

The Development of Vocational English Learning Methods and Media at Vocational Adaptive Training in BBPPMPV BOE Malang

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Abstract : Education and Training of Vocational High School English teachers using the vocational adaptive model aimed at increasing English competence of using vocational content. The objective of this study was to develop the vocational adaptive training materials consisting of the development of vocational English methods and media. The research method was development research and conducted at Centre of Development and Quality Assurance for Vocational Education in Automotive and Electronic Sector (BBPPMPV BOE) Malang. The research results showed that the development of vocational English methods consisting of bilingual method, song method and tutor method received responses from the vocational English teachers with an average score of 4.8 in the category of very useful, very interesting, and very innovative. The development vocational English media consisting of quality standard video (QSV), vocational English dictionary (VED) and learning aid box (LAB) received responses from the vocational English teachers with an average score of 5.0 in the category of very useful, very interesting, and very innovative for teaching and learning English at Vocational High School.

Keywords: Vocational Adaptive, vocational English methods, vocational English media

regarding Law Number 20 of 2003 article 18, point 2, it is stated that secondary education consists of general high school education (SMU) and vocational high school education (SMK). Thus, the competencies needed by high school teachers are different from those of vocational high school teachers even though they are in the same subject, especially the adaptive subject, for example in English. The purpose of English subjects in high school is to study language, while English subjects in vocational high school are aimed at learning the language as well as the application of English in work related to the expertise program.

Teachers as civil servants (ASN) in this case English teachers are entitled to receive guidance through education and training either for career development or to improve and develop their competencies, so they could carry out their duties according to the expected standards, this is mandated in Government Regulations Number 11 of 2017 as amended by Government Regulation Number 17 of 2020 concerning amendments to Government Regulation Number 11 of 2017 concerning the management of civil servants is stated in articles 162-163 of which every civil servant has the right to career development and competency development to improve competence and performance and encourage the improvement of the professionalism, and continued in Article 210 that competency development can be carried out in the form of a) education; and/or b). training.

The responsibility for improving the competence of vocational high school teachers before the change in the organizational structure is under the supervision of the Directorate of Teachers and Education Personnel (GTK) which in its implementation is carried out by the Center of the Development and Empowerment of Educators and Education Personnel (PPPPTK). However, based on the Regulation

of the Minister of Education and Culture of the Republic of Indonesia Number 26 of 2020 concerning the Organization and Work Procedure of Technical Implementing Units, article 2 explains that the Technical Implementation Units of the Ministry of Education and Culture include the Center of the Development of Vocational Education Quality Assurance (BBPPMPV). Where the institution is a change from PPPPTK in the vocational field.

This change in regulation brings the consequences of increasing the competence of vocational high school teachers to be under the supervision of the Directorate of Vocational Education and its implementation by the Center of Vocational Education Quality Assurance Education (BBPPMPV). In other conditions, within the Directorate of Vocational Education, there is a change in the vocational high school curriculum as stated in the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 165/M/2021 concerning the Center of Excellence Vocational High School Program. The implementation of the Center of Excellence Vocational School is continued through the Decree of the Head of the Research and Development Agency and Books Number 029/H/Ku/2021 concerning Learning Outcomes of Subjects in the Center of Excellence Vocational School Program which is the implementation of vocational education with a new paradigm.

Based on the Vocational High School Center of Excellence curriculum, especially for English subjects, it consists of two subjects, namely general English subjects and vocational English. General English is an English scientific subject that basically has the same subject characteristics as those taught in Public Senior High Schools (SMA). Meanwhile, vocational English subjects are English that is used in work situations according to the skill programs at vocational high school.

Competency improvement for general English teachers has been carried out at PPPPTK Language, but for vocational English teachers so far there is no place where they should be trained. Based on interviews with vocational English teachers, it is known that the teaching of vocational English teachers is also carried out by general English teachers with linguistic education backgrounds. In this situation, teachers of vocational English subjects have difficulty teaching vocational English because vocational English teachers do not have vocational knowledge.

Based on these data, the researcher developed the concept of a training model for the needs of vocational English teachers, namely using the "Adaptive Vocational" Training model that can be held at the BBPPMPV institution. Vocational Adaptive Education and Training is education and training for vocational English subject teachers to gain vocational knowledge competence and practical skills related to the vocational expertise program. The concept of the adaptive vocational training model is compiled as a Scientific Writing Project (KTI) through conceptual articles. According to Ahmad Mukhadis (2014: 25) one of the functions of scientific writing is as a form of effort to facilitate sorting out the emergence of new ideas/ideas in the form of describing phenomena or relationships (explaining, predicting, or verifying relationships) between phenomena that are used as objects of study where one type of KTI can be realized in the form of a conceptual article.

