

THESIS

DEVELOPING ENGLISH MODULE FOR AGRIBUSINESS OF FISHERIES PROCESSING (APHPI) DEPARTMENT OF VOCATIONAL HIGH SCHOOL DARUL ULUM MUNCAR



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHERS TRAINING
UNIVERSITAS KH MUKHTAR SYAFAAT
(UIMSYA)
BLOKAGUNG BANYUWANGI
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DEGREE PREREQUISITES

**DEVELOPING ENGLISH MODULE FOR AGRIBUSINESS OF
FISHERIES PROCESSING (APHPI) DEPARTMENT OF
VOCATIONAL HIGH SCHOOL DARUL ULUM MUNCAR**

THESIS

Presented to the Faculty of Tarbiya and Teachers Training Universitas KH.
Mukhtar Syafaat In a Partial Fulfillment of the Requirement for the Degree
of Strata 1 In English Education Department (S.Pd.)

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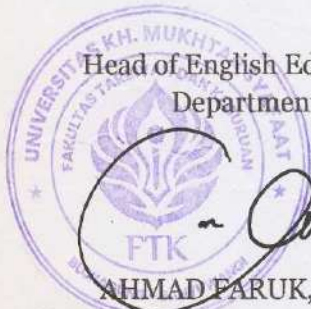
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(June 26th 2025)

and has been accepted and validated as one of the requirements for
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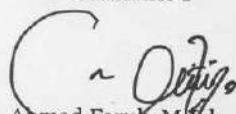
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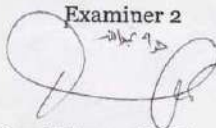
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MOTO AND DEDICATION

رَبِّ زِدْنِي عِلْمًا

Rabbi zidnī ‘ilmā

**“O my Lord, increase me in knowledge.” (Qur’an, Surah Taha:
114)**

The Writer would like to dedicate this graduating paper to:

1. My Beloved Parents for their endless support and prayer
2. My lovely siblings (Brother & Sister)
3. My Big Family of TBIG 2021
4. Myself
5. The school where I conducted my research, all teachers, staff, and employees at Darul Ulum Vocational High School Muncar, as well as the students of class X majoring in agribusiness and fishery product processing, who also assisted me in the data collection process for the creation of English language modules.
6. and my fellow comrades during our time at Darul Ulum Vocational High School Muncar.
7. And all of my roommate especially MB. 01 dan my dormmate Al-Ma’muroh B.

This graduating paper will remain me that it took a very hard effort to finish.

May Allah bless us forever, Amiin.

DECLARATION OF AUTHENTICITY OF THESIS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Solemnly declare that this thesis/dissertation is entirely the result of my own research/work, except for the parts that are referenced from other sources.

Banyuwangi, (..August..21st...., 2025)



The Declarant,



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ABSTRAK OF INDONESIAN

Rodhiyah Siti, M. 2025. PENGEMBANGAN MODUL BAHASA INGGRIS JURUSAN AGRIBISNIS PENGOLAHAN HASIL PERIKANAN (APHPI) SEKOLAH MENENGAH KEJURUAN DARUL ULUM MUNCAR. Skripsi. Program Studi Tadris Bahasa Inggris. Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Bayuwangi. Pembimbing: Faiqotur Rizkiyah, M.Pd.

Kata Kunci: Pengembangan modul bahasa Inggris, Pengolahan Perikanan, Sekolah Menengah Kejuruan, Agribisnis.

Penelitian ini bertujuan untuk mengembangkan modul pembelajaran Bahasa Inggris yang kontekstual dan berbasis kebutuhan untuk siswa Sekolah Menengah Kejuruan, jurusan Agribisnis Pengolahan Hasil Perikanan (APHPI). Kebutuhan akan modul ini sangat mendesak karena selama ini materi yang tersedia masih bersifat umum dan belum mengakomodasi kosakata serta konteks komunikasi yang sesuai dengan dunia kerja di bidang perikanan. Melalui pendekatan *English for Specific Purposes (ESP)*, penelitian ini diharapkan mampu menghasilkan bahan ajar yang lebih relevan, aplikatif, dan mendukung pencapaian kompetensi kejuruan siswa.

