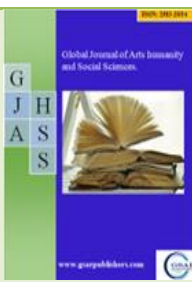
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DESIGNING ENGLISH MATERIALS FOR FISHERIES STUDENTS AT SMK NEGERI 3 ENREKANG

By

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Abstract

The purpose of this study was to develop specific English learning materials for eleventh- grade students in the fisheries program at SMKN 3 Enrekang. The study adopted a research and development (R&D) approach based on English for Specific Purposes (ESP) and followed a systematic process to ensure the materials' relevance and quality. The study began with a needs analysis conducted on June 14, 2024, to identify the students' target and specific learning needs, focusing on their academic and professional contexts. The analysis revealed requirements for fishery-related terminology, practical communication skills, and task-based competencies relevant to their field. Based on these findings, a course grid was designed as the foundation for developing three instructional units. Each unit consisted of fourteen tasks, encompassing reading, vocabulary, speaking, listening, grammar, writing, and reflection activities. The developed materials were evaluated by an English teaching expert using BNSP criteria and received an average score of 3.55, categorized as "very good." Following the expert review, the materials were revised to enhance content accuracy. The final version of the materials aligns with students' specific needs and the learning objectives of vocational training in the fisheries sector. The results demonstrate that the developed materials are significant for both academic and vocational purposes, equipping students with language skills tailored to their educational and career goals. This study contributes to the field of ESP by providing a model for designing context-specific instructional materials for vocational high schools, particularly in the fisheries sector.

Keywords: English for Specific Purposes, needs analysis, English materials, fisheries.

and is connected to the global market.

INTRODUCTION

Vocational education plays a very important role in preparing the younger generation to enter the increasingly competitive world of work, especially in sectors that have specific needs, such as fisheries. One of the skills that is highly needed in the world of work, especially in the global fisheries industry, is English language skills. English in the context of work is not only used to communicate with international parties but is also very necessary to understand technical documents, keep up with the latest technological developments, and interact with technological tools and devices in the fisheries sector. At SMK Negeri 3 Enrekang, the fisheries study program aims to produce graduates who are skilled and ready to work in the fisheries industry that continues to grow

As stated by Nurdin (2019), "Vocational high school students must be ready to work after they graduate and must also have sufficient competence to work abroad." In addition, based on research by Suharno, Pambudi, and Hajanto (2020), the local labor market has a fairly high labor absorption rate, which is 85% for vocational high school graduates. However, the main challenge faced by students is their low English language skills. English language skills are essential in various professional activities, such as communicating with international parties, understanding technical documents, and utilizing the latest technology in the fisheries sector. In this context, English for Specific Purposes (ESP) becomes highly relevant. As a branch of English Language



Teaching (ELT), ESP focuses on the development of English skills tailored to the specific needs of learners based on their fields of study or professional goals. For fisheries students, ESP provides targeted materials that align with industry requirements, emphasizing technical vocabulary, practical communication skills, and context-specific tasks relevant to the fisheries sector.

In addition, the availability of learning materials that are appropriate to the fisheries context is still limited, which hinders students from gaining relevant knowledge and skills for their careers. Many previous studies have focused on the design of English learning materials for vocational students. One of them is a study by Yulianti et.al et.al et.al (2022), which aims to design English learning materials for Electrical Engineering students with a focus on job objectives. This study produces materials that are tailored to specific needs in the field of Electrical Engineering, such as electrical circuit elements and their subtopics, as well as various relevant language aspects, such as descriptive and procedural texts, technical vocabulary, and text structures used in the field.

This study uses the ADDIE model for development and O'Donnell's needs assessment technique, which is carried out through interviews and rating scales. Another relevant study is the study by Rani Falantika Lasut and Nurlaily (2022) entitled "Designing Integrated English Teaching Material through Online Learning", which focuses on the development of English learning materials for online learning in response to the Covid-19 pandemic. This study shows that materials based on students' needs and involvement, such as reading texts, vocabulary exercises, letter writing, and short conversations, can increase students' active participation in English learning.

Although many studies have focused on the design of English materials for students in various majors, research specifically for the fisheries field is still very rare. Therefore, this study aims to develop English learning materials that are tailored to the needs of students in the fisheries study program at SMK Negeri 3 Enrekang. This study will design materials that are relevant to fisheries terminology, practical communication skills, and job tasks that are often faced by professionals in the fisheries industry. By adopting the principles of ESP, the materials developed are expected to improve students' English skills and prepare them to face challenges in the world of work, both locally and globally.

The focus of this study is to identify the target needs and learning of eleventh-grade students majoring in fisheries at SMK Negeri 3 Enrekang. This study also aims to develop English learning materials that are appropriate to the needs of these students. The research method used is Research and Development (R&D), with research procedures referring to the system approach model originally proposed by Dick & Carey (1996). However, the researcher chose to use a modified version of the research model developed by Deddy Nureffendhi to better suit the context of this study. This modification makes the research procedure simpler and more relevant to the purpose of developing English learning materials. This study contributes to the development of science in

the field of fisheries education by providing English learning materials tailored to the specific needs of students in fisheries study programs, as well as improving English skills that are relevant to the demands of the world of work in the fisheries sector.

