ESP Textbook Development for Vocational School in Indonesia

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Abstract

The role of textbooks for English language teaching (ELT) in a vocational school in Indonesia is indisputable. They facilitate the teaching-learning process and source of skills development for the students. However, the ELT textbook for vocational school still received little attention since most ELT government-approved books still focus on general English with little attention to the specialized skills development on the expertise. Vocational school varies in the expertise area; therefore, the students need intensive and extensive exposure to English for Specific Purposes (ESP). The ELT, then, should be based on the learners' needs. This paper discusses the literature review as a methodology for conducting research and offers ESP textbook development issues. The data were taken from some relevant references. The finding discussed a justification for developing ESP textbook in vocational school, and the criteria for textbook selection, material development, and development planning. Moreover, the materials reflect the authenticity of real-world language and enable students to rehearse language outside the classroom, activate the acquisition process, focus on the linguistic system, and manipulate on a particular linguistic feature and also on exchange meaning. Those issues need to be covered to inform the stakeholders on the significance of ESP textbooks, which will enable the English teacher to equip the students with the specific English skills that will be useful in their future careers.

Keywords
English language teaching (ELT), ELT textbook development, English for Specific Purposes (ESP) textbook.

1. Introduction
Teaching materials are one part of a teaching resource that contains learning knowledge and skills, both special and general ones that can be utilized for the sake of learning. Dick, Carey, and Carey (2009:230) added that instructional teaching materials are a set of learning facilities or tools containing learning materials, methods, boundaries, and how to evaluate those designed systematically and interestingly. It is in order to achieve the expected objectives, namely achieving competence and sub competence with all its complexity. Besides, according to the National Education Department, 2002, teaching materials are all forms of materials used to help teachers or instructors to perform the learning process. The intended material may be written or unwritten material. The view of other experts says that teaching materials are a systematic set of material, either written or unwritten, so that award or atmosphere is created that allows students to learn.

According to the Directorate of High School Development (2008:6), the understanding of teaching materials in all forms of materials used to assist teachers in conducting teaching and learning activities. Based on these definitions, it can be concluded that the teaching material is a learning component used by teachers as learning materials for students and assisting teachers in conducting teaching and learning activities in the classroom.

The type of teaching material is distinguished from several grouping criteria. The type of teaching material based on the subject consists of two types. They are (a) The teaching materials are deliberately designed for learning, such as books, handouts, worksheets, and modules; (b) non-designed teaching materials but can be utilized for learning, such as clipping, newspaper, film, advertisement or news (Koesnandar, 2008). Koesnandar (2008) also stated that if it is reviewed from its functions, the teaching materials are designed to consist of three groups: presentation materials, reference materials, and independent learning materials.

Based on the technology used, the Directorate of High School Development (2008) classifies the teaching materials into some categories, namely printed teaching materials such as handouts, books, modules, student activity sheets, brochures, leaflets, wall charts, photographs/drawings, and Models/mockups. Audio-teaching materials include cassette, radio, vinyl, and compact audio disks. Hearing materials (audiovisuals) such as video compact disks, and movies. Interactive

multimedia teaching materials such as CAI (Computer Assisted Instruction), multimedia compact disk (CD), interactive learning, and web-based learning materials. While Ika Lestari (2013, p. 2) reveals that the teaching materials' characteristics are; (1) self-instructional teaching materials can make students able to teach themselves with developed teaching materials. Therefore, there must be a formulated purpose in the teaching materials and provide learning materials packaged into more specific units or activities. (2) Self-Contained teaching materials are material from one unit of competency or sub competence learned in a whole material. (3) The material characteristic of stand-alone is that the teaching materials developed do not depend on other teaching materials or should not be used in conjunction with other teaching materials. (4)Adaptive material characteristics, i.e., teaching materials, should have a high adaptive power to the development of science and technology. (5) User-Friendly material characteristics that each instruction and exposure to display information are helpful and friendly with the wearer, including the ease of users responding and accessing it by the wishes.

