

# Designing English for Vocational Purposes (EVP) in the Context of Merdeka Belajar of Kampus Merdeka

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**Abstract**—The concept of Merdeka Belajar and Kampus Merdeka has been attracting much attention of language lecturers and researchers in higher education institution. The program of Ministry of Education and Culture Republic of Indonesia contributes to some questions on how the English learning should be designed and undertaken. This article would like to address how the teaching of English for vocational purposes (EVP) in polytechnic vocational institution. Specifically, it was in an attempt to develop of EVP teaching model. In this study the focus was given to the development of model, including developing material, leaning syntax and assessment tool. Material development included that of module used to facilitate the learning of EVP at vocational university. The result of the development pursuant to in the-class short experiment involving students successfully contributed that the development of visible, compatible and applicable vocational education materials consists of Snapshot, Project Preparation, Gathering Information, building up a Dialog, Making Dialog Using the Given Card, and Role Play. The lesson plan or learning syntax contained four main stages, such as preparation, realization, presentation and evaluation. And the assessment tool comprised of card and scoring rubric. Stages of learning include ‘inventorying expressions or sentence structures’, ‘building a dialog’, ‘performing dialog’, and ‘giving feedback’. This was a stage where concept of learning language based on project activity was merely explained. It was emphasized in order for the students to really comprehend how the approach works, what processes were required to pass, and what purpose was lied behind it. The activity aimed at connecting students’ (prior) knowledge with context. In addition, students were trained to finally build up a new concept using their prior knowledge.

**Keywords**—English for Vocational Purposes (EVP), model development, vocational, assessment, implementation

## I. INTRODUCTION

English for vocational purposes (EVP) taught in college like polytechnic has been set and designed specifically for the needs of students related to their department of major. Thus, each department provided English for specific purpose (ESP),

such as English for Mechanical Engineering, English for Tour and Travel, English for Business Administration, English for Electrical Engineering, English for Accounting, and others to prepare its graduates to master one ESP to help them cope with their work upon their study. They have not been introduced with other kinds of ESP or EVP. In addition, concept of learning other skill, knowledge or subjects. It is opposed to the government’s concept of *Merdeka Belajar* which allow them to take other subjects or learn other skill or knowledge.

The current facilities of English syllabus, English learning materials, English learning system, kinds of English provided in vocational colleges seem to be quiet serious obstacles in an attempt to realize the program of *Merdeka Belajar* at *Kampus Merdeka*. English syllabus provided should be varied and should be that related to any kind of English students possibly think to be required in jobs seeking context in Indonesia. Thus mapping the kinds of ESP skill graduates might need to know need to be done immediately. It will be followed with the needs on designing the ESP materials in order for the institutions to be able to conduct the English’s learning. Availability of such learning tools has to be supported with a system how the learning is going to be carried out. The system shall specifically facilitate the concept of *Merdeka Belajar*. The system has to be able to regulate what kind of ESP shall be promoted for every class in each study program, how many semesters do students have to learn English, how should ESP outside the certain study program be presented for students considering their time of learning limitation, and how many credits each ESP will be considered. In addition, the institution has to pass rule on how the ESP should be taken during the students’ doing outside-classroom learning.

Pursuant to the facts, this study was aimed at designing English for Vocational Purposes (EVP) support the government program. Three research problems were successfully figured out in this study as follows:

- what learning outcomes are needed in each EVP?

- what learning model best meets the EVP learning?
- what materials are required for the EVP learning?

## II. LITERATURE REVIEW

### A. *English for Vocational Purposes (EVP) and Its Existence*

EVP is the kind of English for specific purposes (ESP) which is crucial to support the government policy implementation in educational sector. ESP is an approach on English language learning as foreign language to meet learners whose needs are to work [1]. EVP It covers all study program-related English knowledge and any other English knowledge students might need to improve their mastery of other skills apart from their core competences. The existing EVPs which are taught in colleges are still restricted to that related to study program or department in each college.

