

Examining English textbook prototype development for vocational high school students

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Abstract

This article examines the development of an English textbook prototype for vocational high school students of the Hotel Accommodation study program. Employing a research and development design, the study involved several steps of the procedure: needs analysis, product development, product validation, product revision, product tryout, and final product development. The results of this research were three units of learning materials, which content and topics mostly made related to the hotel fields by covering relevant daily activities and current issues and including various types of activities that cover the four English skills. Based on the field-testing results, the designed units were eligible to be applied in the instructional process as indicated by the mean scores of the students' agreement ranging from 4.2 to 5 on Likert scale. This textbook prototype offers an insight into what English learning materials for Hotel Accommodation Study Program is supposed to be. Thus, it can be an alternative model of learning materials for teaching English for VHS.

Keywords: English textbook prototype, VHS students, hotel accommodation

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INTRODUCTION

Vocational education aims to prepare learners for careers based in manual or practical activities, occupation or vocation, in which the learner participates (Berns & Erickson, 2001; Billett, 2011, p. 3; Kuijpers & Meijers, 2012; Rahayuningsih et al., 2018; Zelloth, 2014). The term vocational is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology. Vocational education might be contrasted with education in a usually broader scientific field, which might concentrate on theory and abstract conceptual knowledge, characteristic of tertiary education. Vocational education enhances students' professional life and competitive improvement. Billett (2011, p. 8) states that professional improvement can be achieved by concerning the growth of the quality and quantity of vocational high school (Kunter et al., 2013). Meanwhile, vocational education can be at the secondary or post-secondary level and can interact with the apprenticeship system.

In Indonesia, vocational education is recognized in the secondary program of education or called as *SMK (Sekolah Menengah Kejuruan)*. To meet the labour market that is to become more specialized and economies demand higher levels of skill, The Indonesian government increasingly encourage and invest in the future of vocational education through publicly funded training organizations and subsidized apprenticeship or traineeship initiatives for businesses.

Government regulation number 19, 2005 of the Standard of National Education, elaborately defines that the goal of vocational high school education *prioritizes to prepare students for employment and developing professionalism* (Peraturan Pemerintah Republik Indonesia no 19 th 2005 tentang Standar Nasional Pendidikan, 2005). Whereas the previous regulation from the Ministry of Education and Culture Number 04907 U/1990, the goals of vocational high school education were: (1) preparing students for higher education level or expanding their primary education, (2) improving students' ability as the

member of society to maintain a mutually beneficial relationship with their social and cultural environment, (3) improving students' capability for self-development in science, technology and arts, (4) preparing students for employment and developing professionalism. One of the requirements to develop the students' professionalism is mastery of English language proficiency.

English teaching at the vocational high school is more specific compared to other educational institutions. The regulation of National Education Minister (Badan Standar Nasional Pendidikan, 2006) states that English teaching at the vocational high school should aim at equipping the students with English communication skills to help them communicate in the context areas of their expertise. It means that English teaching at vocational high schools should consider the linguistic skills needed in the target situation of each study program.

To reach the goal in teaching English at a vocational high school, there are many considerations which should be taken into accounts such as the method of teaching and learning, the curriculum and the learning materials. Providing relevant English learning materials play a significant role to support the teaching and learning process. The learning materials are useful to facilitate the students to achieve the goal of learning. Furthermore, English learning materials can be seen as exposure to the use of the language, which will help them in achieving higher proficiency in English. Unfortunately, materials which are relevant or even appropriate to the needs of the students of vocational high school are limited.

Developing a textbook prototype for students at vocational high school is required. Research and Development (R&D) design is considered appropriate to be applied since this research aims to develop a new product in the form of a set of learning material for vocational high school students. (Gall et al., 2003), R & D is a model of development which is used to create or design a new product and procedures, which then are systematically field-tested, evaluated and refined until they meet specified criteria of effectiveness, quality, or similar standards. The product produced by R & D includes teachers' training materials, learning materials, sets of behavioural objectives, media, material, and management system.

The materials developed for VHS should meet the learners' needs and follow the principles of English for Specific Purposes (ESP).

Huchinson and Waters (1987) define ESP as an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning. The needs of students become the foundation of ESP. Needs are defined by the reasons for which the students are learning English.

