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## TEACHING MATERIAL FOR ENGLISH SUBJECT IN VOCATIONAL HIGH SCHOOL

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### **Abstract**

*The purpose of this study is to evaluate the teaching material of English subject at Vocational High School by referring to ESP approach because, theoretically, teaching English in Vocational High School should relate and support the specific skill which is studied by its students. This is descriptive research by using qualitative inquiry. This study was conducted in SMK N 2 Sijunjung where the sources of data is the teaching material that be given by the English teachers to their students in academic year 2014/2015. After analyzing the data, it was found that English teaching material in SMK N 2 Sijunjung does not follow of ESP approach for each specific study in that school yet. The data show that most of content and context of teaching material are still too general for Vocational High School students. It can be concluded that the implementation of ESP in Vocational High School could not run well yet. Hence, the practitioner and English teacher are expected to develop English teaching material for Vocational School students that relate and support their certain skill in order to make their English competence could help their career in the future. In addition, it also stimulus them in learning English because teaching material which given in the English class relate to their topic in their specific study in the workshop or laboratory.*

**Keywords:** *ESP, teaching material, Vocational School*

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### **1. INTRODUCTION**

Teaching English for Specific purposes in Vocational High School becomes a crucial issue at the present where the students are expected to master the English subject in order to support their career in the future. By using English for specific purposes approach, it can help students to understand the language very well. In other words, it makes them more enjoyable when studying English because the teaching English is designed appropriately with their study. In addition, teaching English in Vocational High School should refer to English for specific purposes where the students' needs focus on communicating in their field study as universal.

According to Tomlinson (2003:306), English for Specific Purposes is an umbrella term that conveys the teaching of English to students who are learning the language for a particular work or study-related reasons. Moreover, teaching English for Specific Purposes is more emphasized to students who learn specific skill in their study and gives significant contribution in learning English toward students who learn in specific skill. It can be very useful for the learners because the teaching English refers to their specific studies and help them to realize the language. it is also given to the learners who need English for their work or their specific studies.

In Teaching English, one of important point is teaching material. Teaching material becomes crucial issue because it gives significant impacts toward reaching of teaching and learning objectives by the learners. Its purpose is to reach the objectives of teaching learning so that the learners get benefit of teaching learning process. Hence, teaching material in ESP should relate to students' needs in their workplace such as: Automotive engineering, Building engineering, Electrical engineering, and so on. Inappropriate of teaching material will not help them to reach the objectives of teaching-learning. In other word, teaching material becomes one of the main problems faced in teaching learning process at Vocational high school today. Therefore, the English teacher needs to create interesting materials for student in order that they can enjoy to study especially learning English. Meanwhile, the teacher sometimes could not apply their role as materials developer so that the materials that are given to students become monotonous and inflexible. In addition, English teachers just use one textbook without using the current sources as reference in teaching materials.

Because of the importance of teaching material in teaching English, especially in English for Specific Purposes, the researcher interested to study it. The researcher tried to explore the English teaching material which is applied in a Vocational High School, SMKN 2 Sijunjung, as source of data for the research. In this chance, the researcher focuses to the question, "How is English teaching material development for first grade at SMK N 2 Sijunjung in the first semester academic year 2014/2015?". Therefore, the researcher would try to investigate the teaching material which taught in the school. It was analyzed by referring to the theory of the English for Specific Purposes itself. Then, this research gave the factual information about the English teaching material in the Vocational High School.

## **2. REVIEW OF RELATED THEORIES**

### **2.1. Definition of English for Specific Purposes**

English for Specific Purposes refers to way of teaching English for specific learners who study for certain workplace. It provides teaching English which relate to learners' need in their workplace. According to Tomlinson (2003:306), English for Specific Purposes is an umbrella term that conveys the teaching of English to students who are learning the language for a particular work or study-related reason. Moreover, English for Specific Purposes is more emphasized to students who learn specific skill in their study and gives significant contribution in learning English toward students who learn in specific skill.