The facts on needs of ESP or EVP for vocational education in colleges is clear enough upon the mapping carried out. The restriction in variants and aspects of EVP leads into a shortage of materials, method of teaching, as well as assessment. Thus the work on development in ESP or EVP and /or improvement in the existing ESP or EVP learning needs to be undertaken. In addition, it was witnessed that needs on English competence in industries ranked high position as international communication is an integral component of everyone's success. Research result reported that professional workforces employed in international industries in Taiwan required not only skills of reading and writing in English but also verbal communication skill and listening [2]. It implies that every workforce need integrative language skill as they might deal with many kinds of duties.

### B. *Needs Analysis*

Needs analysis (NA) is a process of obtaining information on learners' needs. In order to carry out effective and efficient learning, it should be set and designed to crucially coincide the needs of learners. Lee [3] claims that NA is an important attempt to design a good, need-based both GE and ESP. The basic principles of NA for ESP or EVP is to recognize and comprehend situation and premises where learners are going to use the language and also relevant instructional activities for the learners. Thus, instructional materials need to be specific and authentic. In designing ESP, NA does not only deal with in separable process of collecting information about learners' needs but also a development system of curriculum for GE and ESP to meet its stakeholders' requirement [4]. In line with this concept, Balint [5] proposed that NA is more about an approach of collecting descriptive data rooted from responses of students with the assistance a questionnaire.

### C. *Project-Based Learning (PjBL)*

PjBL has been developed based on a number of principles. 'Pragmatism' principle applied knowledge in daily life practically as it bridges knowledge with its context [6-8]. 'Constructivism' is another principle as proposed by Weld and Funk [9] utilizes knowledge in order for students to develop

their own concepts. Students' ability in developing concept is the purpose and goal of constructivism principle. DeFillippi's principle of 'action learning, action science, action research, and community of practice' was also an integral basis to support PjBL [10].

Many scholars supported and claimed that PjBL promoted some advantages, such as: (1) it encouraged learners to improve their English competence, self-confidence, critical thinking, and their positive and analytical attitude [11-14]; (2) it could empower students' research and investigation knowhow and could make the learning more meaningful [15,16]; (3) PjBL could allow students chances to learn knowledge autonomously [17]; could make students work collaboratively to share their different perspective and reflected in a group work [18,19]; (4) PjBL also enabled to provide students with authentic activities by connecting knowledge with real life situation [20]. It meaningfully fostered learners' motivation through the concept of 'progress-based' assessment method functioning to assess and measure students' entire works [21]. In addition, it was very supportive to teachers' obsession to provide students with soft skill beside their hard skills, such as improving students' learning motivation, increasing willingness and decreasing stress, and attracts students to learn harder [3,22]; and fasten their 'learning to learn' [23].

There were five stages done in English learning with PjBL model, such as preparation, realization, presentation, and evaluation [24]. In 'preparation' stage, students were invited to select theme, to determine education goal, to select final product, to create general structure of project, to manage a plan, to form team, and to produce final written logical framework. Stage of 'realization' as the second step included gathering information, processing and analysing information gathered, as well as determining language demand for final activity. Stage of 'presentation' was focusing on how presentation was managed. In this case, students presented their groups' final project result. And the last step was 'evaluation'. In this case, instructor evaluated all groups' oral presentation and written project result.

### D. *Some Related Studies*

Studies in needs analysis (NA) of English learning development particularly ESP has been intensively conducted by some scholars in the last two decades. The studies of the scholars were based on varied aspects or domain, such as engineering, science and technology, physics, hospitality, informatics, and banking. Those studies were conducted in various locus and with variety of participants, and goal.

Spence and Gi-Zen analysed how ESP should be designed in Taiwan, to what aim it should be designed at, and to what specific genre or work it should be developed for [2]. The study claimed that industries in Taiwan required ESP which would help employees specifically engineers communicate efficiently in both domains, that related to their core competence and that related to their daily communication. The endeavour to recognize to what extent the English skill is

needed in the industries was supported with some method, such as survey, interview, and observation. The ethnographic method was handled by researchers with the participatory activity. Thus, some core industries were involved to be used as samples in which data and information collecting activity was undertaken. The study revealed that English is importantly a skill engineers have to hold as they were faced with situation and work condition where English was of much assistance. A lot processes or procedures were successfully settled and in other part of the country, some industrial activities failed to be settled as the result of insufficient the four English skill and English knowhow. The work included writing and reading email, report, and memos, communicating in event of meeting, teleconference, and presentation, and other activities.

