

English for business purposes: Designing media for vocational high school students

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Abstract

English for Specific Purposes (ESP) has become a teaching strategy employed by teachers to support vocational education. However, English instruction in vocational high schools (SMK), especially in Trenggalek Regency, East Java, Indonesia has yet to fully address ESP aspects. Therefore, this study aims to develop an ESP book based on a gamification model and evaluate its effectiveness using ANOVA tests. The research utilized the ADDIE development model, with a private SMK in Trenggalek Regency as the primary research subject. The findings indicate that the book is highly suitable for use, scoring 85% for attractiveness and 84% for appropriateness. Based on these results, it can be concluded that the book is effective for teaching English in the context of entrepreneurship and business at vocational high schools, confirming its suitability for business-oriented English learning. These findings highlight gamified ESP materials' potential to improve engagement, communication skills, and career readiness in vocational education. Future research should explore whether the book can further enhance students' learning outcomes and other professional skills.

Keywords: English for specific purposes, gamification model, professional English communication, entrepreneurship and business

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In today's competitive world, English is a vital skill that can enhance individual careers both nationally and internationally (Phan, 2021; Syakur et al., 2020). For vocational students, it's important to provide relevant English material tailored to their specific fields of study. English for Specific Purposes (ESP) is increasingly in demand, especially in programs where English is not the main subject. ESP focuses on teaching English aligned with students' vocational needs (Asi et al., 2021; Nurania et al., 2019), helping them avoid fieldwork errors caused by unfamiliar vocabulary (Sari, 2023). The more students engage with content related to their major, the more motivated they are to learn (Kamaruddin et al., 2021). Thus, vocational education should offer English courses that are designed to complement students' specific areas of expertise.

In practice, although these schools are designated as vocational (SMK), the English instruction still primarily follows a general English approach. Preliminary research conducted with teachers in Trenggalek Regency, particularly in Entrepreneurship and Business classes, found that English was being taught without a connection to the students' vocational studies. One of the reasons identified was the lack of suitable textbooks that meet their specific needs. The available materials were either too general or not relevant, and were often not contextualized or interactive enough to support the development of professional communication skills. However, as emphasized by Friatin and Jamilah (2022) and Nurania et al. (2019), successful entrepreneurs must possess strong communication skills, be able to sell, focus, learn, and strategize effectively. For students who engage with clients or visitors, mastering these professional communication skills is essential, and should be a central focus of their learning, especially in entrepreneurship and business programs (Kamaruddin et al., 2021).

Professional communication skills can be developed through interactive classroom activities, such as role-playing, discussions, report writing, vlog-ing, or even playful learning activities tailored to business contexts. It was found that most students prefer projects that allow them to directly apply their knowledge in real-world situations related to their entrepreneurship studies (Nurania et al., 2019). These activities are examples of how the gamification model can be effectively implemented to create interactive English learning experiences (Li et al., 2022; Rosyidah et al., 2023). The more collaboration there is among students in the classroom, the more varied the language input and exchange of ideas, which in turn enhances students' learning experience.

Gamification refers to the incorporation of game elements and activities in non-game contexts to boost participant engagement and reduce student boredom (Bilro et al., 2021; Candel et al., 2021; Kusdiyanti et al., 2022; Li et al., 2022). This approach can integrate technology, such as Duolingo and Kahoot or be implemented without technology while still maintaining key game-like elements like quests, feedback, progress tracking, social engagement loops, and visible status (Gudoniene et al., 2016; Prado et al., 2021). By using gamification alongside learning, students' ability to use English in their specific fields can be enhanced as the teaching and learning process can easily connect students with real-world business scenarios. Al-Azawi et al. (2016) noted that gamification fosters a mindset where students feel encouraged to take risks in learning while making the experience enjoyable. This fact could facilitate students in exploring the relatable materials independently which significantly enhance academic performance.

