

UPDATING VOCATIONAL ENGLISH TEXTBOOKS TO MEET INDUSTRIAL DEMANDS IN INDONESIA

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Article Info	Abstract
Article History Received: October 2024 Revised: November 2024 Published: January 2025	<i>The pressing demand for work-relevant vocational English textbooks is essential for delivering effective learning materials that align with students' requirements. Appropriate textbooks can boost English language competence by enhancing students' abilities in listening, speaking, reading, and writing. Listening skills form the cornerstone for developing proficiency in other language areas. However, survey revealed that 92.3% of the 52 vocational schools in Batam City had not updated their English textbooks, and 96.2% lacked listening materials tailored to industrial demands. As a result, only 11.87% of the 4,035 Batam City vocational school students who passed the test showed competence in the listening component of the English assessment. This research aims to create a valid and effective vocational English textbook that improves students' English communication abilities based on workplace requirements. To accomplish this goal, the study employed a developmental research approach (Borg and Gall). The research was conducted in Batam City, encompassing 52 vocational schools, 95 English teachers, and 4,070 vocational school students in Batam City, Indonesia. The study's outcomes indicate that: 1) the vocational English listening textbook developed was empirically validated with an average score of 3.6, placing it in the highly valid category. 2) This textbook has also been empirically shown to be effective in enhancing students' listening competence, with a sig. value of 0.000, which was below 0.05. Consequently, this textbook benefits the government and stakeholders, particularly vocational English instructors in Batam City, by improving their English communication competence through the provision of textbooks relevant to industrial contexts.</i>
Keywords English Competence; English language learning; English textbook; Industrial contexts; Vocational school;	
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INTRODUCTION

Vocational education at the secondary level is specifically oriented towards preparing graduates who are equipped to contribute to the workforce, industry, and business sectors. In addition to possessing field-specific skills, vocational school graduates are required to demonstrate proficiency in English communication to enter the professional sphere. The ability to communicate effectively in English is crucial for vocational school graduates, as the professional environment often employs communication standards that utilize English as the language of instruction, operational directives, and international discourse. In response to the

requirements established in the professional domain, enhancing the English communication skills of vocational school students through the implementation of an effective listening comprehension curriculum must be prioritized. A significant factor in increasing the efficacy of English listening instruction at the vocational school level is the availability of teaching materials and learning resources that are contextually appropriate to the industrial sector. It is essential that vocational English teaching materials be adapted to the industrial context, ensuring that students' English language proficiency is relevant to the professional environment. Furthermore, this approach enables students to comprehend the concepts and standards of English communication, select vocabulary pertinent to professional settings, and employ terminology appropriate to the workplace.

Relevant English textbooks are crucial for improving the English language-learning process in vocational schools. They serve as effective resources for increasing engagement and developing student competence (Vandergrift, 2016; Indrawan et al., 2020). These competencies include listening, speaking, reading, and writing, with listening being the most fundamental. Worthington & Hauser. Fitch (2012) noted that listening skills involve comprehending various types of information in monologues or dialogues. Mastering listening skills is essential, as they form the basis for improving other English skills (Gilakjani & Ahmadi, 2021; Bingol et al., 2014) and influence speaking, reading, and writing abilities (Ahmadi, 2016; Loppies et al., 2021). Listening activities are predominant in communication, accounting for 40% of human communication activities, compared to 35% for speaking, 16% for reading, and 9% for writing (Anisah et al., 2021). Therefore, vocational schools must have relevant listening textbooks to support English language learning.

Contrary to expectations, the empirical data from participants painted a different picture. A March 2023 online survey of 52 Vocational Schools in Batam City uncovered alarming statistics: 92.3% of schools neglected to use laboratories for English instruction, 75% lacked manual laboratories, and 92.3% had no digital laboratories. Additionally, 78.8% were without listening textbooks, 92.3% had never created listening teaching materials, and 96.2% lacked industry-aligned listening textbooks. This situation resulted in a high failure rate among Batam City Vocational School students in English tests. The community of English Vocational School Batam City's 2021-2022 academic year test, administered to 4023 classes, saw a mere 11.87% of students achieving a passing grade. Teacher interviews revealed infrequent listening practice due to inadequate school facilities. Students reported challenges in grasping speakers' messages, maintaining concentration, coping with rapid speech, and a lack of familiarity with listening exercises. These student difficulties align with findings from Maliwan (2021); Safira & Azzarah (2022); Nosi & Orouji (2021).