The English book used by the Indonesian government for grade X, SMK level, is government-prepared in the framework of implementing the 2013 curriculum. The book was compiled and studied by various parties under the Ministry of Education and Culture of the Republic of Indonesia coordination. Using English as a means of communication, the book made by the government has referred to text-based learning, both oral and written. By using text structures, linguistic features, and social functions of the text, students are expected to reveal their ideas both orally and written. They are also expected to understand information from reading or listening with appropriate rules and rhetoric measures. It is following what was requested by the 2013 curriculum. The book is also presented based on the principles of foreign language learning. They are presentation, practice, and production.

This book is based on the development of information technology and 21st-century communications. English is now a lingua franca and plays an essential role in international communication. Therefore, SMK graduates are expected to capture information in English and convey information using proper English. In line with the idea, the English language books circulating in the vocational school environment in Indonesia is aimed to build knowledge, skills, and attitudes in English through active and varied learning experiences both in the form of receptive and productive skills. To build the ability to work together and communicate within the team, the textbook designers encourage a group learning atmosphere. In the end, students were invited to develop ideas boldly, and then convey the idea. The book describes the minimum effort that students should do to achieve the expected competencies. Students are also invited to look for information outside the book. The government also hopes that teachers can develop their skills to create a creative learning system. A variety of texts used for SMK grade 10 includes short functional text, recount text, narrative text, descriptive text, and interactional text. The text is associated with natural phenomena and social phenomena in Indonesia and the attitude to safeguard it. Some texts also have a global themed topic to add students' insight. The book also emphasizes caring characters and positive social behaviors.

However, the development of a teaching material must be based on student needs analysis. There are several reasons why the development of teaching materials is needed, as mentioned by the Directorate of High School Construction (2008:8-9). Firstly, it is the availability of materials as required by the curriculum, meaning that learning materials are developed must conform to the curriculum. Secondly, the target characteristics, the developed materials, can be adjusted to the students' characteristics as a target, including the students' social environment, cultural, geographic, or developmental stages. Thirdly, the development of teaching materials should be able to answer or solve problems or difficulties in learning. Thus, the development of teaching materials in schools needs to pay attention to the students ' characteristics and students ' needs according to the curriculum, namely, demands more student participation and activation in the learning. The development of student activity sheets becomes an alternative teaching material that will benefit students from mastering specific competencies. Student activity sheets can help students add information about the material learned through learning activities systematically. Therefore, this paper aims to answer the queries upon the question of why the English textbook in Vocational School should be developed, and what makes an excellent textbook and some recommendations for developing planning a suitable textbook for vocational high school.

2. Methodology

To answer the research question, the researchers, as the literature reviewers, chose a literature review for a method. It is from a selection of strategies and procedures for recognizing, noting, comprehending, indicating, and communicating information related to a topic of interest so that the literature review here acts for a method. Furthermore, performing a literature review is equal to conducting a research study, with the report that the literature reviewer gathers representing the data, as asserted by Onwuegbuzie, Leech, and Collins (2011). Thus, the literature review denotes a single research study that terminates when the literature review process terminates. It occurred when the literature review stands independent work. In opposition, when the literature review aims to inform the primary research, the literature review represents an embedded study. Hence, all studies that contain a review of the literature include the two studies: a study

of the previous knowledge and the main research study, as believed by Onwuegbuzie and Frels (2016).

This study examines the literature review as a methodology for conducting research. It offers an overview of the different types of criteria of an excellent textbook, as well as some guidelines for developing a suitable textbook for a vocational school. The data were gathered from an array of textbook evaluations that assess the textbook materials' potential validity.

3. Findings and Discussion

3.1 Justification for developing textbook in SMK Grade X

To meet the needs of skilled workers, the government has decided to revitalize vocational education in higher and tertiary education. This education is made so that existing human resources (HR) can be following industry needs. In a plenary Cabinet Session at Istana Negara, January 3, 2018, Joko Widodo, the President of Indonesia, stated the pyramid of workforce qualifications should be improved to become a trained, skilled workforce and ready to be absorbed all into industries (Widodo, 2018). It can be inferred that the government has started to realize the importance of vocational education and would like to ensure the quality of its graduates meet the demand of the industry.

