

## THE DEVELOPMENT OF CONTENT-BASED ENGLISH MATERIAL FOR OFFICE ADMINISTRATION PROGRAM IN VOCATIONAL HIGH SCHOOL

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### Abstrak

Pengajaran Bahasa Inggris di SMK seharusnya menggunakan Bahasa Inggris untuk Keperluan Khusus. Ini menggunakan bahan ajar khusus dalam proses ajarnya. Namun, tidak semua guru Bahasa Inggris SMK di Sidoarjo tanggap dalam menggunakan bahan ajar khusus selama proses belajar mengajar. Penelitian ini bertujuan untuk mengidentifikasi konten yang harus dimasukkan dalam bahan ajar Bahasa Inggris untuk Jurusan Administrasi Perkantoran berdasarkan hasil analisis kebutuhan, untuk mengembangkan bahan ajar Bahasa Inggris yang sesuai untuk Program Administrasi Perkantoran dan untuk mengetahui tanggapan guru terhadap bahan ajar Bahasa Inggris yang dikembangkan. Penelitian ini menggunakan metode Penelitian dan Pengembangan Pendidikan yang mana partisipannya adalah 36 siswa kelas XI dan guru Bahasa Inggris di Jurusan Administrasi Perkantoran. Pengumpulan data dilakukan melalui kuisioner, wawancara, dan instrumen adaptasi materi. Data dianalisis secara kualitatif dengan mengikuti tahapan, (a) *organizing and familiarizing*; (b) *coding and reducing*; and (c) *interpreting and representing*. Hasil penelitian ini menunjukkan bahwa siswa jurusan administrasi perkantoran membutuhkan bahan ajar yang memuat konten khusus yang berkaitan dengan keahliannya seperti sekretaris, humas, customer service, dan lain-lain. Mereka sepakat bahwa bahan ajar yang dikembangkan harus mencakup konten khusus seperti keterampilan berbicara, percakapan yang terkait dengan pekerjaan di administrasi perkantoran, dan istilah administrasi perkantoran. Dalam proses pengembangan bahan ajar, peneliti menerapkan hasil adaptasi materi dan silabus yang dirancang oleh peneliti. Terakhir, guru menyatakan bahwa materi yang dikembangkan peneliti sudah tepat digunakan dalam proses belajar mengajar karena materi yang dikembangkan dapat memenuhi kebutuhan belajar siswa. Ia menyatakan bahwa penggunaan media seperti ilustrasi, audio listening, dan video dapat membantu siswa mencapai tujuan mereka dalam belajar bahasa Inggris.

**Kata Kunci:** Pengembangan bahan ajar, Bahasa Inggris untuk Keperluan Khusus, Jurusan Administrasi Perkantoran

### Abstract

The teaching of English in Vocational High School is supposed to use English for Specific Purposes. It used specific materials in the process of teaching. However, not all English teachers of Vocational High School in Sidoarjo are responsive in using specific materials during the teaching and learning process. This study aims to identify the contents that should be included in the English materials for the Office Administration Program based on the result of need analysis, to develop appropriate English material for the Office Administration Program and to find out the teacher's responses toward the English materials. This study used Educational Research and Development method in which the participants were 36 students of the Eleventh Grade and the English teacher of Office Administration Program. The data were collected through questionnaire, interview, and material adaptation instrument. The data were analyzed qualitatively by following stages, (a) *organizing and familiarizing*; (b) *coding and reducing*; and (c) *interpreting and representing*. The results of this study showed that the students of the office administration program need materials that contain specific contents related to their expertise such as secretary, public relation, customer service, and more like that. They agreed that the developed materials should include specific contents such as speaking skill, conversations related to the jobs in office administration, and office administration terms. In the process of developing material, the researcher applied the result of material adaptation and the syllabus designed by the researcher. Finally, the teacher stated that the material developed by the researcher is appropriately used in the teaching and learning process since the developed material can fulfil the students' learning needs. She stated that the use of media such as illustration, audio listening, and video can help students achieve their goals in learning English.