The needs analysis should determine the objective and the content of a course. Nation and Macalister (2010, p. 10) state that "the needs analysis refer to *what the students know and what they need to know*". Its result gives information about the appropriate and relevant aspects for the students to learn. The procedure of collecting the data of what the students' needs, also known as need analysis (Richards, 2001, p. 51). Moreover, (Dudley-Evans et al., 1998) explain that needs analysis also involves the process of establishing what and how of a course, the data of information obtained through needs analysis will be used as the basis of consideration to the next steps. Thus, needs analysis is the first step in developing the materials.

According to Tomlinson, materials development refers to anything conducted by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake (Tomlinson, 2011). Nunan, meanwhile, suggests that good materials should: (1) be linked to the curriculum they serve; (2) be authentic in terms of text and task; (3) stimulate interaction; (4) allow learners to focus on formal aspect of the language; (5) encourage learners to develop skills in learning-how-to-learn; (6) encourage learners to apply their developing language skills to the world beyond the classroom (Nunan, 1988).

In developing materials, the needs for skills integration in language learning should be taken into account since each language skill is not used separately in real-life communication. Exercising one or two language skills are not enough, we need to provide opportunities for enhancing all facets of language; this refers to using cooperative learning activities as one of the best ways to accomplish the situation. Harmer (1991) provides two reasons of the importance using integrated strategy in the classroom: (a) the fact that one skill may not stand alone without other skills, (b) when someone uses certain skills in dealing with specific activity, for instance, listening to a lecture, it must be followed by writing". Renandya and Jacobs (1998, p. 173) mention some points that teacher should consider concerning integrated strategy such as classroom

situation, learning approach, learning material, and student's assignment or simulation activities which be carried out by the students. Thus, learning materials for vocational high school students require more attempts on contextualized use to equip them with background knowledge related to their specific major.

This article tries to propose an appropriate textbook prototype for vocational high school students at the hotel accommodation study program. It is guided by several research questions: (1) What are the targets' needs of the 11th-grade students of Hotel Accommodation study program? (2) What are the learning needs of the eleventh-grade students of Hotel Accommodation study program? (3) How is the quality of the textbook prototype for the 11th graders in Hotel Accommodation study program?

Therefore, this article offers an insight into what English learning materials for Hotel Accommodation Study Program will look like. The offer is hopefully beneficial for the vocational high school teachers and students as well as the other material developer. A further step is expected as a follow up this article so that the materials become more effective.

METHOD

This research combined a model proposed by (Dick et al., 2009) and designing a course proposed by (Graves & Xu, 2000). The combination of the development model in this research is meant to simplify the procedure of the development. There were ten steps in this model encompassed: (1) identify instructional goals, (2) conduct instructional analysis, (3) analyze learners and context, (4) write perform objectives, (5) develop assessment instruments, (6) develop an instructional strategy, (7) develop and select materials, (8) design and conduct formative evaluation, (9) revise materials, and (10) conduct summative evaluation. Meanwhile, the model proposed by (Graves & Xu, 2000) narrows on the procedures of designing and developing the materials on how the contents and elements of teaching materials were compiled and inserted into the coarse grid. Therefore, the processes of the study arranging material into the unit. However, based on the need for product development in this research, those steps were categorized into five steps: *need analysis*, *design*, *develop*, *implement* and *evaluate*. The modification of those two models was used to developed English textbook prototype and presented as following:

