CHAPTER I
INTRODUCTION

1.1 Research Background

Polytechnic is one of the higher education forms dealing with vocational education. Vocational education concerns the practical and professional skills that will be used in the workplace (Muharam et al., 2025). It emphasizes the practice to enhance skills professionally based on the demand of the industry. Cai and Kosaka (2024) add that vocational schools prepare qualified individuals who can accomplish professional tasks and cooperate with others in the workplace. The vocational education provides experience to be ready for the job requirements. In line with the core of vocational education, Setiyawami et al. (2020) in their study reveals that the roles of vocational education are to prepare generation for having appropriate skills and character. The results indicate that vocational education provides extensive skill practice and soft skills aligned with industry demands. They will be equipped with adequate skills and character to join the industry. It will reach the goal of vocational education to prepare qualified graduates and advance the nation's industry (Barliana et al., 2020; Olowe, 2024). Therefore, it can be seen that vocational education plays an important role in preparing qualified workers.

Regarding the qualified workers, English is needed to strengthen their communication skills. English is considered a worldwide language of business (Andayani, 2022; Parmawati et al., 2022; Putra et al., 2019; Rahayu & Budasi, 2021). It indicates that English is important to use in the communicaion. As a result, English also becomes one of the subjects that is taught in a polytechnic as one of the demands in the industry. It requires the Engineering students to master English so they can also compete in the international industry. It becomes the compulsary for them to pass the subject with an excellent grade and show great performance

to prepare them for the real industry. Therefore, English is crucial for engineering students nowadays.

To equip students with qualified English skills, the learning process must be designed according to the demands of the industry. It can be maximized with the provision of a learning module. Learning module is a medium that is used to study independently since it has already covered the instructions (Mundus et al., 2022). Students are allowed to learn without the assistance or presence of lecturers. Learning module provides a combination of images, video, text, and animation (Adilla et al., 2024). The various presentation of materials gives interesting and comprehensive learning content to students. Besides, Lidyasari et al. (2023) add that the learning module assists lecturers in designing the learning process. Lecturers can create learning activities taken from the content of the learning module. Thus, it can be seen that the learning module plays an important role in the learning process, which can assist lecturers in designing the learning process and help students to have independent learning.

However, there is a problem regarding the provision of the learning module. From the results of the preliminary observation in the Civil Engineering Department, it was found that the existing learning module did not meet the needs of students nowadays. The learning module was not relevant to the demand of the industry because it was concerned with the use of grammar rather than their English skills. Not only that, there were no exercises in the existing learning module to exercise English skills such as reading, writing, speaking, and listening. Besides, there was no additional access for students to elaborate on further information. Moreover, from the interview in the pre-observation, lecturers focused on teaching grammar. It limited students' opportunities to enhance their skills. This problem is urgent to resolve since students are not able to show their English skills due to limited practice of each skill. The learning process must be in line with the needs of the industry for the civil engineering department.

Considering the problem above, developing a task-based EOP learning module can be an alternative. Task-based language teaching (TBLT) is concerned with the usage of tasks (real-life and pedagogical) as a central element for language instruction (Bula-villalobos & Murillo-miranda, 2019). The task can exercise students' skills since the language instruction is about real life. In addition, TBLT provides an interactive and student-based experience (Chunliu & Guangsheng, 2025). Students not only add a language component, such as grammar, but also use their language skills to convey their experience. They actively use their skills in the learning activities. Besides, English Occupational Purposes (EOP) concerns the use of English in various professional settings, aiming to be well-prepared based on their chosen department (Mohammed, 2025; Sudipa et al., 2020). It deals with the use of English for a particular profession based on the industry demand. Therefore, the task-based EOP learning module is suitable for the problem faced by the civil engineering department. It is because the module not only provides general English to enhance their skills but is also relevant to the demand of the industry for the civil engineering program.

The effectiveness of task-based learning has been proven by the results of previous studies. Lili et al. (2025), Chunliu and Guangsheng (2025), Mapiro and Permata (2024), Sabaruddin and Melati (2022), and Panduwangi (2021) reported that TBLT enhances students' speaking skills. From the real task related to the daily condition, students have a chance to deliver things in their thoughts. They have a chance to deliver their opinion about it. Next, Harjono and Wachyunni (2023) found that TBLT could enhance students' reading skills. The task in this approach requires students to read information. As a result, they practice their reading skills. Further, Prihastuti et al. (2024) revealed that TBLT could improve students' writing skills. They have a chance to practice their writing on the task provided in this approach. In addition, Sirait et al. (2023) revealed that TBLT enhances listening comprehension skills. Students are given listening practice in which they must listen and try to understand the

meaning. It can boost their skills to be familiar with the words. Moreover, Wibowo et al. (2024) revealed that TBLT could develop critical academic skills, whereas Chua and Lin (2020) revealed that TBLT could increase students' motivation. The real-based task stimulates students' critical thinking to solve the problem given in the task. It can also motivate students to do the task. In summary, it can be concluded that TBLT can enhance students' English skills.

