



Developing an ELT Instructional Model for Vocational High Schools Students at Tourism Zones

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Abstract

Indonesian Economic Development has become a gate to Bali and Lombok for international visitors. Recently, the Lombok tourism development has established a refinement after facing serial earthquakes. In the statistic for the tourism year 2016, there were 3.1 million tourists coming to Lombok. In addition, 3.8 million people were targeted to come to Lombok in the year 2020. In other words, Lombok promotes the highest contribution to the national government economy. Because of these issues, the vocational high schools which have tourism study programs should lead their students in foreign language communication, English. Teaching English for a specific purpose needs a precise instructional model because ELT teachers apply the ELT model for different objectives. Therefore, learners study English for different purposes. For vocational high school students, they learn English to help them to communicate in the workplace. Because of this, they are directed to have communicative competence. In senior or junior high schools, scientific-based instruction has been applied to help students learn English and even other subjects. This instruction is considered as a solution for them to have not only linguistic competencies but also communicative skills. Therefore, this study will be aimed at developing an instructional model for vocational high school students in tourism zones. This study applied the procedural research and development (R&D) design. The R&D design follows the Borg & Gall and David design, which consists of pre-development and development stages. The product of this study was an instructional model, namely the tourism-based instructional (TBI) model for vocational high school students in the tourism zones.

Keywords: English instructional model; communicative competence; tourism-based instruction

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INTRODUCTION

Lombok is one of the tourism areas visited by international tourists in Indonesia although other provinces are already established. For instance, the Yogyakarta, Jakarta, and Bali include leading cities for the tourism development sector. According to Indonesian Economic Development, Yogyakarta will become a gate to Bali and Lombok for international visitors. Recently, the Lombok tourism development has established a refinement after facing serial earthquakes. In a statistic of tourism, there were 3.1 million

tourist and 3.8 million people targeting Lombok. In other words, Lombok promotes the highest contribution to national government economy. Because of these issues, the vocational high schools which have tourism study programs should lead their students in foreign language communication, English.

English language teaching (ELT) nowadays emphasizes its learning goals on communicative skills. Language learners study English for the sake of gaining communication ability. In ELT vocational high schools, students are directed to have specific communicative skills to be applied later in their workplace (Akbari, 2018: 286). They are given ELT materials to help them communicate in the real working situation. Therefore, what students learn in school should be in line with their future profession. Added to this, ELT teachers have to develop their instructional materials related to students' needs later in the workplace. It is in accordance with as stated in Standard of Content for SMK levels (2006: 25) in which the goal of vocational high schools is to improve students' bits of intelligence, knowledge, personalities, characters, and skills. These can be utilized as life skills for their work in the future.

ELT teachers in vocational high schools have to support and provide their students' instructional materials by applying English for specific courses or purposes in line with the learning contexts of the study program. Compared with other educational institutions, ELT model at the vocational high schools is more specific. It is oriented in that so that they have specific competence based on their needs in the target situation relating to their appropriate study program. According to the regulation of National Education Minister (2006), ELT teachers in vocational high schools should require students with English communicative competences so as to help them communicate based on their expert fields. In other words, students should be able to communicate in English as international communication.

Along with the industrial workplace growth, the demands of skilled outcome are increased in all sectors. Students are expected not only they are capable of mastering their tourism knowledge, but also they have to be able to communicate in English as an international language. English is as a means of communication globally. In tuned with SMK directorate development (2017), the vocational high schools are planned for long period 2005-2024 in which the SMK development was required to develop international competitiveness as a basic pillar to build the national autonomy and competitiveness for facing the global competition. In fact, most of vocational high schools that have skilled graduates in their mayor expertise, in chemical analysis, didn't have enough communicative competences in English (Widijantie & Handayani, 2018: 12). ELT teachers should provide appropriate English materials for their students.

The need of developing appropriate ELT instructional materials for vocational high school students should be related to the goals of English teaching and learning. To attain the goal of ELT instruction, teachers must consider some aspects of language instruction such as the ELT methodology, teaching media, classroom management, and instructional materials. Marlin (2016: 02) states "providing appropriate English instructional materials plays a crucial role to equip the ELT processes because it can be useful to facilitate learners to obtain the goals of ELT instruction". In addition, the instructional materials provided can be utilized as a measurement of the language use that promotes students in gaining their high English proficiency. Unfortunately, the ELT instructional materials that are appropriate, qualified, and precise for students' learning needs are still limited.

