

Coursebook Development for Higher Vocational Education in Purpose to English Test Preparation

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Abstract: The purpose of this research intends to develop a course book for English test preparation in purpose to vocational higher education. This idea came up based on the need analysis in internal environment of State Polytechnic of Batam. The researcher found the urgency of English certificate as diploma supplement which is determined by Indonesian government for all university level. Most of the students still cannot meet very well the standard of graduation from vocational higher education, about 49,23 % of students are still included into intermediate level and the rest are elementary and novice level. It means that the students need to improve their preparation before taking the test to accomplished better score. The absence of course book as the material for students makes this research happened. The method used in this research is ADDIE model which is starting from analysis, design, development, implementation and evaluation. This course book has been tried out internally and based on that, it was found that this course book was accepted well by all of the students.

1 INTRODUCTION

In this global era, all graduates should be able to compete both with other graduates and the students from campus itself. This competition only can be followed by those who have best knowledge, competency, and soft skill. Besides having best performance for hard skills which is related to their field, there is an important skill to be accomplished also by the graduate to complete their skills namely English communication skill. Mastering English become a very important thing since this is one of international language which is used by all nations globally. To equip the students for this competency, all college for all departments design English as a general course without exception. Recently, the government suggested all of vocational higher education graduates to have supplementary diploma. One of them is English certification. State polytechnic of Batam as the only one state Polytechnic in Batam implements this government regulation recently. All of the students who graduates from this campus must take English proficiency test namely Test of English for International Communication (TOEIC). There are two courses designed to help the students for English preparation,

the two courses are English I and English II. Before these two courses are composed, mapping test was conducted to investigate students' initial scores and it was found that the students' scores are still low. The most important purpose of English language evaluation is to monitor and improve students' competency (Graddol, 2007). It is important to provide the strategy to make the average score higher. This mapping test was conducted in 2015, there were 522 students form 8 study programs. It was found that for general professional (score 905-990) was 0% (0 students), level advance working (785-900) was 0,96 % (5 students), level basic working (605-780) was 17,62% (92 students), was level intermediate (405-600) was 49,23 % (257 students), elementary (255-400) was 28,35 % (148 students) and for level novice (10-250) is 3,83% (20 students). So, based on this data, it was found that most of the students included to intermediate level. Many students need assistance to improve English proficiency score. Beside of that Siahaan (2020) published her study that conducted a survey with the users of internships of Politeknik Negeri Batam in the industry. It was found that about 78% agreed that the ability to speak actively in English was the demand of the industry. Some users asked to attach a certificate of English proficiency but

in the interview session, the interviewer conducted the session in English to ascertain which one the most capable worker to fulfil the positions is offered by the company.

At the previous research, the needs of studying English were analyzed for informatics department, the result is integrated with all language competency, creating indicator, evaluation and duration needs to achieve standard competency (Tomlinson, 2006). Richards and Rodgers (2002) declared that the main purpose of materials is to present and practice content, ease interaction between students, and promote learner autonomy to strengthen the idea of developing this course book, the researcher composed questionnaire with two basic questions namely how important to master English/ why do learn English and what are the obstacles to learn English.? Following sentences mostly exploded by the students.

Q1. How important to master English/ why do learn English?

- It is very important since English is a tool for global communication.
- English is an international language,
- Most of the companies search for employees who can speak in English.
- The demand is high, Batam is near to two big countries, Malaysia, and Singapore. Mastering English is very important.
- Technology force all of people to understand this language.

Q2. What are the obstacles to master English?

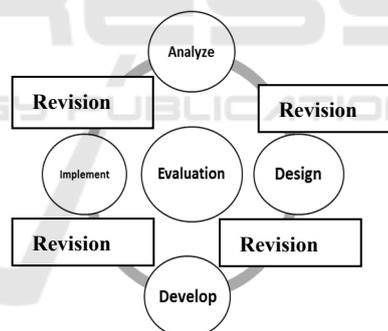
- Need more environment to practice it. No friends to talk or practice English.
- Pattern and grammar are difficult to learn.
- Found so many difficult words that makes sentence hard to understand.
- In Indonesia, English is not a common language to use for communication (it is a foreign language)
- Not really confident to use this language in communication environment (Lack of self-confident)

Those 10 responds where the researcher try to put 5 responds for question 1 and 5 responds for question 2. Those are highly frequency responds from the students. By evaluating the students through giving English test proficiency, college expected the students' competency can be measure and seen clearly. Then based on the result of the analysis, it could be thought deeper what the best strategy for them could be to encourage the students to achieve the better English communication skills. Based on

this data, it is clear that supplementary material is very important to develop as the device for the students or lecturer to support English teaching and learning process. It can be used individually, in pairs or even for group discussion.

