



# Automotive Nuance Textbook; English Learning Materials for Automotive Engineering Vocational Students

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## Abstract

English teaching materials for vocational students in automotive engineering classes often fail to meet contextual needs, hindering effective learning. This research uses the ADDIE model to develop a tailored Automotive Nuance Textbook; English Learning Materials for Automotive Engineering Vocational Students using the Research and Development approach. The study involved 25 students chosen randomly, focusing on needs analysis, design, development, implementation, and evaluation stages. Based on the needs analysis instrument results, the English material packaged in automotive nuance textbook for vocational students if developed will be very useful because it is designed according to the needs of the Automotive Engineering Vocational Students. then from the results of the instrument effectiveness test and the final analysis of automotive students, it was found that each percentage had a score in the 100% category. Results indicated a strong need for specialized English materials, showing high effectiveness in addressing students' learning needs.

**Keywords:** *Automotive Nuance Textbook; English Learning; English Material; Vocational Students*

## Introduction

The availability of good and relevant textbooks is one of the factors that support the success of the learning process in the classroom. This is because textbooks are a source of learning in obtaining information and developing knowledge. So, a textbook should be able to reflect the learning objectives and competencies of students. The main part of the textbook is the content which is part of the teaching material used in learning.

In reality, the English teaching materials used are still general for Senior High Schools and Vocational High Schools that can be used by all majors. While each major in the school has specific learning objectives that are expected in the use of English. Especially for Vocational High Schools, English teaching materials that are in accordance with each major's competency are still not available. One example is in the Automotive Engineering major which is related to the achievement of graduate competencies who are expected to be able to use English as a foreign language and international language to facilitate communication both verbally and in writing in the world of work later. In line with this, English language skills are very much needed when they work in the industry (Utami, Sri, Wijang Sakitri, and Lesta Karolina Br Sebayang. "Peningkatan Kualitas Sumber Daya Guru Dan Siswa Sekolah Menengah Kejuruan (SMK) Melalui Pengembangan Inovasi Bahan Ajar Berbasis English For Specific Purposes (ESP)." *Jurnal Abdimas* 20.2 (2016): 125-132)

At the initial analysis stage, there is no English material developed according to the characteristics and needs of students as expected by the competency achievements that can build meaningful learning. The material taught is not related to student competencies in the Automotive Engineering department specifically. The effort to solve this problem is to create an English Language yang dikemas dalam Automotive nuance textbook for vocational high schools majoring in Automotive Engineering that is appropriate in terms of content, language, presentation and curriculum.

In creating a material structure, creating a hierarchical material structure is one of the supporters for carrying out integrative reconciliation of Ausubel's theory and then formulating an Advance Organizer. Advance organizers can be done in two ways, namely: 1) linking or connecting the subject matter with the structure of student knowledge. 2) organizing the material studied by students.

Developed English material textbooks for automotive classes based on student needs, which are considered effective and valuable for Vocational High School students, because the textbooks are in accordance with indicators and relevant to students' specific needs and goals in their academic and vocational activities (Arianti et al., 2018). This underlines the importance of creating English textbooks that suit the needs and goals of vocational education, which can ultimately improve the quality of English language teaching.

Also stated that contextual learning materials can support students' language learning achievements, which also supports their future careers. Overall, the studies mentioned above strongly indicate that learning materials in vocational schools must be designed carefully to include any material related to automotive issues. Several studies emphasize the need to create English language teaching materials that are tailored to the majors and needs of students in the automotive field (Wijayanti & Nugroho, 2021).

English learning for high school and vocational students is different, because vocational students need special materials related to the chosen fields and skills or known as English for Specific Purposes (ESP), so, it is important to develop English teaching materials for vocational schools to be able to use English in certain fields (Pande Agus Adiwijaya & Luh Made Dwi Wedyanthi, 2022). In the literature, it is stated that the different needs in English language learning become a benchmark for the importance of developing teaching materials for English language materials, especially vocational students for automotive engineering classes.

