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DEVELOPING ENGLISH SPEAKING MATERIAL THROUGH CBI FOR MARKETING STUDENTS ON VOCATIONAL HIGH SCHOOL

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ABSTRACT

The Purpose of this study are; 1) to examine the existing English speaking materials of Marketing students; 2) to investigate English Speaking material which needed to meet with the marketing students' need; 3) to develop English Speaking materials for Marketing students based on Content Based Instruction. . This study is descriptive qualitative research. This study inspired of ten stage of Educational Research and Development model by Gall, Gall and Borg, 2003. but in implementing the model is simplified and adapted to Dirgayasa (2011) become four steps: 1) Evaluation and need analysis, 2) designing new material, 3) validating material, 4) revision and final production. The instrument of collecting data was collected by questionnaire, documentation and interview. The source of the data was students of XI Marketing academic year 2018/2019, Marketing teacher, stake holder, alumnus and also syllabus and the existing speaking material used at this time. The result of this study showed that 86 % students agree that they really need the relevant material which proper to their program and the analysis of the existing speaking materials and the existing syllabus showed that both are less relevant for English speaking skill for Marketing students. From the evaluation research got that learning method which used in the learning process found that it was less relevant. From evaluation research of documentation and interview agreed that the developing of speaking material for Marketing students is needed through Content Based Instruction. The final product of this speaking materials entitled English speaking materials for marketing. There are four topics in the book and it completed with teacher guide book.

Keywords: *Developing Speaking Material, Content Based Instruction, Marketing Students, Educational Research and Development*

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INTRODUCTION

Vocational High School (VHS) is an educational institution which focuses on developing specific skills. Generally, VHS provide several study programs for students. In terms of English teaching, the Minister of Education and Culture Regulation No. 68, 69, 10/2013 about the basic competences of English states that English teaching in SMK is focused on developing communicative competence. Learning English in Vocational High School is different from learning English in Senior High School. The orientation of the Vocational High School (VHS) is to prepare the students to be able to take a part in the business and work industry.

The government supports this program with the slogan of SMK BISA. It offers students chance to be professional in the certain field. The graduates of Vocational school are supposed to be able to ready for work, and able to compete in the global industry. As the result they need to be a skill full worker. One of the criteria is having a good ability in oral communication. It is in line with the objective of English learning process in VHS that English is an adaptive subject, in which it is aimed to provide students the ability to communicate in English in the communicative material contexts needed for the students program both written and spoken. To have a good oral communication, the students should improve their speaking ability. as the example is Marketing students. Marketing is one of the programs of Business and Management also requires students to improve their speaking skill. It is because in the future students should be able to deal with their customer.

Widdowson (1979) states that. "Speaking is an oral communication that gives information involves two elements, they are; the speaker who gives the message and the listener who receives the message in the world" speaking is very important to learn to Marketing students related to its role in the communication. The students of vocational school are encouraged to communicate in English well. To improve the quality of the students speaking skills especially for marketing students is by providing the students with the appropriate speaking learning material.

Due to those particular marketing competencies, the students of Marketing Study Program must have specific needs to learn English especially for Speaking skills. English teaching in VHS should be focused on the students' particular needs to support the development of the students' study program. Thus, the approach of the English learning should be directed at English for Specific

ESP can be defined as an approach in English language teaching which is designed to meet the specific needs of the learners in order to build more effective and more useful

English language instruction. and this statement is supported by some experts. According to Hutchinson and Waters (1987), ESP is an approach to language teaching in which learners' needs become the base to decide anything related to the learning and teaching process, including the learning contents and the methodology. In addition, Duddley Evans and St. John (1998) say that ESP is designed to meet the learners' needs. They also stated that ESP has absolute and Variable characteristics.

The Absolute characteristics of ESP :

- a) ESP is designed to meet the specific needs of learners
- b) ESP makes use of the underlying methodology and the activities of the discipline it serves.
- c) ESP is centered on the language, skills, discourse and genres appropriate to this activities.