Previous studies have addressed the development of ESP modules in various contexts. For example, Nurania et al. (2019) developed a module aimed at improving entrepreneurial skills, demonstrating that students' entrepreneurial abilities can be enhanced through ESP-based learning designs, with syllabus focused on the learners themselves. Similarly, Asi et al. (2021) also developed ESP materials, but these primarily targeted beginner learners of business English, particularly those wishing to use English in business settings at institutions like STIE Sampit. In addition, Iswati (2019) developed an ADDIE-based ESP course book for Business English students at the university level, though it did not integrate a gamification model. However, none of these studies, specifically focused on developing ESP modules for vocational education at the SMK level. Furthermore, they did not implement teaching models designed to make these resources more accessible and practical for both teachers and students.

Based on the previous studies mentioned, we aim to innovate by developing an ESP textbook for business vocational programs, grounded in a gamification technology model, with a focus on improving professional communication skills. Additionally, through this research, we will evaluate the effectiveness of this textbook in enhancing the professional English communication of Entrepreneurship and Business students at the SMK level. This initiative aims to develop an interactive and engaging learning experience, using gamification principles. The use of gamification is expected to make the learning process more dynamic, allowing students not only to understand English in a professional context but also to gain relevant experience in their field of study. Through this research, we hope to improve students' English skills,

providing them with a strong foundation to compete in the workforce, both while still in school and after graduation. At the same time, we aim for this textbook to support teachers by offering a resource that facilitates teaching English in a way that is closely aligned with students' specific areas of study, making it easier for educators to engage students and address their unique learning needs

METHOD

Research Design

This study employed the ADDIE development model, which consisted of five stages: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation, to develop a digital book (Iswati, 2019; Usta & Güntepe, 2017). The ADDIE model (See Figure 1) was chosen because it incorporates an "Evaluation" phase at each stage, enabling the development of a more refined module tailored to the needs of ESP learning for entrepreneurship and business (Figure 3). Following the implementation of this development study, the digital book is expected to be further adapted to meet the specific needs of students at different vocational high schools.

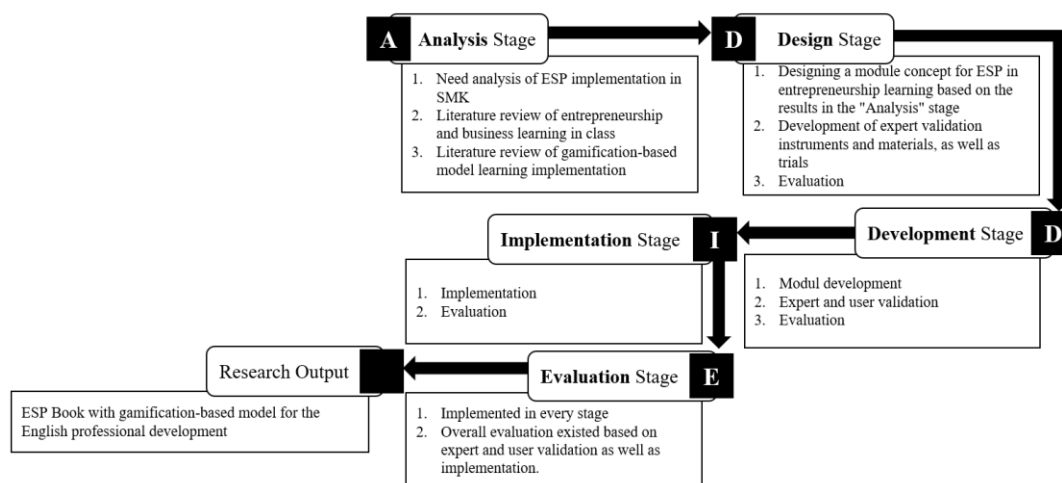


Figure 1. Research Design

Research Subject

The subjects of this study comprised participants for validation tests and trial tests. The validation tests included two types: expert validation and prospective user validation. The expert validation involved peer validations as the members of this research come from the field of this research topic. In addition, the prospective user validation was conducted with teachers and students from a private in Trenggalek Regency. Additionally, the trial test subjects included 40 tenth-grade students from the SMK for the small group test,

while the large group test involved students from several vocational high schools in Trenggalek Regency.