Penelitian ini menggunakan metode Research and Development (R&D) dengan model ADDIE (Analysis, Design, Development, Implementation, Evaluation). Proses pengembangan diawali dengan analisis kebutuhan melalui observasi, wawancara, dan penyebaran angket kepada guru dan siswa Sekolah Menengah Kejuruan Darul Ulum Muncar. Hasil analisis digunakan untuk menyusun desain awal modul yang kemudian divalidasi oleh ahli materi dan media, diuji coba dalam skala kecil, lalu direvisi berdasarkan hasil uji tersebut.

Modul yang dikembangkan memuat materi berbasis konteks industri perikanan seperti kosakata teknis, prosedur kerja, dan komunikasi bisnis dalam pengolahan hasil perikanan. Modul ini juga dilengkapi dengan latihan membaca, menulis, berbicara, dan mendengarkan dalam situasi kerja nyata, serta dirancang dengan tampilan menarik dan mudah dipahami. Hasil uji coba menunjukkan bahwa modul ini efektif meningkatkan pemahaman Bahasa Inggris siswa serta relevan dengan kebutuhan dunia kerja. Dengan demikian, modul ini dapat menjadi solusi pembelajaran yang tepat untuk mendukung kesiapan siswa menghadapi persaingan global di sektor agribisnis perikanan.

ABSTRACT OF ENGLISH

Rodhiyah Siti, M. 2025. DEVELOPING ENGLISH MODULE FOR AGRIBUSINESS OF FISHERIES PROCESSING (APHPI) DEPARTMENT OF VOCATIONAL HIGH SCHOOL DARUL ULUM MUNCAR. Thesis. English Language Education Program. Faculty of Education and Teacher Training, KH. Mukhtar Syafaat University (UIMSYA), Blokagung Bayuwangi. Supervisor: Faiqotur Rizkiyah, M.Pd.

Key Words: *English module development, Fisheries Processing, Vocational High School, Agribusiness.*

This study aims to develop contextual and needs-based English learning modules for vocational high school, students majoring in Agribusiness in Fishery Product Processing (APHPI). The need for these modules is urgent because the materials currently available are still general in nature and do not accommodate the vocabulary and communication context appropriate to the world of work in the fisheries sector. Through the English for Specific Purposes (ESP) approach, this research is expected to produce teaching materials that are more relevant, applicable, and supportive of students' vocational competency achievement.

This research uses the Research and Development (R&D) method with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The development process began with a needs analysis through observation, interviews, and the distribution of questionnaires to teachers and students at Darul Ulum Muncar Vocational High School. The analysis results were used to develop an initial module design, which was then validated by subject matter and media experts, pilot-tested on a small scale, and revised based on the pilot test results.

The developed module includes industry-contextualized content related to the fisheries sector, such as technical vocabulary, work procedures, and business communication in fisheries processing. The module also includes reading, writing, speaking, and listening exercises in real-work situations and is designed with an attractive and easy-to-understand layout. The pilot test results show that this module is effective in improving students' English comprehension and is relevant to the needs of the workplace. Thus, this module can be an appropriate learning solution to support students' readiness to face global competition in the fisheries agribusiness sector.

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May peace and blessings always be upon the Prophet Muhammad SAW, who is role model for his people.

The author fully realizes that the successful completion of this thesis cannot be separated from the support of various parties. Therefore, the author would like to express his deepest gratitude and appreciation to:

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The only way the author can provide a suitable compensation is to offer a prayer to Allah, the Most Gracious and Merciful, asking Him to thank everyone for their kindness.

No ivory is cracked, and no human being is perfect. This thesis is also not free from shortcomings. Therefore, with great humility, the author greatly expects constructive suggestion and criticisms. The author also apologizes for any errors that may be contained in the writing of this thesis, as week human being.

Finally, the author submits everything to Allah ‘Azza Wajalla, with the hope that this thesis is compiled with His consent and can provide benefits. Amin Ya Robbal ‘Alamin.

Banyuwangi, 1st August 2025

Siti Rodhiyah Mandar

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CHAPTER I

INTRODUCTION

1.1 Research Background

In teaching English, teachers are expected to be able to design materials that are appropriate and needed by the conditions of the students. This means that teachers must first understand the needs of students. The needs of students vary from one another. Some students may need more skills, while other students need more competence and need more knowledge than skills, it all depends on the needs of the students themselves. According to Hutchinson and Waters (1987), needs analysis is an important initial stage in language teaching, especially in the context of English for Specific Purposes (ESP). Thus, student needs analysis means an effort to measure the conditions and abilities of students before arranging the materials to be taught to them.