According to Hutchinson and Waters (1987), ESP can be classified based on general nature of learner's needs. There are some categories : a) English for Science and Technology (EST);, b) English for Business and Economics (EBE); c) English for the Social Science (ESS). Each category is divided into two smaller categories that help to distinguish two situations, namely English for occupational purposes (EOP) and English for Academic Purposes (EAP)

Materials take an important part in teaching and learning process. Good and appropriate materials will give positive influence to the students' learning process. In learning English, the materials are expected to meet the students' need and represent the characteristics of each study program. Different study program should have the different teaching materials. Because the students should have different English knowledge based on their skills to face the different world work. Teaching materials play a central role in teaching and learning process, and as Garton and Graves (2014) assert that Materials are fundamental to language learning and teaching but materials cannot be viewed independently of their users. This assertion presents two important characteristics of teaching materials that imply their relevance in teacher education, they are a fundamental part of language learning and teaching and they are dependent on their users (both teachers and learners).

Unfortunately, most of Vocational High School in Indonesia, especially in Binjai still have a problem related to the availability of English learning materials which are appropriate for the students. English materials which are provided by the government and by some publishers are still general, similar to English materials for VHS students. The materials are not specified into certain study programs, whereas English that is needed by the students of

vocational high school in their future occupation will be different depending on their study program. The Speaking materials that provided in the books which are used by students do not have relationship to their need and their study program. It also happens in SMK Putra Anda Binjai. This school has so many study programs, such as Office Administration, Accounting, Marketing, Software Engineering, Electricity, Audio Video, etc.

Ideally, each study program should have different English materials, based on their skills, but in fact all of the study program has the same English materials from the same textbooks. The Speaking materials that they have is still general not the specific one. The English teachers use the book from the Indonesian Minister of Education and Culture 2014. The same English textbook used by the Senior High School students. The Speaking materials that provided in the textbooks are not related to the students skills. Especially for the Speaking materials, there are no Speaking material related to the Marketing programs for the students. For example, the topics are about Instructional manual for your gas stove, biography, the favourite things, argumentation, etc.

There are some studies about designing and developing ESP in teaching materials. (Saragih, 2014) conducted a design of ESP materials for nursing students, he stated that although the complexity of adopting a needs based approach to ESP can not be ignored, needs analysis as a decision making process which informs course design specification is regarded as an indispensable component of any ESP course. (Navarro, 2015 ; and Chang & Kang 2014) conducted that develop ESP based on their own competences can help students to understand English text easier such as English for engineering.

Another studies that showed that designing and developing ESP in teaching materials is very important (Pangosapan, Wello&Jabu, 2016) the important of language learning by the nursing students is for the study and looking for the job, for carrer and information, the situation at hospital often use English. Dewi, (2013) by using ESP, in this case for the secretarial students, the result show that “ English for Secretary” is worthwhile for the students achievement.

In their study (Sinaga & Husein, 2015 ; Syahrudin & Sihombing 2015) about developing English speaking materials stated that the learning materials are not really relevant to students and stakeholder so that it is necessary to develop the relevant teaching material. (Raikhapoor 2015) in his study about Developing English Material for STAKPN student stated that the learning materials needed by the students are relatively various in terms, contents, topics and themes. Students also needs the materials designed by authentic materials and task – based learning in order to meet the students’ need.

In addition, (Rohmah, 2015) in her research about Developing English Learning material for Marketing study program stated that the Marketing students really need to have their own learning materials related to their skill. And the same study from (HyunHyo Kim , 2013) explained that the need analysis is really needed to develop an ESP material especially for engineering students in Korea.

This research Developing English Learning material by using Content-Based Instruction for Marketing students on grade XI at SMK Putra Anda Binjai. Richards and Rodgers (2001) says that Content-Based Instruction refers to an approach to language teaching in which teaching is organized around the content or information that students will acquire rather than around linguistic features. The Content-Based Instruction is likely drawn on the principles of Communicative Language Teaching. It argues focus on real communication and the exchange of information.

Based on the observation and interview that were done toward the Marketing students on grade XI at SMK Putra Anda Binjai, it is found that their speaking skill is still low, especially when they should do the presentation about marketing in front of the class, The students still get difficulties in producing the utterances in English. The reasons are the lack of vocabularies, the difficulty in constructing the sentences and the difficulty in the pronunciation. Those make them not confident to communicate in English. Actually the students of Marketing should be able to communicate in English to support them in getting good job after they finish their study. They should be able to do the promotion, the services and the negotiation to their costumer.