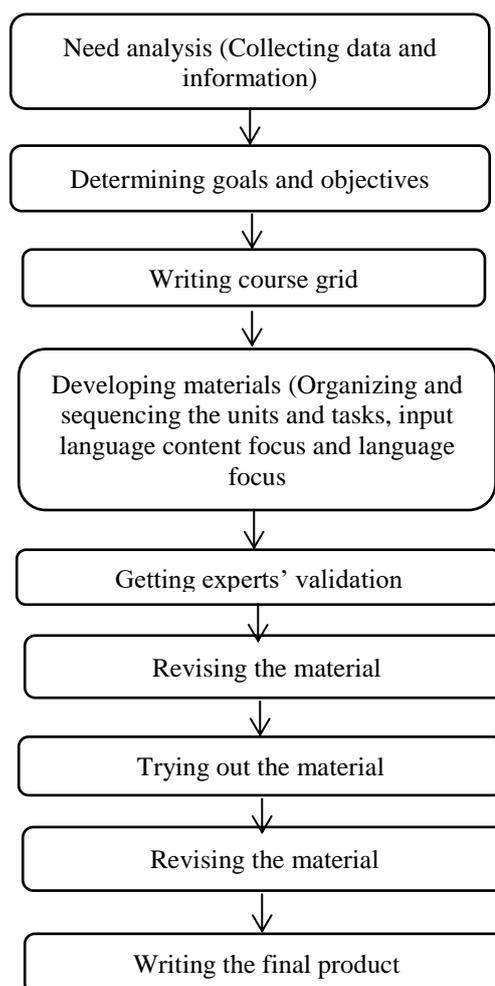


Figure 1. The Research Procedure

The subject of this research was the eleventh-grade students of Hotel Accommodation study program at SMKN 3 Bauabau in can be described as follows: (1) needs analysis subject was all of the students at eleventh-grade of hotel accommodation study program.; (2) first tryout subject involved 4 students who were selected randomly in class HA 2.; (3) second tryout was conducted involving 22 students from class HA 1.

This research implemented a descriptive qualitative approach with two types of data collected in this research through questionnaire and interview. The initial study used questionnaires to gather data about students' needs. Another set of questionnaires used in this research was to collect the result of content expert validation, teachers' evaluation and students' feedback towards the textbook prototype. Meanwhile, Interview was used to gather additional information about students' targets' needs and learning needs.

The qualitative data obtained from the questionnaire and interview were recorded and

then transcribed. Following Miles et al. (2014) these data were then condensed, constantly compared for analysis, displayed in tables or matrices so that conclusions can be withdrawn accordingly.

RESULT AND DISCUSSION

The Result of Needs Analysis

A needs analysis was aimed to formulate the course grid and later on to develop the textbook prototype. The needs analysis led to target needs and learning needs. The former involved students' necessities, lacks and wants. The latter consisted of learning input, procedures or activities, setting, students' role and teachers' role.

Target needs

In developing the materials appropriate to students of hotel accommodation study program, an assessment of needs was compulsory. These needs included *Necessities*, *wants*, and *lacks*. Thus, items of the instruments for data collection intended to obtain information on the student's necessities lacks and wants.

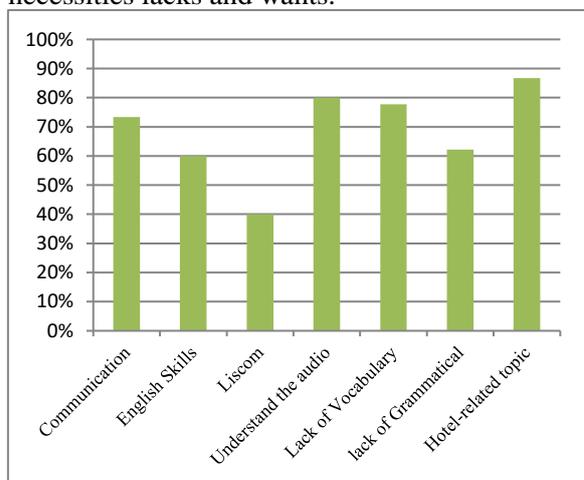


Figure 2. The Result of Target Needs

In terms of target needs, the students (73.33%) mainly preferred to use English as a medium of oral communication with customers and colleagues. The students' English skills, in general, can be classified into moderate (60%). It was quite clear that most of them still needed assistance in learning English.

Moreover, students felt that listening skill the most difficult to be learned. 40% of them (found it difficult in comprehending auditory inputs. Furthermore, when learning to listen, the students (80%) claimed that they fail to get the message from the source because it is too fast.

The developed textbook prototype needs to accommodate this. In learning speaking, the students (77.78%) had a problem in vocabulary. They found it difficult to speak because they had a limited vocabulary.

Meanwhile, the major difficulty that students faced in reading were that the students (60%) had limited vocabulary that makes them difficult to understand the meaning of the text they have read. These figures entail the importance of learning specific vocabulary in the target language contexts. Furthermore, in learning writing, the students (62.22%) agreed that it was difficult to apply the English structure in writing. This means that the developed materials need to accommodate the learning of English grammar as well.