2 METHOD

Based on the problem revealed at the previous section, the researcher decided to solve the problem by conducting a research and development. Course book is important to compose for the sake of interest teaching and learning process which comes from results of research or a deep analysis and thinking about study of certain fields and then formulate as course material (Sugiarto, 2011). In addition, Richards (2007) suggested that materials provide the main input for the students and the type of the language practice that happened in the classroom. The development of this course book followed 5 important steps to achieve the goal of this research. This research adopted ADDIE Model based on McGriff (2000) which begins with analysis, design, develop, implementation and evaluation. ADDIE model is presented at Picture 1.



Picture 1: The developing of ADDIE model. (Source: Survey of Intructional Development Models, 2002)

2.1 Analysis

First thing first, there was a needs assessment, problem identification and task analysis. Analysis stage is an identification process of students' needs and task to be fulfilled. In this section, the output is characteristics, students' profile, gap identification, needs identification and specific task analysis based on the needs.

2.2 Design

In this stage, the researcher formulates SMART learning objective namely specific, measurable, applicable, and realistic. After that, composing test is conducted based on what have formulated previously. Appropriate strategy to achieve the objective was designed to accomplish the objective. The other thing to consider is other relevant source, suitable learning environment, etc. Specific and clear blueprint is composed in this stage as the part of problem analysis to be problem solving alternative.

2.3 Development

In this section, blueprint is developed to be the activity for making course book. Selecting, determining method, media and learning strategy to deliver course or substantial program. There are two things to be accomplished in this section namely production and revision of course book to achieve the learning objective as well as to choose media or best combination to be used for achieving learning objective.

2.4 Implementation

Developed course book in this section is going to implement in a real situation of classroom. Learning strategy and model of learning is also adjusted with the current situation.

2.5 Evaluation

Evaluation stage means there is an action for evaluating the course book. This evaluation will be conducted through checking the effect of teaching and learning process critically, measuring the achievement of the objective of developed product, measuring what have been accomplished so far and finding other information to make the students successful to get the better result of learning process. To measure this information, evaluation can be conducted through formative and summative evaluation. Formative evaluation was held at the end of face-to-face class while summative evaluation was held after the overall activity finished. Summative evaluation measures the final competition at the end of the course or objective of the course. After finishing this action, product revision based on evaluation or need is considered to get the best result of the product.

3 RESULT AND ANALYSIS

After formulating the needs analysis, the blueprint is composed as the part of developing this course book. There are 4 levels for this development namely blueprint for beginner, intermediate, basic working and for public speaking. This section presents each blueprint for all of the levels. Table 1 presents the blueprint result for beginner and intermediate level. Meanwhile, Table 2 shows the blueprint result for basic working level and the last is Table 3 which shows us the blueprint result for public speaking level.

Table 1: Blueprint Result for Beginner and Intermediate Level.

No	TOPICS	OBJECTIVES
1	Introduction to the course. English Test Techniques and Strategies.	The students are expected to be able to: - Understand kinds of English test. - Understand English test techniques and strategies.
2	General Business (<i>Contract and Negotiation.</i>)	The students are expected to be able to: - Understand about vocabularies and expressions used for Salary, Promotion, Application, Advertisement. - Conduct the activities to improve the skills for listening, reading, speaking and writing related to the topic. - Understand the language work about Present time.
3	General Business (<i>Marketing, Sales</i>)	The students are expected to be able to: - Understand about vocabularies and expressions used for Marketing and Sales. - Conduct the activities to improve the skills for listening, reading, speaking and writing related to the topic. - Understand the language work about Past time.
4	General Business (<i>Business Planning, Conference</i>)	The students are expected to be able to: - Understand about vocabularies and expressions used for business planning and conference. - Conduct the activities to improve the skills for listening, reading, speaking and writing related to the topic. - Understand the language work about Future Time.

