Developing Speaking Tasks for Vocational High School Students Majoring in Tourism

Putri Fahreni Liza[1], Dian Fajrina[2*], Asnawi Asnawi[3], Abdullah Syahira Antoni[4]

[1,2,3] Syiah Kuala University, Banda Aceh, Indonesia
[4] The University of Queensland, Brisbane, Queensland, Australia
`Dian_fajrina@usk.ac.id q16`

Abstract. This research seeks to create speaking tasks for first-grade vocational high school tourism students using the ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation. Conducted at Vocational High School 1 Takengon, both qualitative and quantitative methods were employed in this study. The speaking tasks developed consist of Legend, Vacation, and Direction. These tasks were designed based on the identified target and learning needs. Experts have validated the speaking tasks to ensure their appropriateness for first-grade tourism students, alignment with the curriculum, relevance to the goals, engagement through interesting activities, and provision of suitable input. The results of the try-out data indicate that the components of the speaking tasks for tourism students are appropriate, as reflected in the students' agreement mean scores: Unit 1 ranged from 3.52 to 4.12, Unit 2 from 3.64 to 4.32, and Unit 3 from 3.70 to 4.33. Therefore, these tasks suit first-grade tourism students at Vocational High School 1. However, it is important to note that the tasks primarily focus on speaking skills.

Keywords: Developing, speaking, task, tourism.

1   Introduction

Nowadays, people are becoming increasingly aware of the importance of English, not only for knowledge, science, or technology but also because they recognize that English can contribute to their career advancement [1]. English for Specific Purposes (ESP) is highly recommended for students who need to meet specific language requirements to effectively address the significant demands in vocational or academic situations where English is used [2]. Thus, ESP is a type of English learning specifically designed for learners with particular needs related to their vocational or academic contexts. Additionally, it is important to note that students should be exposed to meaningful and comprehensible language input [3]. In other words, vocational schools need to design ESP tasks that consider topics and skills relevant to the students' future careers.

English textbooks tailored to specific programs at vocational high schools can hardly be found; instead, those schools use a general English textbook provided by the government. As a consequence, the materials are not specific to the students' programs, such as tourism. Furthermore, the presented textbook does not offer enough speaking

tasks to enhance students' speaking skills. Due to the limited speaking tasks, students often feel embarrassed to speak English. [4] students' difficulties in English speaking arise not only from a lack of knowledge regarding speaking skills components (such as fluency, pronunciation, vocabulary, grammar, and comprehension) but also from personal factors, including shyness, lack of confidence, insufficient practice, limited preparation time for speaking tests, difficulty in understanding the speaking materials in English textbooks, and the absence of a supportive environment for learning and practicing English.

   Meanwhile, students require appropriate English tasks that relate to their field, needs, and future careers. Such tasks are essential to ensure that students learn valuable skills and enhance their motivation to learn. The provision of relevant English tasks supports students in developing their communication skills in English. Therefore, this research aims to develop speaking tasks for first-grade tourism students at vocational high school. These tasks will be developed based on the students' needs and are expected to encourage them to express themselves verbally. The research questions posed in this study are as follows: What are the target and learning needs in speaking for first-grade tourism students at vocational high school? What are the appropriate components of speaking tasks for these students? This study employed the Research and Development (R&D) approach using the ADDIE model. Questionnaires and interviews will serve as instruments for data collection, which will be analysed using both quantitative and qualitative methods.

2   Literature Review

2.1   Developing Task

In developing tasks, an important element is analyzing the needs of the learners. Needs analysis is employed to gather information about what learners require (Richard, 2017). He also proposes several purposes for conducting a needs analysis, including: identifying the specific language skills a learner requires for a particular role; evaluating whether an existing course effectively meets the needs of prospective students; determining which students in a group most urgently need training in specific language skills; identifying significant changes in direction recommended by a reference group; pinpointing the gap between students' current abilities and the skills they need to acquire; and gathering information about specific challenges learners are encountering. Hutchinson and Waters, as cited [5], divide needs into two categories: target needs and learning needs. Target needs focus on what learners must know to perform effectively in the target situation, encompassing both their existing knowledge and the areas they need to develop. Understanding these needs ensures the course delivers relevant and practical content. Target needs can be further analyzed into three components: (a) Necessities—the knowledge and skills a learner must have to function successfully in the target context; (b) Lacks—the gap between the learner's current proficiency and the required proficiency; and (c) Wants—what the learner desires to learn.