There are various reasons behind the government policy to revitalize the vocational education. The competitiveness of Indonesian human resources is still a big challenge due to low productivity, education and skills shall be the primary reason. Amid the hustle-bustle of the 4.0 industrial revolution and the digital industry's development, Indonesia is far behind innovation by only being ranked 85th out of 129 countries. In the 2019 Global Innovation Index (GII), Indonesia's position has not changed from last year. The condition of Indonesia's innovation ranking is the same as that of Malaysia, which is also stagnant. It is just that Malaysia is superior because it sits at rank 35 (Cornell University, INSEAD, 2019). This global survey confirms how human quality is still lacking.

There are some global concerns about ESP issues and future perspectives (Kusni, 2013). One such issue is the problem of ESP course design from vocational schools and universities. Students from vocational schools have 3-4 credits for general English and no background knowledge on specific courses when they finally attend the vocational higher institution. Also, there come several problems with ESP teachers: no institution to train ESP teachers making an inadequate number of this profession, and lack of ESP teachers' development, making the ESP teachers' competence cannot be ensured. Another issue is the course objectives and course materials in ESP class and ESP assessments. This study shows that ESP teaching needs much improvement and adjustment in all sectors. (Kusni, 2013)

To improve the condition, English should no longer serve as the sole subject, and change its status to be a medium of communicating messages during the instruction (Aniroh, 2010). It is one of the essential features of ESP concerning General English. To do this, ESP teachers need to master both the language and the content. As a result of a move from EFL to ESP, it seems imperative to make the ESP teachers more accountable than others. As a result, an ESP teacher, or ESP practitioners, frequently has to be a negotiator (Hutchinson & Waters, 1987). A negotiator means that ESP practitioners have to be able to approach subject specialists, syllabus designers, instructional materials writers so that ESP teachers will be more professional in their teaching.

To solve the low competence of ESP teachers (Kusni, 2013), a model to improve the ESP practitioners is proposed (Ali, 2015). Ali firstly compared ESP teaching in neighboring countries such as India, Malaysia, and Thailand before promoting the ESP teaching model in Indonesia. She further stated that ESP teachers should be well-educated, motivate their students, and be willing to integrate the self-training and training program. Due to several problems for ESP teaching, it is clear that ESP teachers face some challenges as cited by (Marwan, 2009), and (Poedjiastutie, 2017)

For quite some time, research on NA in ESP in Indonesia focuses on general perspectives in NA in ESP covering issues, challenges, and perspectives of ESP teaching, and some minor studies of NA in ESP in specific contexts. These problems result from educators' concerns on the lack of understanding of how to design proper ESP material development covering specific learners' needs. Concerning the government campaign for vocational education, little attention has been given to design an effective ESP curriculum related to the vocational expert.

Little attention has been given to develop a curriculum for ESP material in vocational education (SMK). This discussion provides some insights into ELT material development in vocational school focused on ESP context in the hotel department focusing on Grade X.

3.2 What Makes a Good Textbook?

One of the critical tools for teaching English is textbook. Teachers need it to guide the students. Particularly in contexts

where English is being taught in a non-English-speaking setting and where teachers lack training or adequate time to analyze students' needs (Rubdy, 2014). They are the accessible resource that teachers have, and they have some benefits.

Textbooks are also needed to support learning activities. Teachers are expected to be able to choose the right **textbook** for their students. According to Crawford (2003), to make useful teaching materials, teachers must evaluate effective textbooks. These criteria will be discussed as the following.

First of all, language is functional and must be contextualized. Language is as it is because of the purposes we put it. **For** this reason, materials must contextualize the language they present. Textbooks for vocational schools in Indonesia must take the local context as the foundation without forgetting the international perspective to prepare students for international workplace situations and competition.

The second criterion is that language development requires learner engagement in the purposeful use of language. Materials need to include, on whole texts, the language in use and to contribute positively to the language learning process and learner autonomy so that students can be used as references beyond the classroom and independently of the teacher.

Another criterion is that the language used should be realistic and authentic. Teachers are challenging to obtain a sufficient range of audiovisual materials of an appropriate quality and length legally. The quality of the materials is essential because of its impact on learners and their motivation. Therefore, materials need to be authentic, that the language is not artificially constrained, and is, at the same time, agreeable to exploitation for language teaching purposes. The reality of the language can provide the range of proficiency levels found in many classes. Moreover, the proposed activities must be varied and adaptable to classroom constraints of time and concentration span.