It is also supported by Hutchinson and Waters (2006:19), English for specific purposes is an approach which is based on learners' need or it is not a product of language. English for Specific Purposes is not also methodology in teaching English. It means that English for Specific Purposes refers to a way to teach English based on the students' need. It helps students to master English skill more closely with their field-study. Hence, English for specific purposes is not a result of English teaching learning process, but it reflects to process of English teaching learning for certain learners.

As reinforcement, English for Specific Purposes is a learner-centered approach which expect to learner's need to study English. Its purpose is to improve students' knowledge toward English which relate to their specific subject such as; technology, management, Economic, Business, and so on. It is expected to give significant influence to students' motivation in order to study hard and teaching learning process will run well. Satya (2008:61) states English for specific purposes is a learner-centered approach in teaching English as foreign language or second language. It can be English for Business, Tourism, technology, and so on.

Then, English for Specific Purposes also relates to process of teaching and learning of English for Occupational Purposes or work. It hopes learners to get language experience that relate to their specific subject. It refers to Byram and Hu (2013:223), they mention that English for Specific Purposes refers to the teaching and learning of English for work or study-related purposes. In other words, English for Specific Purposes is based on an analysis of learners' needs which relate to learners' target discipline, work place, and profession.

Dealing with the experts above, the researcher concludes that the definition of English for Specific Purposes is a learner-centered approach of teaching English as foreign language. It is applied in teaching and learning English to students who learn in particular or specific skill. The aims of English for Specific Purposes consist of giving English teaching material which useful for the learner and help the learners become more closely with the English. In other word, English for Specific Purposes will focus on teaching language and skills of direct relevance to the learners' real-world needs.

### **2.2. Teaching English for Specific Purposes**

According to Dudley and Jo (2007:4), teaching English for Specific Purposes should reflect the students' need in order to make students become more interest to the teaching-learning process and it should have more specific interaction between teacher and learners. In other words, teaching English for Specific Purposes is a practical discipline in which the main focus on helping students to learn. ESP teacher has certain methodologies in teaching learning process. It makes students more understanding and comfortable to learn. Then, the interaction both of teacher and students become more specific than interaction in teaching General English because the content of teaching English

relate to their specific needs. In addition, teaching English for Specific Purposes has its own teaching methodology to help teacher and students in teaching learning process.

Then, it is also supported Knapp and Seidlhofer (2009:517) who state that teaching English for Specific Purposes is to be more expected on the process of social learning that take places when people cooperate and communicate in specific or professional contexts. Teaching English for Specific Purposes is way to acquire language which will be needed by learners in their workplace, especially English. Process of teaching English for Specific Purposes should be more expected to social learning. For example, teaching English is built from cooperative and communication in specific contexts such as; in doctor-patient communication, shopkeeper-costumer communication, and Technician-costumer communication.

In addition, teaching English for Specific Purposes also relates to process of getting language experience in students' workplace. The teacher is expected to do communication with people who have a large knowledge about students' specific skill. For example; English teacher who teaches in automotive subject should often interact with a teacher who teaching automotive skill. Its purposes create synchronizing between English learning and students' need in their specific study. As Byram and Hu (2013:225) explain that teaching English for Specific Purposes makes a numerous of demand for language teacher. One of them, English teacher should make a good relationship with people who have knowledge about students' specific study because the teacher has to develop an understanding values of communication in the disciplinary area such as workplace for the students.

From the experts' statement above, the researcher cites the a view that teaching material in English for Specific Purposes more expect to the synchronizing between the language learning and the students' field studies. It should bring a context that related to the their field. Besides they study about language, they also study how to use the language in their field study. It would be useful for their future and carrier. In addition, it also stimulate them to learn English better because the context in the teaching material is suitable with their specific study.

### **2.3 Teaching Material Development in ESP**

Teaching material development as an aspect in teaching English for Specific Purposes has purpose to analyze the students' need and conduct teaching material in order to get synchronize between students' need and teaching material itself. Byram (2000:286) argues that teaching material development is a process to find out of students' need and to tailor of design material to fit those needs. It means that teaching material development in English for Specific Purposes not only focus on providing material but also analysis of students' need. Hence, the material which is given will fix and support students to reach their needs in workplace.