MAIN PART

Vocational Adaptive Training

The concept of adaptive vocational training is training that is intended for the needs of adaptive teachers in vocational schools (Teachers of Mathematics, Physics, Chemistry, English). In the discussion of vocational adaptive training, here is a special vocational adaptive training for English teacher training. Vocational adaptive training for English teachers is designed for a) increasing the competence of knowledge and practical skills of vocational English teachers and b) improving the competence of using media and vocational English learning methods (vocational English).

This vocational adaptive education and training model provides opportunities for vocational English teachers to practice in workshops and produce products as supplies/materials for English teachers to teach students related to the skills programs available in vocational high school. The achievement of vocational knowledge competence in this education and training is not at the skilled level but at the level of recognizing practice in vocational work as well as feeling the skills of doing something so that it is

hoped that it will be easy to introduce English into vocational work. Nur (2004) suggested that learning will be more meaningful if children experience what they learn for themselves, not just knowing it.

In this vocational adaptive training, English teachers are trained to carry out vocational practices related to the function and use of equipment, procedures or *standard operating procedures* (SOP), work mechanisms, work communication, production, and work reports. The benefit of the training is that English teachers can experience the practice of vocational content and in the end are expected to teach English into vocational content following daily life in work activities according to the expertise program in the Vocational High School.

The developed vocational adaptive training curriculum is structured in two main parts, namely vocational practice and the development of vocational English learning methods and media.

Vocational Practice

Vocational practice is carried out in vocational workshops to train English teachers' practical knowledge so that they can feel vocational phenomena, the vocational atmosphere, recognize tools and materials, and can make a product. English teachers do practice is a particular challenge that has never been done before. The learning experience is to facilitate the use of English in vocational content.

Time for vocational practice in the first stage is given within 50 JP (lesson hours). The vocational practice is trained following the expertise program at the vocational high school where the English teacher works. For example, if the English teacher teaches at a vocational school in the "construction and profession" skill program, the vocational practice learning materials are structured as follows: introduction to professional construction work, introduction to working equipment and materials for construction profession, practice of making mortar and making molding, practice how to install masonry, Wood finishing practice, flatbed measuring practice. (Vocational practice materials vary in form and many choices are adapted to the needs of the development of methods, media and time)

The development of vocational English learning methods and media

The development of vocational English learning methods and media is very much needed to make it easier for vocational high school students to receive English lessons because so far the output of vocational high school, in general, can be measured that the quality of speaking or communication in English is very low. English speaking competence of vocational high school graduates based on Jojo's survey. S (2021) showed that the ability to speak English in the content of vocational work is very low, still below the required TOEIC. In other conditions, the survey results showed that learning resources, methods, and teaching media conducted by English teachers for vocational students are still too general (not yet in the vocational field) so that the researcher viewed that learning resources, media, and methods have not been lifting the gap in speaking and communication skills in English for vocational high school students. Therefore, in this vocational adaptive training, training materials on media concepts and vocational English learning methods were developed.

The training time for the development of vocational English learning methods and media are given within 50 JP. The contents of the material developed are as follows: 1. Vocational English teaching method: Bilingual method, Tentor method, Song method. 2. Media for teaching vocational English : Media of Quality Standard Video (QSV), Media of Vocational English Dictionary (VED), Media of Learning Aid Box (LAB).

The researcher conducted a trial of the vocational adaptive training model that was carried out on June 2 – 12, 2021. At the beginning of the training, the interviews were conducted when 100% of the training participants (English teachers) stated that they had never attended vocational-based training. After completing the training, a questionnaire was conducted towards the response of the training participants where the response of the vocational English teacher to the birth of the vocational adaptive training model had an average response score of 4.7 in the category of very acceptable, very useful, and highly preferred to be applied in teaching vocational English in SMK. These are the results of research by Jojon S (2021) regarding the response and satisfaction of training participants to adaptive vocational training for adaptive vocational teachers at BBPMPPV BOE Malang.

Methods and Media of Vocational English

The concepts of methods and concepts of vocational English learning media that have been developed are (a) improvement or refinement of the existing methods, (b) development and innovation as new methods and media for teaching vocational English. The concept of the method developed is the bilingual method, the tentor method, and the song method. While the media concepts developed are media of *Quality Standard Video* (QSV), media of *Vocational English Dictionary* (VED), media of *Learning Aid Box* (LAB).

Bilingual Method

The demand for learning English in Vocational High Schools (SMK) in the latest vocational education curriculum in 2021 is Vocational English, which means that English is used in daily life competencies according to the respective fields of work.

The practice of learning English in Vocational High Schools has shown that teachers teach English directly, which emphasizes the use of English optimally and minimizes the use of the mother tongue or even the mother tongue is no longer allowed to be used at all stages of learning. It aims to achieve the goal of communicative learning where students can use and expose English as much as possible and are not distracted by the use of their mother tongue. In other conditions, the learning media used by vocational students in the form of textbooks, based on surveys and field observations generally indicate the use of English texts in general and have not included vocational content according to the field of work.

