

**DEVELOPING JOB-RELATED LEARNING MATERIALS
ENGLISH FOR OCCUPATIONAL PURPOSES
FOR ELECTRICAL ENGINEERING DEPARTMENT STUDENTS
AT POLITEKNIK NEGERI BALI**

NI NYOMAN YULIANTINI

NIM: 2039021006

**This Dissertation is Presented as a Partial Fulfillment of the Requirements for
the Doctoral Degree in Language Education**

**DOCTORAL PROGRAM OF LANGUAGE EDUCATION
UNIVERSITAS PENDIDIKAN GANESHA
2024**

SUMMARY

English for Occupational Purposes (EOP) at Polytechnic refers to a specialized English language program designed to meet students' language needs in polytechnic institutions. This program focuses on teaching English language skills directly relevant to the student's chosen fields of study and future careers. It may include specific vocabulary, communication skills, and writing styles commonly used in various occupational contexts within the polytechnic's curriculum. The aim is to equip students with the language proficiency necessary to succeed in their academic studies and future professional endeavors.

Politeknik Negeri Bali (PNB) is one of the vocational Education institutions in Bali. It offers 60% to 70% practices and 40 % to 30% theories of various vocations. Learnings are centered on practical industrial demands for national, regional, and international markets. English is one of the subjects designed in the PNB curriculum to envisage PNB's graduate competency. Prior analysis of PNB's curriculum identified a gap between existing and targeted English learning materials. The existing English syllabus and general course outline had not been designed and developed to integrate the English language skills with the respective vocations in the areas of the automatic electrical system in tourism, maintenance and repair of electrical industrial apparatus, supervision of building automatic systems, consultancy in planning automatic industrial control, or techno-preneurships in automatic control system.

English for occupational purposes (EOP) is so designed that students have sufficient English skills according to the needs of their world of job. The focus is

on improving English language skills that are directly relevant to the professional world. EOP learning activities are tailored to align with the professional standards and requirements of the workplace. Thus, the syllabus and teaching materials should be customized to meet the specific needs of the students. In this study, the aim was to develop job-related English learning materials that integrate technical vocabulary terminology and communicative skills within the context of engineering, and reflecting the impact of EOP on learning materials.

The study was designed in the ADDIE model, with the research subject consisting of 51 people forty-eight students of the second semester at the electrical engineering department who were enrolled in English subjects (for product quality) three English lecturers at PNB (for product quality); and the target population for the effectiveness of the product was the students in the second semester who registered in English subjects at Politeknik Negeri Bali.





The study data were collected from document analysis, questionnaires, and tests. The obtained data were subjected to both quantitative and qualitative analysis. The result of the study showed that the electrical engineering content and topics that need to be included in the product are: (1) engineering; (2) tools and equipment; (3) components and assemblies; (4) electrical circuits; (5) engineering design; (6) troubleshooting; (7) repair and maintenance; (8) electric and magnetic circuits; (9) engineering materials; (10) safety in the workplace; (11) cause and effect; and (12) pushing the boundaries.

The procedure of development involved five stages, namely: (1) analyzing to identify the student's needs; (2) designing learning materials for job-related

EOP learning, which considers technical vocabulary terminology and communicative skills in an engineering context; (3) testing the quality of the product, which involves students, lecturers, and experts to validate the quality of the product; (4) implementing the product at the electrical engineering department of Politeknik Negeri Bali; and (5) evaluating to see the effectiveness of the learning materials.

The findings of the study indicate that the developed learning materials received high ratings for quality, with students giving an average score of 4.7 and English lecturers giving an average score of 4.6 on a Likert scale ranging from 1 to 5. Additionally, the developed materials effectively enhance students' English language skills and knowledge for occupational purposes. Job-Related Learning Material (hence with JRLM) EOP underscores the effectiveness of the learning materials in meeting the objectives of EOP within an engineering context. Moreover, students demonstrated an improved ability to apply theoretical language concepts in professional practice. With JRLM EOP teaching materials relevant to their field of study, students are motivated to engage in English learning and experience the immediate practical benefits of learning English for their future careers.










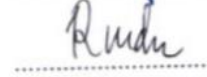
SUPERVISOR APPROVAL

APPROVAL OF THE PROMOTOR/CO-PROMOTOR FOR THE DISSERTATION PROPOSAL EXAMINATION		
<p>Promotor</p>  <p>Prof. Dr. Ni Made Ratminingsih, M.A.</p>	<p>Co-Promotor I</p>  <p>Prof. Dr. I Nyoman Adi Jaya Putra, M.A</p>	<p>Co-Promotor II</p>  <p>Prof. Dr. Luh Putu Sri Adnyani, M. Pd</p>
<p>Acknowledged by, Coordinator of Language Education Study Program Postgraduate Universitas Pendidikan Ganesha</p>  <p>Prof. Dr. Ida Bagus Putrayasa Singaraja, Agustus 2024</p>		

LEMBAR PENGESAHAN

Disertasi oleh Ni Nyoman Yuliantini dipertahankan di depan tim penguji dan dinyatakan diterima serta sah sebagai persyaratan guna memperoleh gelar Doktor Program Studi Pendidikan Bahasa Program Pascasarjana Universitas Pendidikan Ganesha. Disahkan pada tanggal 09 Agustus 2024.