**Keywords:** Material development, English for Specific Purposes, Office Administration Program

## INTRODUCTION

In teaching English for specific purposes, the use of specific learning materials is essential to achieve the goal of language learning (Gunantar, 2016). Harsono (2015) stated that learning materials mean anything which is used by the teacher to teach language learners. Learning materials are used to become a discussion topic during the teaching and learning process. The teacher also used learning materials to check students' understanding in a form of tasks, assessments, and learning reflections. The learning materials can be obtained through the internet, books, video, or the teacher can design their own materials based on the needs of students (Tomlinson, 2012). It means that the teacher can modify the learning materials from various sources in order to achieve the purpose of language learning. Therefore, the development of learning materials based on student's learning needs is required especially for students who learnt specific science such as vocational high school students.

Vocational High School is one Indonesian high school institutions besides the Senior High School (Amiri and Fatemi, 2014). The difference between Vocational High School and Senior High School is the purpose of learning where the vocational students are prepared to be ready to work after graduating from the school (Rizal, 2017). This difference also affects in the teaching of English. The teaching of English in Vocational High School supposed to use English for Specific Purposes rather than General English. Saragih (2004) stated that English for Specific Purposes is the teaching of specific English by the use of specific learning materials based on particular fields. On the other hand, General English refers to the teaching of English where the language is used in general context (Far, 2008). It means that the teaching of English as General English is used general English materials such as introduction, daily conversation, and more.

Different from Senior High School that emphasizes to the use the General English, the teaching of English in Vocational High School is focused on specific majors, student needs, and the purpose of learning (Rahman, 2015). Vocational High School is high school institutions that has diverse majors such as engineering, multimedia, business, nursing, hospitality, and more. Vocational High School is responsible for producing skilled workers by giving knowledge and skills to the students based on each majors. It can be crucial when the vocational teacher is not responsive in using appropriate learning materials during the teaching and learning process (Mulyah and Aminatun, 2020). Therefore, the teacher should use specific learning materials for teaching English in Vocational High School.

Rahayu et al. (2020) stated that ESP teachers must teach the students according to each majors. However, not

all English teachers in Vocational High School in Sidoarjo are teaching English by implementing ESP. The English materials that is used by the teacher are still too general for vocational students. This condition also occurred in one of the Office Administration class in Vocational High Schools in Sidoarjo, East Java. The materials that is used in the teaching and learning process are still too general for office administration students. The cover of the materials is written for vocational students but the contents are General English materials. Office Administration program is a major which is study the basic skills and knowledge related to the administration governance in the office. The students of this major are expected to work in some substances as secretary, public relations, customer service, or anything related to administration governance. Therefore, the materials must relate to those areas of expertise.

There have been some previous studies conducted in English materials development for vocational high school students. Kusumawardani (2016) conducted a study about English material development for tourism major. Her study shows that the material was suitable to the students' learning needs since English becomes the important subject for tourism students. This study also tune in with Suyadi (2015) who conducted a study about developing English materials for accounting program. His study shows that the material can support their English learning since English becomes very important when students face free trade areas. He argued that General English could not help students to solve problems in specific fields. Therefore, he recommends that future researchers to conduct material development study for other ESP majors.

According to the Kusumawardani (2016) and Suyadi (2015) studies, it can be concluded that developing specific English materials for ESP students is essential in English language learning since the lack of specific English learning materials for vocational students. This reason inspires the researcher to conduct the study of English material development for Office Administration Program. This study is focused on designing English material based on the need analysis of the office administration students. The researcher emphasized the use of specific contents to the developed material. When the vocational students learn English with specific contents, they not only learn English skills such as Reading, Listening, Speaking and Writing, but also learn how to use the language in their expertise. Therefore, this study aims to answer the following research question:

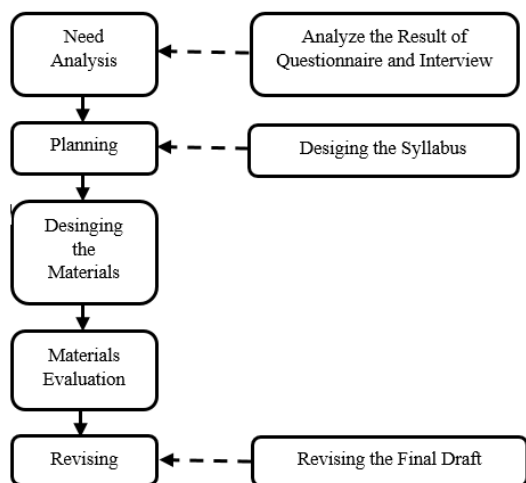
1. What contents should be included in developing English material for office administration program based on the result of need analysis?
2. How are the proper English materials for office administration program developed?