The use of inappropriate speaking materials might prevent the students to develop their skills to have good communication in English, especially to communicate using English in the target situation of their field of works. If such condition continuo happens, the purpose of the English teaching will not achieved. Therefore, developing appropriate English speaking materials for each study program of VHS students is necessary. In this case, English for Specific Purposes (ESP), especially English for Marketing is extremely needed in order to increase their motivation. It is emphasized by Chen (1993) which stated that ESP will be more motivated, benefit, and effective in increasing student's learning motivation because it relates to their fields of the study and caters their needs. Appropriate speaking materials can help the students to be able communicate in English more easily. It is because they will learn useful speaking materials that are related to their skills and their future job.

In relation to the background of the study the objectives of the study are :

1. To analyze the existing English speaking materials used currently by the students of Marketing study program at *SMK Putra Anda Binjai*.
2. To investigate English speaking materials which meet to the Marketing students' learning need at *SMK Putra Anda Binjai*
3. To develop English Speaking materials for Marketing students through Content Based Instruction at *SMK Putra Anda Binjai*

METHODOLOGY

Research design of this study was Research and Development (R & D) model by Borg and Gall (2003) which consist of a set of steps to develop or design new educational product. The writer chose this research process aim to develop a quality product design to meet the specific materials that can be used at vocational school.

FINDINGS AND DISCUSSIONS

The research findings refer to research question of the study. The first question is “what English speaking materials are needed to meet with the Marketing students' need at SMK Putra Anda Binjai?”. The second question is “how are the English Speaking materials developed through Content Based Instruction approach for the students of Marketing study program at SMK Putra Anda Binjai?”. And the third question is “how are the English speaking materials validated?”. Based on the data analysis was found the result as explanation below:

A. Students Need Analysis

Table 1. Speaking Material

No	Aspect	Score	%	Level of Needed
1	Students need learning to speak with authentic material	3.57	57	Very needed
2	Students need learning to speak with material designed by the teacher	3.86	86	Very needed
3	Students need learning to speak with material designed by the students themselves	1.58	39,5	Fairly needed
4	Students need learning to speak with a topic related to the student's major	4	100	Very needed
5	Students need to learn to speak on topics related to real work life situations	4	100	Very needed

Based on the table above can be describe that 57% students very needed learning to speak with authentic materia. 86% students very needed learning to speak with material

designed by the teacher. 39,5% students fairly needed learning to speak with material designed by the students themselves. 100% students very needed learning to speak with a topic related to the student's major. and 100% students very needed learn to speak on topics related to real work life situations.

Table 2. Speaking Learning Strategy

No	Aspect	Score	%	Level of Needed
1	Students need student-based speaking learning	3.58	57	Very needed
2	Students need learning to speak individually	0	0	Not needed
3	Students need activity-based speaking learning	3.71	71	Very needed
4	Students need learning to speak in pairs	3.71	71	Very needed
5	Students need learning to speak in small groups	3.71	71	Very needed
6	Students need learning to speak in large groups	1.29	86	Very needed
7	Students need teacher-based speaking learning	0	0	Not needed
8	Students need learning to speak with practice in the classroom	4	100	Very needed
9	Students need learning to speak with practice outside the classroom	4	100	Very needed
10	Students need learning to speak by practicing using media	3.86	86	Very needed
11	Students need learning to speak with examples by the teacher first for proper pronunciation	4	100	Very needed
12	Students need more time to learn speaking skills than other skills	4	100	Very needed

Based on the table above can be describe that 57% students very needed student-based speaking learning. 71% students very needed activity-based speaking learning. 71% students very needed learning to speak in pairs. 71% students very needed learning to speak in small groups. 86 % students very needed learning to speak in large groups. 100% students very needed learning to speak with practice in the classroom. 100% students very needed learning to speak with practice outside the classroom. 86% students very needed learning to speak by practicing using media. 100% students very needed learning to speak with examples by the teacher first for proper pronunciation. 100% students very needed more time to learn speaking skills than other skills.