In Batam City, 92.3% of vocational schools lack English laboratories, contributing to low listening comprehension proficiency; only 11.87% of 4,023 students passed a listening test. Observations in March 2023 and a Discussion Group Forum at SMK Negeri 2 Batam highlighted that 52 vocational schools still rely on national textbooks that fail to meet the specific needs of Batam City, an industrial hub. Teachers have not created listening materials suited to this context. Addressing these issues requires a comprehensive, relevant, and sustainable approach. The proposed solution involves collaborative research among universities, industry, and the Batam City Vocational School English Language teacher's community to develop effective English listening textbooks. These materials, including audio software, are designed to meet industrial needs, facilitating students' access to initial employment opportunities (Pohan et al., 2019). For this reason, this study was conducted by developing the following research questions: (1) What is the validity level of the industry-based vocational English listening textbook created for Vocational School students? (2) Does the industry-based vocational English listening textbook effectively improve the listening abilities of Vocational School students in Batam?

Theoretical Framework

Instructional materials, such as textbooks, are crafted to meet specific educational goals and can be employed by both educators and learners. According to Donald et al. (2000: 2), "Teaching materials are the aids used by the trainer to help him/her in teaching his/her lesson effectively." One benefit of textbooks is their ability to streamline the teaching process, particularly in digital learning environments. These resources can function as instructional guides, offering support in lesson planning, content sequencing, selecting learning strategies, and providing sample questions and exercises for incorporation into the educational process. As defined by Minister of Education regulation number 2 of 2008 article 1, textbooks are essential reference materials for use in elementary and secondary schools or universities, developed in accordance with national education standards. The National Education Standards Agency's website outlines four key aspects for evaluating high-quality textbooks: (1) content suitability, (2) language, (3) presentation, and (4) graphics. Content suitability is assessed based on material comprehensiveness, scope, and depth. Language appropriateness encompasses the use of accurate and clear Indonesian terminology, suitability for the user's developmental stage and level, communicative effectiveness, coherence, and idea unity. Presentation appropriateness includes general and chapter organization, consideration of meaningfulness and usefulness, active student engagement, and fostering knowledge formation processes. Therefore, to create a high-quality textbook, it must adhere to the appropriate standards of content, language, presentation, and graphics as established by the National Education Standards Agency.

Research in vocational schools across Indonesian provinces highlights the benefits of developing English textbooks for improving students' language proficiency. Studies by Farhana et al. (2021) in Depok City, Noer (2019) in Padang, and Maliwan (2020) in Seram Regency support this finding. Despite extensive research on English textbook development, there is a significant gap concerning English listening textbooks tailored to industrial contexts. Earlier studies have explored various facets of English teaching materials but have not fully addressed the need for industry-specific listening content. Surjono and Susila (2013) created multimedia teaching books without industry-relevant listening materials. Indriastoro (2014) developed web-based vocational English textbooks but excluded industrial listening content. Rukiati and Susanti (2016) produced PPT and animation-based English learning media, neglecting revitalized listening materials. Situmorang (2014) developed internet interactive multimedia for English language material without aligning it to workplace needs. Handayani (2019) focused on web-based tenses material, not considering industrial contexts. Posumah et al. (2021) created non-specific mobile-based applications lacking industry-based content. Pharhyuna (2021) emphasized local culture in vocational English materials instead of industrial contexts. Hidayati et al. (2024) explored artificial intelligence in vocational English teaching materials preparation. Consequently, these previous efforts do not fully meet the specific needs of industrial contexts, falling short of the 2019 Presidential Instruction's standards, which mandate aligning the vocational school curriculum with workforce demands.

RESEARCH METHOD

Research Design

To accomplish the research goals, this study utilized Research and Development (R&D) methodology, following the model proposed by Borg and Gall (1983:772). The research process encompassed several stages: identifying the problem, gathering data, designing the product (an English listening textbook for vocational schools based on industrial context), validating the product design, implementing revisions, conducting product trials, and disseminating the results. This approach was employed to create a vocational English listening textbook that met workplace needs and demonstrated both validity and effectiveness. According to Sugiyono (2023), development research is a process for developing and

evaluating a product. The primary rationale for applying this model to the development of vocational English textbooks is its capacity to produce development products with high validation and effectiveness values. This is attributed to the detailed, systematic, and effective nature of each stage. The advantage of the Borg and Gall development model lies in its foundation on needs or problem analyses. Consequently, the resulting product or model aligns with the identified needs or problem analysis. The study is scheduled to take place over one year in Batam City, in collaboration with partners such as the Teacher's Community of English Vocational School Batam City.