3. How are the teacher's responses toward the developed English material?

**METHOD**

This study used Educational Research and Development (ER&D) since the purpose of this study was to develop a proper English material for office administration students. Borg and Gall (2003) stated that Educational Research and Development is the process of developing educational products that can be appropriately used in teaching and learning process. Moreover, the products have to solve practical problems in the classroom.

The procedure in developing materials based on Borg and Gall (2003) was separated into ten steps. Those steps were following need analysis, planning, developing preliminary type of products, revision of products, preliminary field-testing, primary products revision, primary field-testing, operational field-testing, final products revision, and distribution and application. However, this procedure was adapted into five steps to make an effective procedure of developing materials. The procedure was adapted into five steps by considering the needs of this study. These processes were following:



Picture 1. Adapted Organization of Research Procedure in Developing Materials based on Borg and Gall (2003)

For the first step, the researcher collected the data of need analysis. In this step, the researcher gave questionnaire to the student of office administration program. To support the students' questionnaire data, the researcher interviewed the English teacher of office administration program. After the data were collected, the researcher started to analyze all collected data from the result of the questionnaire and interview.

The second step is planning. In this step, the researcher started to decide which chapter that should be developed. The researcher decided the chapter through

analyzing the existed material. Then, the researcher began to design the syllabus and the materials.

Then, after the materials are designed well, the researcher interviewed the English teacher about the developed materials. The researcher asked about the teacher's opinions and suggestions toward the materials. Next, the researcher can transcribe the result of the interview and conclude that.

This study was conducted in one of the Vocational High School located at one of the sub-district in Sidoarjo, East Java. This school provides several specific majors such as Multimedia, Electronics and Mechanical Engineering, and Office Administration. The data were collected from one class of office administration program in this school. The subjects of this study were the 36 students of the Eleventh Grade on Office Administration Program. They were selected because the teacher recommendation. She stated that the students were active and enthusiastic in learnin English. The English teacher of office administration program also becomes the subject of this study.

In this study, the data were collected through three instruments: Close-Ended Questionnaire, Semi-Structure Interviews, and Material Adaptation Instrument. The close-ended questionnaire was arranged in 22 short questions. The questions was organized by following four aspects: students learning needs, the contents, language input, and activities. The semi-structured interviews were divided into two sections, before and after designing the material.

Before designing the material, the need analysis was conducted through close-ended questionnaire and interview. The researcher distributed close-ended questionnaires to the students in a class of eleventh grade, office administration program. This questionnaire was organized to get the data of the students' learning needs in English subject and possible contents that must be included in the material. To support the data from questionnaire, the researcher conducted a semi-structured interview (interview before designing materials) with the English teacher of office administration program. In this interview, the researcher asked several questions about the curriculum, the learning sources, the media, and the English language teaching in vocational high school. After collecting the data of need analysis, the researcher analyzed all the collected data from the result of the questionnaire and interview. Then, to answer the first research question, the researcher decided what contents should be included for developing the material.

To answer the second research question, the researcher began to develop the material following the adapted procedure. Before designing the material, the researcher conducted a planning step where the researcher decided to

design one chapter based on the Basic Competence 3.15 and 4.15 about “Formal Phone Conversation”. In this step, the researcher also used a material adaptation instrument to investigate the chapter from existed English material. The researcher identified the problem and solution of the chapter, the advantages and disadvantages of the chapter, and the students' learning needs in which unavailable in the chapter. After the researcher got the result of material adaptation, the researcher started to design the syllabus and the material.