English instructional materials are still not designed and developed thoroughly in line with students' target needs and learning needs found in some vocational high schools in tourism zones, West Nusa Tenggara (NTB) province. This study is conducted in vocational high schools in Senggigi as a tourism zone at West Lombok. There are some

vocational high schools existing in the tourism zones such as SMKN 1 Batu Layar, SMKN 1 Lingsar, and SMKN 1 Gunung Sari. The SMKN 1 Batu Layar is representative as the object of the study. It has three study programs, including Hotel accommodation, culinary, and tourism travel agent study program. Students who take the study programs are required to have sufficient English communication.

Consequently, ELT teachers should administer their English instruction processes so that students are able to be facilitated to learn English effectively. In fact, the existing instructional materials for hotel accommodation are designed too general and insufficient to help students practice much more their English skills. Based on the preliminary observation and interview, the instructional materials at vocational high schools in tourism areas refer to standard of contents which cover the standard of competence and basic competence. It was in line with the Act of year 2006 in which the instructional processes should be referred to standard of content. But, in practice ELT teachers of SMK have lack of knowledge what and how to teach. The learning materials proposed are not thoroughly oriented for students' competences. Since the learning materials play a very fundamental role, the ELT teachers are supposed to be selective in designing, developing, adapting the provided materials for students.

Aini, Sulistyarso, & Puwadio (2019) state "the development of SMK should be done so that the appropriate and qualified vocational schools must relate to school management, qualified teachers, industrial networking development, and precise study program". Besides, Gani & Usman (2018) suggest that vocational high schools need to conduct a partnership between vocational high schools and employment domain such as an industrial working practice. As vocational schools closing to tourism areas, the vocational schools such as SMKN 1 Batu Layar must be more qualified than other vocational schools outside tourism zones. They should organize the school management well, have skilled teachers, and have skilled graduates. Dealing with ELT teachers, in proposing ELT materials and a textbook for students they feel uneasy and meet difficult. Besides, ELT materials seem not to be developed in accordance with students' standard and basic competences of particular instructional materials. It can be happened because the ELT teachers do not have sufficient background of knowledge.

In developing instructional materials for vocational students, the design of ELT materials should cover the five communicative skills which are grammatical, sociolinguistic, discourse, and strategic competences (Akbari, 2018: 287). It is compatible with twenty-first century skills divided into three sub-competencies: learning and innovation, digital literacy, career, and life competencies.

Literature review

English Specific Purposes

Teaching English as a foreign language in expanded countries (countries using English as international language) such as Indonesia needs outstanding instructional treatments for English learners. English teachers have to design specific instructional materials to attain the learning goals and workplace demands. In accordance with this fact, the use of ESP approach is often relevant to ELT goals in vocational high schools in which they help students learn English so that students have sufficient English proficiencies and skills required in the workplace in future profession.

ESP is not a problem teaching specialized parts of English but ESP is defined as a number of features classified as types of language used for a particular context (Hutchinson & Water, 1987: 18-19). Teaching English in ESP leads students on the real situation. Students are more faced by real context in learning the language. They are taught not only about science words and grammars, but a complex structure and more communication.

Therefore, students in ELT classes are taught about what actually they do with the language and what knowledge and abilities they should have.

Teaching ESP-based language skills enables language learners to have enough competencies. Wu, Liao, & DeBacker (2016: 936-946) state the implementation of task-based instruction in ESP class improved students' listening and speaking skills and it involved students to participate in the classroom activities. Cheng (2006: 87; 2007: 288) state that ESP showed one of the uniquely effective approach to the teaching of specialist varieties of English to L2 users. Besides, Freiermuth (2005) showed a research result that simulation designed for writing skills in ESP class design was very effective way to teach writing to second language learners. In accordance with these research facts, ELT teachers of vocational high schools need to design an ESP classroom for students so that they can help students communicate for their real future.