Next, classroom materials will usually seek to include an audiovisual component. Living in an increasingly multimedia world in which advances in technology allow for expanding flexibility in delivery, so the materials should include a learning environment that is both rich in linguistic and cultural information about the target language. Materials such as video and multimedia allow teachers and learners to explore the nonverbal and cultural aspects of language and the verbal.

In our modern, technologically sophisticated world, second language learners need to develop the ability to deal with written and spoken genres. Reading materials will typically need to cover a range of genres, possibly including computer literacy. These reading materials will provide models that can be used to develop familiarity with the structure of such texts and provide a scaffold to assist with the learners' subsequent attempts to write similar texts.

In addition to the above criteria, useful teaching materials foster learner autonomy. Materials need to build in self-assessment tasks that require learners to reflect on their progress. ICT (Information and Communication Technologies) can help teachers develop applicable activities and cater to a guide for students engaging in self-regulation (Suherdi, 2019). Then, materials need to be flexible enough to cater to individual and contextual differences. Though language is a social practice, learning a language is mostly an individual process for learners to seek to integrate newly apparent information into their current language system. Thus, teachers have to recognize the different backgrounds, experiences, and learning styles that students bring to the language classroom, and the impact on what aspects are likely to become consumption.

After that, the learning needs to engage learners, both affectively and cognitively. The language classroom should meet both identities and cultures. It needs to be recognized that language learning requires the active participation of the whole learner, particularly in English as a Foreign Language (EFL) setting. The integration of new knowledge into the learner s existing language system occurs only when the language is used spontaneously in a purposeful situation to express the learners' meaning. However, such real communication implies the engagement of genuine interest and will depend on the presence of a definite group dynamic in the classroom.

Teaching materials or textbooks are instructional media that have a dominant role in the classroom and are primary to the education system. It is because textbooks are an essential tool for delivering curriculum material. The need for textbooks occupies the highest priority scale. If students are taught to develop their thinking power, schools must have other books in addition to the textbooks. It should be understood that in the context of education in Indonesia, textbooks do not only act as a teaching resource that provides learning material but also function as a syllabus. It provides instructional guidance to teachers, which allows them to teach without having to look at the syllabus. It is what many teachers do in Indonesia. Therefore, the quality of their teaching is highly dependent on textbooks.

There are twelve criteria to have an excellent textbook, as Robinett believed in Brown (Brown, 2007). The first is the goals of the course. It is related to how the textbook will help the user to accomplish the course's goals. The second is the background of the students. It is associated with the book's suitability with the students' background, including their age, native, educational background, and motivation or purpose for learning English. The third is the approach that is indicated in the book. It consists of the theory of learning and the theory of language. If a textbook argues its approach is scientific, then questions can be upraised, "Do the activities engage the learner in the scientific approach?" The fourth deals with language skills. It evaluates the integration, the proportion of four skills, and which skill that the textbook highlights more. The fifth is about general content. It is related to the authenticity of the language used in the textbook, the appropriateness of topics, situations and contexts, and the proficiency for the right level. Next, the sixth is the criteria of the quality of practice material. It comprises the variety of the exercises, the clarity of directions, and the review material. The seventh is the sequencing. It evaluates how the materials are sequenced and the rules used in sequencing the materials.

Then, the eighth criterion deals with vocabulary. It discusses sufficient words in the textbook. The ninth is about general sociolinguistics factors. It is related to the existence of dialect or international varieties of sociolinguistics and the existence of cultural bias in the materials presented in the textbook. The tenth criterion deals with the format of the book. It is connected to the clarity of the typesetting, the quality and clarity of the illustrations, the general layout, the book's size, the quality of editing, including the index, table of content, and topic heading. The eleventh criterion is the accompanying materials for the textbook: tape, audio, video, posters, flashcards, and a set of tests. The last criterion talks about the usefulness of the teacher's guide that contains methodological guidance, alternative and supplementary materials, the suitability for a normative speaking teacher, and the existence of answer keys.

The framework that Rubdy (2014) proposed in the stage of textbooks evaluation consists of three main categories. Each assesses the potential validity of the materials concerning the learners' needs, goals, and pedagogical requirements; the teacher's skills, abilities, theories, and beliefs; and the thinking is underlying the materials writer's presentation of the content and approach to teaching and learning.