Needs analysis involves examining both perceived and current needs, as well as potential and unrecognized ones [6]. Its purpose is to ensure that learners acquire knowledge that is practical and relevant. In line with this, the aim of this research is to analyze the target needs and learning needs in speaking for first-grade tourism students at Vocational High School.

2.2   Component of Task

Nation and Macalister suggests that tasks can be defined based on several components, including goals, input, activities, teacher roles, learner roles, and settings [7]. These components can be outlined as follows:

goals ⟶
input ⟶ TASKS ⟵ teacher roles
activities ⟶ ⟵ learner roles
⟵ settings

Fig. 1. Task Components

Goal. The goal of a learning task refers to the intended outcome or what learners are expected to achieve upon completing it. This goal can represent a general result or specific behaviors anticipated by either the teacher or the learner. Although these goals may not always be explicitly articulated, they can often be deduced by analyzing the task.

Input. The second component is referred to as input. This term encompasses the information or data upon which the task is based. Input can include items such as letters, newspaper excerpts, picture stories, driver's licenses, and business cards. One question that may arise is whether the input is authentic, meaning it was not specifically created for language teaching purposes. To help learners comprehend real-world texts, it is essential to provide opportunities for them to engage with authentic materials in the classroom.

Activities. Activities determine how learners will engage with the input. The teacher must consider factors such as authenticity, accuracy, fluency, and the type of activity that can motivate students to learn comfortably. Prabhu et al. as cited [7], suggest three types of activities: information gap activities, reasoning gap activities, and opinion gap activities.

Teacher roles. The next component pertains to teacher roles. The function and position of the teacher are closely linked to the roles of the students, and the roles of teachers and students complement each other. When students are assigned different roles, the

teacher must also adopt different roles. In a communicative classroom, teachers have three main roles. As noted by Breen and Candlin (1980) in [7], the teacher first acts as a facilitator of the communication process. Secondly, the teacher becomes a participant. Lastly, the teacher serves as an observer and a learner.

Learner roles. Students also have the opportunity to participate in designing tasks, which means they can collaborate with teachers to select and create tasks that are suitable for them. Richard and Rodgers, as mentioned in [7], explain that the methods and tasks chosen reflect a belief in students' ability to contribute to the learning process. Since each student has unique characteristics, there is a wide variety of possible roles for students in a language classroom.

Setting. The final component of tasks is the setting, which pertains to the classroom arrangements explicitly mentioned or implied within the tasks. It also includes considerations about whether the task will be conducted fully or partially outside the classroom. This encompasses how students are positioned during the activity and the location where the lesson occurs. [7] identifies two key aspects of the learning situation: mode and environment. Learning mode refers to whether students engage in tasks individually or collaboratively in groups, while the environment pertains to the physical or situational context where learning takes place. This could range from a traditional classroom to a community class, an industrial or occupational setting, or a self-access learning center, among others. Therefore, the components of tasks were thoroughly considered in developing speaking tasks for tourism students in this research.

3   Method

This study was carried out at vocational high school 1 Takengon. This research employed a Research and Development (R&D) approach utilizing the ADDIE model developed [8]. ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation. The analysis phase was used to identify the target and learning needs for speaking among first-grade tourism students at vocational high school 1 Takengon through questionnaires and interviews. The questionnaire, which consisted of sixteen questions, was designed to gather data for a needs analysis focused on the components of the task outlined by [7]: goal, input, activity, teacher's role, learner's role, and setting. An interview was then conducted to validate the questionnaire responses and provide additional supporting information. The data were analyzed following the qualitative data analysis method proposed by [8], which involves organizing and preparing the data for analysis, reviewing all the data, starting the detailed analysis with a decoding process, generating descriptions of the setting or people, and categorizing themes for further analysis. This process also included determining how the descriptions and themes would be represented and interpreting the meaning of the data.