Research Participants

The participants included six experts, seven school supervisors, 24 school principals, 95 vocational school English teachers, three industry representatives, and 4,075 vocational school students in Batam City. The study also involved partnerships with the Smart Brain Educational Institution Jakarta and Panbil Industrial Estate (PT. Nusatama Properta Panbil) Batam City. A list of experts in SMK listening to English textbooks based on the industry context was provided.

Table 1
List of Vocational School English Listening Textbook Experts

No	Name of Experts	Institution	Expertise
1	Prof. Yasir Ayed Alsamiri, Ph.D	Faculty of Education, Madinah of Islamic University, Madina City, Saudi Arabia	Designing of Book Content
2	Dr. Sri Sugiharti, S.Pd., M.Pd	English Study Program, Faculty of Education, University of Riau Kepulauan, Batam City, Indonesia	Linguistic (Language Structure)
3	Ass. Prof. Alpino Susanto, S.Pd., M.M., Ph.D	Postgraduate Program, University of Riau Kepulauan, Batam City, Indonesia	Content of English Textbook
4	Dr. Desi Surlitasari Dewi, S.Pd., M.Pd	English Study Program, Faculty of Education, University of Riau Kepulauan, Batam City, Indonesia	Content of English Textbook
5	Dr. Ramon Zamora, S.E., M.M	Postgraduate Program, University of Riau Kepulauan, Batam City, Indonesia	Layout and book cover desain
6	Raksa Mulya	Smart Brain Educational Institution Jakarta	Industrial English Specific Purposes

Research Instruments

The development of this research tool was based on textbook evaluation criteria outlined in the Minister of Education Regulation Number 2 of 2008 Article 1 and guidelines from the Indonesian National Education Standards Agency. These criteria encompass four key areas: (1) content suitability, (2) language appropriateness, (3) presentation adequacy, and (4) graphical fitness. Prior to implementation, the tool underwent validation by 6 experts and 45 high school English instructors specializing in vocational education. Among the four aspects that have been modified are elements of textbook content, including the development of grammar material adapted to the context of the professional environment, the selection of vocabulary appropriate to conditions and terminology in the workplace, and photographic illustrations aligned with actual conditions in the professional sphere. Researchers adapted the book content to the industrial context, starting from revitalizing the learning goal flow document, learning objectives, teaching material matrix maps, learning modules, and learning materials. Therefore, the instrument items for measuring the practicality of textbooks are

based on the formulation of the set learning objectives. The validation process yielded an average score of 3.6, placing it in the very high category and confirming the instrument's validity. Furthermore, the tool demonstrated normal distribution, as evidenced by the one-sample Kolmogorov-Smirnov test results, which showed a Sig. (2-tailed) value of 0.081, exceeding the 0.05 threshold. The following instrument is employed to assess the validity of the industrial context-based vocational school English listening textbook in Batam City.

Table 2
Instrument of Research

Indicators	Instrument Items
Appropriateness of Content	Suitability of material to learning objectives
	Accuracy of the material according to the industrial context
	Up-to-date material according to the industrial context
Appropriateness of Language	Encourage curiosity
	Presentation technique
	Presentation support
	Presentation of learning
	Coherence and consistency
appropriateness of Presentation	Straightforward
	Communicative
	Dialogical and interactive
	Suitability to student development
	Conformity to language rules
Appropriateness of Graphic	Use of terms and symbols
	Textbook size
	Textbook cover design
	Textbook content design

Data Analysis

This study's data collection involved two phases: preliminary research and validation/effectiveness testing of industrial-context-based vocational high school English listening textbooks. Preliminary data were collected through open interviews and purposive sampling. Triangulation (interviews, observations, and documentation) ensured valid information. The research team interviewed 40 English teachers from public and private vocational schools in Batam City and seven school supervisors, 24 principals, three industry practitioners, and 36 randomly selected vocational students from classes X, XI, and XII for comparison. Observations at 12 vocational schools examined the teaching materials, textbooks, and learning support facilities in English classes. Documentation analysis included teachers' learning plans and the English books used in Batam City's vocational schools to ensure alignment with industrial needs.