Response and comment of industries as stakeholders of the universities' graduates was also carried. Kassim and Ali [25] performed a survey on how stakeholders in Malaysia considered competences of graduates. The study was in attempt to recognize deeply about authentic fact related to their English competence. The effort was triggered by the fact that some of the graduates were unemployment for few periods of time and responses of some industries that graduates were less competent at English. In order to obtained the reliability of the case, universities in the field of engineering held research by collecting reliable information about communication skill in English, condition when the language skill was required by the engineers at their work places. The attempt seemed to be very strategic for the universities in constructing relevant syllabus, learning materials, assessment tools to support ESP implementation. In addition, the institution was successful in mapping activities and condition where English has been slightly and optimally used in the workplaces. It was found that some media, activities, and event in the industries required employees' English skill, such as teleconferences, internet, and presentation. Pedagogical implication the study could propose was new design and development of learning modules covering syllabus, learning syntax, learning method, and assessment system which essentially requires help and interference of industries as their stakeholders. The study recommended that emphasis of the language learning should be on 'speaking skill' and the use of 'workplace scenarios-based task'. Thus, the engineering English syllabus should cover materials related to work and duties engineers would do in industries.

Effort to search what students really needs to help their ESP learning in universities prior to their job seeking in industries was undertaken by Lee [3]. The studied mainly was focused on drawing learners' needs and requirement passed to them to foster their better academic achievement and their future business career. Specifically, it was aimed at mapping English language skill they absolutely have to have in the future career. In addition, it was in purpose to make them aware whether or not ESP they need varies or similar in accordance with gender. The study was also in attempt to know aspects, such as English major or non-English major, students' different English proficiency, and difference in the ESP they need really play important role in deciding the learning design. The study involved two hundred fifty-seven respondents, one hundred

ninety-five females and sixty-two males, one hundred five people majored in English and the rest one hundred fifty-two people majored in non-English department. Of the total respondents, one hundred fifty-eight people intended to get English-related jobs and ninety-nine people intended to get non-English-related jobs. Respondents' perception toward the four skills of English (reading, listening, speaking, and writing) was that they were basically aware of the importance of the language skills in order to support their professionalism at work places and their career achievement in the future. Of the four skills, 'listening' was the very much needed skill, followed by 'writing'. They assumed that the productive skill definitely important to improve.

The work of Spence and Gi-Zen [2] in developing ESP in hotel and hospitality in Taiwan was contributing to a big deal in constructing effective needs analysis. As Kuppan [26] claimed, hotel employees generally get pressure in using efficient and contextually appropriate English language when communicating with guests. Thus, English for hotel and hospitality was the main subject taught in Taiwan. The study was an experimental and quantitative which focused on investigating relationship between demographic, ESP, learning pattern with language proficiency. The research result revealed that there was the main significant effect for ESP, learning pattern, and language proficiency and spoken activity, comprehension, interactional strategy, and writing activity. Even though successful, however the research covered a small scale which restricted the locus of only in North Taiwan, involving two universities, and respondent of limited only to hotel staff. A wider scale research can possibly be done by involving other industries, such as travel bureau and many other tourism institutes or universities in Taiwan. In line with this, Liton [27] studied the needs of ESP learners related to work place to analyse gap between ESP the students learn and what they really need at work places. Questionnaire was distributed to thirty ESP instructors. The data obtained through the questionnaire were analysed qualitatively and quantitatively. The result of analysis revealed that ESP taught currently in ASEAN failed to fill needs and skill of learners to be used in verbal ESP text books should be adjusted with training materials related to workplaces. Specifically, ESP materials used currently have not been relevant with the research design, the ESP was not coinciding with situational materials related to professional environment, as well as teacher-centred. Thus, suggestion given to the facts was formulated: to design pragmatic-based training, to develop video-assisted text books, to accomplish the text books with writing exercises with various situations and scenarios, to develop video materials to be watched and discussed, to use information technology, and to use additional such as technical terminologies and other additional materials.