Subsequently, the next procedures—design, development, implementation, and evaluation—were conducted to identify the appropriate components of speaking tasks for first-grade tourism students at Vocational High School 1 Takengon through the experts' judgment questionnaire, trial questionnaires, and trial interviews. The experts' judgment questionnaire was used to gather data on product validation, assessing whether the material was suitable in terms of content, goals, activities, and input. It included four questions related to content, six questions about goals, nine questions about activities, and thirteen questions regarding input. This questionnaire was completed by a content expert with expertise in English for Specific Purposes, teaching English to tourism, and English teachers.

Following this, the trial questionnaire was administered to collect information on students' responses to the tasks and to evaluate whether the speaking tasks were appropriate for first-grade tourism students at Vocational High School 1 Takengon. The trial included fourteen closed-ended questions and two open-ended questions. Additionally, a trial interview was conducted to gather feedback from the students after the trial. This interview aimed to provide insights into the students' suggestions regarding suitable materials for them, addressing the quality of the content and activities of the tasks. The interviews supplemented the data obtained from the trial questionnaires.

For the quantitative data collected, descriptive statistics were utilized to present and describe some of the questionnaire results. The researcher employed measures of central tendency (means) and variability (standard deviation) to analyze the responses from both students and experts. A single average was calculated to assess the responses using Likert scales, which are the most commonly used technique for asking individuals to rate their level of agreement with a statement [9].

4   Findings and Discussion

4.1   Findings

Needs analysis data were gathered through questionnaires and interviews, with twenty-nine first-grade tourism students at Vocational High School 1 Takengon serving as respondents. The results of the needs analysis are categorized into two types: target needs and learning needs. Target needs refer to the knowledge and skills learners must acquire to function effectively in the target situation, including both their existing knowledge and the areas they still need to learn. The questionnaire on target needs included four questions regarding goals in speaking, the use of speaking for future careers, and the elements of speaking that students wished to master. The results indicated that most students claimed their goal in speaking was to communicate correctly in English. They also stated that speaking was useful for their future careers and supported their job prospects, with fluency being the primary aspect they wanted to master.

Furthermore, learning needs refer to what learners require to facilitate their learning. This aspect focuses on the methods and activities involved in the learning process. The questionnaire on learning needs was divided into five categories: input, activity, learner's role, teacher's role, and setting. Regarding input, students expressed a need for media to help them understand the material. They preferred using vocabulary lists, authentic materials, and topics related to daily life to aid their comprehension. In terms of activities, the most challenging tasks in learning to speak included acting from a script, while prepared talks boosted their self-confidence and interest. The most enjoyable and encouraging activities were communication games. For the learner's role, students preferred to engage actively in learning English. Meanwhile, in the teacher's role, students desired the teacher to act as a facilitator. Additionally, in the setting, the most preferred interlocutors for learning speaking, according to the needs analysis data, were classmates, and students indicated a need for 60 minutes of speaking practice in the classroom.

Following this, a course grid for speaking tasks for tourism students was designed based on the results of the needs analysis. The materials included narrative texts, descriptive texts, and procedural texts. Consequently, there are three units, each lasting 60 minutes. Each unit features various activities, such as providing information based on videos, sharing information from passages, acting from scripts they created, matching adjectives with definitions, filling in blanks with verbs, spelling words, guessing pictures, role-playing, and giving presentations.

The speaking tasks for first-grade tourism students were developed according to the designed course grid. The tasks included pictures, videos, texts, and vocabulary lists. The pictures and texts were sourced from the internet, with the text consisting of four paragraphs that were modified to enhance student comprehension. The videos were obtained from YouTube and VOA Learning English, while the vocabulary list was compiled from an online dictionary.

Next, the tasks were validated by experts through a questionnaire, and revisions were made before implementation. The experts were asked to evaluate four aspects: the appropriateness of the content, goals, activities, and input. Based on the experts' judgments, no revisions were necessary for any of the aspects. The experts strongly agreed that the tasks were compatible with the curriculum and appropriate for first-grade tourism students. Furthermore, students provided feedback after trialing the product through questionnaires and interviews. The three units consisted of fourteen questions addressing goals, input, activities, teacher's roles, learner's roles, and setting. The results for each unit are described below.