Then, teaching material development is known as one of main part of teaching learning process such as; learning material. Especially, teaching English for specific purposes, it is more complexity responsibility for ESP teacher. According to Mishan and Chambers (2010:1), teaching material development in teaching English as foreign language is one of important part in teaching learning process. In other word, it is not an extra option that can be skipped by the English teacher. Therefore, teaching material becomes significant aspect in teaching learning process. It should get much attention from English teacher when develop teaching material.

In addition, teaching material development is also a process to compile a field of study and a practical undertaking. First, a field of study refers to principles and procedures of designing teaching material, implementation, and evaluation of language teaching material. Second, a practical undertaking is anything which is done by the ESP teacher to provide sources of language input for the students. As Tomlinson (2011:2) points out that teaching material development is a process which is built up from a field of study and a practical undertaking by the teacher.

Based on experts' explanation above, the researcher concludes that teaching material development is an activity in English teaching learning process to find out the synchronizing between material and students' needs. It should be done by the teacher because teacher is a person who has closed relation with the students and teaching material. Hence, teacher should create a suitable teaching material that generates English competence of students toward their specific subject because by giving material which relate with their field-study, it will stimulus them to learn English well

#### **2.3.1. Principles of Teaching Material in ESP**

In this case, there are many experts who state about the principles of teaching material in English for Specific Purposes. All of them expect to the synchronizing between the context in the material and the students' field study. The first one comes from Raman (2004:65) who states that there are several regulations of developing teaching material in English for specific purposes. They are:

- a. Specified objectives of teaching  
Material loads of objectives of teaching that are specified. Objectives of teaching become crucial attention when teacher design teaching material. The material should be a bridge to reach the objectives of teaching and stimulus students to be interested in teaching learning process. Therefore, the objectives of teaching must be specified in order to make clear the material.
- b. Clearly purpose of teaching  
Material also consists of purpose of teaching English that should be clearly identified. In teaching learning process, students are expected to realize the purpose of learning. It means that they can be more interested to study hard, because they know that it is important for their perspective in the future. Thus, teacher should begin the teaching process by giving information about purpose of teaching. In other word, the purpose of learning is delivered at the beginning of learning
- c. Consist of communication needs  
Material should consist of communication needs of the learner. It means that the material is designed by need analysis of workplace demand. Its purpose is to find out the suitable material for the learners who need English that related to their field-study. Thus, ESP teacher is expected to collaborative with experts in specific subject of students to create suitable teaching material.
- d. Stress to language as communication.  
Teaching material should be stressed to put on language as a communication system and not as a grammatical system. ESP material is more focused on communication system that uses language to deliver information or feeling than grammatical system that emphasize to master language by exploring the regulation of the language. In other word, teaching material is built from language used in the workplace so that students become attractive in teaching learning process.
- e. Stimulus students' activities in teaching process.  
The preoccupation should be built in teaching material. Teaching material should interest for the students in order that they become comfortable in teaching learning process. In addition, the teaching material also challenge for learners. It can be done by providing topic material that makes learners enjoying on discussing it. For example, teacher gives brainstorming about current issue with relate to students' field-study.
- f. Using learner-centred approach.  
Material is designed by learner-centered approach because learner-centered approach is suitable for teaching English for specific purposes. Its purpose is to make students more active in teaching learning process and gives contribution to improve the students' critical thinking. Thus, teacher should design material which can be applied in learner-centered approach in the classroom.