Studies on needs analysis on the ESP were undertaken with various weakness and strength. Generally, those studies analysed how to develop learning materials using needs analysis (NA). Some of those studies used tourism industries like hotels, manufactures, and university technology, which were grouped into quantitative and experiment. However, none

of them focused on developing learning outcome (LO) and used wider locus for survey. This study was focused to develop LO and some sample materials of some ESP or EVP.

### III. RESEARCH METHODS

#### A. Research Design

The research was designed using research and development (R & D). The qualitative research was aimed at developing learning outcome, learning materials, learning syntax, and assessment system. The design was adopting the design procedure of research and development proposed by Dick and Carey [28]. However, some adjustment was done pursuant to situation and condition of the research itself.

#### B. Research Participants and Location

The study involved two classes of International Business Management (IBM) students in the fourth semester. They were sixty students 20 males and 40 females. There were some reasons and determination why the participants were chosen: (1) they were students in IBM where the author was assigned to teach that it was easy to the author to contact with them; (2) they were studying English for a number of learning hours that it was in line with the research requirement; (3) it was easier for the author to handle administrative affairs required prior to research execution; (4) in the case of urgency, it was easier for the researcher to deal with. The two groups of student were involved in processes like data collection and respondents' perception raising.

#### C. Procedure

Some stages had been carried out in the development study, such as coordinating to department of IBM, contacting the research participants, setting the locus of research, undertaking slight needs analysis on kinds of ESP or EVP to departments in Politeknik Negeri Bali college, other institution, searching materials via internet, finding authentic materials, developing LO and sample learning materials, developing learning syntax or lesson plans, developing assessment tool, and undertaking validation of model components.

#### D. Research Data and Data Analysis

The research data obtained was participants' test scores of cycle one and two. As it was a development research, both groups of respondent were gathered and involved in one group and were given two time of treatments and test. Treatments and tests were designed in two cycles, cycle one was started by giving treatment and test to participants and cycle two was undertaken by doing the same process. The second cycle was given since the cycle one was not successful in rising participants' achievement. Prior to the second cycle, some revision to learning material and lesson plan. The second cycle was carried out with the same stages. Data of the research was score of test given in cycle one and score of test given in cycle two. Both data were analysed with descriptive statistic. Result

of analysis was described in form of narration or paragraph and tables.

### IV. RESULT AND DISCUSSION

The pilot project on developing EVP to support the program of *merdeka belajar* at *kampus merdeka* was in attempt initially to design a model for EVP learning. The model development comprised of four main stages, they were model development, model validation, model implementation, and evaluation. Each stage contained a number of different activities.

#### A. Model Development

Model development of EVP for vocational college students constituted three main products, such as materials development, learning syntax development, and assessment system development. Materials was firstly prepared in the study in order to have learning materials which were used to support teaching and learning execution. There were two units of learning materials made to be used in the pilot project each of which was from different field. One was taken from subject of English for Cashier and another one was taken from the subject of English for Airport Cleaning Service Staff. Both materials were used as sample materials based on which other subject materials will be developed.

Generally, the materials were standardized in term of their format, containing Snapshot, Project Preparation, Gathering Information, building up a Dialog, Making Dialog Using the Given Card, and Role Play. Snapshot phase was in purpose to lead in students' thought or orientation to the topic. This phase comprised of giving questions to students which are related to the topic. Giving questions to them was proven to be effective to help guide their thought, build their awareness and basic knowledge and give them prior input. The step was done implicitly, i.e. by merely asking those questions to students without any further discussion on form or language skill students could perform or the exact intention lied behind the questions. The following questions were asked when doing the 'lead-in' activity on phase of snapshot for topic of cashier.

In this case, the teacher was asking these questions to recall students' awareness of the situation. The awareness-rising activity was more helpful when students' correct answers were written on the board so that students could recognize the appropriate responses to those questions. In addition, they also could judge which forms were correct to respond to those question.