Hutchinson & Waters (1987) introduce the concept of needs analysis as part of a learning approach that focuses on student needs, especially in the context of learning English for specific purposes (English for Specific Purpose/ESP). Needs analysis is a process to identify what students need to learn effectively, whether in terms of knowledge, skills, or specific goals to be achieved. This approach is important for designing a curriculum that is more relevant and in accordance with the real needs of a student.

The term learning needs was introduced by Michael West in the 1920s. Needs refer to specific things that need to be done and require solutions (Gazali & Saefuloh, 2019).

Therefore, teachers who analyze student needs must understand ESP, especially the specific goals of students. The word “specific” is explained as the student’s area, for example students who are studying in the agribusiness department of fisheries processing need specific materials related to the department (Hutchinson & Waters, 1987). The field of agribusiness processing of fisheries (APHPI) studies the basics of fisheries processing, fisheries processing technology, safety and quality of fisheries products, management of fisheries processing business, management of waste from processing, entrepreneurship in the fisheries sector, and direct involvement or practice in the field work process. This program is designed so that students are able to produce quality products,

innovate, and have the ability to compete in the world of work or build their own businesses.

Vocational High School (SMK) is an educational institution that focuses on developing certain skills. In general, Vocational High School provides several study programs for its students. This school is designed to prepare students with practical skills and technical knowledge in a particular field, so that they are ready to work or continue their education to a higher level (Fatwa Tentama, Bambang Sudarsono and Fanani Arief Ghozali (2024)). In accordance with its motto, “ready”, work, smart, competitive”, Vocational High School aims to educate students to become superior human beings, competent people according to their study program. During the study period, students are required to improve their knowledge and apply soft skills and hard skills in practice by participating in an internship program or PKL (Field Work Practice). Thus, it is hoped that students become skilled and competitive individuals in entering the business field after they complete their education. Unlike Senior High School (SMA) which focuses more on preparing for higher education, Vocational High School places more emphasis on teaching vocational skills and mastering competencies needed in the world of work. It has various study programs such as information technology, hospitality, automotive, banking, and others, with the main goal of producing skilled workers who have the ability to meet the demands of the ever-growing job market.

Furthermore, The International Labor Organization (ILO) (2015) stated that in the era of globalization, English language skills are essential to help young workers compete in the global market. The ILO highlighted that English language skills open access to wider education and training opportunities, which in turn can improve the quality of the workforce in various sectors. In this increasingly connected world, English is key to expanding professional networks, facilitating international collaboration, and increasing the potential of young workers to work in multinational companies or on cross-border projects. It allows people to access information worldwide, participate in discussions around the world, and expand their professional networks. Students who are proficient in English have many opportunities to develop effective communication skills, increase competitiveness in the job market, and prepare themselves to face challenges in the global market.

The main objective of a researcher in developing an English language module for vocational high school majoring in Agribusiness and Fisheries Product Processing is to provide contextual, relevant teaching materials that are tailored to the needs and characteristics of vocational students. This module is designed to integrate English language competencies with the fisheries industry, such as seafood product processing, marketing, and customer service, so that students not only master linguistic aspects but are also prepared to face communication challenges in an industrial environment. Additionally, the module's function is to support independent, systematic, and structured learning processes, facilitate teachers in delivering content, and enhance students' motivation and understanding of English within their professional context. As such, this module serves as a solution to address the limitations of specific and applied teaching materials for vocational high school students in the fisheries field.

Therefore, developing module for those students are necessary to provide students with English language skills relevant to their field. The Agribusiness Fisheries Processing department at Darul Ulum Vocational High School Muncar focuses on preparing students with the technical skills, practical knowledge, and entrepreneurial abilities required for the fisheries industry. The program emphasizes fish processing techniques, quality control, and the creation of value-added fishery products, while also introducing business principles to help students explore opportunities in the fisheries value chain. Additionally, the development of an English module tailored to this field equips students with industry-specific language skills, enabling effective communication in both local and international contexts.

Graduates are expected to excel as skilled workers, innovative entrepreneurs, or pursue further studies in fisheries and related disciplines. This module is specifically designed to introduce technical vocabulary and expressions commonly used in the world of agribusiness and seafood processing, including: terminology related to fish farming techniques, natural resource management, seafood processing and international seafood trade. With an industry-based approach, the development of this module has enabled students not only to learn general English, but also to develop the communication skills needed to interact with stakeholders in the world of

agribusiness and fisheries at the local and international levels. Being able to use English effectively is expected to support students' preparation for entering the workforce, broaden their horizons regarding global industry trends, and increase competitiveness in the labor market.