Data Collection and Analysis Technique

The data collection techniques in this development study included questionnaires for validation, adapting indicators from Raibowo et al. (2020), which focused on accuracy and appeal. Development study data were also obtained through user trials to evaluate the effectiveness of the ESP book developed using a gamification technology model. Validation test results were analyzed qualitatively and quantitatively. Qualitative data were derived from feedback provided by validators, while quantitative data were analyzed using responses from prospective users' questionnaires. The data processing technique followed the method outlined by Arikunto (as cited in (Rohma et al., 2020)), as described below.

$$P = \frac{X}{X_i} \times 100\%$$

The conclusions that have been reached are set out in Table 1 of the following criteria.

Table 1. Criteria for Determining Conclusions

Percentage	Criteria
80% - 100%	Valid to use
60% - 79%	Valid enough to use
50% - 59%	Less valid to use
<50%	Invalid for use

(Source: (Rohma et al., 2020))

Furthermore, the trial test data were analyzed using SPSS with an Analysis of Covariance (ANCOVA) to determine whether the media employed effectively contributed to improving the learning outcomes of vocational high school students.

FINDINGS

This research and development study employed the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). In this phase, the development process reached the "Development" stage, with the resulting product validated by experts. The outcomes of this research and development process are described in detail as follows.

Curriculum and ESP Book development based on the Gamification Model

Before developing the ESP Book, the existing entrepreneurship and business curriculum was first adapted to align with the aspects to be developed,

specifically ESP. This included adjustments to materials, grammar, and the focus of each chapter. Data for this stage were obtained from a Focus Group Discussion (FGD) with English teachers from vocational high schools (SMKN) in Trenggalek

Table 2. Results of Needs Assessment of Vocational School Students in Trenggalek Regency

No	Topics	Descriptions	Solutions
1	Ease of Use and Engagement of Existing Media	The textbooks currently used by students focus primarily on general English language aspects and only minimally address entrepreneurship and business content aligned with the vocational high school (SMK) activity timeline.	Based on these findings, students require media that: a. address both linguistic and subject-specific aspects, b. align with the SMK timeline, c. engage students in learning English in an enjoyable manner, and d. target specific outcomes relevant to their areas of expertise.
2	Skill Requirements	Vocational high school students need competencies in English communication, which is a critical demand in the industrial world.	The findings indicate the necessity of English language instruction that not only enhances general English communication skills but also aligns with students' entrepreneurial fields, thereby fostering their entrepreneurial abilities.
3	Maximizing Language Aspects and Topics	In the context of entrepreneurship and business, the English language skills required include professional communication competencies such as negotiation, presentations, business correspondence, and report writing.	These findings suggest that English instruction should focus on improving professional communication skills essential for students' future workplace demands.
4	Design of Vocational High School Students' Activities Over Three Years	In the first year, learning focuses on fundamental business terminology and basic communication skills. In the second year, students are expected to advance their skills through more complex simulations. By the third year, the focus shifts to real entrepreneurial projects.	Learning is implemented progressively, step by step, to enable students to develop their own businesses by the end of the third year.

Regency to identify student needs (Needs Assessment). The FGD findings revealed that vocational high school students have specific needs distinct from

those of general high school students. The results of the needs assessment conducted during the analysis phase are presented in Table 2.

Based on the analysis results, the grand design of the existing ESP book was further developed to align with the linguistic and topical needs required to enhance the communication skills of vocational high school (SMK) students. This development was guided by the curriculum framework outlined by Wijaya et al. (2021). Table 3 summarizes the grand design of the book, which was developed based on the curriculum and the results of the needs analysis conducted.