As a consequence of using this method, early grade students will face difficulties in understanding vocational content. Whatever students learn in learning English will create uncertainty about how to understand vocational content. Meanwhile, on the other hand, students have problems with their level of English proficiency, namely, limited skills in listening, speaking, reading, and writing. Of course, students have difficulty understanding vocational content without the presence and use of their mother tongue. Interviews with several third-grade students of vocational high school are generally known that their ability to communicate English in their work is still very low. So to overcome this, one of the methods developed in learning vocational English is the “bilingual method”.

Bilingualism in learning English is not new, because the practice of learning English has been confirmed to use bilingual language which is defined as two languages. Bloomfield (1933:56) said that bilingualism is the ability of a speaker to use two languages equally well. Additionally, someone is called bilingual if he can use B1 and B2 with the same degree. Lado (1964: 214) mentioned that bilingualism is the ability to use language by a person equally well or almost as well, which technically refers to knowledge of two languages regardless of level. According to Lado, mastery of the two languages does not need to be equally good; even if it is not enough.

The results of research from Ria Astuti (2017) showed that every child could develop language naturally. However, language development is also influenced by parents, environment, and education, especially in bilingual learning.

The concept of the developed bilingual method does not fully refer to the bilingual principle. Like Ria Astuti’s research which emphasized only two languages, however, the results of her research showed that there is a bilingual ability that is influenced by the educational environment, in this case, is the way the teacher teaches. The concept of the bilingual method developed is an improvement in how to teach bilingual English in general by combining the use of mother tongue (B1), English (B2), and vocational content as learning subjects. The method can be illustrated as follows:

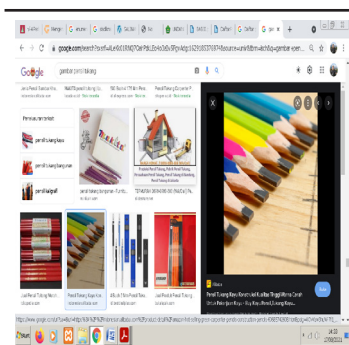


Picture 1. Concept of *Bilingual Method*

The bilingual method practically functions as a way to more easily teach vocational English, so that students could gain maximum knowledge and skills of listening, speaking, reading, and writing English at the practical level used in the context of vocational activities in the scope of equipment, workshops, and products according to the expertise program.

The practice of using the bilingual method can be used in the following activities : Bilingual in Non-Text Instruction. Bilingual in non-text instruction is the use of mother tongue with vocational content as an instructional language (in spoken form) to help students acquire knowledge and skills of vocational English. The use of mother tongue with vocational content as a non-text instructional language can be implemented alternately with mother-English or mother-English formats. Example in Table 1

Table 1. example of bilingual in non-text instruction

	<p>Teacher: Do you know what masonry tool is this? Tahukah kamu alat tukang batu apakah ini?</p> <p>Student: Pencil Pencil</p> <p>Teacher: What is the function of pencil? Apakah fungsi pensil?</p> <p>Student: to write line on work object untuk menggambar garis pada benda kerja</p>
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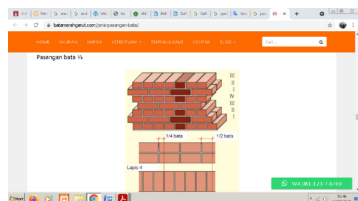
Bilingual in Instructional Text , Bilingual in-text instruction is the use of the mother tongue with vocational content in the form of text to help students acquire vocational English knowledge and skills. Bilingual writing techniques in the form of text with vocational content are 1) using text in English and mother tongue, 2) using text only in one sentence or one short paragraph, 3) using text with different colors 4) completing with pictures of vocational content. 5) writing format can be in English – mother tongue or mother tongue – English. The following is an example of writing on bilingual text in Table 2.

Bilingual in Vocational Work, Bilingualism in vocational work is the use of mother tongue with vocational content in work to help students acquire vocational English knowledge and skills. Bilingual implementation in work content on work procedures, tool functions, products, work safety, and others with the same writing technique as the bilingual technique in the text. The following is an example of the use of bilingualism in vocational work in Table 3.

Table 2. Bilingual in Instructional Text

Laying to the line

Memasang Benang



We could say that the width of the wall is the same as two half-brick walls laid back to back with a 10mm joint between them.

kita dapat mengatakan bahwa lebar dinding bata adalah sama dengan dua buah setengah bata yang direntangkan ke belakang dengan sambungan 10 mm di antara keduanya.

If we are building the equivalent of two walls, do we need two string lines to produce accurate work

Jika kita sedang membangun setara dengan dua dinding, kita memerlukan dua garis benang untuk menghasilkan pekerjaan yang akurat.

To produce high-quality work, some bricklayers will decide to use two lines; one on the face and the other on the fair-face (or backline of the wall).

Untuk menghasilkan pekerjaan berkualitas tinggi, beberapa tukang batu akan memutuskan untuk menggunakan dua jalur benang ; satu di permukaan depan dan yang lainnya di permukaan belakang (atau garis belakang bata).