Then, to answer third research question, the researcher conducted the second semi-structured interview (interview after designing the material) with the English teacher. The researcher asked about the teacher's opinions and suggestions toward the developed material. Next, the researcher transcribed and analyzed the result of the interview. The result of this interview becomes a consideration in revising the material.

The data of this study were analyzed qualitatively by using the method formulated by (Ary et al, 2010). There were three stages, (a) organizing and familiarizing; (b) coding and reducing; and (c) interpreting and representing.

## RESULTS AND DISCUSSION

### Results

#### The contents of English material for Office Administration Program

The researcher included the contents of the material through two sources: the results of students' questionnaire and teacher' interview (interview before designing the material). The results of questionnaire were divided following four aspects: students' learning needs, the contents, language input, and activity.

Table 1. The Result of Need Analysis (Students' Learning Needs)

Aspects	Results
Students' Learning Needs	<ul style="list-style-type: none"> <li>- The students need to enhance their English communicative skill.</li> <li>- The students need to master English office administration terms.</li> <li>- The students need to learn English to graduate from school.</li> <li>- Speaking is the most essential skill in office administration program.</li> </ul>

The first aspect of questionnaire is about students' learning needs. The result of the questionnaire showed that learning English is essential in vocational school,

especially for office administration program. The students gives some reasons such as: first, English is an international language. When they graduated from school and start to apply for a job, the ability to communicate in English can enhance the opportunities to get a job. Second, in office administration program, English is needed because some of office administration terms which are written in English. They have to translate these terms first before learning. Third, the most essential things are English becomes one of obligatory subjects and the graduate requirements in vocational high school. However, the office administration students are still focused on larning pronunciation and grammar while they have to enhance their English skills in the scope of office administration.

Related to the skills, the students agreed that the developed material should be focused on speaking skill. Office administration is a vocational program that encourages students to be able working in some specific fields such as secretary, public relation, and customer service. Mostly, these jobs require a person who has good communication skills. In addition, they stated that the English materials should be related to office administration field.

Table 2. The Result of Need Analysis (The Contents)

Aspects	Results
The Contents	<ul style="list-style-type: none"> <li>- The material must contains a conversation related to the jobs in a scope of office administration.</li> <li>- The material must contains office administration terms.</li> </ul>

The second aspect of the questionnaire is about the contents. In the developed material, office administration students need contents related to conversation that have specific topic. They agreed that the conversations must relate to the jobs in a scope of office administration such as secretary, public relation, and customer service. Moreover, the existence of office administration terms also important in the developed material because it can increase students' vocabulary.

Table 3. The Result of Need Analysis (Language Input)

Aspects	Results
Language Input	<ul style="list-style-type: none"> <li>- Listening: Dialogues/Conversations.</li> <li>- Speaking: Dialogues.</li> <li>- Reading: Short text about office administration.</li> <li>- Writing: Sentence structure.</li> </ul>

The next aspect is about language input. In listening, the students preferred to listen to the audio in a form of dialogues or the conversations. Then, the students stated that practice the dialogues can be effective in speaking. In reading, the students preferred to read short text with an interesting topic in the scope of office administration. Next, they agreed to learn sentence structure as input for writing.

Table 4. The Result of Need Analysis (Activity)  
 The last aspect is about the activities on the materials

Aspects	Results
Activity	<ul style="list-style-type: none"> <li>- Listening: Discussing the topic on the dialogue.</li> <li>- Speaking: Practicing the dialogue in pair.</li> <li>- Reading: Giving (True/False) on the statements based on the text.</li> <li>- Writing: Arranging sentences into good paragraph.</li> <li>- Vocabulary: Finding correct words in the sentences</li> <li>- Grammar: Deciding the mistakes on the sentence</li> </ul>

In listening activity, the students preferred to do some discussion about the dialogue that they have listened, and then find the correct expressions in a blank dialogue. In speaking activity, practicing the dialogue in pair can become effective way. Next, most of the students preferred to practice reading by giving (true/false) statements based on the text. In writing, arranging a sentence into a good paragraph was the effective activity in writing. As the language components, the students agreed to increase their vocabularies by finding the correct word in sentences and deciding the mistakes of the sentences for learning grammar.