Then he has three terms: *Psychological Validity, Pedagogical Validity, and* Process and Content Validity. Furthermore, he called it as a *Dynamic Model of Evaluation*. Psychological validity has five criteria. First, it deals with rationale/learner needs. Moreover, some questions raised those are What are the aims and objectives of the materials? Have they been spelled out? Do they cater to the needs, wants, interests, and purposes of the learners? Are the materials appropriate, and are they likely to be effective in helping learners to acquire English? Do the materials make a positive contribution to heightening and sustaining learner motivation? Do the materials give the learners confidence to initiate communicative events and persist with the attempted communication despite difficulties? Do the materials cater to the development of language skills that would enable them to operate effectively in their future academic or professional life?

Other criteria of psychological validity are Independence and Autonomy. Does it relate to several questions such as Is the learner a decision-maker or just a receiver of information? Do the materials encourage independent language learning? Do the materials encourage learners to guess, predict, discover, take risks, try- out several alternatives? Do they give learners plenty of opportunities to make choices that suit their linguistic level, their preferred learning styles, their level of involvement in the text, and the time available to them? Do the materials involve the learner in thinking about the learning process and in experiencing a variety of different types of learning activities? Do they allow sufficient time to think and reflect on their learning? Do the materials help individual learners discover their learning styles and preferences, study habits, and learning strategies? Do the materials provide explicit instruction on various language learning strategies and suggest using and developing them? Is a sufficient range of strategies provided? Do they encourage learners to evaluate their strategies or learning activities or its content? Do the materials allow self-monitoring and feedback?

Self-development is also the psychological validity criteria. It includes several questions: Do the materials/texts engage the learners, both cognitively and affectively? Do the materials, credit learners, with a capacity for rational thought and problem-solving? Do they also involve the learner's emotions in the learning process? Do the materials allow for the development of creative and critical thinking skills? Do the materials allow scope for the development of a desirable set of attitudes? Do the materials allow the individual to develop his or her talents as fully as possible? Do the materials involve the learners as human beings rather than just as language learners? Do the materials help build personality and learner voice and give learners an understanding of themselves?

Another of the psychological validity criteria is creativity. Some questions raise, including Do the materials exploit the learners' prior knowledge and experience and provide opportunities for further development? Do the materials allow

sufficient opportunities for student inventiveness and energy and encourage their participation in resource generation? Do the materials provide additional challenging activities for highly motivated learners? Have opportunities been built into the materials for learners to contribute?

Cooperation is the last psychological validity criteria. It comprises various questions: Do the materials offer cooperative learning opportunities through pair and group work activities and information exchange tasks? Are students encouraged to learn from and help one another and, more importantly, work in a less stressful classroom atmosphere? Do they encourage positive interdependence by giving each individual a specific role to play in the activity allowing him/her to contribute actively to the group interaction?

In pedagogical validity, extended questions under this category would include three criteria. The first is guidance. The questions emerge: Are the teacher's notes useful and explicit? Is there enough guidance or too much of it? Are the tapescripts, answer keys, vocabulary lists, structural/functional inventories, and lesson summaries provided in the teacher's book? Do the materials cater to different teaching styles and personalities? Is the allowance made for the perspectives, expectations, and preferences of non- native teachers of English? The second is the choice. The questions include Are teachers encouraged to present the lessons in different ways? Do the materials offer the teacher scope for adaptation and localization? Do they encourage the teacher to add, delete, change, and improvise? Do they foster in teachers a sense of choice and control in exploiting the content? And the third is reflection/exploration/innovation. Here consist of some questions: Do they foster teacher receptivity to innovation and experimentation? Do they encourage teacher creativity, imagination, and exploration? Do they help to raise the teacher's critical consciousness by facilitating reflection about the materials themselves and the methods implicated in them? Is the teacher encouraged to evaluate each lesson?

The third criterion in a dynamic model of evaluation is Process and Content Validity. The information gathered under this category thus relates to the methodology, content, format, layout, and design features of the materials and the theoretical assumptions about language and language learning that underpin them.