Richards, J. C. (2001) emphasizes that English language modules must be tailored to the needs of students in certain fields. Meanwhile, Brown, H. D. (2007) emphasizes the importance of a communicative approach in teaching English. Modules for APHPI should include activities that support the development of speaking and listening skills, as well as the use of English in professional contexts, such as discussions and simulations.

Harmer (2007) explains that the relationship between teaching materials and students' specific needs is very important to increase motivation and learning outcomes. Students of agribusiness and fisheries vocational schools need relevant modules to be able to communicate effectively in the work context. Meanwhile, the Indonesian Ministry of Education and Culture (2020) said in the vocational school curriculum development guide, they emphasized that English language learning must be designed according to the needs of the industrial world, including the agribusiness and fisheries sectors. That way, contextual modules support students in facing the challenges of globalization and international competition.

English modules tailored to the needs of this industry can help students understand technical terms, procedures, and best practices used internationally. In addition, communication skills in English allow students to interact with foreign business partners, keep up with global trends, and access useful information and training. Thus, the development of this relevant English language module will broaden students' horizons, increase their competitiveness in the global job market, and open up wider career opportunities in the agribusiness and fisheries sectors. (Agriculture in English, Asgami Putri, S.P., M.MA, (2024)).

Sari & Nugroho (2020) State that English is the main communication tool in various international training programs and seminars that focus on innovation in fishery product processing technology. This allows practitioners to continuously improve their competence and work performance. Likewise, Setiawan (2022)

emphasized that English provides a competitive advantage for workers in the fisheries sector in establishing partnerships with global companies and following international market developments. English language skills in APHPI are therefore essential to understanding international industry standards, regulations, and best practices, as well as to participating in training, research, and trade programs that can enhance job performance and career opportunities. Current English language teaching methods in vocational schools may not adequately meet the specific needs of students in this field, which focuses more on general language skills than on specific vocabulary and communication related to the industry.

Unfortunately, most vocational schools in Indonesia still have problems related to the availability of appropriate English learning materials for students. The materials provided by the government and launched by several publishers are still general. The materials are not specified into a particular study program, while the English needed by vocational school students in their future jobs is different according to their respective majors. This also happened at state Vocational High School Darul Ulum Muncar, Banyuwangi. This school has several majors or study programs, one of which is Agribusiness Fishery Processing (APHPI). Ideally, for English learning they should have teaching materials that are in accordance with the study program so that they can help them develop their English in the future. In reality, such materials are not available in schools. After conducting observations and interviews with English teachers, it was found that the materials provided were still general. Teachers are still using the Smart Path to Learning English (SPLASH) book published in 2022 (SMKN Darul Ulum Muncar) which only provides explanations of several English expressions, responses, and many more exercises related to grammar and vocabulary. In fact, sometimes teachers use additional teaching materials taken from the internet and other sources. According to teachers, it is very difficult to find a set of special materials that are provided and ready to use for vocational high school students with different majors, especially for the Agribusiness Fisheries Processing major. Therefore, teachers prefer to use the same materials for all study programs.

The gap between the language of Industry and the language skills of vocational high school students often poses a significant

challenge in preparing them for the world of work. The language of industry contains many technical terms and specialized vocabulary used in professional contexts, while English lessons in schools often focus more on general skills, such as everyday conversation or basic grammar. As a result, vocational high school students who study English in a general manner may struggle to understand and use the language required in the workplace, such as in communicating with international clients or when following industry procedures and regulations. To address this issue, it is important for schools to develop English modules that are more specific and relevant to industry needs, including technical terms, case studies, and communication exercises that are close to real-world conditions. With this approach, vocational high school students can improve their language skills, understand professional contexts, and be better prepared to adapt to industry demands, thereby increasing their competitiveness in the global job market.

Identifying subjects or competencies lacking in the English module for Vocational High School students majoring in Agribusiness and Fishery Product Processing is important to ensure that the learning provided is in accordance with the needs and context of the expertise they are engaged in. One of the main aspects is the adjustment of English materials to include vocabulary and phrases that are relevant to the world of agribusiness and fishery product processing. English materials that focus on the techniques, procedures, and terminology of the fishery and seafood processing industry such as fishery product processing terms, food safety, and knowledge of fishery product marketing are essential. In addition, competencies such as the ability to read and understand technical documents, production reports, and work instructions in English must also be emphasized. The teaching of this module also needs to combine aspects of effective communication, report writing, and presentation skills to support students' ability to interact professionally in a global work environment and in related fields.