Table 1. Results of the students' agreement on the tasks in unit 1

No.	Statement	Mean	Standard Deviation	Feedback	Revision
1.	I could do the tasks using the right structure	3.52	0.5	Appropriate	-

No.	Statement	Mean	Standard Deviation	Feedback	Revision
2.	My vocabulary increased after doing the tasks	3.64	0.56	Appropriate	-
3.	Tasks in this unit increase my speaking skills	4.04	0.65	Appropriate	-
4.	The pictures and videos in this unit could help me understand the tasks presented	4.12	0.65	Appropriate	-
5.	I could apply my knowledge of English to do the tasks in this unit	3.56	0.7	Appropriate	-
6.	The tasks in this unit are suitable for daily life	3.52	0.75	Appropriate	-
7.	The tasks in this unit could improve my curiosity to learn English	4.12	0.59	Appropriate	-
8.	I feel confident when doing the tasks in this unit	3.56	0.8	Appropriate	-
9.	I feel challenged when doing the tasks in this unit	3.72	0.78	Appropriate	-
10.	I feel happy when doing the tasks in this unit	3.84	0.61	Appropriate	-
11.	The tasks in this unit could improve my motivation to learn English	3.88	0.52	Appropriate	-
12.	I could be active when doing the tasks in this unit	3.60	0.75	Appropriate	-
13.	The time allocated is enough for the tasks	3.88	0.71	Appropriate	-
14.	The tasks in this unit are in accordance with the tourism department	4.12	0.59	Appropriate	-

According to Table 1, the goals of the tasks were achieved, as indicated by the mean of the students' agreement, which ranged from 3.52 to 4.04. The inputs, which included vocabulary lists, discourse, pictures, and videos, were found to be comprehensible, with means of students' agreement ranging from 3.52 to 4.12. Regarding the activities, the mean of students' agreement ranged from 3.56 to 4.12, suggesting that the students enjoyed completing the tasks. The activities also helped the students improve their

speaking skills. Both the learner and teacher roles were deemed appropriate, as indicated by a mean agreement score of 3.60. Additionally, the setting was considered suitable, with a mean agreement of 3.88. Therefore, no revisions were necessary for this unit. Based on this evaluation, the results of the students' agreement on the tasks in Unit 1 were appropriate.

Table 2. Results of the students' agreement on the tasks in Unit 2

No.	Statement	Mean	Standard Deviation	Feedback	Revision
1.	I could do the tasks using the right structure	3.76	0.71	Appropriate	-
2.	My vocabulary increased after doing the tasks	3.80	0.57	Appropriate	-
3.	Tasks in this unit increase my speaking skills	4	0.69	Appropriate	-
4.	The pictures and videos in this unit could help me understand the tasks presented	3.92	0.63	Appropriate	-
5.	I could apply my knowledge of English to do the tasks in this unit	3.76	0.71	Appropriate	-
6.	The tasks in this unit are suitable for daily life	3.72	0.92	Appropriate	-
7.	The tasks in this unit could improve my curiosity to learn English	4.16	0.61	Appropriate	-
8.	I feel confident when doing the tasks in this unit	3.72	0.78	Appropriate	-
9.	I feel challenged when doing the tasks in this unit	3.76	0.86	Appropriate	-
10.	I feel happy when doing the tasks in this unit	3.92	0.48	Appropriate	-
11.	The tasks in this unit could improve my motivation to learn English	3.96	0.72	Appropriate	-
12.	I could be active when doing the tasks in this unit	3.64	0.62	Appropriate	-

No.	Statement	Mean	Standard Deviation	Feedback	Revision
13.	The time allocated is enough for the tasks	3.80	0.75	Appropriate	-
14.	The tasks in this unit are in accordance with the tourism department	4.32	0.55	Appropriate	-

According to Table 2, the goals of the tasks were achieved, as indicated by the mean of the students' agreement, which ranged from 3.76 to 4.00. The inputs, which included vocabulary lists, discourse, pictures, and videos, were found to be comprehensible, with means of students' agreement ranging from 3.72 to 4.32. Regarding the activities, the mean of students' agreement ranged from 3.72 to 4.16, suggesting that the students enjoyed completing the tasks. The activities also contributed to the improvement of the students' speaking skills. Both the learner and teacher roles were deemed appropriate, indicated by a mean agreement score of 3.64. Additionally, the setting was considered suitable, with a mean agreement of 3.80. Therefore, no revisions were necessary for this unit. Based on this evaluation, the results of the students' agreement on the tasks in Unit 2 were deemed appropriate.