The face sideline is used as described already, but the fair-face line can only be used to establish the *level* and not line.

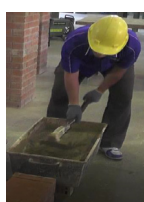
Garis sisi permukaan depan yang digunakan seperti yang telah dijelaskan, tetapi garis permukaan belakang hanya dapat digunakan untuk mendapat level yang sama dan bukan garis.

Table 3. Bilingual in Vocational Work



First, mix the mortar consisting of water, sand, cement, and hydrated lime

Pertama, mencampur spasi terdiri dari air, pasir, semen dan kapur



Second, place the mortar in the mortar box

Kedua, memasukkan spasi kedalam kotak spasi

Bilingual in the video, Bilingualism in videos is the use of mother tongue with vocational content in video subtitles to help students acquire vocational English knowledge and skills. The bilingual implementation in the video is used in learning English using video media where the video uses subtitles

in the format of mother-English, mother-English, and mother tongue. The following is a strategy for making subtitles in videos

Table 4. Bilingual in the video

in the vocational content, video using English	1	• subtitles in mother tongue
	2	• subtitles using mother tongue
	3	• and using English writing according to the words in the video
		• using English writing according to the words in the video



Bilingual in songs, Bilingualism in songs is the use of mother tongue with vocational content in song lyrics to help students acquire knowledge and skills of vocational English. Bilingual implementation in songs with a focus on song lyrics of vocational content with the mother-English format in the form of video with the same format as bilingual in the video.

The trial of using the bilingual method was carried out at the vocational adaptive training on 2 -12 June 2021 at BBPMPPV BOE Malang. At the beginning of the training, the interviews were conducted about the bilingual method, the results of the interviews stated that 80% of the participants (English teachers) had never used the bilingual method as a method in learning English in vocational high school. At the end of the training, there was a response from the Vocational English teachers that the bilingual method got an average score of 4.72 in the category of very useful, very interesting, and very innovative for learning English in vocational high school. This is as the results of research by Jojon S (2021) regarding the response and satisfaction of training participants to adaptive vocational training for adaptive vocational teachers at BBPMPPV BOE Malang, especially the response from English teachers.

Tentor Method

The tutoring method is not closely known in terms of teaching methods, the development of the concept of the tutoring method was developed from the group work method. The concept of the tutoring method is based on one of the profiles of Pancasila students, namely *gotong royong* character. *Gotong royong* is interpreted to carry out activities together voluntarily so that the activities carried out can run smoothly, easily, and lightly. Efforts in shaping the character of mutual cooperation are among others carried out through the group work method, where a group of students work on a project or task together or present material by giving assignments to learn something in a predetermined study group to achieve the goal.

According to Moedjiono (1991), the group work method can be interpreted as a teaching-learning format that focuses on the interaction of one member with other members in a group in order to complete learning tasks together. Meanwhile, according to Sutikno (2014) the group work method is an effort to help each other between two or more people, between individuals and other groups in completing tasks or solving problems faced and working on various prospective programs in order to realize mutual benefit and welfare.

The division of groups in the group work method is carried out using students being grouped according to their needs based on the number of students, intellectual abilities, variations in abilities, gender, taking into account talents, interests, and differences in abilities. With this working group, it is expected to achieve learning goals together with mutual cooperation behavior. According to Ramayulis (2005), a class can be seen as a separate group unit, it can also be divided into several groups which can then be divided into smaller groups. The weakness of the group work method is that it requires careful planning preparation with the various consequences it needs, it will lead to the non-objective competition when the teacher cannot provide understanding to students as a whole (Thoifuri,2008).

The group work method that has been described before has been developed into the “tentor method” which is a study group method with the principle of peer learning that involves students in teaching

English to other students, where one student acts as a “tutor”. The role of peers in the tutoring method is the main key to the success of the tutoring method. According to Yusuf Kurniawan (2017) in the UNY journal about the role of peers in shaping the character of Islamic Junior High School students (MTsa). Some of them stated that peers can play an important role in a) providing support to students, b) teaching various social skills, c) being an agent of socialization for students, and d) being a model or example of behavior for other students.

The role of the tutor in this method is to guide and teach English on the topic of vocational content to other students in the group cooperatively to achieve learning objectives. Communication is built through effective interactions in peer groups, so that learning is more interactive, fun, motivating, eliminates psychological burdens, it has the character of expertise programs, and provides sufficient space for students to actively participate in learning.

The concept of the tutoring method is also designed to function as a model of learning achievement in English gradually through the stages of small groups, medium groups and large groups. Students who succeed as tutors in large groups are students who have a level of English language proficiency that exceeds the standard of achievement.

The division of learning groups in the tutoring method is grouped into small groups, medium groups and large groups. Small groups, The concept of a small group is a study group with a maximum number of four learning members with the following stages: Method 1: 1, namely in one group consisting of two students where one student is a tutor and the other is a member.