Oleh Tim Penguji

	: Ketua	Prof. Dr. I Wayan Lasmawan, M.Pd. NIP 196702211993031002
	: Sekretaris	Prof. Dr. I Nyoman Jampel, M.Pd. NIP 195910101986031003
	: Koorprodi	Prof. Dr. Ida Bagus Putrayasa, M.Pd. NIP 196002101986021001
	: Promotor	Prof. Dr. Ni Made Ratminingsih, M.A. NIP 196609081991022002
	: Ko-Promotor I	Prof. Dr. I Nyoman Adi Jaya Putra, M.A. NIP 196203191987031001
	: Ko-Promotor II	Pro. Dr. Ni Luh Putu Sri Adnyani, S.Pd., M.Hum. NIP 197803112003122001
	: Penguji Internal I	Prof. Dr. Ni Nyoman Padmadewi, M.A. NIP 196202021988032001
	: Penguji Internal II	Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd. NIP 198304022006042001
	: Penguji Internal III	Dr. I Putu Mas Dewantara, S.Pd., M.Pd. NIP 198702072015041001
	: Penguji Internal IV	Dr. Dewa Putu Ramendra, S.Pd., M.Pd. NIP 197609022000031001

Mengesahkan:
Direktur Program Pascasarjana
Universitas Pendidikan Ganesha



Prof. Dr. I Nyoman Jampel, M.Pd.
NIP 195910101986031003

LEMBAR PERNYATAAN

Saya menyatakan dengan sesungguhnya bahwa disertasi berjudul “Developing Job-Related Learning Materials English for Occupational Purposes for Electrical Engineering Department Students at Politeknik Negeri Bali” yang saya susun sebagai syarat untuk memperoleh gelar Doktor dari Program Pascasarjana Universitas Pendidikan Ganesha seluruhnya merupakan hasil karya saya sendiri.

Adapun bagian-bagian tertentu dalam penulisan Disertasi yang saya kutip dari hasil karya orang lain telah ditulis sumbernya secara jelas sesuai dengan norma, kaidah dan etika penulisan ilmiah.

Apabila di kemudian hari ternyata ditemukan seluruh atau sebagian pada Disertasi ini bukan hasil karya sendiri atau adanya plagiat dalam bagian-bagian tertentu, maka saya bersedia menerima sanksi pencabutan gelar akademik yang saya sandang dan sanksi-sanksi lainnya sesuai peraturan perundangan yang berlaku.

Singaraja, 09 Agustus 2024

Yang membuat pernyataan,




Ni Nyoman Yuliantini

ACKNOWLEDGMENT

The researcher would like to express her gratitude to the Almighty God, *Ida Sang Hyang Widhi Wasa*, who has blessed the writer to complete the dissertation entitled “Developing Job-Related Learning Material English for Occupational Purposes for Electrical Engineering Department Students at Politeknik Negeri Bali”. The author would like to express her deepest gratitude to her parents—father, mother, father-mother-in-law, and my beloved sisters—for their prayers, encouragement, and affection. The author would like to thank her life partner, Kadek Agus Wirawan, for all his moral and material support, loyalty, and patience. My heartfelt thanks to my children, Nayra, Navara, and Neal; you are the spirit that completed the process of writing this dissertation.