Table 3. Summary of Grand Design Book Development Results

Chapters	Steps	Characters	Materials
I	Communication Skill Development for Individual Business	- Confidence - Communicative - Risk-taker - Leadership	(1) Procedure of business Communication Skill; (2) Introducing oneself; (3) Example of two-way communications between seller and buyers.
II	Becoming Creative Thinker to Develop Micro, Small, Medium Enterprises	- Task and Outcome Orientation - Future Orientation - Risk-taker - Originality	(1) Introduction to Marketing (Online & Offline Marketing); (2) Introduction to Creative Thinking
III	Professional English in Company Business	- Task and Outcome Orientation - Future Orientation - Risk-taker - Originality	(1) Design thinking; (2) Developing SWOT Analysis; (3) Promotion
IV	Negotiation Skill & Team Management Building	- Proactiveness - Confident - Creative - Effective Communicator - Team Cohesion	(1) Basic negotiation; (2) Problem solving; (3) Team management
V	Industrial Visit	- Learning Enthusiasm - Analytical Adaptability - Communicativeness	Norms to Follow During Industrial Visits
VI	English Preparation for Business Internship Program	- Task and Outcome Orientation - Leadership - Confidence - Responsibility	(1) Collaborative Emails (International & Local Contexts); (2) MoU; (3) Internship Permission Letters
VII	Starting Small Business	- Leadership - Confidence - Task and Outcome Orientation - Originality - Responsibility - Sensitivity - Risk-taking	(1) Developing One's Own Business; (2) Securing Independent Funding; (3) Paying Registration Fees; (4) Marketing to the Local Community

Gamification-based ESP Book Development

The gamification-based ESP book was designed following the grand design or curriculum developed after conducting a needs analysis with vocational high

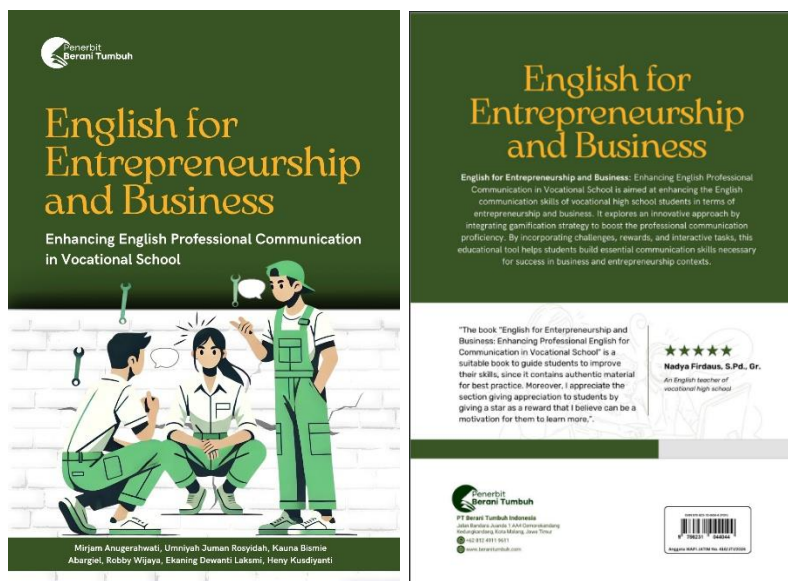


Figure 2. Front and Back Cover

school students in Trenggalek Regency. The front and back covers of the ESP book are illustrated in Figure 2. These appealing visuals aim to encourage students to explore the content and engage more deeply with English learning in the context of entrepreneurship and business. This approach is supported by Wulandari (2020), who emphasizes that an attractive design can increase students' interest in learning.

Additionally, the book includes multiple sections that support both students and teachers in tackling challenges of varying difficulty levels. These sections include: (1) Entrepreneurial character targets and learning outcomes for each chapter; (2) Activity tables; (3) Warm-up activities to prepare students for more in-depth classwork; (4) Reading/listening materials; (5) Vocabulary setlists; (6) Bridging sections between explanations; (7) Exercises; (8) A challenge section at the end of each chapter to prepare for the next; and (9) A summary section (See Figure 3). These features ensure that the book not only aligns with the curriculum but also provides a structured and interactive approach to English language learning tailored to the needs of vocational high school students in entrepreneurship and business contexts.