Learning English for high school and vocational school students is different, because vocational school students need special material related to their chosen fields and skills or known as English for Specific Purposes (ESP), so it is important to develop English teaching materials for vocational schools so that they are able to use them. English in certain fields (Pande Agus Adiwijaya & Luh Made Dwi Wedyanthi, 2022). In this literature, it is stated that differences in needs for learning English are a benchmark for the importance of developing English language teaching materials, especially for vocational students for automotive engineering classes.

Limited English teaching materials affect student achievement, especially for vocational ones. Meanwhile, learning English really supports their competence according to their skills and the relevance of the material to their major or expertise must also be determined so that there is no gap between the English language material related to the major they choose (Ginting et al., 2021). The challenge of vocational schools is to be able to provide human resources that meet the demands of the industrial world and be able to compete in it, so vocational schools must be able to facilitate them so that they are ready to work in the industrial world whose demands and challenges are increasingly stringent. One of the facilities that can be provided is to develop English language teaching materials that are appropriate to the profession that vocational school students are pursuing. So, in this research, Masyhud conducted training and assistance to create English language teaching materials for vocational school teachers (Masyhud, 2021).

Nowadays, English is widely used in all digital literacy such as social media, communication tools, public places, this happens because English is considered a unifying language that can be understood by everyone in the world. So it is natural that English has a very relevant function in communication (Farhana et al., 2021). Based on this, preparing the younger generation to face today's world can start by providing easy learning facilities, especially English specifically for vocational students.

The development of communication is very crucial, in the absence of correct communication, people from other countries will experience difficulties in communicating/connecting with each other. Therefore, good communication using a unifying language (International Language) is really needed. In this case, several countries that use a second language, namely English, almost require their citizens to master and be proficient in English (Farhana et al., 2021).

In order to be able to compete in the job market, both nationally and internationally, it is important to master English, considering that we are in the era of globalization (Bunga Shafira et al., 2023). The need for English language skills in the current era is nothing new. Technological advances, increasingly advanced civilization, global communication, open up opportunities for anyone to be able to interact in various fields. (Berlinda Mandasari et al., 2022) One important factor in increasing natural resource capabilities is through teaching and learning English. In the 5.0 era, experts in science and technology must understand English well (Yudha Pratama et al., 2023).

The challenges of the era of globalization supported by advances in technology and science currently make understanding and using English a crucial thing. Foreign languages, especially English, have become a global need to master and learn. Learning a language is closely related to learning communication, both verbally and in writing (Bungsu Keumala Sari et al., 2023). English is the most important communication tool as well as one of the life skills that must be possessed by someone, especially students, in order to improve the quality of resources in the future and to continue their education at university level (Elva Utami et al., 2023).

English education has become important because of the impact of globalization and technological advances. English provides access to knowledge, employment opportunities and cultural exchange (Nursakina Husen et al., 2023). English is a skill that every working person is expected to be capable of, therefore having the ability to speak English is an important part of the job requirements (Rosni Harahap & Mahrani, 2020).

English includes 4 skills, namely listening, speaking, reading and writing. These four skills are integrated and absolutely used every day in both formal and informal situations, for example in daily conversations, office meetings, business presentations and standard rules of Standard Operating Procedure (SOP) (Namely Muchtar & Gusri Emiyanti Ali, 2019).

When learning a language, the things you learn are what you see around you and this is a contextual learning model that will be applied in everyday life (Isnaini Eddy Saputro et al., 2022). This happened to vocational engineering class students at the Palopo vocational high school. Students' needs in learning English are always related to the major they choose.

In this era of free trade, competition in the world of work will become increasingly fierce, especially in the labor sector because workers not only have to compete with workers in their own country but also compete with workers from neighboring countries or other countries in general. Indonesia, in this case, must be ready and able to produce graduates from both high school and university levels. In this case, one of the sectors highlighted is SMK (vocational high school) because graduates from this SMK are prepared and expected to be able to immediately enter the world of work when they graduate (Martina Mulyani et al., 2022).

Vocational High Schools (SMK) are one of the education sectors in Indonesia that have a greater impact in providing workforce stimulus that is ready and skilled to contribute directly and professionally to the development of world industry (Septian Aep Nugraha & Mansyur Srisudarso, 2023). Learning materials or teaching materials in language learning can be interpreted as anything that can be used to assist teachers in helping students learn languages. These teaching materials can be in the form of textbooks, workbooks, cassettes, CD-rooms, videos, photocopies of handouts, newspapers, paragraphs written on the board; everything that presents or informs about the language being studied (Pande Agus Adiwijaya & Luh Made Dwi Wedyanthi, 2022).