In the stage of project preparation, four main steps pursuant to concept of PjBL were applied, they were 'inventorying expressions or sentence structures', 'building a dialog', 'performing dialog', and 'giving feedback'. This was a stage where concept of learning language based on project activity was merely explained. It was emphasized in order for the students to really comprehend how the approach works, what processes were required to pass, and what purpose was lied behind it. The activity aimed at connecting students' (prior)

knowledge with context [6-8]. In addition, students were trained to finally build up a new concept using their prior knowledge [9].

The next step was ‘gathering information and building a dialog’. Students were involved in collecting data used to make dialogs, such as expressions, vocabularies, questions, sentence patterns, and other components related to ‘English for cashier’. Those components were useful for building dialogs. In that process students had to collect as many as possible resources. They were assigned to make a free dialog. However, students’ dialogs were checked and given feedback in terms appropriate of use of utterance and accurate use of forms or grammar. However, in the fourth step of ‘making dialog using cards’, students were given a task of making dialog based on a card. The card contained a scenario based on which students had to create English dialog about cashier utter at counter when handling customers. As it was a guided dialog, teachers gave had a guidance to give feedback on what students made by using scoring rubrics prepared. Students’ comprehension and production on the topic was tested in the role play session. They were asked to make dialog pursuant to that contained by clues in the box. Their production of written and spoken dialog was scored by using scoring rubric containing descriptors. The stage provides students opportunity to practice the language in wider scope, to enhance them to practice the language as natural and authentic as possible in order to build up their communicative competence. Speaking could also empower students achieving of socio-pragmatic competence, i.e. the ability to choose utterances appropriately in accordance with context [29].

Other development was focused on learning syntax or lesson plan. The developed lesson plans to facilitate the learning. The lesson plan contained four main stages, such as preparation, realization, presentation and evaluation. As the model of EVP learning adopted PjBL concept, learning syntax of lesson plan consisted of the stages introduced by PjBL. However, each stage covered some sub-stages to make it complete and effective. Preparation stage was furnished with three steps of lead-in activity, preparing stage, and structuring the project. The realization stage was completed with two sub-stages of gathering information and processing information. The stage of presentation focused on presenting result of students’ work. And the last stage of evaluation focused on evaluating project.

The last aspect of model was assessment. There are two items it covered, they are assessment tool inform of card and scoring rubric. The card contained scenario based on which students were asked to make dialog. There were two main aspects scored, ‘fluency’ and ‘accuracy’. Fluency comprised of ‘fluency’, ‘pronunciation’, and ‘comprehension’ while accuracy consisted of ‘grammar’ and ‘complexity’. The model of project-based EVP is illustrated beneath.

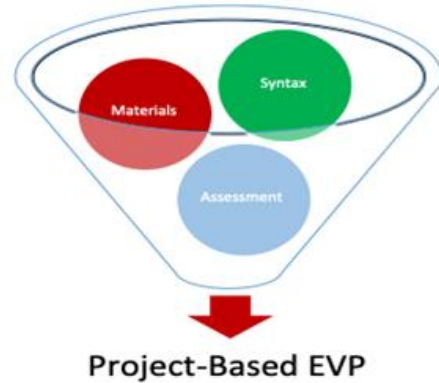


Fig. 1. Development of project-based EVP model.

*B. Validation Process*

Validation process was an integral endeavour to do during the development of EVP model. It could invite attention, opinion, constructive input and suggestion from expert judges for the betterment of the model. An expert judge was offered to give judgment.

There were three items of the model validated, such as learning materials, learning syntax, and assessment tool. Materials judgement covered some component the materials comprised of, such as content essence and physical appearance. Essence of content included materials design, language use in materials, content of materials, effectiveness of materials, cohesiveness and coherence of the material, meaningfulness, and its connectivity with project-based learning. Physical appearance comprised of lay out, font used, colouring, and shading.

Learning syntax validation covered the whole content of learning syntax, such as the stages of learning activity, time allocated for each stage, the specific activity in each phase, sub-stages, teachers’ and students’ sub-activities in each stage. Assessment was embodied with two items, assessment tool and scoring rubric containing aspect measured and descriptors. Judgement of the card included that of scenario, such as language use, narration, relation of narration with the topic, design and its font. Judgement of scoring rubric and descriptor included aspects of language being scored, scales or level set, descriptor of each scale or level, and relation of each scale descriptor.