Method 1 : 2 namely, in a group of three students where one student is a tutor and the other two are members.



Picture 3. Tentor 1: 2

Method 1 : 3 namely in one group consisting of four students where one student is a tutor and three other students are members.

Medium groups, the concept of the medium group is a study group with a minimum number of learning members of five members and a maximum of seven members with the following stages: Method 1: 4 namely, in a group consisting of five students where one student is a tutor and four other students are members.



Picture 4. Tentor 1 : 4

Method 1: 5 namely, in a group consisting of six students where one student is a tutor and five other students are members. Method 1: 6 namely, in a group consisting of seven students where one student is a tutor and six other students are members.

Large groups, the concept of a large group is a study group with a minimum number of learning members of nine (9) members and a maximum of 18 members with the following stages: Method 2: 8 is in one group consisting of two student groups where two students as tutors and 6 - 8 other students as members. Method 2: 11 namely in one group consisting of 11-13 students where two students as tutors and 9-11 other students as members. Method 2: 14 I namely in a group consisting of 16-18 students were 2 students as tutors and 14-16 other students as members.

The selection of students as tutors is based on students' English skills, students who become tutors are students who have better English skills than their group members or students who have received successful assessments as tutors in study groups.

The trial of the tutor method implementation was carried out at the vocational adaptive training on 2 -12 June 2021 at BBPMPPV BOE Malang. At the beginning of the training, the interviews were conducted about the tutoring method, the results of the interviews stated that 100% of the training participants (English teachers) had never used the tutor method as a teaching method. At the end of the training, a questionnaire was conducted and showed that the tutor method got an average score of 5.0 with the category of very useful, very interesting and very innovative in learning English in vocational high school. This is as the results of research by Jojon S (2021) regarding the response and satisfaction of training participants to adaptive vocational training for adaptive vocational teachers at BBPMPPV BOE Malang, especially the response from English.

Song Method

The song method or the singing method has been mostly used in learning methods for various subjects because the singing method is a method that is quite fun for students. The singing method is a learning method that uses song-poems. Singing makes the learning atmosphere cheerful and passionate so that the English development of the students can be simulated more optimally (Fadillah, 2012).

A song is closer to playing activities which can be filled with messages that can be easily understood so that a song for students is 1) emotional language, where the song can express feelings, feelings of pleasure, humor, admiration, and emotion, 2) tone language because a song can be heard, can be sung

and can be communicated, 3) the language of motion, the movement in a song is depicted on the bars and on the melody.

Singing is loved by all ages, learning through a song will make learning, mastering, and practicing a teaching material faster, however, every age level has the pleasure of song, so the teacher has to choose the appropriate song for the students. According to Elisabeth (2005), the selection of a song that will be presented in the learning process must be suitable for students and it can support the teaching theme to be delivered.

The results of research conducted by Ridwan (2019) regarding the Application of the Singing Method in Improving Mufradat Mastery in Arabic Learning at Raodhatul Athfal, showed that early childhood (PAUD) students enjoyed learning Arabic by singing and it was easier to remember the vocabulary taught by the teacher. The results of this study provide an explanation that the singing method can help students remember vocabulary which in turn makes it easier to communicate in languages other than their mother tongue. According to the researcher, the singing method can be also applied in vocational high schools by adding vocational content and adding to what English teachers should prepare in using the singing method.

In practice, learning English in Vocational High Schools from interviews with teachers who participated in the training, that the singing method is not applied as a teaching method. However, in the Vocational High School curriculum, there is one song-themed subject matter, and the teacher in two lesson hours delivers material about songs. Based on this information, according to the researcher's view, this is not a teaching method but a subject matter about songs, because something is stated as a method, then it can also be applied for the purpose of teaching other themes (not just the theme of the song). Therefore, in this vocational adaptive training, an English teaching method was developed called the "song method".

The concept of the song method that was developed basically or the main character is how students can sing to achieve good and fluent communication competence and a sense of pleasure. The song method in teaching English is that the teacher sings in vocationally charged lyrics according to the student's skill program and continues by the students making songs in the lyrics of the workload according to the skill program with the genre according to the student's character. So, the Vocational English teacher in this song method must have the ability to make songs, how to record and make videos and understand the content of song lyrics that contain vocational content according to the student work.

This song method is trained in vocational adaptive training in the form of (a) how to compose songs, namely making song arrangements according to the theme or topic of vocational content to be delivered, so that vocational English teachers get vocational training according to the content in the "song", (b) modifying songs, namely utilizing existing songs and adapting the lyrics according to the theme or topic of vocational content, (c) determining and adjusting the genre of songs according to students' interests and (d) recording and creating singing videos.