Concerning the students' *wants* related to the preferred topic of the materials, from the entire topic provided, 86.7% of the students wanted to have specific hotel-related topics, especially in hotel accommodation study program.

Learning needs

The analysis of learning needs was viewed in three aspects, namely learning input, procedures or activities, setting, students' and teachers' roles.

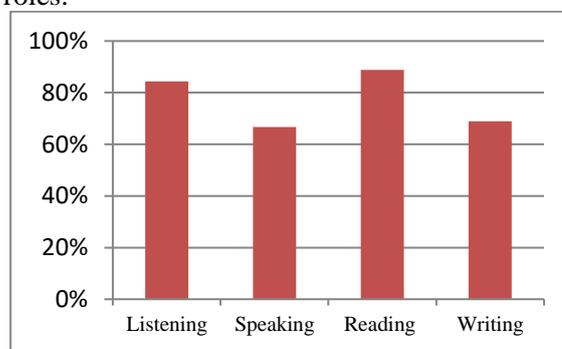


Figure 3. The result of Learning Needs Related to Input

Based on the result of needs analysis, most of the students (84.44%) preferred to have monologue or dialogue with a vocabulary list in learning to listen. The students felt difficult to identify the meaning of the spoken words. The majority of them (66.67%) wanted to learn to speak through monologue or dialogue with a vocabulary list and while only a minority of the students (31.11%) chose monologue or dialogue with terms related to hospitality. Concerning the input of reading, a substantial number of the students (88.89%) preferred texts related to the hotel business. Meanwhile, 68.89% of them

expected to practice writing by getting an explanation about the structure of the text.

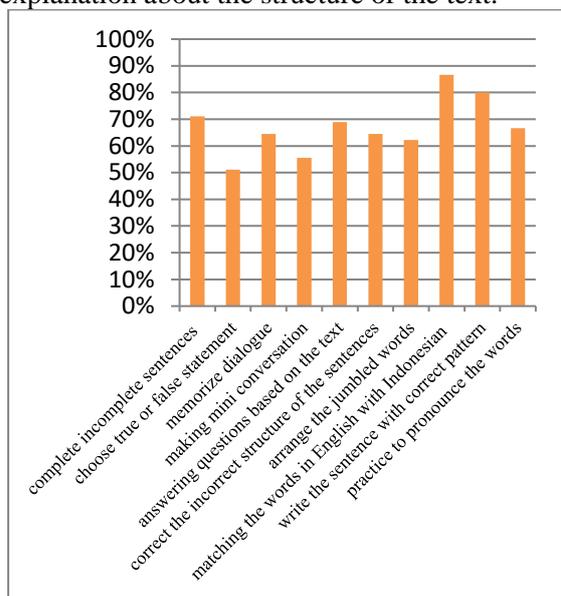


Figure 4. Expected Activities

Most of the students needed various activities in learning English. In terms of listening activities, 71.11% of them opted to cloze sentences activities based on the recording and more than a half chose true or false statement after listening to a monologue or dialogue (51.11%). In speaking, the students (64.44%) preferred to memorize dialogue and making mini conversation (55.56%). Furthermore, the most dominant reading activity students preferred were answering questions based on the text given (68.87%). While the second highest options chosen by the students was rearranging jumbled paragraph into good order. Further, writing activity that the students want to do was to identify and correct the incorrect structure of the sentences chosen by 64.44% of them and followed by arranging the jumbled words which were selected by 62.22% of the students.

In learning vocabulary, a large majority of the students (86.67%) (liked matching the words in English with Indonesian words and completing sentences or paragraphs with the given words. Grammar wise, they (80%) wanted to write the incorrect sentence patterns whereas 46.67% of them preferred to correct the error sentence structure with appropriate grammar. Meanwhile, related to the activities in learning pronunciation, more than a half of the students (66.67%) preferred to practice to pronouncing the words based on the phonetic transcription given and imitating the words pronounced by the teacher (46.67%).