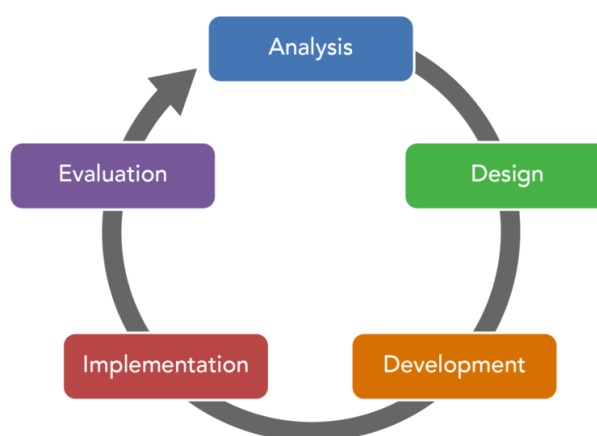
The main objectives of developing teaching materials for teachers are factors of effectiveness, efficiency and consistency with established skills (Verawati & Juhairiah, 2023), And the existence of teaching materials can help students understand various skills sequentially and coherently, so that students can learn all the competencies studied in a complete and integrated manner (Ratih Indah Setyaning Pandulu & Durinta Puspasari, 2022).

## **Method**

This research uses a Research and Development approach to produce English language teaching materials tailored for automotive majors, with a special focus on utilizing the ADDIE model, as introduced by McGriff in 2000 and cited in Sukirman's work in 2015. The ADDIE model consists of five models which are sequentially. stages: analysis, design, development, implementation and evaluation, as explained by Sukirman (2015). This model serves as a widely accepted learning design framework, representing the stages of Analysis, Design, Development, Implementation, and Evaluation. Although originally designed for education and training programs, the ADDIE model can be adapted to support research and development (R&D) efforts, which include the creation of materials and products.

To explore specifically, in the first step the researcher will carry out an initial analysis using an online form to identify students' initial needs. secondly, the researcher then prepared and designed reading teaching materials based on the

findings of the initial analysis. Next, in the third step, researchers will continue with validation testing of the development of English language textbooks for automotive classes. The fourth step includes implementation, where the researcher will conduct a trial of developing an English textbook for 25 students in the automotive class at SMKN 2 Luwu to assess their motivation and enthusiasm for reading material that is relevant to their field. The fifth step includes conducting an evaluation: Evaluation of the final analysis using an online-based questionnaire as a final assessment of the effectiveness of the teaching materials implemented in increasing students' motivation and enthusiasm in learning English in their department. Qualitative data collected from experts will be analyzed, while quantitative data will be analyzed descriptively.



*Figure 1. The ADDIE Model*

## **Results**

### ***Initial Analysis***

This initial analysis identifies the main problems faced by students at vocational schools who require English language skills relevant to their chosen field. So, researchers used a needs analysis instrument. The results of the needs analysis instrument regarding the problems faced by vocational students are that 52% of vocational students do not know much about English language material but 100% have a high curiosity in developing knowledge of English.

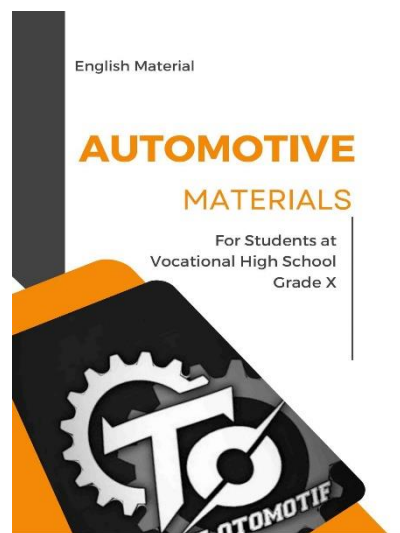
This data was obtained from the researcher's Needs Analysis instrument through the question: Do you have an English textbook specifically for automotive engineering classes? Their answers are based on percentages, namely 100% have never received a similar product. According to them, if this product is developed, 92% will be very interesting because it offers an automotive concept. Based on the results of the needs analysis instrument, the development of English language

materials for automotive engineering classes through Automotive nuance textbooks, if developed, will be very beneficial for vocational students for automotive engineering classes who will present material used in everyday life.