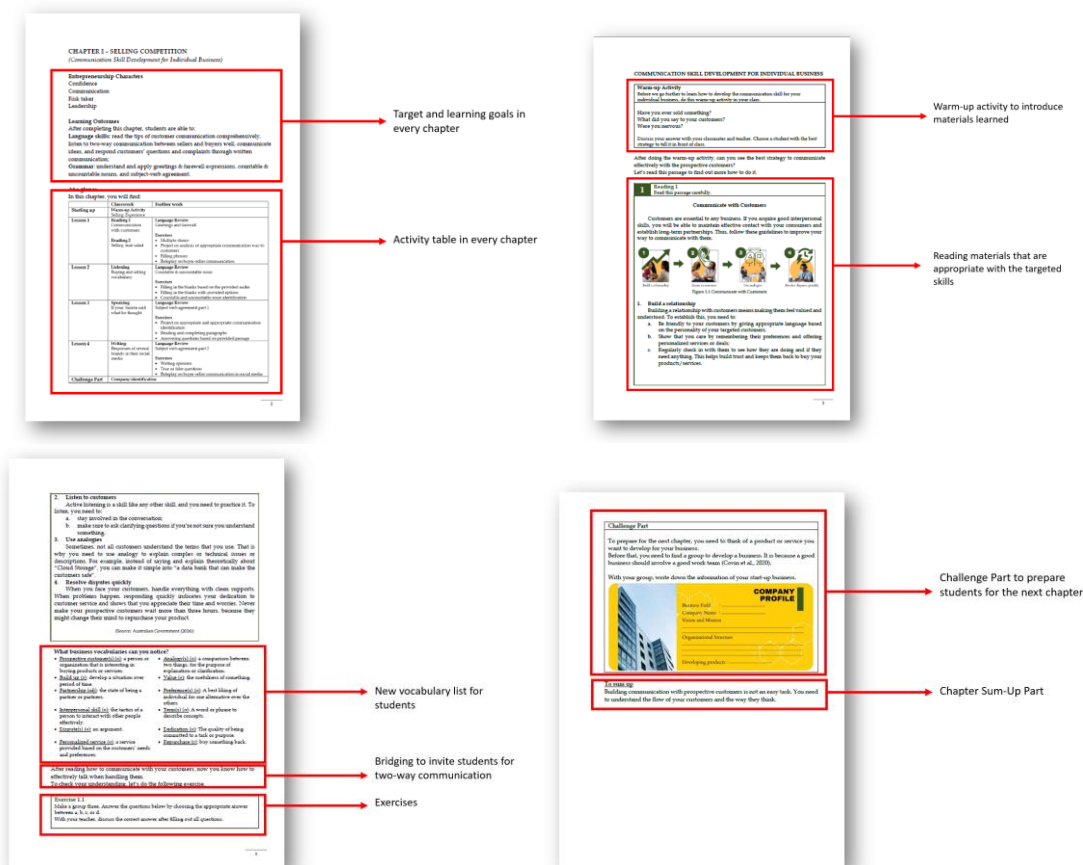


Figure 3. Sections in the ESP Book in Each Chapter

Expert Validation Results

Expert validation was conducted by entrepreneurship specialists to refine the grand design of the book and by lecturers specializing in ESP to review

Table 4. Expert Validation Results

No	Aspect	Improvement Points	Revision Results
1	Content	In Chapter I, within the section on "language review" exercises, several items are not explicitly aligned with the competencies intended for students to achieve.	Replaced with ones that better correspond to the targeted aspects of the language review for that chapter.
2	Language	In Chapter VI, particularly in the explanation of email development procedures, some vocabulary is less appropriate for the proficiency level of vocational high school students.	The reading materials were replaced with more suitable resources, along with corresponding revisions to the related exercise instructions and explanations.

the language and the flow of learning within the book. The validation process involved discussions and feedback from peer validation, as each research team member was qualified to provide input and comments on the development results. The description and key points of expert validation are outlined in Table 4.

Based on the expert validation results, the feedback provided significantly contributed to improving the book's design and content. To establish the book's validity, prospective users were invited to validate it, followed by trial tests conducted with vocational high school students in Trenggalek Regency.

Effectiveness Test Results

The effectiveness test results were obtained from the validation conducted by prospective users. These findings are illustrated in Figure 4.