Communicative Language Teaching

In order to have communicative skills, ELT teachers in vocational high schools provide for students ESP instructional materials to practice much more communication. Students are required to acquire the communicative competences. According to Celce-Murcia (2017), "communicative competences cover grammatical, strategic, sociolinguistic, actional, and discourse competences". These competences enable vocational students to be able to communicate fluently or even appropriately in the situational context. Akbari (2018) concludes that vocational high school students were taught communicative competences to attain the twenty-first century skills. The communicative competences proposed by teachers include grammatical, sociolinguistic, discourse, and strategic competence. Some of students still faced problems when they practice it in the classroom with their peers.

As an international language, English today is taught with emphasizing their attention on the great communicative competences. Richards (2013) stated that CLT is an approach that has been recognized in the world as the dominant model for language teaching and learning. Hattani (2018) in his study in Morocco showed the communicative language teaching was as an outstanding instructional approach for the Moroccan EFL classroom and it was able to improve students' English language oral proficiency. Sreehari (2012: 92) in Saudi Arabia, Liu (2015: 1051) in China, and Abe (2013) in Japan depicted that CLT was able to facilitate students to learn better in ELT classes. Many EFL teachers adapted the CLT instruction to achieve the goals of language teaching and learning. The content, syllabus, method, outcome, and assessment of CLT are served all to facilitate students to improve their language proficiency and competences to communicate in real life situation.

Dealing with students' roles in CLT classroom, students must participate in instructional activities. The activities are designed to drive them to work cooperatively rather than individually (Richards, 2006). Students are involved to discuss and become comfortable with their partners in group works or pair work tasks, rather than depending on a teacher for a model. Because of the facts, students in vocational high schools are expected to take a great responsibility for their own language learning. Instructional materials should be able to facilitate them to achieve communicative competences through learning tasks provided by the teacher. The learning tasks also are designed as learning inputs to support CLT instruction. According to Suntharesan (2014: 174), the learning tasks are able to promote communicative competences because its instruction process is focused on meaning rather than on the forms of the language.

METHOD

Research Design

This study includes R&D (research & development) design proposed by Borg & Gall (2003) and David (2001). The research steps consist of two main phases, pre-development and development. The phase of pre-development comprises conducting needs analysis based on students' needs, designing the instructional materials model, and doing focus group discussion (FGD). Meanwhile, the phase of development includes evaluating the instructional materials model in line with the result of focus group discussion session, conducting try-out in the representative vocational high school, and revising the model in accordance with the result of the try-out.

The try-out of the study applied two types which are small group try-out and larger group try-out. The small group testing was held in the second grade of vocational schools. There were 9 students involved in the testing. It was aimed at obtaining students' agreements and responses associated with the developed products. Meanwhile, the larger group testing was held in the whole classes. It was done after researchers attain students' responses or feedback in the first try-out. The larger group testing was conducted to find out the quality of the product in line with students' and teachers' point of view.

The research procedure includes four main steps in developing instructional materials model. First, conducting analysis; it was aimed at collecting information dealing with students' target needs and learning needs. In doing so, instruments of interview and questionnaire were used. Second, designing the product; the product comprises teaching steps, instructional materials, teachers' roles, students' roles, and tasks. The aspects of ESP associated with the context of Hotel accommodation are presented in some texts, tourism information, and students' learning tasks. Third, developing the product; the development stage covered three steps which were material development, expert validation (FGD), and revision. In material development phase, it encompasses adopting, adapting, and developing. The material includes four skills (listening, speaking, reading, and writing). Afterward, the prototype materials were validated by experts and conducted a revision based on the experts' judgments. Fourth, researchers conducted a dissemination of the developed product.

Participants

The subjects of the study are the eighth grade students of vocational schools that consist of 72 students spreading out in two classes. Each class has 36 students. They are at almost same level of English proficiency. In conducting needs analysis, the participants were invited to answer a questionnaire dealing with their learning needs and target needs. In the try-out phase, the participants were divided into two groups, control and experimental group. They were 36 students in control group and the rest was as the experimental group. The experimental group was provided with the developed instructional materials model, meanwhile the control group was taught by providing the existing instructional materials which were not designed in line with students' needs for their future profession. The participants were selected from three different study programs that are Hotel accommodation, Culinary, and Tourism travel agent. Their ages varied from 15 to 17. The participants of the experimental and control class do not have experience of working on tourism sectors. Because of this, the two groups were at almost same competence of getting the tourism inputs.