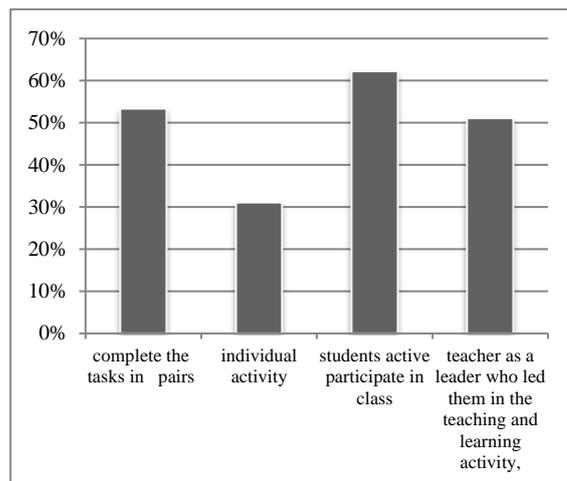


Figure 5. Learning setting & student and teacher roles

More than half of the students (53.33%) preferred to complete the tasks in pairs, while 31.11% of them chose individual activities. These indicate that students tend to carry out classroom activity in pairs. However, in developing a textbook prototype, the researcher combined those types of the classroom setting for their linguistics development. 62.22% of the students (agreed that they should actively participate in the whole teaching and learning activity in the classroom. Meanwhile, related to the teachers' role, the students (51.11%) wanted their teacher as a leader who led them in the teaching and learning activity, at the same time the teacher should encourage the students to actively participate in the process of learning.

Result of Development

Course grid

As the students learning and target needs were well identified, the next step was constructing a coarse grid as a reference in the materials development. The course grid consists of core competencies, basic competencies, unit title, indicators, language input and the procedure of the activities. The unit title in the materials was taken from one of the expressions used in each of the units. The input was organized based on the topic and basic competencies. Each task has an input, for example, the inputs for listening task are in the form of dialogue and monologue, and for reading and writing tasks are in the form of written texts. All of the inputs used are related to the topic. The procedure consists of the spoken and written cycle, which is divided into two kinds of activities, listening-speaking and reading-writing. Each task in every unit is explained in

well-structured instructions. To know the learners' progress in the understanding of the materials, an achievement indicator is also formulated in every unit.

Material development

There are three units of learning materials which each consists of about 19 to 23 tasks. The organization of the tasks referred to an approach of language teaching namely task-based language teaching. Based on this scheme, a unit design must consist of three phases, i.e. comprehension, production, and interaction.

The developed materials covered the four language skills, i.e. listening, speaking, reading and writing. The listening and speaking skills belong to the spoken cycle. Meanwhile, the reading and writing skills belong to the written cycle. Every cycle in a unit consists of some tasks which provide activities by which the students are expected to achieve the goal of learning. Generally, each unit is divided into three main parts. The first part is the introduction. It consists of the introductory page and warm-up activities. The purpose of the introductory page is to present the unit title and to introduce the learners about the topic and to inform the learners about the objectives of the learning. In addition, an introductory paragraph provides information about the situation or context in which they will use their language competencies. Meanwhile, warm-up activities help the students to build understanding about the topic that is about to be learned or schema building of the materials that will be learned.

The second part of the unit is the main activity. It is divided into spoken and written cycles. In each cycle, the learning activities follow the steps of the scientific approach that is required by Curriculum 2013. Those steps are observing, questioning, collecting, analyzing, communicating, and creating. The last part of the materials is reinforcement. It consists of homework, summary, and reflection. The reinforcement part aims to give students chances to have more practice about things that they just learned in the class.

Product Validation and Tryout Result

The expediency of materials was assessed through expert evaluation by looking at five aspects, namely, content, language, learning, presentation and graphic design. In general, the expert noted that the textbook prototype was appropriate and eligible to be applied in the

school. However, some points need to be revised. The revision was done mostly on language rather than on content. The suggestions from the expert such as *there were some grammar errors in the text both for monologue and dialogue and these were also found on the questions; there were some words used in the texts and instructions were predictably too difficult for the students, Words and technical terms in the text should be consistent, i.e. "procedure" and "procedural"*.

Furthermore, the teachers' evaluation showed good response to the textbook prototype. The teachers' stated that overall the material was good, but the teacher suggests that at the end of each unit, it would be good to provide glossaries related to the hotel field. The feedback from the experts and the teacher was, then, used to revise the draft of the textbook prototype.