Table 3. Results of the students' agreement on the tasks in Unit 3

No.	Statement	Mean	Standard Deviation	Feedback	Revision
1.	I could do the tasks using right structure	3.70	0.76	Appropriate	-
2.	My vocabulary is increased after doing the tasks	3.81	0.67	Appropriate	-
3.	Tasks in this unit increase my speaking skills	3.85	0.59	Appropriate	-
4.	The pictures and videos in this unit could help me understand the tasks presented	4	0.61	Appropriate	-
5.	I could apply my knowledge of English to do the tasks in this unit	3.70	0.66	Appropriate	-
6.	The tasks in this unit are suitable for daily life	3.70	0.71	Appropriate	-
7.	The tasks in this unit could improve my curiosity to learn English	4	0.54	Appropriate	-
8.	I feel confident when doing the tasks in this unit	3.78	0.74	Appropriate	-

No.	Statement	Mean	Standard Deviation	Feedback	Revision
9.	I feel challenged when doing the tasks in this unit	3.81	0.90	Appropriate	-
10.	I feel happy when doing the tasks in this unit	4.04	0.51	Appropriate	-
11.	The tasks in this unit could improve my motivation to learn English	4.07	0.77	Appropriate	-
12.	I could be active when doing the tasks in this unit	3.70	0.66	Appropriate	-
13.	The time allocated is enough for the tasks	3.93	0.77	Appropriate	-
14.	The tasks in this unit are in accordance with the tourism department	4.33	0.61	Appropriate	-

According to Table 3, the goals of the tasks were achieved, as reflected by the mean of the students' agreement, which ranged from 3.70 to 3.85. The inputs, which included vocabulary lists, discourse, pictures, and videos, were found to be comprehensible, with means of students' agreement ranging from 3.70 to 4.33. Regarding the activities, the mean of students' agreement ranged from 3.78 to 4.07, suggesting that the students enjoyed completing the tasks. The activities also contributed to the improvement of the students' speaking skills. Both the learner and teacher roles were deemed appropriate, indicated by a mean agreement score of 3.70. Additionally, the setting was considered suitable, with a mean agreement of 3.93. Therefore, no revisions were necessary for this unit. Based on this evaluation, the results of the students' agreement on the tasks in Unit 3 were deemed appropriate. for Specific Purposes (ESP) proposed by Hyland. [10] explains that ESP is designed to meet the specific communication needs and practices of various professional or occupational groups. Thus, the tasks were created for the tourism field, specifically for first-grade tourism students at Vocational High School. Before developing the tasks, the target needs and learning needs were identified through a questionnaire that consisted of sixteen questions. The research found that the students' target needs included speaking English correctly and speaking English usefully for their future careers. Additionally, their learning needs for the tasks included acting from a script, prepared talks, and communication games. The students also expressed a need for authentic materials and topics related to daily life in tourism. The course grid was designed into three units: "Legend," which focuses on narrative text; "Vacation," which covers descriptive text; and "Direction," which pertains to procedural text. All units emphasize speaking within the context of tourism. Following this, the tasks were developed by the researcher and validated by four experts using a questionnaire. This questionnaire was created based on the components of tasks proposed by Nunan. Nunan (2004) specified the tasks based on goals, input, activities, teacher roles, learner roles,

and settings. The questions in the questionnaire covered all the components proposed by Nunan and were divided into four parts: "Content," which consists of four questions; "Goals," which includes six questions; "Activities," which comprises nine questions; and "Input," which has thirteen questions. The results of the experts' judgments indicated that the tasks were appropriate.

After the tasks were implemented, an evaluation was conducted using questionnaires and interviews with the students. The questionnaire included fourteen closed-ended questions and two open-ended questions, while the interview contained fourteen questions. The results showed that the mean for each unit in the tasks was more than 3.50. It can be concluded that the tasks were appropriate, aligning with [11] which states that the minimum acceptance for the mean is $3.50 < X \leq 3.74$, categorized as "high." Therefore, the product developed for first-grade tourism students was deemed acceptable and appropriate.