Data obtained from the need's analysis instrument shows that 96% of vocational students in automotive engineering classes think that they strongly agree that English language material is packaged in the form of a textbook specifically designed for automotive engineering classes. Therefore, researchers will create a product in the form of an English language Automotive nuance textbook for the automotive engineering class as desired by students in the automotive engineering class.

### ***Design for Developing Automotive Nuance Textbook; English Learning Materials for Automotive Engineering Vocational Students***

At this stage the researcher developed a product in the form of an English textbook for automotive engineering classes. There are several things prepared by the researcher, namely: type of letter, writing format, size of the letter, initial design, until the end. The product design for developing Automotive Nuance Textbook; English Learning Materials for Automotive Engineering Vocational Students consists of a cover or front and back cover, foreword, table of contents, automotive terms. Consists of 31 Pages.



*Figure 2. Sampul Automotive Nuance Textbook*

### ***Validation of The Development of Automotive Nuance Textbook; English Learning Materials for Automotive Engineering Vocational Students***

To determine the level of validity of developing Automotive Nuance Textbook; English Learning Materials for Automotive Engineering Vocational Students, researchers developed and compiled them according to the needs of automotive engineering class students whose needs had been analyzed and to determine the relative frequency results obtained by researchers. Furthermore, one of the main criteria for determining whether the use of English language Automotive nuance textbook for automotive engineering classes developed by researchers is valid or not is based on the validation results from the validators.

### ***Design Validation Results***

Nurmiati, S.Pd as head of the automotive engine department is the design expert for this product. Description of the results obtained after revising the product from 8 aspects, 4 aspects have a very valid value with a percentage of 100%, there are 2 aspects that have a valid value of 75%. The total of all aspects that have a very valid value is 91.6%.

### ***Results of Material and Curriculum Expert Validation***

Dr. Masruddin, M.Hum, as material and curriculum expert. Description of the results obtained after revising the product. After being revised, it is then validated to obtain validity. From the percentage results it can be seen that the 6 aspects have very valid values, so that all aspects have very valid values with a percentage of 90%.

### ***Linguist Validation Results***

Mrs. Dewi Furwana, S.Pd., M.Pd, as a language expert. Description of the results obtained after revising the product from 7 aspects, there are 5 that have a very valid value with a percentage of 100%, there are 2 that have a valid value of 75%. The total value of all valid aspects is 92.85%.

Based on the results of testing Automotive Nuance Textbook; English Learning Materials for Automotive Engineering Vocational Students in the automotive engineering class, this was carried out by distributing trial instruments to determine the response of students who had previously taken samples of their initial needs. The trial result data is in the interval 81% - 100% with a value of 81% in the "Very Practical" category. This means that the English textbook for automotive engineering classes is easy to use. Based on this data, we get an idea that the product being developed is very practical. Product assessment is based on a needs analysis form instrument that has been filled in by respondents and then analyzed to determine the level of success of the product being developed.



In the effectiveness test, the score value of the need's analysis instrument distributed to respondents is seen, then analyzed by calculating the percentage of item scores for each answer to each question in the form. To determine this percentage, you can use the following formula.

Information:

- P     ligibility percentage
- $\Sigma x$    otal score of answers
- $\Sigma x1$    he total number of instrument scores

Next, in assigning meaning and making decisions, use the following criteria:

Table 1. Percentage Effectiveness Level

Presentage (%)	Effectiveness level
80-100	Effective
60-79	Effective enough
40-59	Less effective
0-39	Ineffective

From the results of the effectiveness test instrument filled in by automotive engineering class students, the following percentages were obtained: Of the respondents, each had a score in the 100% category. Based on this, it can be concluded that the instructional design product developed is "effective".