Following the expert, validation was try-outs conducted twice in June to July 2016. The lecturer conducted the try-out, while the researcher served as an observer. Three units were trialled to teach the students who were encouraged to learn and practice according to the tasks given in each topic. Their performance was guided, monitored and evaluated by their lecturer and the researcher. The students' activities in the classroom were observed. Their interactions with their classmates and the lecturer and their performance were documented to see how much the developed materials are applicable to be used in the classroom.

The questionnaire used to gain the data from students' evaluation covered two aspects. They were content aspect and the quality of pictures and texts presented in the textbook prototype. The content aspects consist of some indicators, namely: (1) the suitability between the contents and the students' needs, (2) the feasibility of textbook prototype for the students' progress in learning English, (3) whether the students were able to understand the words and sentences used in the textbook prototype, (4) whether the topic in the materials related to the hotel field, (5) the contribution of the theme implied in the monologue and dialogue to support students' knowledge in hotel field, (6) the explanation about the text, and (8) whether the students can do the task.

Based on the tryout result, the product was found effective in teaching eleventh-grade students of hotel accommodation study program. The English textbook prototype contained topics around hotel fields; the teacher could motivate and support the students to develop their English

skills at the same time they can learn more about the hospitality industry. Meanwhile, the result of evaluation from the content experts, the teacher, and students' responds on the textbook prototype content and its implementation showed positive feedback. Thus, it indicated that the English textbook prototype was appropriate and eligible to be used in the English teaching and learning process for eleventh-grade students of hotel accommodation study program.

Discussion

The product in this research has been developed based on task-based learning approach. The product has the quality of content and language related to vocational school, especially for hotel accommodation study program. This is in line with vocational education aims to prepare learners for careers that are based in manual or practical activities, occupation or vocation in which the learner participates (Billett, 2011, p. 3; Kuijpers & Meijers, 2012; Zelloth, 2014). Furthermore, the product was designed using the ESP approach since the nature of the vocational high school students in learning English is related to the specific schooling purposes. The development process embraces the theory that ESP is an approach to language teaching, dealing with the needs of particular learners (Hutchinson & Waters, 1994). The effort to analyse students' needs is, thus, in line with (Hyland, 2006), who explains that "*the English teaching-learning process should be conducted based on the students' needs*". Therefore, the early stage of the development focused on gaining information about the students learning and target needs. By doing so, these developed materials are expected to be able to help students to increase their English skills as far as academic disciplinary contents, and future careers are concerned. (Saragih, 2014) states that professional improvement can be achieved by concerning the growth of the quality and quantity of vocational high school. One of the efforts can be made through the development of appropriate learning materials which reflect their needs and future career aspirations.

The textbook prototype, as the result of this research, has been developed based on the result of target needs and the learning need was done in the early stage of the research. The results of the needs analysis were used to design the course grid. It was developed to plan, order, and organize the whole information gained from the earlier stage. The course grid covered the core

competencies (KI) and basic competencies (KD) of Curriculum 2013, unit title/topic, indicators, input text, grammar and vocabulary, and learning activities. The parts of the learning materials are relevant with the six steps of unit development proposed by Nunan (2004, p.13) combined with the learning steps for the main lesson which follow scientific-approach based learning steps are taken from Curriculum 2013.

Then, the coarse grid was developed into three-unit learning materials which integrated the four skills: listening, speaking, reading, and writing. The concept of integrated skills in language learning means the attempt of teaching English focus on four language skills simultaneously. (McDonough et al., 2012, p. 202) argue "*integrated skills may also be used to include some other kinds of skills as well as the four language skills in a different context*". Further, (Harmer, 1991) provides two reason of the importance using integrated strategy in classroom: (a) the fact that one skill may not stand alone without other skills, (b) when someone uses certain skills when they are dealing with specific activity, for instance, listening to a lecture, it must be followed by another skill-based activity.

Apart from integrating the four skills, the textbook prototype was designed using task-based language teaching (TBLT) as the approach to materials presentation. TBLT is an approach to language teaching that uses tasks as the core unit of planning and instruction in language teaching (Nunan, 2004).