4.2   Discussion

In this research, the tasks were developed based on the definition of English for Specific Purposes (ESP) proposed by Hyland. Hyland (2019) explains that ESP is designed to meet the specific communication needs and practices of various professional or occupational groups. Thus, the tasks were created for the tourism field, specifically for first-grade tourism students at Vocational High School. Before developing the tasks, the target needs and learning needs were identified through a questionnaire that consisted of sixteen questions. The research found that the students' target needs included speaking English correctly and speaking English usefully for their future careers. Additionally, their learning needs for the tasks included acting from a script, prepared talks, and communication games. The students also expressed a need for authentic materials and topics related to daily life in tourism.

The course grid was designed into three units: "Legend," which focuses on narrative text; "Vacation," which covers descriptive text; and "Direction," which pertains to procedural text. All units emphasize speaking within the context of tourism. Following this, the tasks were developed by the researcher and validated by four experts using a questionnaire. This questionnaire was created based on the components of tasks proposed by Nunan. Nunan (2004) specified the tasks based on goals, input, activities, teacher roles, learner roles, and settings. The questions in the questionnaire covered all the components proposed by Nunan and were divided into four parts: "Content," which consists of four questions; "Goals," which includes six questions; "Activities," which comprises nine questions; and "Input," which has thirteen questions. The results of the experts' judgments indicated that the tasks were appropriate.

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research (2020), which states that the minimum acceptance for the mean is 3.50 < X ≤ 3.74, categorized as "high." Therefore, the product developed for first-grade tourism students was deemed acceptable and appropriate.

5   Conclusion

The conclusions of this research are based on the discussion above and address the three research questions posed. The first research question asked what the target needs are for learning speaking among first-grade tourism students at Vocational High School 1 Takengon. The target needs encompass the goals of learning to speak English correctly and usefully for their future careers in tourism.

The second research question inquired about the learning needs of first-grade tourism students at Vocational High School 1 Takengon. The learning needs include the inputs of the tasks designed to help students understand the material, such as vocabulary lists, discourse, videos, and pictures. The topics required are authentic materials and daily life contexts related to tourism. The activities within the speaking tasks involve acting from a script, prepared talks, and communication games. The learner's role emphasizes active engagement from the students, while the teacher's role is to act as a facilitator. Each learning session is allocated 60 minutes.

The final research question examined the appropriate components of speaking tasks for first-grade tourism students at Vocational High School 1 Takengon. The speaking tasks are divided into three units: "Legend," "Vacation," and "Direction," covering narrative text, descriptive text, and procedural text. Based on expert judgment, it was concluded that the speaking tasks are appropriate.

After validation, the tasks were implemented. In the trial data for Unit 1, the mean score of students' agreement on the tasks ranged from 3.52 to 4.12, with a minimum acceptable mean of 3.50 and a maximum score of 5.00. Meanwhile, the standard deviation ranged from 0.5 to 0.75, indicating that the learners had relatively similar opinions. Thus, it can be concluded that the speaking tasks in Unit 1 are appropriate.

In the trial data for Unit 2, the mean of the students' agreement ranged from 3.64 to 4.32, with the same minimum acceptance of 3.50 and a maximum score of 5.00. The standard deviation ranged from 0.48 to 0.86, suggesting that the learners again had relatively similar opinions. Therefore, it can be concluded that the speaking tasks in Unit 2 are appropriate.

For Unit 3, the mean of the students' agreement on the tasks ranged from 3.70 to 4.33, maintaining the minimum acceptable mean of 3.50 and a maximum score of 5.00. The standard deviation ranged from 0.51 to 0.90, indicating that the learners had similar opinions. Thus, it can be concluded that the speaking tasks in Unit 3 are appropriate.

However, there are some limitations to this research. It only focused on speaking skills, and the researcher developed the tasks for a single meeting within each unit. In this research, the tasks were developed based on the definition of English researchers interested in the area of Research and Development could conduct similar studies in other fields and with different skills to enhance students' language abilities. It is hoped

that this research will serve as a useful reference. The researcher recommends that materials and tasks for Vocational High School be relevant to the students' major. Using appropriate textbooks can improve students' motivation and interest in developing their language skills. Additionally, components of the tasks—such as goals, input, activities, teacher roles, learner roles, and settings—should receive greater attention during the development process.

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