Regarding the previous explanation above, the TBLT-based learning module becomes an alternative due to its effectiveness in solving the current problem. Additionally, previous studies mainly focus on English for Academic Purposes (EAP), while there is a lack of discussion about TBLT-based EOP for the civil engineering department. Developing a CE EOP modulefor civil engineering needs to be done soon. Therefore, the present study aimed to develop the task-based EOP learning module for the Civil Engineering program.

1.2 Problem Identification

Upon researching through some real conditions of English learning in the Civil Engineering department at BSP, some problems can then be identified as follows.

A. The English learning had not been using materials that are authentic and contextual. They had been developed using artificial kinds of English materials such as text, dialogue, and role play, which are beyond the real situation at the campus or laboratory of Civil Engineering. As a result, students learn English that they cannot imagine.

B. The learning of English has still been focusing on language function and tends to emphasize form better than meaning. The language has been taught as the subject of learning, not as a medium for learning. The learning of English is still explicitly not implicitly undertaken, where students were aware of learning the language forms.

C. The learning seemed to be monotonous. There were no supplemental activities that drove

students to be active, collaborative, think critically, communicative, and empathetic to each other. They lacked learning values, personalities, and training to be empathetic to other students.

D. The learning of English has been teacher-centered as it was conducted with presentation, lecturing, or grammar translation. The model could not foster students' communication skill achievement.

E. Development of English learning using the TBLT approach has not been undertaken thoroughly. Most development afforded with grants was restrictedly undertaken on analyzing TBLT, comparing TBLT with other approaches, and not focusing on combining TBLT with other approaches in order to make a new approach or model.

1.3 Research Scope

The scope of the present study encompassed the development of a Task-Based English for Occupational Purposes (EOP) module in enhancing students' communicative competence in the professional workplace contexts. The study focused on the Task-Based Language Teaching (TBLT) module for Civil Engineering. The participants were limited to Civil Engineering students who had the English subject in their study program, the English lecturer, and civil engineering lecturer. The research was conducted in a formal instructional setting and emphasizes the integration of TBLT to enhance students' English skills. The present study applied the ADDIE model, which involved the procedure of needs analysis, module design and development, expert validation, implementation, and evaluation. The study was limited by four main concerns, namely the needs of the TBLT-based EOP learning module, the steps in developing the module, the quality of the developed TBLT-based EOP learning module, and the effectiveness of the CE EOP moduleto enhance students' fluency. Some instruments were employed to accomplish the objectives of the study, namely closed-ended CIPP

questionnaire, document analysis, an observation sheet, an expert judge's sheet, and speaking test. The scope of the present study was deliberately delimited to the development of a single CE EOP moduleto enhance students' fluency.

1.4 Statements of Problem

In accordance with the limitation of the research problem, the tools developed are a TBLT-based learning module. Therefore, the problems in this study can be structured as follows.

A. What are the learners' needs of the CE EOP moduleat the Civil Engineering Bali State Polytechnic?
B. How is the prototype of the CE EOP moduleat the Civil Engineering Bali State Polytechnic developed?
C. What is the quality of the developed CE EOP moduleat the Civil Engineering Bali State Polytechnic?
D. Is there any significant effect of CE EOP moduleon students' fluency at the Civil Engineering Bali State Polytechnic?

1.5 Research Objectives

Based on the statements of problems, the present study aimed to address the following.

A. To investigate the learners' needs of the CE EOP moduleat the Civil Engineering Bali State Polytechnic.
B. To illustrate how the prototype of the CE EOP moduleat the Civil Engineering Bali State Polytechnic is developed.
C. To examine the quality of the developed CE EOP moduleat the Civil Engineering Bali State Polytechnic.

D. To examine whether there is any significant effect of CE EOP moduleon students' fluency at the Civil Engineering Bali State Polytechnic.

1.6 Research Significances

The outcome of the study can be divided into theoretical and practical significance. They are described as follows.

A. Theoretical Significance. The research output is expected to enrich some (related) theories. First, task-based EOP development is hoped to help open a new gate toward the enrichment of language acquisition theory. It will be able to prove whether or not language is an effective acquisition theory of language. Through the weakness of the output, the research will certainly be able to guide how shall task-based approach to EOP should be modified in order to improve its effectiveness. Second, the implementation of the developed model will give insight into what other approaches can meet the learning goal achievement, such as project-based or problem-based learning.

B. Practical Significance. Practically, the research outcome is hoped to be able to provide relevant English learning resources which enable the students and teachers to improve their learning attitude, knowledge, skills, and content pedagogical skills in teaching English as a foreign language. With the help of this research outcome, the learning of English for Occupational Purposes is particularly enriched. People's perspective and insight into the development of EOP using such a sample, design, method, theory, and other aspects. This finding will certainly be a new input for researchers in this field to develop other EOPs. In addition, students are expected to be able to explore knowledge on tourism-based civil engineering, building and maintenance, supervising building construction, consulting in building planning, entrepreneurship, bidding, and negotiation process, which are not integrated with social function, linguistic structure, and language elements.

1.7 Novelty

Numerous developmental studies have been undertaken on the use of TBLT; however, those studies differ from this current research in many matters, including focus, locus, and participants involved. The focus of that research is outside the area of English for Civil Engineering undertaken in vocational higher education at the Polytechnic. In addition, this research specifically developed learning materials for the TBLT EOP subject using ADDIE that other researchers did not use.