*C. Implementation*

Learning implementation using EVP model was one of essential although not to be the highlight stage from which we could consider whether or not the model designed was successful. It was the longest session as it was taking more than two meeting. The first implementation was for English for cashier and the second learning was using English for airport cleaning service. The respondents were given one session of two hours for each implementation. The author was the person who handle the implementation assisted with the research members. The learning followed the stages drawn in learning

syntax, and used validated sample materials. The main target of the learning was for students to be able to create and perform dialog. Thus, most stages contain task for student to analyse and to design as well as to perform dialog. Students were found enthusiastic, motivated to learn and willing to perform as it was triggering action learning [10]. It was found meaningful as it was inviting students to construct dialog based on their real life experience and authentic activity [15,16,20]. In addition, the autonomous learning method it promoted could motivate students to show their ability optimally 19980 [3]. They also found the learning to be promoting student self-confidence and critical thinking skill [9,11-14] and could encourage student to work collaboratively [18,19]. To complete the evaluation, each stage was given feedback on how the students acted out their activity. General feedback to sum up their whole learning activity was also given at the end of session.

Students' achievement of cycle 1 and cycle 2 showed a significant improvement. In the first cycle, students obtained 66.03 and in the second cycle they obtained a lot higher score of 89.50. The increase was 23.47 or 35.54%. The significant increase might be resulted by the situation when EVP equipped complete model was used. In the first cycle, the model utilized was not that complete. The students' as research participants gave some suggestion by writing comment on implementation of the EVP model. This suggestion was given to researchers as there were some points teacher needs to complete when teaching EVP, such lead in activity, the helpful suggestion from students related to the information of the project, introduction and information about the project, including meaning and function of each stages, the way how project-based learning is used in this research.

TABLE I. RESULT OF RESEARCH

Percentage			
Cycle 1	Cycle 2	Score increase	% increase
66.03	89.50	23.47	35.54

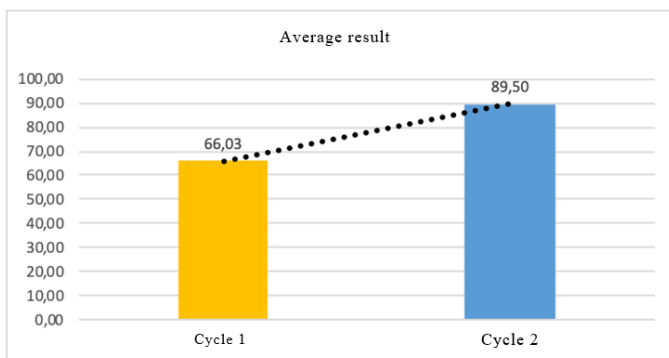


Fig. 2. Result of research.

D. Evaluation

The last step was evaluating the learning. Evaluation was undertaken using assessment tool evaluated in prior. Each material in each session has special assessment tool. Thus,

assessment was done twice. Result of assessment was students score coded in form of numerical score. The students' scores were explicated using descriptor. Result of students' explicated score were used as research data to be analysed.

V. CONCLUSION

The development of EVP is a semi longitudinal project. The development timelines were divided into two parts, development and implementation. The first phase, the phase which has been projecting is the initiating stage. The next phase will be implementation which is focusing on in a-small-group trial and in a-big-group trial. The development was conducted by designing and completing three segments, including developing material, leaning syntax and assessment tool. Material development included that of module used to facilitate the learning of EVP at vocational university. The materials were adjusted with the needs of students in learning the language. Some aspects the materials consist of were prepared, such as format, containing Snapshot, Project Preparation, Gathering Information, building up a Dialog, Making Dialog Using the Given Card, and Role Play. These aspects made up the learning module compatible and applicable. The lesson plan or learning syntax contained four main stages, such as preparation, realization, presentation and evaluation. And there are two items assessment tool comprised of, they are assessment tool inform of card and scoring rubric. The further research focus will be implementation of the model developed.

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