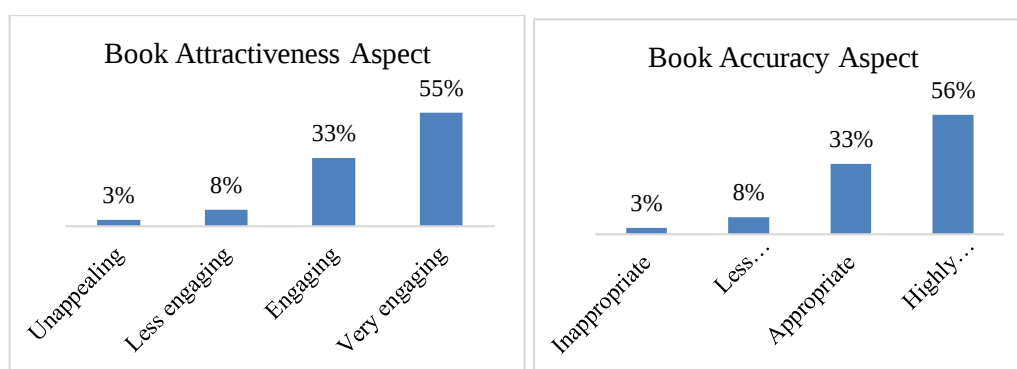


Figure 4. Validation Test for Prospective Users

Figure 4 shows the evaluation of the ESP book by prospective users. A notably high percentage (55%) rated the book as "very engaging," while 56% rated it as "highly appropriate." To assess the book's engagement and appropriateness in a contextual manner, data processing technique by Arikunto (as cited in (Rohma et al., 2020)) was applied. The results are presented in Table 5.

Table 5. Overall Results of Book Effectiveness Test

No	Measurement Aspects	Min.	Max.	Mean	%	F	Sig.
1	Book Attractiveness	3.24	3.55	3.40	85		
2	Book Accuracy	3.15	3.51	3.34	84		
3	Communication Skill	40	85	69.86		25.02	.000

According to the results in Table 5, the ESP book achieved an engagement score of 85%, indicating its high level of validity in this aspect. Additionally, in terms of appropriateness, the book scored 84%, confirming its suitability as a learning resource. When a developed medium achieves a high percentage for at least the aspects of engagement and appropriateness, it is deemed appropriate for implementation (Munir & Wanti, 2022).

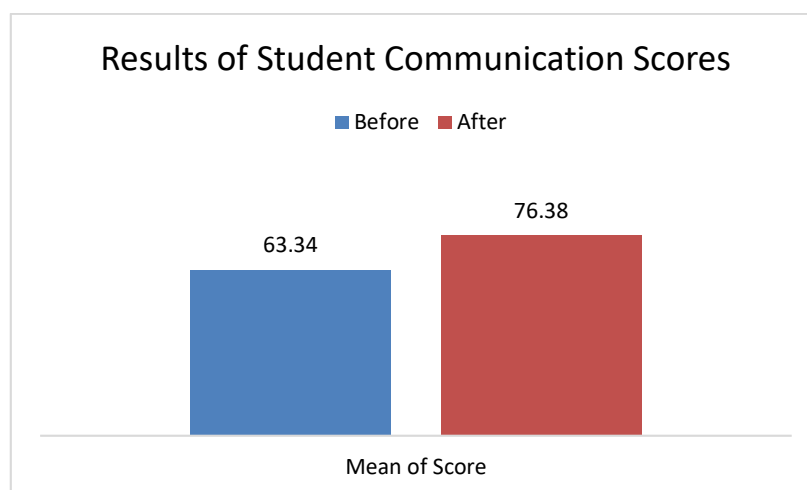


Figure 5. Results of Students' Professional Communication Skills

The implementation results further demonstrated a 9% improvement in students' professional communication skills in entrepreneurship and business using English, increasing from an average score of 64.34 to 76.38 (Figure 5). This modest improvement is attributed to the limited number of sessions and the short duration of the large-group trial. Despite this, the results indicate that the book positively impacts students' professional communication skills. This finding is supported by ANOVA results on professional communication skills before and after implementation (Table 5), showing a significance value of less than .005 (.000). It can thus be concluded that there is a significant difference in scores before and after implementation. Consequently, the ESP book is proven to enhance the professional communication skills of vocational high school students in Trenggalek Regency.

