

TEACHING WRITING FOR VOCATIONAL HIGH SCHOOL: USE GOOGLE CLASSROOM IN EFL CURRICULUM

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Abstract

This article explains the importance of the EFL (English as a Foreign Language) method in teaching English in vocational schools. EFL places student learning motivation as the main focus in the selection of learning materials and methods, so that the learning process and content can be adapted to the student's area of interest. The use of Google Classroom can assist students in learning EFL because it provides access to an online English communication environment and facilitates communication between teacher and class. This study shows that automotive majors need EFL for their academic success and need learning materials related to electricity. These results show the importance of paying attention to students' needs in making EFL materials for other study programs in vocational schools.

Key Words: *EFL, teaching English, vocational schools, student learning motivation*

Abstrak

Artikel ini menjelaskan pentingnya metode EFL (English as a Foreign Language) dalam pengajaran bahasa Inggris di sekolah kejuruan. EFL menempatkan motivasi belajar siswa sebagai fokus utama dalam pemilihan materi dan metode pembelajaran, sehingga proses dan konten pembelajaran dapat disesuaikan dengan bidang minat siswa. Penggunaan Google Classroom dapat membantu siswa dalam mempelajari EFL karena menyediakan akses ke lingkungan komunikasi bahasa Inggris online dan memfasilitasi komunikasi antara guru dan kelas. Studi ini menunjukkan bahwa jurusan otomotif membutuhkan EFL untuk keberhasilan akademiknya dan membutuhkan materi pembelajaran yang berkaitan dengan kelistrikan. Hasil tersebut menunjukkan pentingnya memperhatikan kebutuhan siswa dalam pembuatan materi EFL untuk program studi lain di SMK.

Kata Kunci: *EFL, Pengajaran Bahasa Inggris, Sekolah Kejuruan, Motivasi Belajar Siswa*

A. INTRODUCTION

EFL is currently receiving a lot of attention in vocational high school English language instruction. The topic of EFL has been the subject of extensive inquiry. As the name implies, the EFL method of teaching English places the learner's motivations for learning at the center of all material and method considerations. In

other words, EFL enables students to learn English based on their unique learning goals, meaning that the learning process and content are tailored to the students' field. In light of this, it follows that EFL is necessary for vocational high schools that offer vocational education. It is well known that vocational education is crucial in the current era of global industrialization since

its benefits individual, business, and labor market economic and social elements that influence a nation's stability. In light of this, the purpose of vocational education is to prepare students for the working world following graduation.

Vocational education is the "provision of education that occurs prior to people or groups beginning their working lives, and which prepares them for it," according to Widodo (Widodo, 2016). Therefore, it is ideal if English is taught and learned in a context that is relevant to the students' workplace. In this situation, EFL serves a purpose in vocational education by preparing students to communicate successfully in the workplace in order to fulfill modern demands. With this in mind, EFL should be used in the teaching and learning of English in vocational high schools. One option is through offering suitable English resources. According to Tomlinson, materials are anything that teachers or students use to aid them in learning a language. As a result, since a textbook contains both instructional materials for teachers and learning resources for students, English materials in that form are crucial to the teaching and learning of a language.

Google Classroom is a platform from Google.com that is used in the academic world. Google Classroom, according to Beal (2017), is a tool that supports both teachers and students in the learning process. It also aids teachers in freely assigning homework to students participating in online learning. It gives teachers more comfort when forming groups to discuss topics connected to the course materials. Google Classroom can be