LITERATURE REVIEW

The design of English learning materials in vocational schools has become an increasingly important area of focus in educational research, particularly in the context of English for Specific Purposes (ESP). ESP emphasizes the development of English materials that are tailored to meet the unique needs of students based on their specific fields of study or professional goals. This approach is especially relevant in vocational schools, where aligning materials with students' program-specific requirements can significantly enhance their readiness for the workforce.

One relevant study is by Maudy and Fauziyati (2019), which examines English material design in SMK. This study found that while teachers followed a systematic design process, including needs analysis and methodology evaluation, challenges such as limited time and resources persist. This indicates that, despite efforts to align materials with students' needs, practical constraints still affect the effectiveness of English teaching in vocational schools.

Another relevant study by Yulianti et.al et.al et.al (2022) focuses on designing English materials for Electrical Engineering students, emphasizing job-specific language skills like technical vocabulary and understanding procedural texts. The study employed the ADDIE model and O'Donnell's needs assessment technique, underscoring the importance of tailoring materials to the technical demands of the profession. This approach reflects the principles of ESP, which prioritize the development of language skills directly tied to the professional and academic needs of learners. For example, in the fisheries program, students require proficiency in industry-specific terminology, practical communication, and technical documentation, all of which align with the ESP framework.

Additionally, Nurlaily et.al (2022) explored the design of English materials for online learning during the Covid-19 pandemic, highlighting the need for materials that engage students and meet their learning needs, such as reading comprehension, vocabulary development, and communication skills. This study reinforces the importance of student-centered material design that motivates active participation and language development. In the context of ESP, such an approach ensures that the learning materials are not only engaging but also relevant to the students' vocational aspirations and workplace scenarios.

These studies collectively emphasize the importance of designing English learning materials that align with the specific needs of vocational students. The principles of ESP further reinforce the necessity of tailoring these materials to the particular demands of specific professions, ensuring that the language skills acquired are applicable and practical. In the context of the fisheries program, materials tailored to industry-specific language and communication skills will significantly enhance students' readiness for the

workforce. This study aims to fill the gap in research by developing materials that are directly relevant to the fisheries sector, ensuring that students are well-prepared for both local and global job markets.

RESEARCH METHOD

This research employs the Research and Development (R&D) method, with the primary objective of developing suitable English learning materials for students in the fisheries major. The R&D method was chosen because it focuses on creating a final product that can be practically applied in an educational setting. This method is particularly relevant as it goes beyond theoretical research to produce tangible materials that address the specific needs of students. It aligns with the goal of developing English learning materials that meet the learning requirements of students at SMKN 3 Enrekang.

The research procedure follows a modified version of the systems approach model proposed by Dick & Carey (1996), with adjustments made to better suit the context of this study. These modifications streamline the process, ensuring that the development of the English learning materials is directly relevant to the needs of the fisheries students. The stages of the research are as follows: 1) **Needs Analysis**, conducted on June 14, 2024, to identify both the target and learning needs of the students. This data served as the foundation for developing the English learning materials. 2) **Planning**, where a course grid was created based on the findings from the needs analysis, outlining topics, indicators, language functions, input texts, and learning activities. 3) **Material Development**, where three units consisting of 14 activities each were developed, integrating language skills such as reading, writing, speaking, and listening. 4) **Expert Judgment**, where the materials were evaluated by experts in English language teaching to ensure their accuracy and relevance. 5) **Revision**, where feedback from expert evaluations was used to refine and improve the materials.

Data analysis in this study was conducted in two stages. First, the responses from the needs analysis questionnaire were analyzed by calculating the percentage of each response, followed by a descriptive statistical description to identify the students' key needs. The second stage involved analyzing the material evaluation questionnaire, which used a Likert scale to assess the appropriateness of the materials. The data were processed using a formula to calculate the range of scores, categorizing the materials into four levels: Poor, Fair, Good, and Very Good. The materials were considered acceptable if the average score fell within the "Very Good" range ($3.26 < X \leq 4.00$), indicating that they were feasible and suitable for classroom use.

FINDINGS

This study aims to develop English learning materials that are tailored to the needs of 11th-grade Fisheries students at SMK Negeri 3 Enrekang. Based on the needs analysis conducted through a questionnaire, the research results are explained as follows, in accordance with the research objectives:

1. What are the needs and learning needs of the 11th-grade Fisheries students at SMK Negeri 3 Enrekang?

Based on the questionnaire results, 50% of the students expressed that they need English for academic purposes or further education, while 87.5% of the students want to focus on themes related to fisheries. This indicates that students require more specific and relevant materials aligned with their field of study. Additionally, 100% of the students admitted that they struggle with speaking, engaging in discussions in English, and writing with correct grammar. This highlights a significant need to improve students' speaking and writing skills in English, with an emphasis on technical fisheries terms. Furthermore, 75% of the students acknowledged the importance of learning technical vocabulary, oral communication skills, reading comprehension, and listening and writing skills in English that are relevant to the fisheries industry.