The trial of using the song method was carried out at the vocational adaptive training on 2 -12 June 2021 at BBPMPPV BOE Malang. At the beginning of the training, the interviews were conducted about the singing method, the results of the interviews stated that 100% of the participants (English teachers) had used the singing method as a way of teaching English. At the end of the training, a questionnaire was conducted and it stated that the song method applied by English teachers is different from the song method developed in vocational adaptive training. The response of the training participants to the developed song method got an average score of 4.68 with the category of very useful, very interesting, and very innovative in learning English in vocational high school. This is as the results of research by Jojon S (2021) regarding the response and satisfaction of training participants to adaptive vocational training for adaptive vocational teachers at BBPMPPV BOE Malang, especially the response of English teachers.

Quality Standard Video (QSV)

Learning objectives are generally listed in the lesson plan (RPP) and delivered in front of the class orally or using other media at the start of the lesson. Learning objectives are an important component in the education unit level curriculum which the development must be carried out professionally (E. Mulyasa, 2010: 222). So, it is truly said that the purpose of the lesson is the standard of achieving learning success.

Learning objectives are basically what is expected from the students as a result of learning, so learning objectives must be formulated in a complete, specific, and operational manner to prevent various interpretations. According to H. Daryanto (2005: 58), learning objectives are goals that describe the knowledge, abilities, skills, and attitudes that students must possess as a result of learning outcomes expressed in the form of observable and measurable behavior. B. Suryosubroto (1990: 23) conveyed that the learning objectives are detailed formulations of what students have to master after they have passed the relevant learning activities successfully.

The learning objectives that have been formulated according to the expected criteria are then written in the lesson plan, then delivered to the students before the lesson begins in just 5 minutes. According to the researcher, no matter how good the formulation of learning objectives, the students at the vocational high school level do not immediately understand and realize the learning objectives, especially it only delivered in just 5 minutes and oral form. So that the learning objectives for the students are not yet and are not even clear. Therefore, a model for delivering learning objectives was developed using a “*quality standard video*”, hopefully, it can provide visible goals and become a reference for learning outcomes.

The concept of *Quality standard video* (QSV) was developed in this vocational adaptive training as a learning media using video media to convey learning objectives in the form of behavior, speech, and writing that are used as standards for achieving learning outcomes.

The learning objectives in this concept are not delivered only in written form but in video form. For example, one of the learning objectives is that the students can introduce themselves (in written form). In the concept of a quality standard video, the purpose of the lesson is created in the form of a video containing a person who is introducing himself. The video is a standard for achieving learning outcomes in actions, speech, and also writing.

The content of the *quality standard video* (QSV) is the competence of action, speech, and writing containing vocational content according to work situations. This QSV is used as a reference for quality standards by the students in the process of achieving competence in speaking and writing skills, or communicating. The students can do continuously imitate and repeating until the minimum achievement is closer to that contained in the video.

The students can carry out self-assessment by imitating repeatedly both in class and at home to the minimum limit according to the video and can even exceed it. At the end of the lesson, the students then create their videos as evidence of learning achievement results that can be compared to the videos delivered by the teacher before.

Trial of using *Quality Standard Video* (QSV) in vocational adaptive training on 2 -12 June 2021 at BBPMPPV BOE Malang. At the beginning of the training, the interviews were conducted about QSV, the results of the interviews stated that 100% of the training participants (English teachers) had never used the QSV model as a media to convey learning objectives. At the end of the training, there was a response from the Vocational English teachers that the QSV method got an average score of 4.68 in the category of very useful, very interesting, very innovative, and the latest for vocational English learning. This is as the results of research by Jojon S (2021) regarding the response and satisfaction of training participants to adaptive vocational training for adaptive vocational teachers at BBPMPPV BOE Malang, especially the response of English teachers.

Vocational English Dictionary (VED)

The process of teaching and learning activities cannot be separated from the need for learning media that serves to assist teachers in simplifying and clarifying learning materials so that students easily understand the contents of learning materials and foster a sense of enthusiasm.

Learning media is a tool that assists the teaching and learning process and serves to clarify the meaning of the message or information conveyed, to achieve the planned learning objectives. Wati (2016) delivered that the media is something that is convincing messages and can stimulate the thoughts, feelings, and willingness of the students, consequently, it can encourage the learning process to achieve learning goals.

The definition of learning media, generally refers to media as a tool for teachers to teach, while learning media as a tool to help the students learn is not clearly stated in the definition of learning media. According to the researcher, learning media is also meaningful as a media to help student learning, therefore, in vocational adaptive training, a media is developed that functions as a learning tool for students and of course also functions in the teaching and learning process as a tool for teachers to achieve learning goals by using media "*Vocational English Dictionary*".

Vocational English Dictionary (VED) is a media tool to help the students learn to use electronic media in software applications that are made independently by the students to accommodate vocabulary, understand vocational and specific sentences or expert language, understand sentences through pictures, animations, videos and songs in vocational English.