This study assessed 4,035 class XII vocational students in Batam City for English communication skills relevant to the industrial context. Data were analyzed using Miles & Hubberman's (2014) model, which comprises data display, reduction, verification, and conclusion drawing. To enhance the quality and ensure the alignment of research findings with the industrial context, the research data were validated by two highly experienced vocational English teachers and 2 industry practitioners to determine the validity of the research results. The researchers also assessed the credibility of the research data through the Batam City Vocational School English Teacher Forum, comprising 52 teachers. This process was conducted to evaluate the reliability of the data collected through interviews, observations, and documentation at 12 Batam City Vocational Schools.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Analysis of Needs for Development of Vocational School English Textbooks

The research methodology employed interviews, document analysis, and listening assessments to evaluate the necessity for developing English textbooks tailored to the specific needs of Batam City Vocational Schools. To assess the requirement for new teaching materials, the researcher conducted interviews with educators and students, gathering information on the practicality of current textbooks and the challenges faced by students in English learning, particularly in listening comprehension. The study also explored teachers' difficulties in sourcing and utilizing listening materials, as well as the appropriateness of content in existing books. Additionally, the researcher examined documentation related to student performance in listening tests to gauge the learning outcomes of Batam's vocational school students. The findings from this analysis serve as justification for creating valid and practical textbooks focused on the listening aspect of English language learning. The research process included open-ended interviews with school supervisors, principals, teachers, and vocational school students.

From May 15 to 17, 2024, researchers conducted interviews at public and private vocational schools in Batam City. The researchers utilized an interview guide designed to explore the efficacy of textbooks, the accessibility of teaching resources, and the challenges students face in listening comprehension. The findings from these interviews revealed a significant issue in English education at Batam City's vocational schools: *“a scarcity of textbooks specifically tailored to vocational school needs. The learning materials provided by schools, acquired from publishers, consist of general English textbooks intended for high schools, Islamic high schools, and vocational schools alike. Furthermore, teachers lack the time to create teaching materials that align with their students' vocational programs and specializations. Consequently, the reference materials used for instruction are often irrelevant to both the vocational school context and workplace communication scenarios. The current textbooks are overly complex, with explanations that are too broad and generalized, making them difficult for both students and teachers to utilize effectively.”* [15,16,17/5/2024/10:26].”

To enhance the depth of information for researchers, they conducted comprehensive interviews with 36 students from both public and private vocational schools in Batam City. The interview findings highlighted several issues with the current English textbooks used in the learning process. *“Students reported that the teaching materials were not aligned with the communication requirements and situations encountered in professional settings. The general nature of the content presentation made it difficult for students to utilize the books independently for individual or group study. Furthermore, the English curriculum lacked connection to production-related subjects. Another concern was the infrequent practice of listening skills in class due to the absence of appropriate equipment, resulting in students being unaccustomed to developing their listening abilities.”* [15,16,17/5/2024/09:30].”

An observational study conducted from May 18-19, 2024, *“examining teachers' learning plans, textbooks, and learning support facilities, uncovered that among the five books from different publishers (four domestic and one from Singapore), none presented material aligned with industrial contexts. The books' content focused on general teaching materials suitable for both high schools and vocational schools. Additionally, no teachers had prepared learning plans that corresponded to industry needs.”* [18/5/2024/08:30].”

The field study findings indicate that English education in Batam City's Vocational Schools is currently ineffective. Educators are grappling with significant challenges, primarily due to the mismatch between the curriculum and the practical needs of vocational graduates entering the workforce. This discrepancy stems from the absence of industry-aligned English textbooks tailored for vocational education. Additionally, students lack sufficient

opportunities for listening practice. Consequently, learners are not acquiring the English communication skills necessary for their future industrial roles. Given these critical issues, it is crucial for researchers to create English Listening textbooks specifically designed for vocational schools. These resources should align with the communication requirements of the industrial and professional sectors.