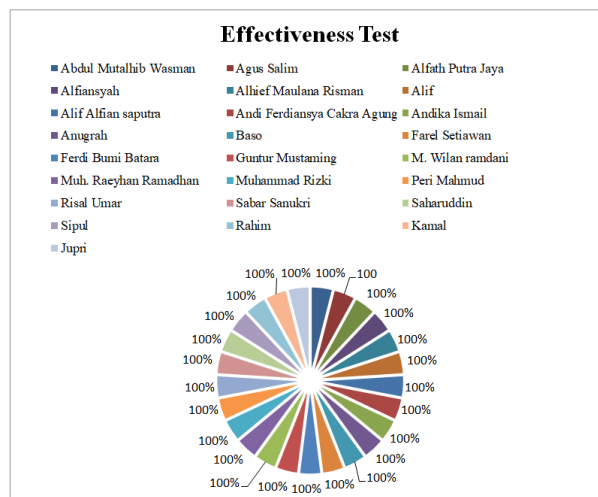


Figure 3. Effectiveness Test of Results.

### **Implementation**

After all training procedures were completed, the researcher consulted with the head of the department at the Vocational High School to get a response from him regarding the product that the researcher had developed. Researchers received a positive response regarding this product from Mrs. Nurmiati, S.Pd. There is a lot of English language material that is relevant to automotive, Mrs. Nurmiati, S.Pd reinforces this:

*"English language textbook for automotive engineering classes written by St. Rismawati, is a written work that really needs to be developed. This textbook is very interesting to use as material for students to increase their knowledge of English, especially for automotive engineering classes, and of course it will be useful for students in the future when they have pursued a career according to the profession or skill chosen at vocational school. This textbook is very relevant, it contains many automotive terms. Make it easier for students to learn English."*

### **Final Analysis**

After the product was used, researchers distributed an online questionnaire which was used to measure how good the quality of the product was and how well vocational students in automotive engineering classes understood the contents of the product produced.

### **Discussion**

The results of the analysis obtained by the researcher, in the initial conditions of the analysis, the researcher received information that English language textbooks for the automotive engineering class had to be developed so that students in this automotive engineering class had a source of information whose content was in accordance with the needs of the automotive engineering class. The impact of a lack of insight into English that is relevant to the field they choose is that it will make it difficult for students when they enter the world of work in accordance with the profession they choose, especially in the automotive field.

Data obtained from the responses of vocational students in automotive engineering classes proves that vocational students, especially automotive engineering classes, really like the application of products developed by researchers. This product provides vocational automotive engineering class students with an understanding of automotive terms in English.

Based on this description, the English language material textbook for the automotive engineering class is a useful learning resource for vocational students in the automotive engineering class to develop their knowledge about automotive and become a provision for them when pursuing the profession they choose in the future, as well as becoming trigger to increase the enthusiasm for learning of vocational students, especially automotive engineering classes. Therefore,

researchers need to develop this product.

### **Conclusion**

In Conclusion, Based on the results of the needs analysis, it was found that 100% "Automotive Nuance Textbook; English Learning Materials For Automotive Engineering Vocational Students", if developed, would be very useful for students at vocational schools, because they were designed according to needs and discussions were more contextual to the profession or major chosen by the participants educate. The stages of developing Automotive Nuance Textbook need to be prepared including: type of letter, writing format, size of letters, initial design, until the end. And consists of a cover (front and back), foreword, table of contents, automotive terms. And loads 31 pages. Validity tests were obtained: design validation 91.6% in the valid category, material and curriculum expert validation 90% in the very valid category, and language expert validation 92.85% in the very valid category.

So, it is known that the product being developed is valid for testing. This product trial was carried out by distributing a needs analysis instrument to determine the response of 25 students who had previously taken samples of their initial needs. The trial result data is in the interval 81% - 100% with a score of 100% in the "Very Practical" category. This means that these 25 students stated that the English textbook for automotive engineering classes was easy to use. Based on this data, we get an idea that the product being developed is very practical. From the results of the effectiveness test form which was filled in by 25 students and the percentage obtained from the 25 respondents each had a score in the 100% category. Based on this, it can be concluded that the instructional design product developed is "effective". It is important for educators and other stakeholders to work together to implement this textbook effectively. By investing in improving English language teaching in high school (vocational) schools in particular and can create a generation of English language learners who are proficient, actively participating and competitive.

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