DISCUSSION

Given the need for students to develop their professional English communication skills, this research has developed an ESP book based on a gamification model for entrepreneurship and business. According to Taufik (2024), Vocational high school students need proficient professional English communication skills to thrive in the globalized workforce. English serves as the

dominant language in many industries, such as hospitality, tourism, technology, and manufacturing, where students are likely to seek employment (Lertchalermtipakoon et al., 2021). Moreover, proficiency in English enhances employability by equipping students with essential soft skills, such as teamwork, negotiation, and presentation, while also preparing them for globally recognized certifications like TOEIC or IELTS, which boost their professional credentials.

The development of this skill is prepared in the students' class. According to this research, the use of gamification can be an additional factor in enhancing student engagement in class. The findings of this research align with and build upon previous research that highlights the effectiveness of gamification in enhancing student engagement and learning outcomes, particularly in language education. The ANOVA results in this study, showing significant improvements in students' scores after using the gamified ESP book, reflect these benefits. This indicates that the combination of gamified tasks with professional communication scenarios not only motivates students but also strengthens their ability to apply learned concepts in practical settings. Studies such as Subagja et al. (2021) and Martínez et al. (2022) emphasize that gamification enhances motivation by transforming traditional learning environments into interactive and enjoyable experiences. Similarly, the ESP book in this study leveraged gamified elements such as points, badges, and challenges to foster a more engaging learning atmosphere, directly addressing vocational high school students' needs for professional English communication.

Furthermore, prior research in ESP contexts, such as that Lapele (2019), underscores the importance of developing materials tailored to the specific needs of learners. The ESP book in this study incorporated contextualized business communication tasks, aligning with vocational students' career aspirations in the business sector. This approach is consistent with findings by Rachmawati et al. (2021), who argued that ESP materials should be relevant to the learners' field of work to improve their effectiveness. The incorporation of gamified elements further enhanced the applicability of these materials, bridging the gap between theoretical knowledge and real-world professional skills.

Research on vocational education and training has also pointed out the importance of integrating active, skill-based learning to prepare students for workplace demands. Studies like those by Cebrián et al. (2020) emphasize the need for innovative teaching resources that focus on practical competencies. This study's gamified ESP book fulfills this role by offering vocational students an engaging way to acquire essential communication skills, which are critical in a globalized business environment. The book's success validates the argument that

integrating gamification with vocational training enhances both engagement and career readiness.

CONCLUSION AND SUGGESTION

This study aimed to develop an ESP book based on a gamification model to enhance vocational high school (SMK) students' professional English communication skills in entrepreneurship and business, as well as to assess its effectiveness. The resulting ESP book includes: (1) entrepreneurial character targets and learning outcomes for each chapter; (2) activity tables; (3) warm-up activities to prepare students for subsequent classwork; (4) reading/listening materials; (5) vocabulary setlists; (6) bridging explanations; (7) exercises; (8) a challenge section at the end of each chapter to transition to the next chapter; and (9) a summary section. The trial results showed that the ESP book achieved an attractiveness score of 85% and an accuracy score of 84%, demonstrating its suitability as a learning resource.

The implementation results indicated an improvement in students' professional communication skills in entrepreneurship and business, with an increase of 9%, from an average score of 64.34 to 76.38. This finding was supported by ANOVA results comparing professional English communication skills before and after implementation, which showed a significance value of less than .005 (.000). These results confirm that there is a significant difference between students' performance before and after the implementation. Therefore, it can be concluded that the ESP book effectively improves the professional communication skills of vocational high school students in Trenggalek Regency.

Based on the findings, several recommendations are provided for vocational high school teachers. The ESP book is designed with activities that are highly relevant to professional contexts, and its regular use is recommended to help teachers foster active student engagement in contextual English learning, particularly in entrepreneurship and business. Additionally, teachers are encouraged to adapt the ESP book to suit the proficiency levels of their students. For students with basic English skills, teachers may provide additional guidance on the vocabulary setlists and reading comprehension activities. Conversely, for more advanced students, teachers can challenge them with the end-of-chapter activities to assess their deeper understanding.

Due to the study's focus solely on professional English communication skills, future researchers are encouraged to expand the scope to include other essential skills, such as writing and presentation skills, which are also critical in entrepreneurship and business contexts. Furthermore, given the study's

limitations regarding the number of participants and the short implementation period, subsequent research should explore whether the ESP book can improve students' learning outcomes and other professional skills over a longer implementation period.

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