In addition, Dudley and Jo also suggest several points to develop teaching material in English for specific purposes. Its aims help the teachers when they are writing English materials. Dudley and Jo (2007:185) mention that there are several points in developing teaching materials in English for specific purposes such as:

- a. Flexibility  
Material is more flexible. It is indicated that the material that is given by the teacher in teaching learning process should be acceptable by the learners and makes them to be comfortable in progressing. In addition, material is suited by students' knowledge level. For example, average of learners in secondary school generally has language competence in intermediate level because they have learned English when they were in junior high school and elementary school or they have taken an English course. Giving hard or simple material will make students feel boring in teaching learning process.
- b. Clear explanation

Material is expected to provide clear explanations. As we know that English for Specific Purposes has discourse meaning based on the context. Thus, the material is prepared as well as possible to help learners more understanding. The material also forces ESP teacher should have a large knowledge about the material. It hopes the teacher can give clear explanation in the material along teaching learning process. Hence, learners are expected to realize the material as well as possible and they will reach the objectives of teaching very well.

c. Practice of communication needs

Material should consist of much practice about their nature communication in workplace. It will give them language experience to communicate in their workplace future. In addition, giving much practice will make students become active in teaching learning process because a good material never makes students to be passive in teaching learning process, but it expects to make students more active in teaching-learning process.

d. Supported by relevance references.

Material is emphasized from good supporting references. It is important to keep validation of the material. Available of sources books now days have been maintained by school and government to support teaching learning process. In addition, Searching and browsing teaching material from internet is permitted. Nevertheless, it should come from a valid sources and it should be adapted by considering social-culture of students.

e. Consider the sociological or culture of learners.

Material should consider the sociological or cultural of the students because English as foreign language comes from different culture. ESP teacher should be able to provide a good material without giving negative impact toward students' sociological. It is important for ESP teacher to maintain the pure culture of students and give understanding about cross-culture.

f. Relate to learners' knowledge.

Material is founded from learners' knowledge. Knowing learners' knowledge becomes important in developing material because the materials should be suitable with the students' level. The purpose is to increase students' skill continually. It also make them relax and comfortable to study.

g. Building knowledge and awareness

Core of material should build a large knowledge and awareness which is then applied in more specific material. Thus, the students will think that English is crucial aspect in reaching their career. For example, giving motivation about the advantages of English for their future in teaching learning process will increase their awareness in teaching learning process. It can be done by providing current issue and information which relate with students' field-study and English application. In other word, it will make students have awareness that English is important for them.

Then, the principles of teaching material in ESP are also proposed by Hutchinson and Water (2006:106), they mention teaching material becomes the most characteristic form of English for specific purposes in teaching learning process. Hutchinson and Waters recommended several principles in defining objectives of teaching material development such as:

a. Provide a stimulus to learning.

The materials are expected to give good effect in encouraging students' motivation to learn. Good material will consist of interesting text, enjoyable activities, and opportunities for learners to use their background knowledge. In other word, teaching material should be synchronized with their field-study and it can create a warm interaction whole teaching learning process. For example, teacher gives brainstorming which relate to student's field-study and making a warm interaction while teaching learning process.

b. Help to organize teaching learning process.

Materials help to organize the teaching-learning process by providing a suitable way to learn complex language. The material should be a bridge for learners to reach the learning objectives. Material is also arranged structurally to help teacher in delivering the material. Avoiding the difficulties and confusing in developing material should be done by the teacher in order to create a

useful material. In addition, teaching material should be useful in increasing students' achievement and language skills.

c. Use nature of language and learning

Materials should point to the nature of language and learning. When teacher creates teaching materials, teacher is expected to hold the pure of language learning. It helps students to communicate in the workplace naturally and pay attention to the students' skill in learning language.

d. Provide nature of learning task

Material reflects the nature of the learning task. The materials should be able to fix with level knowledge of students. Task of learning not only focus on writing text which relate to examples or drill to practice it but also force to create a new topic in writing or new dialogue for practice. In addition, teaching material also provide a clearly example to make students more understanding.

e. Broadening the teachers' knowledge.

Material does not only focus on improving students' need but also expect to improve teacher's knowledge. For example, teacher should master a new topic before the teacher teaches in the classroom by looking for many sources to support teaching material and apply a new technique that suitable with teaching material and learners' ability.

f. Provide correct and appropriate language use.

Material should provide models of correct and appropriate language use. The materials should be arranged as well as possible in order to help learners more attraction. In other word, the material should consist of discourse meaning of vocabulary that relate to students' field-study.