used as a tool to encourage students to participate more actively in learning. According to Nagele (Nagele, 2020), a teacher can use Google Classroom to create excellent classes that are student-centered, interactive, and memorable. The students can use Google Classroom, which is a user-friendly instructional platform. In order to assist teachers and students in comprehending technology in accordance with the times, the majority of Indonesian schools and universities used digital technology as their resources for teaching and learning. Educators will be able to increase their teaching productivity by utilizing Google Classroom, which will also help them organize assignments more effectively, collaborate with students more effectively, and communicate with them more effectively. Teachers must first make an account at classroom.google.com before registering as a teacher in order to undertake a learning process there. The teacher then assumes a significant role and has online control over the classroom environment. The use of Google Classroom in the teaching and learning process has several advantages. For instance, foreign learners do not speak English in casual conversation. Google Classroom can therefore be utilized to support them in their learning. Through Google Classroom, the teacher can communicate with the class at any time. Additionally, Google Classroom may give students access to an English-language online communicative environment where they can practice their language abilities and advance their linguistic competency. Google Classroom is a complimentary program that doesn't contain any ads. It is easily downloadable and usable by everyone. Because of its

simplicity, Google Classroom makes sense for students engaged in the learning process.

Hutchinson and Torres (Hutchinson & Torres, 1994) have added that the inclusion of pertinent literature makes the teaching and learning process complete. In other words, the pertinent textbooks are those that meet the needs of students in vocational high schools. As a result, the textbook used to instruct vocational high school student should include EFL. However, Indonesia's distribution of English textbooks for high school vocational students is still a long way from using EFL. In actuality, all study programs and even senior high school textbooks that use General English are equivalent to the English textbooks provided by either the government, which serve as the primary textbooks in the teaching and learning process, or by private publishers. In addition, as established by Law number 20 concerning the National Education System from 2003, senior high school has a distinct objective for graduates than vocational high school. However, the English textbooks for vocational high school have not entirely been designed in accordance with the needs of EFL students.

The majority of the writing contents in the English textbooks utilized are clearly not in specific line with the needs of the students, according to the researcher's preliminary observations on the Automotive Major. Additionally, the textbooks don't give students enough exposure to vocabulary through activities and lists of challenging words that are correctly pronounced and intonated. The students become less interested in writing

and studying as a result. Additionally, kids can get all the information they require through writing. This is similar with bamford (Day & Bamford, 1998) assertion that there are two main reasons to read: for enjoyment and information. Writing becomes a crucial skill for automotive major students to learn because they frequently work with English publications, such as writing instruction manuals for electrical with Google Classroom literatures with devices instruments instructor.

Many English teachers in vocational high schools should take the initiative to create their own EFL materials to motivate their students to learn to read in order to fill the gap left by the students' requirements for EFL in the English textbooks, particularly in the writing materials. On the other hand, they instruct their student using materials that do not fully incorporate EFL. The issue is that the teachers lack the resources including time, and money to create their own products. One of the elements contributing to the issue is the way their businesses handle administrative tasks. To help teachers and students have an engaging and effective teaching and learning experience, specifically in the area of writing, supplemental writing materials that utilize EFL are critically needed.

It is crucial to provide English writing materials for the automotive major in EFL to this. In order to determine the needs of the Automotive Major 11th grade students as a follow-up to the previously described issue, a needs analysis must therefore be conducted as the first stage in developing the materials.

B. DISCUSSION

There are crucial points to examine in relation to the previously reported finding. The findings on the value of writing proficiency demonstrate that students value writing as a part of their academic program. This implies that writing becomes a requirement for English language learning for students of electricity installation engineering. It is well recognized that writing, along with listening, is a receptive talent that enables readers to infer meaning or a message from a text. In other words, writing gives kids a chance to regulate the inputs they receive in the form of texts and obtain knowledge from them.

The facts on the use of English in the students' working environment lend support to this concern. The students acknowledged that one of the main motivations for learning English is to be able to write electrical for Google Classroom devices tool manuals, which they frequently encounter in the workplace, as well as English texts to increase their knowledge of and proficiency with electrical with Google Classroom devices topics, as the majority of sources of information about electricity are written in English. It is consistent with the findings of the study done by Chostelidou(Chostelidou, 2010), which found that student perform better when given resources depending on their needs. In light of this, it is clear that creating supplemental writing materials for the Automotive Major is important in order to meet the writing requirements of the students.