5	Manufacturing (The factory management, Production line, quality control)	The students are expected to be able to: - Understand about vocabularies and expressions used for the factory management, Production line, quality control. - Conduct the activities to improve the skills for listening, reading, speaking and writing related to the topic. - Understand the language work about Present and Past perfect			- Understand the language work about Count noun and Noncount Noun
6	Finance and Budgeting (Banking, Investment, Taxation)	The students are expected to be able to: - Understand about vocabularies and expressions used for Banking, Investment, Taxation - Conduct the activities to improve the skills for listening, reading, speaking and writing related to the topic. - Understand the language work about Asking questions.		10	Offices (Office Equipment and furniture, the company work processes) The students are expected to be able to: - Understand about vocabularies and expressions used for Office Equipment and furniture, the company work processes. - Conduct the activities to improve the skills for listening, reading, speaking and writing related to the topic. - Understand the language work about Adjective Clause
7	Finance and Budgeting (Accounting and Billing)	The students are expected to be able to: - Understand about vocabularies and expressions used for accounting and billing. - Conduct the activities to improve the skills for listening, reading, speaking and writing related to accounting and billing. - Understand the language work about Connecting ideas		11	Personnel (Recruitment, Employee, Retirement.) The students are expected to be able to: - Understand about vocabularies and expressions used for Recruitment, Employee and Retirement. - Conduct the activities to improve the skills for listening, reading, speaking and writing related to the topic. - Understand the language work about Modal.
8	Corporate Development (Research and development, product development)	The students are expected to be able to: - Understand about vocabularies and expressions used for Research and development, product development. - Conduct the activities to improve the skills for listening, reading, speaking and writing related to the topic. - Understand the language work about the Passive.		12	Personnel (Salary, Promotion, Application, Advertisement). The students are expected to be able to: - Understand about vocabularies and expressions used for Salary, Promotion, Application, Advertisement. - Conduct the activities to improve the skills for listening, reading, speaking and writing related to the topic. - Understand the language work about Noun Clause.
9	Offices (Meeting, Committees, Business Letter.)	The students are expected to be able to: - Understand about vocabularies and expressions used for Meeting, Committees, Business Letter. - Conduct the activities to improve the skills for listening, reading, speaking and writing related to the topic.			

Table 2: Blueprint Result for Basic Working.

No	TOPICS	OBJECTIVES
1	Pretest	This session is intended to map the initial students' ability.
2	Introduction to the course. English Test Techniques and Strategies.	To give general information about TOEIC test, techniques, and Strategies.
3	General Business CONTRACT AND EMPLOYMENT Warm-up Vocabulary Grammar: state and active verbs Reading: dealing with difficult words Speaking: Dreams, ambition	The students understand the knowledge about contract and are able to have discussion on the related topic
4	General Business SALES AND COST	The students understand the knowledge about sales and

	Warm-up Vocabulary Grammar: used to/would, past perfect Reading: prediction Writing: making notes	cost, and they are able to have discussion on the related topic.
5	General Business <i>BUSINESS PLAN</i> Warm-up Vocabulary Grammar: present perfect vs present perfect continuous Speaking: discussions (discussing suggestions)	The students understand the knowledge about business plan and are able to have discussion on the related topic
6	Manufacturing <i>MANUFACTURE</i> Warm-up Vocabulary: compound adjectives Grammar: the passive, to have/get something done. Reading: an interview Writing: a report (informational report)	The students understand the knowledge about manufacture and are able to have discussion on the related topic.
7	Finance and Budgeting <i>FINANCE AND INVESTMENT</i> Warm-up Vocabulary Grammar: the future, Modals for speculations. Speaking: an information gap (discussing a photo)	The students get knowledge about finance and budgeting and are able to have discussion on the related topic
8	Finance and Budgeting <i>FINANCE AND ACCOUNTING</i> Warm-up Vocabulary: Grammar: Conditional, third conditional, wish/should have Reading: Using linking and reference words Writing: Describing a person	The students are able to understand the knowledge about finance and accounting and are able to have discussion on the related topic
9	Corporate Development <i>INNOVATION AND PRODUCT DEVELOPMENT</i> Warm-up Vocabulary	The students are able to understand the knowledge about innovation and product development and are able to have discussion on the related topic

	Grammar: reported request and orders, reported statement Speaking: Dealing with mistakes (telling a story)	
10	Offices <i>BUSINESS LETTER</i> Warm-up Vocabulary Grammar: reported questions Reading: text with sentence gaps Writing: formal letter	The students are able to get the knowledge about business letter and are able to have discussion on the related topic.
11	Offices <i>OFFICE EQUIPMENT</i> Warm-up Vocabulary Grammar: verbs followed by –ing form or infinitives Speaking: identifying things and activities (pictures)	The students are able to understand the knowledge about office equipment and are able to have discussion on the related topic
12	Personnel <i>RECRUITMENT AND SELECTION</i> Warm-up Vocabulary Grammar: transition words Reading: forms and tables Writing: email/faxes/memos	The students are able to understand about recruitment and selection and are able to have discussion on the related topic
13	Personnel <i>PAY AND BENEFITS</i> Warm-up Vocabulary Grammar: word order Reading: advertisement Writing: a letter of application	The students are able to understand the knowledge about pay and benefits and are able to have discussion on the related topic.
14	Post Test	It is proposed to evaluate the students' ability after attending the course.