Generally, all of the experts deal to inform about principles of teaching material should relate to the students' specific skill. It accommodates the students to have competence in English based on their field study. In short, the principles of teaching material have important aspect in teaching English for Specific Purposes. Thus, English teacher should apply the principles of teaching material which is recommended by experts above. Hence, in this study, the researcher evaluated the English teaching material that was taught to the students based on one of the expert proposed above. The researcher took the principles of teaching materials which formulated by Hutchinson and Waters because the researcher assumed their explanation is more suitable with the condition of the field study. Their principles of teaching material would be used by the researcher as the indicators or standard value to analyze the teaching material which proposed to the students.

### 3. RESEARCH METHOD

The design of this research was descriptive research because the researcher wanted to describe about English teaching material in English teaching learning process by English teacher at SMK N 2 Sijunjung in academic year 2014/2015. It is supported by Parse (2001:57), qualitative descriptive research is to study intensely a phenomenon to discover pattern and themes about live events, social sciences, and discipline-specific theoretical perspective in education. In other word, by conducting this descriptive research, the researcher described deeply the factual information about English teaching material development in English teaching learning process by English teachers of SMK N 2 Sijunjung.

Source of data in this research were document which consisted of teaching material in lesson plan in the first semester of tenth grade students. The data were divided into three kinds of text such as: transactional, functional and monologue. The researcher focused to analyzed the content and context in the data and used the principles of teaching material which proposed by the Hutchinson and Waters.

The researcher used document checklist or form as instrument to help the researcher in analyzing the data. It should be prepared as well to get the validity information. According to Yusuf (2007:252), the form should be prepared as well and refers to the study demand in order to get the truth finding. It means that researcher created a form or document checklist as well before analyzing the document as the data in this research. It would be synchronized with the topic which investigates before doing analysis.

The example of form could be generalized as a follow:

Indicator	Item Checklist	Yes	No	Explanation Notes
A. Provide a stimulus to learning	1. Teaching material consists of interesting text which appropriate with students field study 2. .... .....			
B. ....	1. ....			
.....				

Then, the data was analyzed by referring to Gay and Airasian theory in analyzing the data. According to Gay and Airasian (2000:239), there are several steps in analyzing qualitative data. They consist of data managing, reading/memoing, describing, classify, interpreting, and representing the finding or writing report. To support the validity of the information of this research, the researcher also did interview to the English teacher who taught in the school. The questions referred to the teaching material which was analyzed by the researcher. In other words, the researcher did triangulation in this study by doing interview to the English teacher there

#### 4. DATA ANALYSIS AND DISCUSSION

In this section, the teaching material was analyzed by indicators of principles of teaching material from the theory. The researcher explored the appropriateness of teaching material with the principles of it. It was discussed by following explanation.

##### a. Provide a stimulus to learning

Teaching material which has been applied by English teacher could not be able to provide a stimulus to learning at Vocational High School's students. There were several points which related to stimulus to learning such as; the first, teaching material should consist of interesting text that refers to students' field study. In fact, referring to researcher's instrument, this point did not fulfilled in the teaching material because this point just found to one field study, Building Engineering, and it was also very limited. In other word, the text that given was not suitable with the students' field study. It made the teaching material did not appropriate with the teaching English for Specific Purposes in the school. It referred to the analyzing result below:

Indicator	Item checklist	Yes	No	Note
a. Provide a stimulus to learning	1. Teaching material consists of interesting text which appropriate with students field study		✓	This was not appropriate with students' field st
	2. Teaching material provides enjoyable activities which engage the students' think capacity ( ex. activities should be considered for intermediate level)		✓	The activity was not suitable with students' thinking capacity
	3. Teaching material is built up from students' existing knowledge		✓	Teaching material was taken from valid stem without doing need analysis
	4. Teaching material is designed from students' skill in learning ( U.g. it considers of students' level )		✓	It did not consider students' level in learning
	5. Teaching material can give warm interaction between students and teacher in the classroom ( ex. teacher and students can show their ideas each other )	✓		It could be acceptable