The concept of developing *vocational English dictionary* learning media is multimedia that is used by the students to facilitate data storage of vocational English that is created by the students independently and at the same time as an additional learning resource for the students to repeat, remember, practice and interpret words, pictures, sounds, and motion independently. This is related to the explanation according to Prastowo (2018) that learning resources are a system consisting of a set of materials or situations that are intentionally created and made to allow students to learn individually. Learning resources include all sources in the form of data, people, or objects that can be used to provide learning facilities for students.

VED is designed to store data about (a) vocabulary, especially difficult words in text material and new vocabulary as an addition out of the text material and it emerges in sentence structure, (b) vocational vocabularies determined by the expert, (c) picture illustrations to explain the meaning of words in the context of work, such as activities in the workshop, use of work equipment, and work products, (d) practice material for pronunciation of words and the use in sentences in audio form, (e) the explanation of competency standards achievement through presentations, and the explanation of the process or vocational work procedures according to the expertise program in the form of videos, (f) tasks that can be linked to vocational work activities, (g) direct experience activities and involving experiences.

VED functions as a student learning notebook which generally takes student notebooks to be converted into a VED software application model and subsequently means *mobile learning* where information in the VED can be accessed anywhere and anytime. It relates to the opinion of Woodil (2010) that Mobile Learning is personal learning that unites the concept of learning with Cloud Computing using *mobile* devices.

Materi atau catatan yang dimasukkan kedalam VED adalah materi untuk menunjang pemahaman makna, cara pengucapan, cara penulisan dan melatih pendengaran kata atau kalimat dalam struktur kalimat yang digunakan dalam pekerjaan. Sehingga materi apapun yang dimasukkan kedalam VED bersifat tindakan/prilaku, tulisan dan ucapan. VED juga dapat digunakan guru sebagai alat evaluasi pencapaian kompetensi berbahasa siswa.

Trial of using Vocational English dictionary (VED) media in vocational adaptive training on 2 -12 June 2021 at BBPMPPV BOE Malang. At the beginning of the training, the interviews were conducted about VED, the results of the interviews stated that 100% of the training participants (English teachers) had never used the VED type of media as a student learning tool. At the end of the training, a questionnaire was conducted showing that VED Media got an average score of 5.0 in the category

of very useful, very interesting, and very innovative for learning English in vocational high school. This is as the results of research by Jojon S (2021) regarding the response and satisfaction of training participants to adaptive vocational training for vocational adaptive teachers at BBPMPPV BOE Malang which stated that vocational adaptive training, especially the response from English teachers.

Learning Aid Box (LAB)

The use of learning media has an important role in an effective and efficient learning process when the media was applied very appropriately to the learning objectives. According to Nana Sujana (2014: 99), teaching aids play an important role as a tool to create an effective teaching and learning process. The teaching aids here mean that everything that is still abstract is then concreted to explain it again so that students understand it better. Surya (1992) suggested that teaching aids are one of the factors to achieve efficient learning outcomes. Likewise, Hamalik (1994) mentioned that learning aids are all tools that can be used to help students do the act of learning so that learning activities become more efficient and effective.

The selection of the type of learning media is the key to the success of achieving the learning objectives. Arsyad (2006:15) explained the benefits of using instructional media in the teaching and learning process as follows: 1). Learning media can clarify the presentation of messages and information so that they can facilitate and improve learning processes and outcomes. 2). Learning media can increase and direct students' attention so that it can lead to learning motivation, increase more direct interaction between students and their environment, and the possibility for the students to learn independently according to their abilities and interests. 3). Learning media can overcome the limitations of the senses, space, and time. 4) Learning media can provide students with a common experience about events in their environment, and allow direct interaction with the teachers, the community, and the environment.

The difficulty of vocational English teachers in choosing instructional media lies in the teacher's competence to create media according to vocational content. The examples of difficulties in creating media for English teachers with vocational content: What kind of media when an English teacher will teach "procedures" on vocational content "laying bricks". The first difficulty is that the English teacher does not know about laying bricks, the second difficulty is where to teach vocational content, the third difficulty requires equipment and materials to explain it, the fourth difficulty is relatively short of learning duration. In this condition, according to the researcher, the alternative way for selecting learning media is using teaching aids. It agreed to the thoughts of Sudjana, (2005:99) that the use of teaching aids in teaching is prioritized to speed up the teaching and learning process, and assist the students in capturing the explanation conveyed by the teacher.

The teaching aid developed by the researcher is the "*Learning Aid Box*" (LAB) which LAB was designed based on the results of the interviews with vocational English teachers who state that they have never created and have never used teaching aids such as LAB. The concept and understanding of *Learning Aid Box* (LAB) is a tool for teaching and learning vocational English which is packaged in a mobile technical box that includes a workshop atmosphere according to skill programs or expertise competencies to help the students to demonstrate, remember and understand abstract things more clearly and fast, so it will be easy to store and recall from memory.