Vocational School English Textbook Design

The initial phase of this textbook development involves gathering data on the challenges of English instruction at Vocational Schools in Batam City. This includes issues encountered by educators, students, and educational institutions, as well as the relevance of government-provided and commercially published textbooks. The subsequent step entails revamping the vocational school English curriculum by updating the content of teaching materials. This process encompasses the formulation of Learning Outcomes, Learning Objectives, Learning Objective Flow, and assessment strategies. The teaching materials are then enhanced to align with specific majors and industry requirements. Following this, the Vocational School English textbook undergoes validation by six experts and 45 English teachers from Batam City Vocational Schools. The textbook is then refined based on feedback from language specialists, content experts, and design and layout professionals. After the validation by 45 English teachers, the final stage involves testing the textbook with students to determine its practicality. The cover and contents of the developed textbook are presented below.

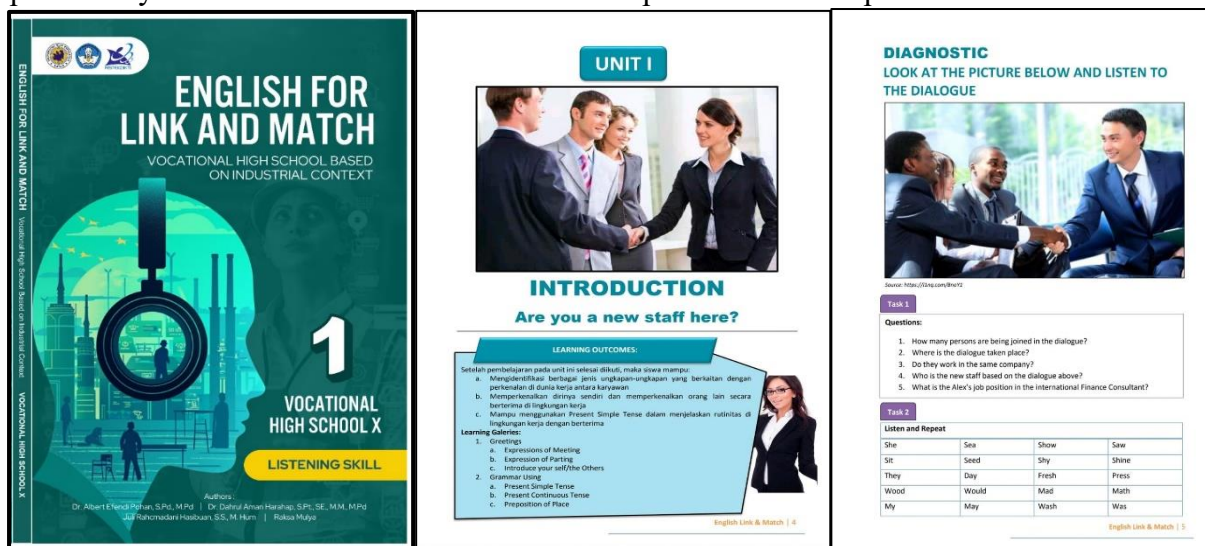


Figure 1. Vocational English Textbook Image

This Vocational School English Listening textbook's content was crafted in alignment with the learning outcomes outlined in the 2024 independent curriculum. The educational material was tailored to fit an industrial context, evident in the unit titles, learning objective formulations, and lesson content. Each unit begins with observation activities, where students listen to dialogues and examine accompanying illustrations. The textbook incorporates literacy exercises to enhance reading and writing skills, all contextualized within industrial settings. Both individual and group exercises are included, focusing on listening activities. To promote self-assessment, students are provided with tools at the end of each lesson to evaluate their grasp of the material. Furthermore, formative assessments are placed after each unit, while summative assessments are scheduled for semester-end exams in class X of vocational high schools.

Validation and Trial of Vocational School English Textbooks

The evaluation of the Vocational High School English Listening textbook involved two validation stages. Initially, six experts participated, followed by 45 English teachers from Batam City Vocational Schools. The expert validation included: (1) The researcher presented the teaching materials to the experts. (2) Experts conducted an initial assessment. (3) Experts provided verbal feedback and recommendations for improvement. (4) The researcher collected and analyzed the initial validation results. (5) Revisions were made based on expert feedback. (6) The revised materials were redistributed for a second validation round.