Richards and Rodgers (2014) stated that the way in providing materials, guideline and strategies to assist students in comprehending material is needed. The three units which are developed after establishing a course grid of the textbook prototype. Each unit consists of more than 20 tasks following the unit title and unit objective description. Each unit also has three main parts which consist of an introduction, lesson proper, and reinforcement. The introduction consists of an introductory page and warm-up. The purpose of the introductory page is to present the unit title and to introduce the learners about the topic and to inform the learners about the objectives of the learning.

Meanwhile, warm-up, which consists of some questions and allows the students to have a brainstorming before studying the unit. Unlike other parts, the purpose warm-up part is to stimulate interest and motivate students to think briefly about their own and other practices

regarding a particular situation in the hotel. Pictures are used to attract students' attention.

These phenomena need to be analyzed and can become the basic knowledge before moving on the next steps. Questioning is a strategy for the teachers to prompt, guide and assess the students' thinking. For the students, it is used in their inquiry to dig up the information, to confirm the already known information and to concentrate on the unknown information. Each topic is preceded by the teachers' questions to activate the students' previous knowledge. Collecting data, analyzing data, and communicating, this step is a technique of learning where a student or a group of students share information in mutual learning. This concept implies that the result of the learning and teaching process will be achieved by cooperating. The classes are divided into groups so that the students could help each other through group work and make questions and answers about the topics being discussed. They share their understanding of the topics with their friends in their groups. Creating refers to the activity of giving a model to be initiated during the learning and teaching process, which can be done by students. In creating, the teachers demonstrate how students should do something, and provide some instructions for the students to it easier for the students to do the task.

Reinforcement part is aimed to give students chances to have more practice about things that they just learned in the class. It consists of homework, reflection, summary, and glossary. Homework has functioned as an evaluation phase. The students are expected to do some tasks by which they can apply the competencies that they have learned. Reflection refers to the evaluation of the effectiveness of the learning and teaching activities that have already been done. It is intended to determine which parts of activities still need to be improved. By identifying such weaknesses, the teachers can revise the activities, and the students can revise their strategy in doing the activities facilitated by the lecturers in their efforts to construct their knowledge. A summary is designed to presents a summary of the language items taught in the unit. Meanwhile, a glossary contains several terms that are frequently used in hospitality. It aims to add students' vocabulary, especially related to hospitality.

About the task goal, generally, according to (Basturkmen, 2010, p. 29) learning process is aimed to utilize students with knowledge and skills which may help them to communicate in English, orally or in writing. The goal of the

learning process will be achieved by teaching the students the materials usually found in daily life. By equipping them the subject matters that commonly found in daily life, their communicative competence is expected to improve accordingly. In the spoken cycle of the textbook prototype, the students were taught to listen and speak the language functions that commonly used in hospitality and daily life. Meanwhile, in the written cycle, the students were asked to study about procedural texts, report texts and analytical exposition texts.

The appropriateness of the textbook prototype in terms of content, language, learning, presentation and graphic design generally met the standards of appropriate learning materials for vocational high school. It meets the needs of the students of hotel accommodation study program as a part of Vocational High School students which are also as a group of ESP learners.

CONCLUSIONS

The product of this research is an English textbook prototype for hotel accommodation study program students. It is developed by using Dick et al. (2009) model that has been modified for the research practicality purposes combined with the model proposed by (Graves & Xu, 2000).

In terms of target needs, the students expected to be able to communicate in English either orally or in written form to support their job in the future. The students' learning needs are associated with texts containing themes related to the hotel fields covering relevant daily activities and current issues. The needs analysis also leads the materials development to include various types of activities that cover the four English skills as a whole.

The textbook prototype is found feasible for teaching eleventh-grade students of hotel accommodation study program. Since the result of evaluation both from content experts and the teacher, also students' respond on the textbook prototype content and its implementation on the tryout showed positive feedback. Moreover, the content of the English textbook prototype was equipped with hotel-related fields and arranged based on the regulation from the Minister of National Education on curriculum 2013. Hence, this textbook prototype is likely to improve the relevant students' English skills.

The developed English textbook prototype is expected to be utilized by English teachers at VHS as an insight for them of how to

develop/design English learning materials. Teachers can use the procedure in this English textbook prototype as a reference as well. Other researchers and material developers may take advantage of this study to address the current problems of vocational school English learning materials. Further research needs to be done to investigate the effectiveness of the textbook prototype using experimental design or classroom action research.

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