This research aims to develop an English module specifically tailored for APHPI majors in vocational high school. The module has included industry-specific terms, practical communication exercises, and content tailored to the needs of the agribusiness and fisheries sector. Thus, the module is expected to help students not only improve their English skills but also prepare them to engage in

professional contexts, follow industry practices, and contribute effectively in their future workplaces. This initiative aims to bridge the gap between general English education and the specific language skills needed to succeed in the APHPI field, so that students are prepared to face and thrive in the global job market.

1.2 Research and Development Problem Formulation

The problem of this research was focused on:

- a. What are the English Learning needs in the Agribusiness and Fisheries Processing (APHPI) department?
- b. What components must be included in the English learning module for the APHPI department in Vocational High Schools?
- c. How is the process of developing English learning modules for APHPI majors in vocational schools?

1.3 Research and Development Objectives

The objectives of this research and development are as follows:

- a. To identify the English learning needs of students in the Agribusiness and Fisheries Processing (APHPI) department at Vocational High Schools.
- b. To design the appropriate components and contents for an English learning module tailored to the APHPI department at Vocational High Schools.
- c. To develop and describe the process of producing an English learning module for the APHPI department based on students' needs and relevant materials.

1.4 Expected Product Specifications

Richards & Rodgers (2001) stated that learning material design based on learner needs is the key to achieving language learning goals. Modules tailored to the needs of the agribusiness and fisheries sector provide students with a relevant learning context, thereby increasing their motivation and engagement. Likewise, the Indonesian Ministry of Education and Culture (2020) stated in the curriculum guide Vocational High School, the Ministry of Education and Culture emphasizes the importance of competency-based learning with contextual and relevant learning materials. Modules with specifications such as the integration of 4C competencies (Critical Thinking, Creativity, Communication, Collaboration) will help students meet the needs of the modern workforce, especially in the agribusiness and fisheries sector.

This study developed an English module for students majoring in Agribusiness and Fisheries Processing (APHPI), with the following expected product specifications:

- a. The module contains material relevant to the world of agribusiness and fisheries processing, such as technical vocabulary, work procedures, and communication in fisheries product management.
- b. Examples and case studies in the module reflect real situations in the fisheries industry, such as interactions with international buyers, reporting production results, or preparing export documentation.
- c. Provides reading, writing, speaking, and listening exercises in the context of fisheries agribusiness.
- d. The module is designed with an attractive and easy-to-understand layout, with the use of diagrams, tables, and illustrations related to the world of fisheries agribusiness.
- e. The module is arranged based on the competencies that students must achieve, such as understanding business documents, explaining the process of processing fisheries products, or writing simple reports in English.
- f. The module is equipped with activities such as group discussions, simulations, or role-plays that involve interaction between students to practice communication.
- g. Contains a list of technical terms in fisheries processing, such as “processing plant,” “cold storage,” “quality control,” and others.
- h. Materials that cover how to write business emails, product presentations, or negotiations with international partners.
- i. Examples and exercises for creating work documents such as production reports, invoices, or agreements in English.
- j. The module is available in print and digital form (PDF or interactive applications) to support distance or technology-based learning.
- k. Provides audio or video recordings to practice listening comprehension and pronunciation of English in the context of fisheries agribusiness.
- l. Students are encouraged to complete projects such as creating fishery product export proposals or simulating production presentations.

- m. The module includes case studies that require analysis and solutions in English, such as how to handle international customer complaints.
- n. Practice questions are arranged from basic to intermediate levels, adjusted to student competencies.
- o. Assessments are carried out through real tasks such as simulating conversations with clients or preparing official documents.
- p. The module provides space for students to reflect on their progress and receive feedback from teachers.
- q. Adjusted to the vocational high school curriculum, such as the Merdeka Curriculum or other applicable curricula, to ensure the relevance and achievement of expected competencies. And contains clear and measurable learning outcomes.

1.5 Importance of Research and Development

Research and development are essential to ensure that the modules produced are truly relevant to the needs of students and the workplace. Through systematic research, students' specific needs in understanding technical terminology, professional communication skills, and English language applications in the fisheries agribusiness sector can be identified precisely. The development of modules based on research data also allows for the creation of teaching materials that are not only interesting and interactive, but also able to prepare students to face global challenges in the industrial sector. Thus, this research and development becomes the foundation for creating effective, applicable, and useful modules for students and educational institutions.