Table 3
The Result of Experts' Validation Test

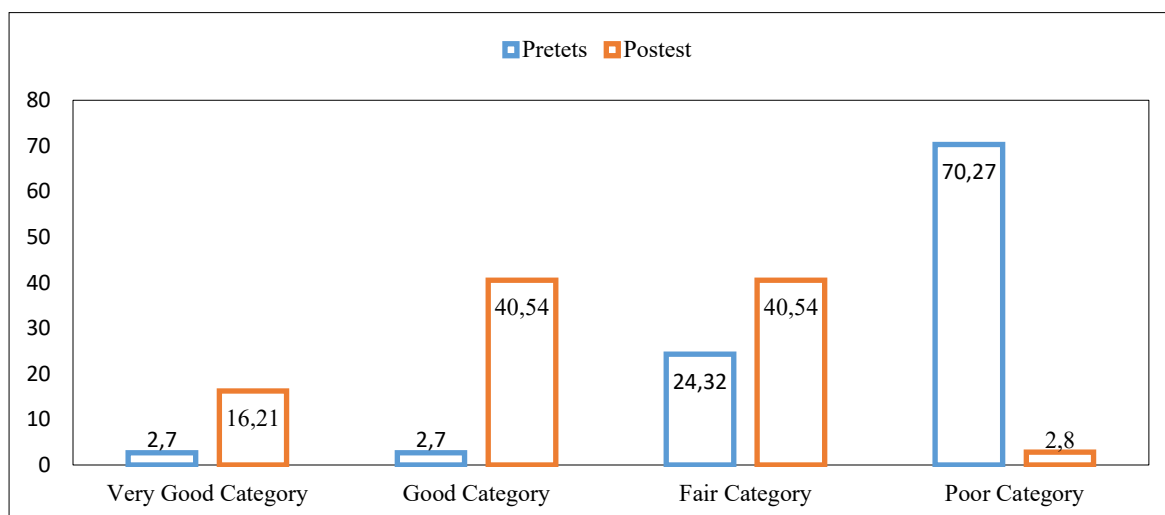
Indicators	Instrument Items	Average Validation Results	
		Experts	Experts
Appropriateness of content	Suitability of material to learning objectives	3,3	3,6
	Accuracy of the material according to the industrial context	3,3	3,6
	Up-to-date material according to the industrial context	3,3	3,8
	Encourage curiosity	3	3,3
Appropriateness of language	Presentation technique	3,5	3,5
	Presentation support	3,8	3,8
	Presentation of learning	4	4
	Coherence and consistency	3,1	3,3
Appropriateness of presentation	Straightforward	3,1	3,3
	Communicative	3,1	3,6
	Dialogical and interactive	3,1	3,8
	Suitability to student development	3	3
	Conformity to language rules	3,6	3,8
	Use of terms and symbols	3,3	3,3
Graphic appropriateness	Textbook size	4	4
	Textbook cover design	4	4
	Textbook content design	3	3,6
Average		3,3	3,6

Validation results from six experts indicate the textbook is valid, with an average score of 3.3. Additionally, feedback from 45 vocational school English teachers shows a validation score of 3.6, also falling in the valid category. Given these average scores, the textbook can be tested on students to assess its practicality and its effectiveness in enhancing listening skills. To assess the effectiveness of this textbook, we evaluated the improvement in student learning outcomes for subjects aligned with the developed teaching material. We gathered these outcomes through written assessments, including a pre-test and post-test. Students took the pre-test before the implementation or use of the newly developed teaching materials in the learning process. The instruction spanned three sessions, each lasting three hours. The post-test was administered after utilizing the developed teaching materials in the English language curriculum for Class X at the Globe National Plus Private Vocational School in Batam.

The data indicates a notable improvement in Class X students' performance at SMKS Globe National Plus Batam following the use of the new teaching materials. This is evidenced by the increase in average scores from 53.35 on the pre-test to 70.03 on the post-test. The enhancement in student learning outcomes for English subjects using the new teaching materials showed a 16.71% increase from pre-test to post-test. In terms of the intervals, the

number of students who obtained a very good score in the pre-test was 2.70%, 2.70% in the good category, 24.32% in the fair category, and 70.27% in the poor category. The percentage of students who did not graduate was 94.59%. After applying the developed book, descriptively there was an increase where students who achieved the very good score category were 16.21%, 40.54% in the good category, 40.54% in the fair category and 2.70% in the poor category. The percentage of students who graduated was 97.29%. Below is a table of intervals for student-listening test results.