2. What is the appropriate learning material for the 11th-grade Fisheries students at SMK Negeri 3 Enrekang?

Based on the needs analysis, the developed materials consist of three main units:

- a) Unit 1: Business Processes and Technology Development
- b) Unit 2: Water Quality Management and Pest Control
- c) Unit 3: Production of Natural and Artificial Feed

Each unit consists of 14 activities covering reading skills, vocabulary, speaking, listening, grammar, writing, and reflection. These activities are designed to develop students' English proficiency within the context of fisheries, focusing on technical vocabulary, reading comprehension relevant to the fisheries industry, and communication skills needed in the workforce.

From the analysis, 87.5% of students prefer practical exercises, while 62.5% prefer reading texts. The majority of students (100%) want reading comprehension exercises, translation of fisheries terms, and grammar practice. They also prefer true/false exercises, antonyms, vocabulary matching, dialogues, and short paragraph writing exercises. These preferences form the basis for designing activities that align with students' interests and needs.

After the materials were developed, they were evaluated by an expert to assess their alignment with standards and student needs. The expert evaluation results indicated that the content was in line with learning objectives and relevant to fisheries topics, receiving a score of 3.50 (Very Good). However, the expert suggested focusing more on practical examples related to the fisheries field. In terms of language, the materials received a score of 3.83 (Very Good), although improvements were recommended to better focus on technical fisheries vocabulary.

The presentation of the materials in a structured format that supports student engagement received a score of 3.57 (Very Good), but attention should be given to making the materials more tailored to the fisheries field. Regarding the layout, although it was deemed sufficient, a score of 3.28 (Very Good) indicated that improvements could be made in font usage and design consistency to make the materials more readable and appealing to students.

Overall, the evaluation results showed that the developed materials were very good, with an average score of 3.55 (Very Good). However, there were some suggestions for improvement regarding vocabulary, material focus, and layout to enhance the quality of these learning materials.

DISCUSSION

This study aims to design English learning materials tailored to the needs of 11th-grade Fisheries students at SMK Negeri 3 Enrekang. Based on the questionnaire results, it was found that most students (87.5%) prefer materials focused on topics directly related to their fisheries field. This emphasizes the importance of an English for Specific Purposes (ESP) approach in material development. This finding is consistent with the research by Maudy and Fauziyati (2019), which also highlighted the importance of comprehensive needs analysis in designing English materials for vocational students. Despite facing challenges such as limited time and facilities, their study stressed the importance of following a structured design process, including competency standards identification and needs analysis. Therefore, the materials designed in this study for Fisheries students are expected to meet the technical needs relevant to the fisheries industry.

Furthermore, the findings of this study regarding appropriate learning materials align with the research of Yulianti et.al et.al (2022), who designed English for Occupational Purposes (EOP) materials for Electrical Engineering students. They found that developed materials must include technical vocabulary relevant to students' fields of work, such as electrical circuit elements and descriptive and procedural text structures. This is also applicable to Fisheries students, who need materials that include technical fisheries vocabulary, such as terms related to water quality, feed management, and fisheries business processes. Thus, the materials developed in this study emphasize the importance of using technical vocabulary to support students' communication skills in their professional careers.

Research by Lasut and Nurlaily (2022), which focused on developing online learning materials, also provides an important perspective on the relevance of technology in English language learning. Although their study focused more on online learning due to the COVID-19 pandemic, the principles of using technology in this study can be applied to create more engaging and flexible materials. Online learning can be a solution to address facility limitations and provide students with broader access to materials relevant to their needs.

Overall, this study's findings suggest that the developed learning materials successfully accommodate students' needs by integrating technical fisheries vocabulary and communication skills relevant to the professional world. This aligns with principles found in previous studies, which emphasize the importance of designing materials tailored to students' specific needs, both for educational and professional purposes. However, challenges related to facility limitations and the need for more specific materials in the fisheries field need to be addressed for further development. Thus, this study makes a significant contribution to designing English learning

materials that can enhance students' skills in both academic and professional contexts.

CONCLUSION

This study aims to develop English learning materials tailored to the needs of eleventh grade Fisheries students at SMK Negeri 3 Enrekang. Based on the needs analysis, it was found that students require materials relevant to their field of study, such as technical vocabulary and communication skills in the context of the fisheries industry. The results indicate that the development of materials based on the English for Specific Purposes (ESP) principles can help students improve their English skills, both in understanding technical vocabulary and communicating in the fisheries field.

The main contribution of this study is the development of more relevant and contextual English learning materials for Fisheries students. The materials provide a foundation for more focused language teaching, aligned with the needs of the fisheries industry. Furthermore, this study offers a model for material development that can be applied to other vocational programs in SMK, focusing on language skills specific to particular fields of expertise.

However, this study has some limitations, including the scope of the materials, which only cover a few topics in the fisheries field, and the limited time for implementation. Therefore, it is recommended to conduct further testing of the developed materials by involving more students from various programs, as well as developing more in-depth and comprehensive materials. Future research could also explore the use of digital learning media to support the teaching and learning process.

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