The interview (interview before designing material) was conducted to find out the detail information from the result of the questionnaire. The researcher asked some questions to the English teacher of the office administration program by considering several aspects such as the curriculum, the learning sources, the media, and the English language teaching in vocational high school.

The first aspect is about the curriculum. The result of the interview showed that the teaching of English in the office administration program was adapted from the 2013 curriculum revision 2018. There are eleven basic competences for eleventh grade from the odd until even semester. The teacher explained that those basic competences were designed for vocational school but only three basic competences suitable for office administration competences. She suggested that the researcher could

design the materials on invitation letter and simple phone messages.

In terms of the learning sources and media for teaching English, the teacher used the books provide by the school and the English module for the worksheet. In order to achieve the goal of learning English, the materials was combined with YouTube videos because the students can get the example about how to pronounce the words and to deliver the expressions.

Related to English language teaching in vocational high school, the teacher implied that the method of teaching in vocational school was different from senior high school. The students were interested in practice rather than an explanation about the materials. For example, the vocational students can become active students when they are discussing the topic in a group and practice the dialogue in a role-play situation.

Moreover, the teacher stated that the office administration students should receive better English learning. She indicated that the similarities between the basic competencies in vocational high school and senior high school were almost 80%. Therefore, she stated that the developing materials for office administration program could give benefits to the students.

### The process of material development

In this study, the material was developed by following the procedure such as need analysis, planning, designing the material, material evaluation, and revising. After the researcher found the result of need analysis, the next step in the procedure of developing materials is planning. In this step, the researcher created some items that were required before developing the material such as the book analysis and the syllabus.

First, the researcher created a book analysis by using material adaptation instrument in order to find out the strength and weakness of the English material used by the students. There were several components such as general book analysis, chapter analysis, and the adaptation techniques.

In general book analysis, the title of the book was “*Modul Pengayaan Bahasa Inggris untuk XI SMK/MAK Semester 1*” published by *Mika Kharisma*. Then, the result of book analysis showed that the book has the purpose of writing a book, time allocation, learning motivation, and learning assessment. However, the book was organized without appropriate approach and method. Moreover, the book was lack of process skills needed by vocational students.

In chapter analysis, the researcher decided to analyze chapter 3 related to Basic Competence 3.15 “Formal Phone Conversation”. In this chapter, the researcher found several problems such as this chapter was written without

appropriate approach or method that suitable for the students, the materials still too general for office administration students, lack of media that support the learning process.

In adaptation techniques, the researcher decided which parts of the materials that can be used in developing material. The researcher used several techniques. The first part was the conversation or the dialogue. The researcher used addition and conversion where the researcher added and changed the content of the text or activity on the material. Next, the researcher used the addition technique for the second part. The researcher added some text and activity on particular skills (listening, speaking, and vocabulary). Next, the researcher used the expansion technique for the third part. The researcher expanded the materials such as (definition, the example of conversation and expressions, formal and informal grammar, etc.) which more suitable for office administration students. The last part is learning media. The researcher added some media where the media can support the learning process.

Second, the researcher created the syllabus. The researcher designed the syllabus to be a guideline in designing the chapter. The syllabus designed by combining Basic Competence 3.15 and 4.15 about "Formal Phone Conversation" and the result of need analysis. The syllabus consists of *Kompetensi Inti dan Kompetensi Dasar, Indikator Pencapaian Kompetensi, Tujuan Pembelajaran, Kegiatan Pembelajaran, Materi Pembelajaran, Penilaian, Alokasi Waktu, and Sumber Belajar*.