Table 3. Linguistic Feature

No	Speaking Material	Score	%	Level of Needed
1	Students need mastery of grammar in speaking skills	4	100	Very needed
2	Students need mastery of vocabulary related to speaking skills	3.71	71	Very needed
3	Students need mastery of pronunciation in speaking skills	3.86	86	Very needed
4	Students need mastery of language functions in speaking skills	4	100	Very needed
5	Students must understand the preparation of good sentences in speaking	4	100	Very needed

Based on the table above can be describe that 100% students very needed mastery of grammar in speaking skills. 71% students very needed mastery of vocabulary related to speaking skills. 86% students very needed mastery of pronunciation in speaking skills. 100% students very needed Students need mastery of language functions in speaking skills. 100% students very needed understand the preparation of good sentences in speaking.

Table 4. Speaking Assessment

No	Aspect	Score	%	Level of Needed
1	Speaking assessment in the form of oral questions	3.43	57	Very needed
2	Speaking assessment in the form of practical exercises	3.86	86	Very needed
3	Speaking assessment in the form of project creation	3.71	71	Very needed

Based on the table above can be describe that 57% students very needed Speaking assessment in the form of oral questions. 86% students very needed Speaking assessment in the form of practical exercises. 71% students very needed Speaking assessment in the form of project creation.

The students need analysis also collected by interview with Marketing teachers, alumni and stakeholder. Marketing teachers said that marketing students need speaking material related to the marketing department relating to the world of their work later. Based on the interview result with the alumni of marketing students can be conclude that the speaking English material that has been studied is not in appropriate with what is needed in the world of work. And the alumni need English material which is suitable with marketing need such as selling and promoting.

Based on the result of interview above can be conclude that the company or stakeholder of marketing is very needed the employees who can speaking English introduce

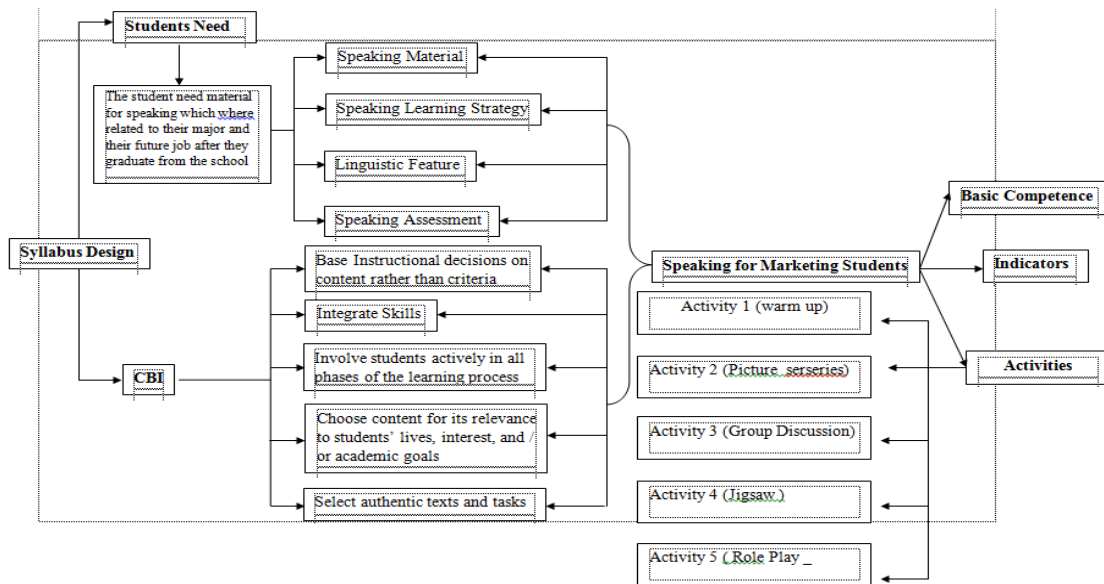
themselves in the company, how to market goods, explain details of merchandise, serve/handle buyer complaints. So, they need English speaking ability related with marketing speaking skill.

B. Syllabus Design and Material Development

Based on the result of student’s need analysis, then the researcher designing syllabus and English Speaking materials as follow Content Based Instruction principles for the students of Marketing study program. There are four unit of speaking skill designed in this research. They are:

1. Nice to see you!
2. Could I have a lower price?
3. What does it looks like?
4. Handling Customer’s Complain

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 and Content-Based Instruction. These are the syllabus design for students of Marketing study program about speaking skill.