Table 3: Blueprint Result for Public Speaking.

No	TOPICS	OBJECTIVES
1	Pretest	This session is intended to map the initial students' ability.
2	Introduction to the course. Public Speaking.	the preparation of delivering the variety of public speaking.
3	The Process of Public Speaking (why public speaking is important, the	Students are expected to be able to identify the components of getting message across to others

	process of public speaking)	
4	Ethic of Public Speaking (Ethic in public speaking)	Students are expected to be able to explain and implement the ethics in public speaking
5	Speaking Confidently (Communication apprehension, reducing communication apprehension, coping with unexpected)	Students can understand the kind and nature of communication apprehension. Students are able to identify factors that cause communication apprehension. Students can cope the communication apprehension
6	Audience Analysis (conducting audience analysis, types of audience analysis, implementing the analysis)	Students are able to adapt the speech to audience's needs. Students are able to gather audience information to delivery speech. Students are able to use audience analysis to alter the speech while speaking
7	Purpose of Speaking and selecting a topic. (General Purposes, Selecting a topic, Specific Purposes)	Students are able to understand the primary constraint of topic selection. Students can demonstrate an understanding of how a topic is narrowed down to specific purpose. Students can write the purpose of speaking when selecting a topic
8	Supporting ideas and building arguments (Exploring Types of support, using support and creating arguments)	Students are able to support the ideas and build the argument by providing corroborating evidence. Students are able to build argument by using support for speech.
9	Introduction (The Importance of Introduction, the attention-getter, putting it together, analyzing an introduction)	Students can make the effective introduction. Students are able to gather attention of the audience. Students are able to make the steps to complete introduction and perform it.
10	Creating the body of a speech (Determining the main ideas, using common organization patterns, keeping your moving, analyzing speech body)	Students are able to determine the main ideas. Students are able to understand the common speech organizational pattern. Students are able to use transition in speech
11	Concluding (The importance of conclusion, steps of conclusion, analyzing of conclusion)	Students are able to know and perform the steps of conclusion
12	Outlining (Type of Outlines, using outlines for success)	Students can understand the importance of outlining in public speaking. Students are able to know the kind of outlining. Students can practice outlining to help for success public speaking
13	Delivering the speech	Students know and the method of speech delivery.

	(Four methods of delivery, speaking context that affect delivery, using notes effectively, practicing for successful speech)	Students are able to use notes in delivering the speech. Students are able to understand how to practice effectively for good speech delivery.
14	Post Test	It is proposed to evaluate the students' ability after attending the course.

For three levels namely elementary, intermediate, and basic working, they have the same topic to talk for each meeting. What makes them different is related to language work, vocabulary or learning strategies. Topic based was chosen for this blueprint since the students prepares for the TOEIC test. For public speaking level, those are the students who has the highest point of TOEIC mapping test. For this level, the students discuss about the process of public speaking, ethic of public speaking, speaking confidently, audience analysis, purpose of speaking and selecting a topic, supporting ideas, and building arguments, introduction, body of speech, conclusion, outlining and delivering speech. It tends to totally different but actually, it is separated to make the lecturer and student more focus for teaching and learning process.

For the result of development, each of person in charge compose the course book based on developed blueprint. In composing this product, they tried refers to many sources to strengthen the content of this product. After that, the researcher implemented this book in the process of teaching and learning purposes. It was implemented for student at State Polytechnic of Batam. In implementation section, this course book is only used for the internal circulation especially for trying out the product. There are about 32 students from each department means that 8 students as the representative of each department. Two parts of questionnaire are given include English usage and general respond to the product of course book. Some indicators ask related to consistency of scientific writing, form and editing pattern, usage format for composing course book, attractiveness, classification, style, and font as well as the content of course book. The following items represent in detail the content of questionnaire that was administered to the students.

1. Consistency
 - This course book used consistent terms.
 - This course book implemented consistent fonts.
 - Using consistent layout
2. Formatting
 - Pages format is readable clearly.