3.3 Development Planning

Based on the analysis of the textbook Bahasa Inggris SMA/MA/SMK/MAK, some aspects need to be developed for suggestions in the next publication. They are in line with the relevant studies such as in 2010, the Education Ministry of Indonesia has provided officially eighteen character values. Meanwhile, Rohmah found fourteen characters. They are religious, honest, tolerant, discipline, hardworking, creative, curious, nationalistic, patriotic, appreciative of achievement, friendly or communicative, peace-loving, socially concerned, and responsible education values in the English textbook "Bahasa Inggris SMA/SMK". It means that the textbook has 77, 8% character education values (Hidayati, 2018). The textbook Bahasa Indonesia SMA/SMK is compatible with Tomlinson's criteria of an excellent textbook. It has 92,75% of the compatible with Tomlinson's theory. It means that the textbook is suitable to be used by tenth-grade students (Fakhomah, 2017). Therefore, the issues for development planning are as follows.

The use of a scientific approach and task-based approach will be combined in the implementation of the language skills (speaking, writing, reading, and listening) and language functions (grammar, vocabulary, pronunciation, reflection). This method has been widely implemented in teaching language and has proven its effectiveness. Then it is crucial to emphasize the use of those methods in the government-approved book. Regarding the criteria of good textbook selection, it is crucial to set the context by adding local references, universal themes, varieties of exposures of the target language, and materials description and learning procedures. Besides, specific objectives for each topic and sub-topic needs to be cited in all chapters. It is to set whether the learning process has met its objectives or not. The textbook shall minimize the lots of white space on each paper, and maximize the layout of attractive materials presentation (communicative authentic printed and non-printed media). It is to improve its visual effect. In this case, multimodality is highly essential to maximize the teaching and learning process. Various kinds of modals shall be utilized, such as pictures, texts, voices, and other media. It is also essential to introduce engaging media and applications to enhance students' ICT knowledge and improve their English skills.

The format for chapter development should cover many aspects such as developing a clear and concise outline, and topics and subtopics shall be in line with the context of the hotel industry allowing the students to be readily immersed in the industry they will work upon graduation. So, It is to be precise. Then, it is time to set on a key idea, facts, concepts, skills, values that will be developed. It is crucial because teaching language is value-laden activity; language is not taught in isolation Rather, it lies in the context where students can be unconsciously exposed and grasp the value as their beliefs. It is also crucial to develop potential illustrations to support the expected learning outcomes. The illustration shall be carefully-selected to minimize misinterpretation and maximize students' understanding. Another stage is to design

interactive activities to promote students' engagements. Then, the exercise in each topic shall move from lower to higher-order thinking skills and develop multiple intelligences. Those elements shall be taken into consideration to develop the textbook for a vocational school.

4. Conclusion and Recommendation

There is a new awareness that the evaluation of textbooks is not a direct exercise. It depends on the purpose and context of its use, which can embrace various perspectives (prospective, sustainable, or retrospective) and can be multidimensional (external and internal; static and dynamic). There also arises the view that gaining the perception of users (teachers and students) and analysts (whether researchers or external evaluators, as is the case) in the evaluation process is critical, and situational and syllabus requirements must be considered. Claims made by the authors of the material must be verified. There is also a recognition that it is an effort to give teachers confidence, security, and guidance on the one hand and to turn off the teacher's instinctive search for imaginative and intelligent solutions and creativity, on the other hand. Furthermore, a reflection of all materials is also involved in every chapter to see the completeness of conducting tasks.

To develop a suitable textbook for vocational high school, lots of theoretical reviews should be taken into account. This process involves some stakeholders to sit together and share how they can interpret the curriculum of English into a textbook that can maximize students' learning. It is essential to develop the textbook and teaching methods. We can no longer depend on similar government-approved books applied for all secondary school levels. Thus, it is to boost the students' English skills in vocational high school. It is suggested that the use of a scientific approach and task-based approach can be combined in the implementation of the language skills (speaking, writing, reading, and listening) and language functions (grammar, vocabulary, pronunciation, reflection) for each chapter. Adding local references, universal themes, varieties of exposures of the target language, materials description, and learning procedures can also be considered. Furthermore, the materials reflect the authenticity of real-world language and enable students to rehearse language outside the classroom, activate the acquisition process, focus on the linguistic system, and manipulate on a particular linguistic feature and also on exchange meaning. So, the students are possible to practice the target language not only inside but also outside the classroom.

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Biographies

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