After designing the syllabus, the researcher began to design the material. The material consists of one chapter from basic competence 3.15 and 4.15 about formal phone conversations. The title of this chapter is "Hello, Good Morning, What Can I do For You?". This chapter is organized into seven components by following the learning steps of the scientific approach from the curriculum 2013. The first component is "Share Your Experience" where the students have to observe several pictures about the jobs in the scope of office administration. The students observe the jobs through the expressions which usually used in formal phone conversations. The second component is "Look Around". This component consists of listening and reading activities where the students have to complete the blank dialogue with the correct vocabulary based on the audio. After that, there are some questions to find out the detailed information from the dialogue. The third component is "Formal Phone Conversation" where the students discuss the several expressions of formal phone conversation. The next component is "Let's Learn More". This component discusses the importance of politeness in formal phone conversation. Then, the next two components are "Let's

Try" and "Your Challenge". These components are writing and speaking activities where the students try to complete the blank dialogue with the correct expressions in formal phone conversation. After that, the students have to make their own dialogue based on the several situations and present the dialogue. The last component is "Self-Reflection" where the students are directed to make a learning journal.

### **Teacher's responses toward English material developed**

After the material designed properly, the researcher met the English teacher. The researcher asked the teacher to review the whole material. After she had finished reviewing the entire material, the researcher conducted an interview (interview after designing the material). This interview was purposed to find out teacher's responses toward the English material. During the interview, the researcher asked nine questions related to her opinions and suggestions about the development of materials. The questions were organized through several aspects such as the suitability of the material, the use of appropriate approach, the learning activity, and the composition.

The first aspect is about the suitability of the material. The teacher stated that the material was suitable with the basic competence of the 2013 curriculum for eleventh grades of vocational high school. Related to the topic selection, the teacher stated that the material about formal phone conversation were need to be developed because this topic becomes one of the competency assessment in the office administration program.

The second aspect is about the use of appropriate approach. In developing material, the researcher used a scientific approach from the 2013 curriculum. The teacher stated that the use of scientific approach in the material was appropriate since it focused on communicative skill. The material was organized from the observing until the communicating stages. However, she added if the observing activity was too difficult for students. She proposed if this part need a revision.

The third aspect is about the activity on the material. The teacher stated that the material would provoke students to be active in class by the activities, which mostly group work and many new terms that attracted students to ask questions. Related to the content, the researcher designed the material by emphasizing the contents connected to the office administration program. The teacher agreed with that idea because most of the books still too general for vocational students. This is also supported by the listening audio that occurred on the material.

The next aspect is about the composition of the material. The teacher assessed that the developed material

was complete with learning objectives, self-reflection, and a summary. Related to the instructions, illustrations, and the font that used in the material, the teacher answered that the material was interesting and creative with pictures related to the world of work. The instructions were clear straight to the point, so the students were easy to understand. In term of the use of language, there were some mistakes in grammar, she argued that it should be revised.

At the end of the interview section, the researcher asked about which parts of the materials that needs a revision. The teacher stated that the material was good in the contents, exercises, purpose, and visual. However, she felt that the material was need to be covered by the learning media such as video. She said if the vocational students were more understand the use of expressions by watching the video rather than explanations.

Based on the teacher's responses toward the material, the material needs a revision in two parts. First, the researcher should change the activity on the observation part that more accessible and understandable for the students. Second, the teacher thought that this material needs more learning media such as video due to help students in learning.

## **Discussion**

According to Hutchinson and Waters (1987), English for Specific Purposes (ESP) students should learn specific materials appropriate to their major. Based on their theory, the researcher designed an English learning material for the students of the office administration program because the researcher found that the learning materials were too general for them.

### **The contents of English material for Office Administration Program**

The first stage in developing material is need analysis. Need analysis is a process to find out students' needs in language learning (Richards and Schmidt, 2010). The researcher conducted need analysis by distributing the questionnaire to the students and interviewing the English teacher of the office administration program.

After collecting the data of need analysis, the researcher analyzes the data from questionnaires and transcribes the audio recording from the interviews. The result of the need analysis showed that most of the students agreed that English were an essential subject for them. They need to learn English because the ability of English will increase their opportunities to get a job after graduating from school. Moreover, the students considered speaking as the subject that should be master. The results of need analysis become a consideration in developing materials.

## **The process of material development**

The researcher continued to analyze the English book that is used during the learning process. The researcher analyzed the books using material adaptation instruments. Material adaptation is the method in developing material that used for modifying the existed materials into suitable materials (Tomlinson and Hitomi, 2004). The result of the analysis were separated into several aspects such as general book analysis, chapter analysis, components adapted, and the adaptation techniques used.