Table 4
Results of Pretest-Posttest Intervals of Listening Test Result



Based on the descriptive analysis, we can conclude that the developed textbook is practical. This conclusion is supported by the 16.71% improvement in student learning outcomes when comparing pre-test and post-test scores. To empirically validate this, data were analyzed using a paired t-test in SPSS Version 20, focusing on the average pre- and post-test scores. According to the decision rule, a Sig value <0.05 indicates a significant difference in the means of the two data samples. This test was conducted to identify any differences between the paired samples' average pre-test and post-test scores. The results of the paired t-test for class X at SMKS Globe National Plus Batam are presented below.

Table 5
Results of Paired Simple T-Test Statistical Analysis

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pretes	-	-16,711	10,169	1,672	-20,101	-13,320	-9,996	36	,000
Postes									

The table demonstrates the practicality of the developed textbooks. According to decision-making criteria, if the Sig value is below 0.05, there is a significant improvement in Class X student learning outcomes after using the new teaching materials. The paired-sample t-test results showed a Sig. (2-tailed) value of 0.000, which is less than 0.05, thus accepting the research hypothesis H_a and rejecting H_o . This indicates that the textbooks positively impact English learning outcomes in Class X at SMKS Globe National Plus Batam. However,

the average post-test score of 70.03 suggests that students' listening skills remain incomplete. To achieve more accurate results, a second trial in another vocational school is recommended.

Discussion

The disparity between the expectations of vocational education and the actual conditions of English teaching materials has prompted essential research and development efforts. This issue has been particularly evident in vocational schools in Batam City, where interviews with teachers and students revealed a significant disconnect between existing English textbooks and the needs of students preparing for industrial careers. The materials currently in use are often overly complex, broad, and not tailored to the specific requirements of vocational students. This lack of relevance renders the textbooks ineffective as tools for fostering communication skills aligned with industry demands.

One of the primary challenges identified through these interviews is that existing textbooks fail to reflect the linguistic and communicative demands of vocational industries. The generalized nature of the textbooks creates obstacles for students who need to develop specialized communication skills pertinent to their future workplaces. Textbooks lack practical dialogues and interactive elements that encourage collaboration and real-world communication. This gap is exacerbated by the shortage of listening materials, depriving students of essential auditory learning experiences and leaving them unprepared for the listening demands inherent in industrial settings.

Addressing this issue requires the development of industry-relevant English teaching materials, a task that several researchers have highlighted as a crucial component of curriculum renewal. Wardhany et al. (2024) argue that the creation of such materials not only enhances student learning outcomes but also aligns educational content with the evolving needs of industries. Similarly, Permadi et al. (2020) emphasize the role of educators in crafting textbooks that mirror industrial environments, asserting that doing so significantly enhances students' practical knowledge and skills. Industry-specific English textbooks provide contextual learning experiences, as noted by Inayati et al. (2023), who found that these materials improve students' readiness for the job market by equipping them with relevant communication skills. Farhana et al. (2021) reinforce this point by illustrating how such textbooks enable students to bridge the gap between academic learning and professional application, reinforcing industry-relevant vocabulary and communication patterns.

Despite these positive advancements, a notable gap remains in the availability of English listening materials tailored to vocational and industrial contexts. While numerous studies have focused on developing general English textbooks for vocational students, the auditory aspect of language learning has often been overlooked. For example, Surjono & Susila (2013) created multimedia teaching resources for vocational students but neglected to incorporate listening exercises reflective of industrial environments. Similarly, Indriastoro (2014) concentrated on web-based English textbooks without addressing the need for listening components aligned with workplace communication. The exclusion of listening materials from these efforts highlights a critical area for further research and development.

Other studies have similarly bypassed the integration of industrial listening content. Rukiati and Susanti (2016) designed learning media using PowerPoint and animation but did not update the materials to include listening exercises. Situmorang (2014) developed interactive, internet-based English learning tools, yet these resources lacked the specificity required to align with workplace listening needs. Additionally, Handayani (2019) produced web-based grammar materials without incorporating listening practices related to vocational industries. Posumah et al. (2021) created mobile applications for general English learning, but the content was not tailored to industrial communication. Pharhyuna (2021) developed English teaching materials focusing on local culture rather than industry-specific language,

further underscoring the scarcity of vocational listening materials. While Hidayati et al. (2024) utilized artificial intelligence to create vocational English materials, the listening component was not emphasized, limiting the materials' applicability to industrial contexts.