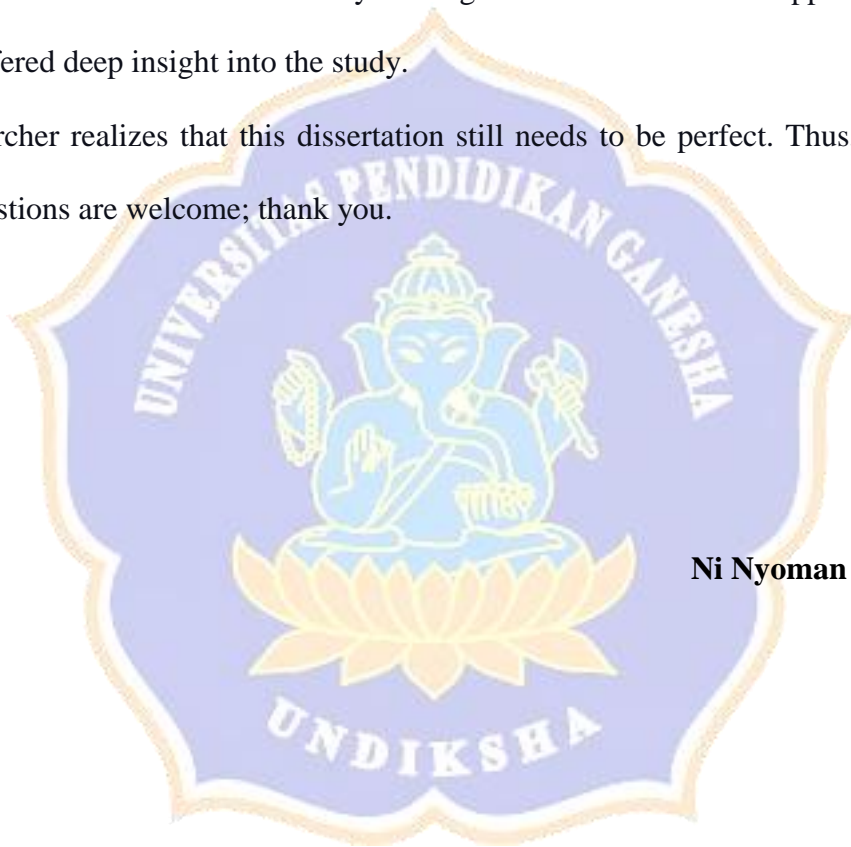
My special thanks go to Prof. Dr Made Ratminingsih, M.A., as promotor and co-promotor, Prof. Dr. I Nyoman Adi Jaya Putra, M.A., and Prof. Dr. Luh Putu Sri Adnyani, M.Pd., as well as our lecturers, not to mention by name, who gave me the golden opportunity to do this dissertation. They also helped me do a lot of research and learn many new things.

I am thankful to the following people for all their capacities and facilities, which enabled me to finish my doctoral studies on time.

1. Prof. Dr. I Wayan Lasmawan, M. Pd, Rector of Universitas Pendidikan Ganesha,
2. Prof. Dr. I Nyoman Jampel, M. Pd, Director of Post-Graduate Studies of Universitas Pendidikan Ganesha,
3. Prof. Dr. Ida Bagus Putrayasa, Coordinator of Language Study Program, Post Graduate Studies of Universitas Pendidikan,

4. Prof. Dr. Ni Nyoman Padmadewi, M.A., Coordinator of English Concentration Program, Post Graduate Studies of Universitas Pendidikan,
5. Prof. Dr. Ketut Agustini, S. Si, M. Si, and Made Hery Santosa, Ph.D., are judges experts, and my informants are Prof. Dr. I Made Rai Jayawidanta, M. Hum, Gusti Ayu Nyoman Sukerti, and Gusti Ayu Dewi Paramitha, S.S., M. Hum.
6. Lecturers and students at large at Politeknik Negeri Bali
7. I would also like to thank my colleagues and friends who supported me and offered deep insight into the study.

The researcher realizes that this dissertation still needs to be perfect. Thus, comments and suggestions are welcome; thank you.



Ni Nyoman Yuliantini.

TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
ABSTRAK	iii
SUMMARY	iv
SUPERVISOR APPROVAL	vi
STATEMENT LETTER	Error! Bookmark not defined.
ACKNOWLEDGMENT	x
TABLE OF CONTENTS	xii
LIST OF GRAPHS	xv
LIST OF TABLES	xvi
LIST OF FIGURES	xvi
LIST OF APPENDICES	xviii
CHAPTER I INTRODUCTION	1
1.1 Research Background	1
1.2 Identification of Problem	11
1.3 Research Limitation	12
1.4 Statement of Problem.....	13
1.5 Research Objectives	13
1.5.1 General Research Objective	13
1.5.2 Specific Research Objectives	13
1.6 Research Significances	14
1.6.1 Theoretical Significance	14
1.6.2 Practical Significance	14
1.7 Novelty.....	15

CHAPTER II LITERATURE REVIEW	17
2.1 Theoretical Review	17
2.1.1 Learning Materials.....	17
2.1.2 Development of English Teaching Materials	19
2.1.3 Role and Function of Learning Materials.....	25
2.1.4 Criteria of Good Learning Materials	25
2.1.5 ESP Language Teaching Materials	27
2.1.6 English for Occupational Purposes.....	30
2.1.7 Characteristics of EOP.....	32
2.2. Empirical Review.....	38
2.3 Conceptual Framework.....	53
CHAPTER III RESEARCH METHOD.....	56
3.1 Research Design.....	56
3.2 Research subjects	59
3.3 Research Objects.....	58
3.4 Research setting	61
3.5 Techniques of Data Collection.....	61
3.5.1 Document Analysis.....	62
3.5.2 Questionnaire.....	62
3.5.3 Test	62
3.6 Research Instrument.....	62
3.6.1 Instruments Needs of JRLM EOP for Students and Lecturers.....	63
3.6.2 Instruments Quality of Developed JRLM EOP for Expert.....	66
3.7 Process of Data Collection.....	69