In general, the researcher found that there is no approach and method used in the book. The book also did not include process skills that very need by the students. In chapter 3, the researcher found that their materials were too general for the office administration students, and did not contains learning media that can support the students' learning. Moreover, some conversations and the activities in this chapter were not appropriate with the learning objectives. Therefore, the researcher used adaptation techniques such as addition, conversion, and expansion in designing the material.

The next stage was designing the syllabus. The researcher designed the syllabus to be a guideline in designing the chapter. Then, the researcher started to design the material based on the syllabus. The material consists of one chapter from basic competence 3.15 and 4.15 about formal phone conversations. The title of this chapter is "Hello, Good Morning, What Can I do For You?" This chapter focused on how the students can understand the use of expressions in formal phone conversations. In this material, the researcher put some points such as listening media, a dialogue related to office administration, and speaking exercise.

### **Teacher's responses toward English material developed**

After the material developed, the researcher did an interview with the English teacher of the office administration program. This interview was purposed to find out teacher's responses toward the material. The questions arranged by four components of material evaluation such as the suitability of the material, the use of appropriate approach, the learning activity, and the composition (Awanda, 2020).

The result of the interview showed that the material is the teacher agreed if appropriate for students of office administration program. The material can give students an illustration of what kinds of jobs that related to their expertise. However, the teacher added that there are two points that needs a revision. The researcher has to modify the observation activity that is easy for students and provide learning media such as video.

## CONCLUSION

Based on the findings of the need analysis, most of students agreed that English is essential subjects for them. They need to get better English learning in order to support their future career in scope of office administration. Therefore, the result of need analysis showed that the materials should include specific contents such as the English materials focused on speaking skills, the way to communicate in English, the conversations related to the jobs in office administration topic, and the terms that often used in office administration. Beside the specific contents, the students agreed if the materials should be interesting and supported by learning media such as illustration, video, and audio. The English teacher of office administration program suggested that the researcher should design the materials by following basic competence 3.15 "formal phone conversation".

The material is developed by following several steps: need analysis, planning, designing the materials, materials evaluation, and revising. In need analysis, the researcher collects the data about students' needs in learning English through giving students' questionnaire and interviewing the teacher. After collecting the data, the researcher analyzes the result of questionnaire and interview. In planning stage, the researcher decided which chapter that should developed through books' analysis using material adaptation instrument. In this step, the researcher also designed the syllabus based on selected KD. Next, the researcher began to design the materials. The researcher designed one chapter based on KD 3.15. The topic is related to "Formal Phone Conversation", which has the title "Hello, Good Morning, What Can I do For You?". The material designed by adapting students' module and in accordance with the syllabus designed by the researcher. The objectives of the material were to help students understand how to use the expressions of a formal phone conversation. In the process of evaluation, the researcher conducted an interview after the materials developed. The researcher asked several opinions and suggestions toward the developed materials to the English teacher of office administration program. Then, the researcher analyzes the result of interview and revises the materials based on teacher's suggestions.

In terms of the teacher's response towards the English materials, the teacher agreed that the material developed by the researcher was appropriate used in the teaching and learning process, she gave positive responses for it. The teacher assessed if the developed material would help students in increase their communicative skills since it fulfilled the students' learning needs. She added if the use of media such as illustration, audio listening, and video can help students achieve their goals in learning English.

Moreover, the teacher considered that the material could be learning material for the office administration program.

## Suggestions

The researcher provides several suggestions related to this study to the English teacher of the Office Administration program and the future researchers. First, for the English teacher, the teacher should be creative for the use of materials in teaching English in vocational high school, especially at office administration program since the books and module that exist on the market still too general for students. The teacher can modify the context and the contents of the materials, which more suitable for vocational school students. In addition, the teacher can combine the use of learning media so that the materials will attracts the students more into the learning process. Second, for future researchers who want to conduct similar studies, the researcher can implement the developed material in the teaching and learning process to know the effect and students' responses toward the material. In addition, they can conduct a similar study in different programs.

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