This ongoing lack of listening materials reflects a broader disconnect between the goals of vocational education and the actual resources available to students. The 2019 Presidential Instruction on harmonizing and revitalizing vocational school curricula underscores the importance of aligning educational materials with workforce demands. However, the failure to integrate listening materials reflective of industrial environments signals a missed opportunity to fully realize the objectives of this directive.

In contrast to the general trend, vocational schools in Batam City have embarked on a more targeted approach by developing English listening textbooks designed specifically for industrial contexts. This initiative aims to address the pressing need for listening materials that equip students with the skills necessary to communicate effectively in professional environments. By emphasizing listening as a core component of language learning, these textbooks provide students with practical tools to enhance their auditory comprehension and communication skills in workplace settings.

The value of these textbooks lies in their ability to reflect the communicative demands of industrial environments, thereby preparing students for real-world scenarios they are likely to encounter in their careers. The integration of listening exercises into the curriculum offers a systematic approach to improving students' English proficiency, with a particular focus on the auditory and verbal skills required in professional contexts. This effort aligns with broader research findings indicating that industry-relevant English materials significantly enhance vocational students' communication competencies.

Statistical evidence further supports the effectiveness of these textbooks. Research conducted in Batam City demonstrates that the t-count value (12.711) far exceeds the t-table value (1.696) at a 5% significance level, highlighting the substantial impact of these materials on students' listening skills. This result corroborates findings from other studies, such as those by Koesnandar (2019), Javier & Moorhouse (2023), Bolton & Jenks (2023), Mskay (2018), Safira and Azzahrah (2022), and Purwanto & Nurhamidah (2021). Collectively, these studies affirm that the integration of industry-specific listening materials into vocational curricula enhances students' language abilities and prepares them for workforce communication.

The significance of these developments cannot be overstated, particularly in the context of vocational education in Batam City. As industries increasingly demand workers with strong English communication skills, the availability of specialized listening materials becomes crucial. The textbooks developed through this initiative bridge the gap between vocational education and industry requirements, ensuring that students are better equipped to navigate the linguistic challenges of professional environments.

Moreover, these textbooks contribute to broader curriculum revitalization efforts by introducing an element of practical learning that has long been absent from vocational English instruction. By fostering an environment in which students actively engage with listening exercises relevant to their future careers, vocational schools can cultivate a workforce that is not only linguistically competent but also capable of thriving in industrial settings.

The development of English listening materials tailored to industrial contexts represents a significant step forward in aligning vocational education with industry needs. This initiative not only addresses the current gap in listening resources but also reinforces the importance of comprehensive language instruction as a cornerstone of vocational training. As vocational schools continue to prioritize industry-relevant materials, the future of vocational education in Batam City appears increasingly aligned with the demands of the workforce, ensuring that students are well-prepared for the challenges and opportunities that lie ahead.

CONCLUSION

Research and development are driven by the disparity between expectations and actual conditions in the field. An interview study with vocational school teachers and students in Batam City identified the core issues: existing English learning materials do not meet students' needs, circumstances, traits, or industrial requirements. The textbooks are overly complex and offer broad explanations, making them difficult for students and teachers to use effectively. The content, although related to industrial environments, is irrelevant to students' real-life situations and fails to prepare vocational school graduates for the workforce. Furthermore, the textbooks lack sufficient dialogue and do not facilitate student collaboration during the learning process. These problems highlight the need for English Listening textbooks tailored to workplace requirements. This study shows that Vocational English textbooks developed based on industrial contexts have been empirically validated to improve the listening skills of vocational school students in Batam.

The findings of this research provide a significant recommendation for English instructors in Batam City to utilize the developed textbook, enabling students to acquire English language skills contextually relevant to the professional environment, thereby enhancing their communicative competence in alignment with workplace requirements. Furthermore, these research outcomes should be considered by governmental bodies as valuable input for designing programs aimed at improving the communication competencies of vocational school students as they transition into the workforce. Future research endeavours should focus on collaborative efforts among universities, industry, government, and vocational school to develop textbooks addressing other language skills, such as speaking, reading, and writing, tailored to the industrial context.

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