Figure 1

##### b. Help to organize teaching and learning process

Referring to document checklist's result, the indicator about help to organize teaching and learning process was not also reached completely. Although most of points which related to the indicator were available for each field-study such as; the teaching material referred to objectives of learning. It could be shown in document checklist's result and the data were collected. Nevertheless, the context of text did not show the specific context to students' field-study. It means that the teaching material did not suitable with the concept of ESP. It become useless for students in their workplace later. It was supported by the finding below:

d. Help to organize teaching and learning process	6. Teaching material refers to objectives of learning (ex. if objectives of learning ask to students understanding about procedure text, the text which is given is procedure text)	✓	The text related to objectives of learning teaching material provided explanation of genre structure and language focus. arranging of teaching material didn't continue from easy to difficult.
	7. Teaching material shows explanation of language focus (Ex. Tenses of text or generic structures of the text)	✓	
	8. Teaching material provides continuous process of components of language learning	✓	
	9. Teaching material should have variety of text for each meeting	✓	
	10. Teaching material should avoid using same illustration for each meeting	✓	It was fulfilled in teaching material Illustration was negotiounous
	11. Teaching material should give different type and number task for each meeting	✓	Task was some each other

Figure 2

**c. Embody a view of nature of language learning**

After analyzing the data, the researcher found there were many inappropriate contents and contexts in the teaching material. The researcher stated that teaching material which was applied in the school did not fulfill to embody a view of nature of language learning. It was caused all of points supported the indicator were not reached by teaching material. It showed that there was a long gap between the students' field study and the teaching material in teaching learning process. It related to the research finding in the data analyzing as follow:

c. Embody a view of nature of language and learning	12. Teaching material should give brainstorming based on students' background	✓	Teaching material gave difficult brainstorming for students' it was not found in teaching material it was not found in teaching material There were not special expectation in teaching material
	13. Teaching material should provide stimulus task in teaching and learning process. (fx: task discusses about their habits in workshop)	✓	
	14. Teaching material should consider students' skill in understanding material which is given. ( text, dialogue, and so on)	✓	
	15. Teaching material gives more attention for items which is important for students. ( Ex: explanation about metaphor or term that relate to field-study)	✓	

Figure 3

**d. Provide nature of learning task**

This indicator could not be available completely. In analyzing the data, the researcher found that some points could not exist in the teaching material. Some of the points were available because they were also found both of general English and English for Specific Purposes. In other words, this indicator was not valuable in the English for Specific Purposes because it just referred to the General English not to English for Specific Purposes. It can be showed in the following document:

d. Provide nature of learning task	16. Teaching material is designed by considering kinds of students' knowledge level. ( not too easy and not too difficult or too abroad)	✓	It was not considered There were some examples in teaching material There were drill pattern or repetition in the text or dialogue There were many unfamiliar words that make students become bored.
	17. Teaching material should be supported by exemplify or example	✓	
	18. Teaching material applies drill pattern or repetition in practicing or task	✓	
	19. Teaching material should be simpler in order to be easier to be understood by the learners. ( Ex: avoid circumvent explanation and unfamiliar vocabularies)	✓	

Figure 4

**e. Broadening the teachers' knowledge**

Teacher as a person who teaches the material to their students was expected to have a large insight in order that the teacher was able to overcome the problem which engaged the students in mastering the teaching material. In other word, teaching material should enrich the teachers' knowledge. To reach it, there were several points that should be completed in teaching material likely, teaching material must be attracted teacher to be more creative in teaching. It should synchronize the teaching strategy in reaching the objectives of teaching and learning language. In addition, teaching material should enrich teachers' insight toward ESP. Then, teaching material expected teacher to use new technique in teaching learning process. In fact, each of the points which relate to enrich the teachers' knowledge was not found in the teaching material because the result showed the limitation of the teaching material in broadening teachers' knowledge itself. This statement was supported by the information below:



e. Boarding the teachers' knowledge	20. Teaching material must be attracting teacher to be more creative in teaching	✓	students become bored. the teaching material made teachers difficult in teaching material Teacher could not synchronize the teaching material with objectives because the state teaching was available. it could not acceptable because teaching material was not prepared for ESP.
	21. Teaching material should synchronize with teaching strategy in reaching the objectives of teaching and learning language.	✓	
	22. Teaching material should enrich teachers' insight	✓	
	toward ESP 23. Teaching material expects teacher to use new technique in teaching learning process	✓	strategy and technique was available in teaching material teaching material expects to language learning

