my job.	Free	0	2	2	28	4	36
	Per	0	5,56	5,56	77,78	11,11	100

From interview, Tobing said : Learning English based on industry need is more interesting and it is easier than learning general English” (Interview: June 2018). Other student, Dery said: by following this class I believe that this English is helpfull in my future, so this motivation supported me to be competent in speaking, listening, reading and writing English about working in my field/ competence program” (Interview: June 2018)

Thirdly, there are six big companies state that ECBIN helped the students of vocational to increase their carer in their company. They are Bank Rakyat Indonesia (BRI), astra honda Motor, Telkom Indonesia, Astra International Toyota, Astra International United Tractor and Sinetsu In Malaysia. They concluded that 61,11% industry owner agreed that the ECBIN on vocational school is very useful to support the out put of vocational school for their career in Industry or job field. 17,60 % industry are strongly agree that this curriculum and learning developement is suitable, useful, helpfull, and probably accepted by industry. The tird finding can be seen in tabel 3 below:

Table 3. The perception of industry toward Using ECBIN in Vocational School

Questions	Frequen cy & Percent	Strongly disagree	Disag ree	Not Sure	Agree	Strongl y Agree	Total
Q1. ECBIN on vocational school is suitable for candidate of worker.	Fre	0	0	1	4	1	6
	Per	0	0	16,67	66,67	16,67	100
Q.2. The Materials of speaking, listening, reading and writing by ECBIN on vocational school is usefull for worker future in my company.	Fre	0	0	0	5	1	6
	Per	0	0	0	83,33	16,67	100
Q.3. Out Put from Vocational School can speak, listen, read and write English for working need after learning by ECBIN	Fre	0	0	0	4	2	6
	Per	0	0	0	66,67	33,33	100
Q.4. the graduating student From vocational School look confidence to speak, listen, read and write English in working activity on my company.	Fre	0	0	2	3	1	6
	Per	0	0	33,33	50,00	16,67	100
Q.5. the graduated students of vocational school can pass selection of working test about English competence after following learning by ECBIN	Fre	0	1	0	4	1	6
	Per	0	16,67	0	66,67	16,67	100



Q.6. Teaching English by using ECBIN can help worker to finish work at industry.	Fre	0	1	3	30	2	
	Per	0	11,11	8,33	83,33	5,56	

From interview to Muhyudi from Astra said: “ English in Industry is very important, so if Vocational School prepare ESP for student based industry or their program needs, it will help them to get good job and good in career” (Interview: June 2018). Meki from Sinetsu said: By mastering English in working place or special English based their study program, the graduated of vocational school can get good position” (Interview: May 2018)

Discussion

The first, the improvement of students’ skill by this implementation of ECBIN in teaching and learning English on vocational school as discussed above supported to previous findings such as from Prachanant (2012), Pinelopi (2015), dan Li (2016) they had found in their research that the using of English in torism industry can explore students skill more. Nasihin (2019) also found that the using of learning media or material engineering technical content could improve motivation and skill of motorcycle technics student in vocational school. Qin (2018) also found in his research in vocational school English learning for speaking class that action research is a useful and practical way to propel the development of the oral English teaching in higher vocational education. The skill of students were improved by ECBIN such as; (1) presentation skill in speaking; (2) understanding instruction in manual book; (3) taking information from oral source in work activity.

Secondly, the finding shows that this curriculum can increase students’ motivation in learning English because it is more interesting. It is in line with researches from Xhaferi (2010) and Pham, H. L., & Malvetti, A. (2012) that ESP courses deal mostly with “language in context” rather than “language usage” (grammar rules or ways of structuring the language). ECBIN is specifics construct based work situation communication. It is in line with the term ESP is defined as “goal oriented language learning” (Robinson, 1991). Hutchinson & Waters (1992) define ESP as an approach to language learning which is based on the learners’ needs. So by this curriculum students believed that English is useful for their future and carer.

Thirdly, Industry had positive image and trust to ECBIN implementation on Vocational School for students skill when they come to work in industry. This finding confirm previous research by Prachanant (2012), Pinelopi (2015), and Li (2016), Zahedpisheh N and Saffari N (2017), and Farrell, T. S. C., & Bennis, K. (2013) in their research about the using of English for Specific purpose shows that ESP is more efective to improve skill and motivation. Moreover, they discuss that the research shows that ESP can explore students skill more. So industry can give trust of Students’ English skill from Vocational school by implementation English for Specific purpose or ESP.



Conclusion and Suggestion

The research of using the ECBIN can be concluded that ECBIN effectively can improve students' skill in speaking, listening, reading and writing in communication of working in industry. Secondly, students got improvement in motivation to learn English due to the ECBIN implementation because it is near with their daily activity. Thirdly, industry gave trust for implementing the ECBIN on vocational school to prepare students before work.

From the research, it can be suggested that the positive impact is from the increasing of students' skill, students' motivation and industry trust to vocational school. So, this curriculum can be applied to all vocational school by revision based on skill program in certain vocational school. Then, the research about relevant method and materials teaching for vocational school English is still important to conduct. In addition, by using ECBIN industry will trust and accept the output of vocational school.

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