C. Material Validation

The developed materials are then evaluated by the materials expert. The evaluation was done by distributing a questionnaire to the expert. The questionnaire consists of three dimensions. Those aspects are Content and Product Dimensions, Process Dimensions and Display and layout dimensions. The Result of English speaking materials validation by expert can be seen in tables below:

Table 5. Content and product Dimensions

No	Description	Expert's Assesment
1	The speaking topic / material selected and developed in accordance with the syllabus, student needs and the world of work	4
2	The speaking topic / material has a variety of difficulty levels according to the level of the student.	4
3	The speaking topic / material designed by the author is accurate, effective and interesting.	4
4	The teaching materials contain exercises for each speaking topic according to the student's level.	4
5	Each exercise on teaching materials has a clear purpose to help students master speaking material according to the topic	4
6	The types of assignments / exercises given can help students improve their speaking skills more easily	5
7	The vocabulary developed refers to each topic or theme of speaking	4
8	The pronunciation exercises that are available in the teaching materials meet the students' needs for skillful pronunciation on each topic	4
Mean		4,125

From the table above, it can be seen that the mean value of the content and product dimensions is 4,125. The value is categorized as “Good” due to its position in 4.

Table 6. Process Dimensions

No	Description	Expert's Assesment
1	Speaking teaching materials provide brainstorming opportunities for students	4
2	Speaking teaching materials provide brainstorming opportunities for students	4
3	Speaking teaching materials enable and provide students with space and time to learn independently	5
4	Speaking teaching materials can encourage students to do activities	5
5	The speaking teaching materials allow the creation of a relaxed and pleasant learning atmosphere and environment	4
6	Speaking teaching materials allow students to work collaboratively in learning	4
7	Speaking teaching materials allow students to interact optimally between students	4
8	Speaking teaching materials use precise and effective instructions in each exercise	4
9	Teaching materials use proper and appropriate grammar	5
10	Teaching materials use proper and appropriate pronunciation	4
11	The teaching materials use the right and appropriate choice of	4

	vocabulary	
Mean		4,27

From the table above, it can be seen that the mean value of the process dimensions is 4,27. The value is categorized as “Good” due to its position in 4.

Table 7. Display and layout dimensions

No	Description	Expert’s Assesment
1	The series of each topic / material / unit in teaching materials is arranged properly according to the student's needs which is important first to master	4
2	The series of each exercise in each unit is arranged properly according to needs and to support the next exercise	5
3	Presentation of pictures / tables / charts according to the existing speaking topic or theme.	4
4	The use of type and size of font in teaching materials are ideal and proportionate	5
5	Visualization and beauty of the letters of teaching materials are generally good and interesting	4
Mean		4,4

From the table above, it can be seen that the mean value of the display and layout dimensions is 4,4. The value is categorized as “Good” due to its position in 4.

Table 8. The Score for all Dimensions

No	Dimension	Total Score
1	Content and Product Dimensions	33
2	Process Dimensions	47
3	Display and layout dimensions	22
Total		102
Criteria of properness		Good

From the table above, it can be seen that the total score value of the three dimensions is 102. The value is categorized as “Good” due to its position in range of 101 – 125.

CONCLUSSION

The result of the need analysis showed that the existing English speaking materials are not appropriate student need material for speaking which related to their major and their future job after they graduate from the school with the students’ skill. The arrangement of the book interrelated one and the other and there are no progress that can be connected and support from the previous topic to the next topic. In term of learning method there is not certain learning methods to help students learn speaking easily and cannot motivate the students because the existing speaking material apply activities based learning. And about the skills doesn’t help the students to improve students’ speaking skills quickly.

From evaluation of questionnaire, the CBI is used in the development of the new English speaking material. The product of this English speaking materials entitled Speaking material for Marketing Student. There are four topics in the book 1) Nice to see you, 2) Could I have lower price. 3)What does it look like, 4) handling's costumer complain and it is completed with teacher's guide book

In developing the material, the expert judgement is needed to validated the materials. after the material has developed then it was validated by the expert judgement. The result of expert judgement showed that the total score value of the three dimensions is 102. The value is categorized as "Good" due to its position in range of 101 – 125. So the new Speaking materials can be used for the second grade students of marketing and it can help them in facing the future job.

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