3.8 Data Analysis Methods	70
3.8.1 Types of Data.....	70
3.8.2 Data Analysis Techniques	71
CHAPTER IV FINDINGS AND DISCUSSION.....	76
4.1 Overview	76
4.1.1. Research Finding 1: The Needs of Job-Related Learning Material EOP for Electrical Engineering Students at Politeknik Negeri Bali.....	76
4.1.2. Research Finding 2: The Development of Job-Related Learning Material EOP for Electrical Engineering Students at Politeknik Negeri Bali	117
4.1.3. Research Finding 3: The Quality Job-Related Learning Material EOP Developed for Electrical Engineering Students at Politeknik Negeri Bali.....	141
4.1.4. Research Finding 4: The Effectiveness of the Developed Job-related Learning Materials EOP for Electrical Engineering Students at Politeknik Negeri Bali.....	147
4.2 Discussion	154
4.4 Implication	161
4.3.1 Theoretical Implication.....	161
4.3.2 Practical implication.....	162
CHAPTER V CONCLUSIONS	162
5.1 Conclusion	163
5.2 Suggestion.....	165
REFERENCES	167

LIST OF GRAPHS

Graph 4.1. Students' English language skills.....	75
Graph 4.2. Students' use of English in the campus environment	76
Graph 4.3. Students' English listening skills	77
Graph 4.4. Students' English - speaking skills	78
Graph 4.5. Students' English - reading skills.....	80
Graph 4.6. Students' English - writing skills	81
Graph 4.7. Students' English - vocabulary skills	82
Graph 4.8. Students' English grammar skills	83
Graph 4.9. Language skills Students need to improve.....	84
Graph 4.10. Problems faced by students in current EOP learning.....	85
Graph 4.11. Students' open-ended questions responded.....	87
Graph 4.12. Component of content feasibility	100
Graph 4.13. Presentation aspect	102
Graph 4.14. Language aspect.....	103
Graph 4.15. Component of Graphic.....	104

LIST OF TABLES

Table 2.1 Researches table matrix	48
Table 3.1 Questionnaire of Students Needs	62
Table 3.2 Questionnaire of Lecturer Needs	63
Table 3.3 Students Open-ended Questionnaire	64
Table 3.4 Lecturer Open-ended Questionnaire	64
Table 3.5 Document Analysis	65
Table 3.6 Questionnaire for Product Quality for Material Content Experts	66
Table 3.7 Questionnaire for Product Quality for Technology Media Experts	67
Table 3.8 Criteria Reliability Test	72
Table 3.9 Quality Category	72
Table 4.1 Student Needs Analysis	90
Table 4.2 Result questionnaire from English Lecturer	104
Table 4.3 Analysis of Curriculum	109
Table 4.4 EOP Analysis of Existing Learning Materials.....	110
Table 4.5 JRLM EOP Revision	131
Table 4.6 The mean score of the Pretest and posttest	147
Table 4.7 Test of Normality	149
Table 4.8 Rank	149
Table 4.9. Test Statistics	150

LIST OF FIGURES

Figure 2.1. The phases of the ADDIE model.....36

Figure 2.2. Conceptual Frameworks JRLM EOP53



LIST OF APPENDICES

Appendix 1. The Existing Text Book	182
Appendix 2. The curriculum and syllabus	184
Appendix 3. Questionnaire of Students Needs	185
Appendix 4. Questionnaire of Lecturer Needs	188
Appendix 5. Instrument Document Analysis	190
Appendix 6. The Content of Existing Learning Materials	190
Appendix 7. Blue Print Learning Materials	191
Appendix 8. Instrument Content Validity	200
Appendix 9. Expert Judges 1 Content Validity	202
Appendix 10. Expert Judges 2 Content Validity	204
Appendix 11. Instrument Technology Media Validity	206
Appendix 12. Expert Judges 1 Technology Media	207
Appendix 13. Expert Judges 2 Technology Media	209
Appendix 14. Instrument Questionnaire of User Review	211
Appendix 15. The Result Questionnaire of User Review (Lecturers)	213
Appendix 16. Instrument Questionnaire of User Review	214
Appendix 17. The Result Questionnaire of User Review (Students)	216
Appendix 18. Instrument Post-Test	220
Appendix 19. The Mean Score of the Pre-test	243
Appendix 20. The Mean Score of the Post-test	244
Appendix 21. Surat Ijin Penelitian	246
Appendix 22. Surat Ijin Telah Melakukan Penelitian	247
Appendix 23. Surat Pernyataan Kesiadaan Mahasiswa	252
Appendix 24. Surat Pernyataan Kesiadaan Dosen	252
Appendix 25. Documentation	253