All of the students agreed that given the connection between their study program

and electricity, the primary subject of the writing materials should also be electricity. This shows that the students anticipated EFL resources to be included in their coursework. The materials' content demonstrates how EFL is being used, as was already mentioned. This suggests that, in order to incorporate EFL into language learning for technical high schools, the writing materials should mostly contain information on electricity, particularly electricity installation.

Additionally, the student present writing proficiency reflects their deficiencies. The statistics indicate that the students' writing skills are still lacking. Only a small percentage of them can fully comprehend English texts. Their writing ability has not reached the necessary level B1/B2, in which the student should be able to comprehend texts that mostly consist of high frequency every day or job-related language with ease, according to the Common European Framework of Reference for Languages. However, many student at vocational high schools are unable to comprehend such texts, not even brief ones. This provided the researcher with information on the student' existing writing proficiency, which led to a serious worry while creating the writing materials.

The mastery of vocabulary may be a contributing cause to the earlier problem. The students found writing to be uncomfortable because of their limited vocabulary. They therefore anticipated that via writing and learning, they would master vocabulary, particularly those that are associated with their industry. When creating resources, taking the students' preferences into account might encourage writing. This may inspire the students to

read more, which unquestionably enhances their vocabulary (Afzal, 2019). In other words, writing exposes readers to vocabulary, which is highly important for student to learn. To help the student succeed in their writing studies, difficult vocabulary lists and vocabulary activities are included in the writing materials.

The information provided in written texts plays a significant role in the learning of writing. According to the statistics, it is important to incorporate texts on electricity and accompany them with images or illustrations when creating writing EFL materials. However, when choosing the texts for the materials, it is equally crucial to consider the texts' validity. The explanation for this is that when learning a foreign language, students should be encouraged to expose themselves to the language's true character, which is demonstrated by its authenticity. This will help the student learn English more effectively and prevent misunderstandings while interpreting the language (Syaputri & Trilestari, 2017). As a result, the texts in the writing materials should not only on the book but it should be more practicing too.

As previously stated, the focus of EFL is not on the product but rather the approach to learning that is demonstrated in the content and the method employed in learning (Uysal & Yavuz, 2015). Therefore, it is important to consider the student's preferred methods of learning. In addition to the input, media also contribute to learning. Contrarily, the majority of students only expected textbooks as their primary source of learning media. This problem implies that in order to meet the expectations of the student, the writing materials should be carefully prepared. As

a result, numerous writing exercises should be modified to match the standard. It relates to the requirement to fulfill as well as the activities with the texts.

Furthermore, the statistics indicate that more students anticipated that the writing materials would use both Indonesian and English in their explanations and instructions (Khasanah & Madya, 2019). Because of the kids' limited English competence, it is unavoidably the cause. However, the language used in the materials should be entirely in English in order to meet the goal of learning English, which is for the students to be able to operate successfully in communication using English. In this instance, the teacher's function will aid the students in their education.

Last but not least, the writing activities for the materials should reflect the information about the roles played by the students and the teacher. This means that the exercises should encourage participation from the student. Additionally, the layout of the writing activities, which might direct the students to finish each task, can present the students' expectations of the teacher's function.

This study shows that the automotive major students required EFL for their academic success. The outcome demonstrates that the students anticipated pertinent electricity-related learning items as the content of the materials. This backs up Musikhin's research study's conclusion (Musikhin, 2016). Additionally, it was crucial to consider their expectations for the learning process when creating the right writing materials that fully utilize EFL.

C. CONCLUSION

The research's findings support the assertion that it is important to take into account the students' needs for EFL in the writing materials and technologies for the automotive major. This is based on data showing that students anticipate having access to Google Classroom as learning resources during their course of study. Additionally, the inclusion of writing exercises in the materials is expected to improve student learning outcomes. It is pertinent to the nature of EFL, which places a greater emphasis on the learning process than the final output and bases all decisions on the goals and needs of the students. Additionally, it is advised that while creating EFL materials for other study programs in vocational high school, English teachers and textbook authors take the importance of the students' demands into account. Finally, it is anticipated that the research's findings will inspire the researcher and other researchers to carry out comparable investigations in other English proficiency areas.

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