LAB was designed to provide illustrations and information on the competence of facts or ideas, so it can provide skills in interpreting, reading, speaking, and presenting English in the content of competency skills. LAB can be used by students to present, demonstrate or simulate their competency skills using English. The benefits of LAB are to (a) retain more concepts permanently, (b) help the students to learn better when they are well motivated through different teaching aids, (c) generate appropriate images when the students see, hear, feel and smell properly, (e) create a dynamic and interesting environment for the students, (f) improve the vocational skills of English teachers.

The shape of the LAB does not have to be in the form of a box but can be designed by the teacher according to the level of convenience and pleasure. However, what must be considered in designing the LAB is that the LAB is designed for mobile teaching aids, so the LAB requirements are (a) not too heavy so that it can be carried anywhere in moving class conditions so that the LAB weight is between 2 kg - 4 kg, (b) not too big to fit into the classroom, so the LAB size is between 60 – 80 cm long, 40 – 50 cm wide and 15 – 25 cm thick. An example of a LAB can be seen in picture 5 below.



Picture 5. *Learning Aid Box (LAB)*

The trial of using LAB was carried out at the vocational adaptive training on 2 -12 June 2021 at BBPMPPV BOE Malang. At the beginning of the training, the interviews were conducted about LAB, the results of the interviews were that 100% of the training participants (English teachers) had never used this type of LAB. At the end of the training, there was a response from the Vocational English teacher that the LAB media development got an average score of 5.0 in the category of very useful, very interesting, very innovative, and the latest media for learning English in vocational high school. This is the result of research by Jojon S (2021) regarding the response and satisfaction of training participants to adaptive vocational training for adaptive vocational teachers at BBPMPPV BOE Malang, especially the response from English teachers.

CONCLUSIONS

Vocational adaptive training is training intended for adaptive vocational teachers (Mathematics, Physics, Chemistry, English). The purpose of vocational adaptive training, especially vocational adaptive training for vocational English teachers, is to improve knowledge competence and practical vocational skills, to build vocational phenomena in the realm of language, to feel the value of work, and make vocational products. The benefits of vocational adaptive training for English teachers are a) the results of the training are implemented as materials for teaching English with vocational content b) the multiplication of the vocational adaptive training process in Vocational High Schools between English teachers and productive teachers in Vocational Schools to obtain English language teaching materials according to vocational content.

The design of vocational adaptive training materials for English teachers consists of a) vocational materials, namely vocational practice materials according to the background of teachers teaching in vocational high school, and b) English learning methods and media materials to improve reading, writing, and communication skills of vocational high school students related to the vocational content in special expertise of work. In English learning methods and media materials, there are three methods and three vocational English learning media were developed, namely: bilingual method, tutor method, song method, Quality Standard Video (QSV) media, Vocational English Dictionary (VED) media, and Learning Aid Box (LAB) media.

The concept of the bilingual method was developed to teach English using mother tongue and English as well as in vocational content together in speech, writing, and action. The novelty of this bilingual method concept is that it teaches English by a) bilingual in non-textual instruction, b) bilingual in textual instruction, c) bilingual in vocational work, d) bilingual in the video, and e) bilingual in song. The concept of the tutor method was designed to teach English through peers in the form of groups. The tutor method is also used to assess the achievement of language skills with vocational content. The novelty of this method is a) one student as a teacher/tutor for other students in small groups, medium groups, and large groups, b) the selection process as a tutor, c) the level of the tutor as an assessment tool for achievement in vocational English.

The concept of the Song method was designed to use songs to teach English in achieving learning objectives to imitate, remember, get used to, and make vocational language fun. The novelty of this song method is that a) teachers create songs in vocational content for the delivery of English subject matter, b) the students create songs in vocational context as creativity and multiplication of vocational content created by teachers. The concept of Quality Standard Video (QSV) media is media in the form of videos to convey lesson objectives as a quality standard of learning achievement that the students use to imitate, develop and assess learning. The novelty of the QSV media is that a) English teachers create videos on the certain subject matter as a standard for the quality of student learning outcomes that must be achieved in written and spoken English, b) the students create videos of written and spoken learning outcomes that will be compared to the standard videos created by the teacher before.

The concept of Vocational English Dictionary (VED) media is a tool for student learning in the form of application software for learning notes as well as making it as mobile learning for the students and can be used by the teachers as an assessment tool. The novelty of this VED media is a) the student learning notes on English subject matter in digital form or application software, b) the application dictionary according to the needs of each student, c) a collection of assignments, or recordings of student creativity in the form of video, sound or other documents which were stored in the application software, d) student learning resources from the results made by each mobile student, e) as an assessment tool for English learning achievement.

The Learning Aid Box (LAB) media concept is a teaching aid tool for vocational English in a box that carries the atmosphere of a vocational workshop that can be used to explain, demonstrate and present English with vocational content. The novelty of this LAB media is a) a teaching aid for vocational content, b) as a teaching aid for the teachers to teach English about vocational content, c) as a tool and practice media for the students to present vocational content in English.

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