Figure 5

#### f. Provide correct and appropriate language use

From the data analysis, the researcher could state that teaching material did not provide correct and appropriate language use. It was caused there was not point which related to the indicators reached in teaching material. It caused teaching material did not stimulate the students. They would think that language learning could not give beneficial to their specific study so that they became lazy and underestimate toward English.

f. Provide correct and appropriate language use	24. Teaching material expect to language practice than language learning	✓	Teaching material expects to language learning than language practice.
	25. Teaching material is designed from nature communication in students' workplace	✓	it was not found in teaching material
	26. Practice in language teaching is suited with students' workplace demand.	✓	it was not found in teaching material
	27. Teaching task is based on students' communication needs in their field-study	✓	it was not found in teaching material

Note: Content of the checklist is adapted from Hutchinson and Waters (2006:107)

Figure 6

From the discussion above, the researcher concluded that there was no principle of developing teaching material could be fulfilled completely. Most of them indicated that teaching material was not suitable with the principles of developing teaching material in English for specific purposes. This data showed that teaching material which was applied in the field of this research did not refer to the teaching material in English for specific purposes. It also was supported by the interview's result to triangulate the data. Thus, the researcher was surely confident that It could give scientific answer to the research question about how the English teaching material in SMK N 2 Sijunjung at the first grade students in the first semester, academic year 2014/2015.

## 5. CONCLUSION AND SUGGESTION

### 5.1. Conclusion

Teaching material is a crucial thing in educational progress in this country. Ideally, it was the teachers' responsibility in their duty. The teachers were expected to deliver an appropriate teaching material for their students while teaching learning process. Thus, the researcher had interested in doing investigated about this part. To explain this issue, the researcher conducted a study about teaching material development in Vocational High School in which it should be appropriate with the ESP concepts because the students was prepared to master a specific field-study.

In this research, the researcher explained about how English teaching material development in the school. To collect the data, the researcher did Document analysis with document checklist as instrument and unstructured interview to triangulate the data. Document in this research was the teaching material given by the teacher to their students in first grade at first semester, academic year 2014/2015. From the analysis document, the researcher concluded that teaching material development in the school was not appropriate with the concepts of ESP because the data showed that the teaching material was too general and did not close to the students' field study. Therefore, it should get impressed attention for many educators; stakeholder, teacher, applied linguists, and linguists.

### 5.2 Suggestion

After doing this investigation about the English teaching material, the researcher states insightful suggestions toward elements of educational at the following points. Firstly, the researcher

suggests the English teacher who taught in Vocational High School in order to introduce English in their specific skill because it is very useful for them when they come to their workplace in the future. Introducing English through specific approach will make students interested in learning English. It helps them to synchronize what they had done in the workshop and what they have learned in the English subject.

Secondly, the researcher also recommends a teaching approach for Vocational High School in English subject to the curriculum developer. The researcher hopes the curriculum developer could consider about the recommendation. It is caused the researcher has known from the experts' statement about English for specific purposes. ESP is not a product of teaching learning process but it expects to an approach in teaching learning process. In other word, the government should revise about the teaching guiding book in order to make it more specific for Vocational High School.

Overall, this research informs to the readers about the factual information of English teaching material for Vocational High School, especially in SMKN 2 Sijunjung and gives the useful insight about teaching material which related to the ESP concept. The researcher also asks additional information from the others about the issue above in order to enrich our insight in English for specific purposes. Therefore, it could be very useful for the readers and enrich our understanding in teaching English.

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