- Pages column is proportional in compare to the used paper size.
 - Column width makes the reader easy to read the course book.
 - Lay outing and typing are easy to follow by the readers.
3. Attractiveness
- Front cover is interesting.
 - Font and title are attractive.
 - Pages' color, picture and illustration are interesting.
 - Paper's color and fonts are interesting.
 - Typing for layout pattern is interesting.
4. Classification
- Material classification systematically
 - Exercises are composed systematically.
5. Letter form and font size
- Letter form and font size is readable.
 - Font size used is proportional.
6. Content
- There is clear formulation of competency.
 - Load of knowledge that suitable with unit competency.
 - The material is in accordance with sequence of competencies.
 - The material is suitable with the students' level ability.
 - It is possible for the students to learn by themselves.
 - Exercises and task are easy to understand.
 - The students can do the test dependently.
 - Load comfortable knowledge and skill.
 - The language is easy to understand.

Table 4 shows the result of course book try out for small group of students. Most of the indicators shows that the course book was accepted well by all of the students. The criteria for multimedia development namely <21% (very bad=VB), 21%-40% (bad=B), 41%-60% (good enough=GE), 61%-80% (good=G), 81%-100% (very good (VG) [6]. Based on the try out given to small group of the students, about 25 indicators given, most of them included into good and very good category

Table 4. Results of questionnaire.

NO	INDICATORS	LEVEL				CATEGO RY
		BG (%)	IN (%)	BW (%)	PS (%)	
	Consistency					
1	This course book used consistent terms.	78	81	75	75	G, VG, G, G

2	This course book implemented consistent fonts.	78	85	78	94	G, VG, G, VG
3	Using consistent layout	68	75	69	72	G, G, G, G
	Formatting					
4	Pages format is readable clearly.	78	78	78	78	G, G, G, G
5	Pages column is proportional in compare to the used paper size.	71	81	78	100	G, VG, G, VG
6	Column width makes the reader easy to read the course book.	78	84	78	78	G, VG, G, G
7	Lay outing and typing are easy to follow by the readers.	75	75	75	84	G, G, G, VG
	Attractiveness					
8	Front cover is interesting	65	78	75	81	G, G, G, G
9	Font and title are attractive	71	75	66	66	G, G, G, G
10	Pages' color, picture and illustration are interesting.	75	84	84	47	G, VG, VG, GE
11	Paper's color and fonts are interesting.	75	100	81	81	G, VG, VG, VG
12	Typing for layout pattern is interesting	75	69	81	94	G, G, VG, VG
	Classification					
13	Material classification systematically	97	84	78	78	VG, VG, G, G
14	Exercises are composed systematically	81	88	97	94	VG, VG, VG, VG
	Letter form and Font size					

15	Letter form and font size is readable	90	84	88	88	VG, VG, VG, VG
16	Font size used is proportional	81	84	81	94	VG, VG, VG, VG
	Content					
17	There is clear formulation of competency	84	82	75	84	VG, VG, G, VG
18	Load of knowledge that suitable with unit competency.	78	91	94	84	G, VG, VG, VG
19	The material is in accordance with sequence of competencies	94	91	78	94	VG, VG, G, VG
20	The material is suitable with the students' level ability.	97	69	97	93	VG, G, VG, VG
21	It is possible for the students to learn by themselves.	86	75	88	97	VG, G, VG, VG
22	Exercises and task are easy to understand.	75	78	72	75	G, G, G, G
23	The students can do the test dependently.	78	78	75	78	G, G, G, G
24	Load comfortable knowledge and skill	84	78	75	94	VG, G, G, VG
25	There is clear formulation of competency	88	72	75	84	VG, G, G, VG

4 CONCLUSIONS

Developing a course book is indeed a challenging and daunting project. This research in line with Zohrabi (2011). A lot of time, energy, effort, and experience are required to accomplish the purpose. Future investigation and deeper analysis are very important to conduct for making this research more valuable

and fruitful for those who want to prepare themselves for English preparation especially the higher vocational students. By conducting the development and evaluation, it is concluded that this course book is developed by using ADDIE method which start from analysis, design, development, implementation, and evaluation. Initial need analysis become the first step to investigate the problems and needs of the students. Based on analysis, it is found also that this course book is well accepted by the students. The try out was conducted and mostly the category of 25 indicators mostly shows good and very good. As in Tomlinson (2006), there is no perfect course book, each course book is used in every different situation, background of students and they have different objectives, needs, level of proficiency, intention, prior knowledge, and cultural background. A course book could not satisfy all the different tastes students, lecturer, or stakeholder.

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