Data Analysis Technique

The data of this study consisted of qualitative data and quantitative data. The qualitative data are analyzed qualitatively. The qualitative data analysis covered data condensation, data display, and data conclusion (Miles, Huberman, and Sadana, 2018).

Firstly, the transcription from the recording results is transcribed by researchers. In the data condensation, researchers selected, limited, and interpreted the raw data gained from recording transcription in the interview process. The results of this process are discussed among researchers to take a decision to go to the next step. In data display process, researchers did narration in line with the research problems on students' target needs and learning needs. This phase aims to get the data understandable (Miles, Huberman, and Sadana, 2018). Finally, the conclusion of the data is drawn. The presentation of data condensation becomes a consideration to take a conclusion supported by empirical and theoretical evidence.

Dealing with the quantitative data, the researcher data are collected using questionnaire. This study applied Likert Scale in which students are asked to provide responses associated with students' target needs and learning needs. The responses dealt with students' agreement and disagreement with a given statement. The data collected are analyzed using a statistical analysis. To be easy to read, the data are converted into mean values on scale range of 1-4 using the range of score that has been gained. The data from needs analysis questionnaire are converted percentage forms. The choices with the highest percentages are that most students select and become consideration in designing the learning materials as the research product. The data of try-out results are analyzed using descriptive and inferential statistical analysis. The statistical analysis applied mean, mode, median, and standard deviation, while the inferential statistical analysis employed the t-test analysis.

RESULTS AND DISCUSSION

Needs analysis was conducted from February to March 2018-2021. It was aimed at finding out students' target needs and learning needs. The questionnaires were applied with 25 questions. The respondents were the Hotel accommodation study program in secondary students. Needs analysis was focused on target needs and learning needs. Target needs include students' necessities, lacks, and wants. Meanwhile, learning needs cover learning inputs, activities, setting, students and teachers' role. To strengthen the data collected from the questionnaire, the interview guide was prepared to identify teaching preferences, learning styles, students' competences and characteristics.

Dealing with the necessities, students are asked to chose their needs and interest in learning English after their graduate from hotel vocational schools. In this study, students showed that the final of objectives of getting the English courses are to be able to communicate using English in the target situation (Afifah & Devana, 2020; Sudarmaji et al., 2021). The language skills selected mostly to be mastered during vocational high schools are speaking, listening, reading, and writing respectively. Speaking is the most skill demanding for students in their real works. It is in line with Haerazi, Vikasari, and Prayati (2019) who argue that communication skills are as the main skill in real works because it helps students to express their ideas into their interlocutors. Another skill is listening that can help students to perceive what their interlocutors want and ask to be done (Nation, 2006; Abobaker, 2017). Due to this, the ELT teaching materials are designed with adding certain topics to facilitate students to practice speaking in the Hotel accommodation activities. The data of language skills chosen by students can be seen in table 1.

Table 1. The most expected skills to develop

No	Question	First		Second		Third		Fourth	
		F	%	F	%	F	%	F	%
	English skills that students want to develop in ELT classes								
1	Speaking	33	45.8	22	30.5	20	30.5	8	11.1
2	Listening	20	30.5	36	50	10	13.8	6	8.3
3	Reading	10	13.8	8	11.1	33	45.8	22	30.5
4	Writing	9	12.5	6	8.3	9	12.5	36	50

Note:
N = Total respondent (72 respondents)
F = Numbers of students who take answers
% = The result of F/N x 100

Table 1 shows that 45 students (45.8%) chose speaking skills as the first English skills to be improved and developed in the Hotel vocational schools. They believed speaking can be benefit for them in the work field after they graduate from their schools. This finding is in line with Hanan and Buadiarti (2019) who argue that most students in EFL setting will expect they have good speaking performance in their classes because speaking skills help them to communicative with their English speakers. In this current study, the teaching materials are intentionally designed to improve speaking skills with giving various themes to practice speaking. For instance, students are analyzed sentences of hospitality service in the Hotels and afterwards they perform how to welcome guests. They are involved in explaining some popular tourism objects in online. They are asked to practice explanation of tourism direction. These activities facilitate them to train their pronunciation, fluency, and vocabulary improvement (Hayati, 2020; Ihsan & Aulia, 2020). Pronunciation improvement for students is crucial one in speaking (Khan et al., 2018; Martina et al., 2021). It is supported by Rusmawan et al. (2021) who state the important item in speaking is pronunciation.

In the current English textbooks, most of teaching materials for the vocational high schools are dominated by reading texts and reading activities. Therefore, in this study, researchers focus on speaking activities as a continue of reading activities. The various speaking and reading topics are used as the baseline in choosing the most developing skills for the new English materials. Speaking and reading activities are designed in the form of learning tasks. For instance, students are asked to read a certain text and then they discuss the content of the text in front of the classes. Reading is the main powerful activities to bring students to speak (Chaudhry & Aladwani, 2019; Haerazi et al., 2019). Students can perform learning activities easily because they have knowledge relating to what to speak from reading activities (Yang et al., 2016; Sari & Abdulrahman, 2019). In developing the English textbook, various reading and speaking tasks and activities are valuable to develop supplementary English materials to underpin the majority students' learning needs.

Based on the research results, reading skills is the second language skill after speaking skill that students want to be developed. In this study, the developed materials are directed to improve students' reading skills because their job in the Hotels relates to how good they comprehend various reports and texts for foreign customers. Due to this necessary, students are led to comprehend various texts with meaningful reading activities. Students are asked to find out topic sentence, phrases, structures of sentences, and comprehension. In this case, the developed product is designed also to develop their sophisticated vocabulary. Students' vocabulary targeted is about 2.500 words. It is in line with Alfatihah and Tyas (2022) who argue students who have enough vocabulary are able to get comprehension of texts. In the current study, students are targeted to be able to construct sentences in both written and spoken form. At the top of that, students can speak with

good accuracy, comprehend English texts with good comprehension, and write simple complete paragraph with correct grammar.

In relation to writing skills, students chose writing skills as the last skill to be mastered. They assume writing skills is the productive skills of reading activities (Eliata & Miftakh, 2021; Biber et al., 2020). In the model of the ELT learning for vocational students, every unit of the book, the writing activities are designed in the last chapter of the textbooks. Teachers designed their learning materials for writing skills more focusing on grammatical competences. In practice, students are provided with some writing exercises to complete sentences and jumbling sentences or paragraphs. In this study, writing is directed to help students to have an ability to express their ideas in writing with reasonable and accuracy activities (Plakan et al., 2019; Haerazi et al., 2021). In doing so, students are given writing exercises with graphic organizers of texts. Graphic organizers help students to accomplish their texts. It aims to reinforce the rules of structures and vocabulary usage that students have learnt while teaching mechanics of writing pieces. It is in line with Haerazi et al. (2020) who argue students to have writing skills they have to practice much more like a communication because writing is an act of communication but with a strong grammar accuracy. In practice, students are directed to try to write a clear, relevant, interactive, and interesting texts.

CONCLUSION

This study aims to develop an ELT instructional model which is focused on designing learning materials based on students' target needs and learning needs in the vocational schools. The model is developed to help students improve their language skills, namely speaking, reading, listening, and writing. The speaking skill is the most language skill wanted to be mastered first. All teaching materials are designed based on students target needs and learning needs. The target needs consist of students' necessity, lack, and want. Meanwhile, the learning needs cover students' learning goals, teaching steps, students' roles, teachers' roles, classroom management, and setting. Based on the evaluation, this model can help students improve their language skills. The implication of this study for theory development is that the supplementary language teaching materials indicates that the model is expected to be adapted to the newest curriculum. In practice, the model developed can be applied in teaching language skills, particularly speaking skills for vocational school students.

RECOMMENDATION

The final result of this study can be applied in teaching English as a foreign language at vocational schools. English teachers can integrate English for specific purposes in teaching language skills. They also can integrate their language teaching with various local cultures in terms of Tourism issues because the culture cannot be separable from the culture of the language native speakers. It also helps students add their various knowledge in tourisms. For English teachers, ELT materials development should be relied on students' target needs and learning needs. They should pay an attention on students' necessity, lack, and want.

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