Research and development of English language modules for vocational high school students majoring in Fishery Product Processing in the field of Agribusiness is very important because this sector has specific language needs, such as mastery of technical vocabulary related to seafood processing, export standards, and international marketing. The modules developed based on research include real-world scenarios, such as simulations of communication with international clients, preparing production reports in English, and negotiating prices for agribusiness products. Additionally, the research enables the identification of students' initial language abilities and skill gaps that need to be addressed, allowing the modules to be designed to progressively and contextually enhance

their language competencies. This ensures that the modules not only align with the curriculum but also support students in mastering skills relevant to the needs of the modern fisheries industry.

1.6 Research and Development Limitations

The author experienced several limitations in conducting research and development of English language modules, including:

- a. Limited teacher expertise: English teachers at State Vocational High School Darul Ulum Muncar may still not have special expertise in teaching English for certain specifications such as agribusiness and fisheries. This can limit their ability to develop and adapt appropriate modules for the department.
- b. Limitations in Mastering Technical English: Not all teachers have a deep understanding of the technical vocabulary used in fisheries agribusiness, so developing appropriate modules can be a challenge.
- c. Limited Time for Development: The process of research and development of the module requires a long time for data collection, analysis, and preparation of relevant materials. Students and teachers may already have busy schedules, so limited time allocation becomes an obstacle in developing an optimal module.
- d. Limitations of Integrated Curriculum: There are several difficulties in integrating the English module for Fisheries Processing Agribusiness with the existing curriculum in Vocational High School. This process requires collaboration between English teachers and other subject teachers who teach agribusiness and fisheries theory, which can sometimes be difficult to align.
- e. Differences in Student Backgrounds: Students majoring in Agribusiness Fisheries Processing have varying levels of language ability, and some may have limited understanding of technical or specific English. This can make it difficult to design modules that can effectively meet the needs of all students.
- f. Lack of Access to Related Literature: In-depth research on English for Agribusiness Fisheries Processing may be limited, making it difficult for module developers to find relevant references or case studies for developing teaching materials.

- g. Social and Cultural Barriers: Some students may not have a high interest in learning English because it is considered not directly related to their daily lives in the agribusiness and fisheries sector. This can reduce their motivation to follow the learning process.

1.7 Definition of Terms

1.7.1 Vocational high School curriculum/ ESP

Vocational High Schools (SMK) have a different curriculum from other secondary schools, such as SMA. Because Vocational High School focuses primarily on developing vocational skills and certain expertise that prepare its graduates to work directly or become entrepreneurs after graduation.

According to Wikan Sakarinto (2020), Director General of Vocational Education at the Ministry of Education and Culture (Kemendikbud), stated that the vocational high school curriculum will be synchronized with industry needs. Vocational high school are given the freedom to collaborate with industry in designing the curriculum, so that graduates have competencies that are in accordance with the needs of the job market. Likewise, Muhadjir Effendy (2017), the Minister of Education and Culture at that time, emphasized that the vocational high school curriculum must be flexible in order to adapt to the needs of the world of work. This curriculum adjustment aims to improve the competency of vocational high school graduates so that they are in accordance with the Indonesian National Work Competency Standards (SKKNI).

In addition, M Bakrun (2018), Director of Vocational High School Development at the Ministry of Education and Culture, stated that the vocational high school curriculum can be adjusted to regional conditions or potential. This allows vocational high schools to develop competitive students according to the needs of the world of work in their respective regions.

Then Wikan Sakarinto (2021), explained again that the vocational high school curriculum will be more flexible and can differ in each school, adjusted to the concept of “link and match” in each region. This allows students to receive training that is relevant to local industry needs.

1.7.2 Contextual-based English Module

Nasution, Nurhayati & Rahim (2022) define Contextual-based English Module as a device or set of English teaching aids developed through the R&D (4-D) model and using a contextual approach.

According to Syaprizal and Triyogo (2021), contextual-based English modules are intended to improve high school students' speaking skills through materials tailored to their real needs. Development was carried out using the ADDIE (Analyze–Design–Develop–Implement–Evaluate) model.

Likewise, Gunawan (2022) states that a module is a systematic learning experience that is used to help students achieve specific learning objectives. Meanwhile, Mubarok, et al. (2020) developed a contextual-based learning module aimed at improving the pronunciation skills of English Education students, using contextual strategies—although the focus is on students, the approach and structure of this CTL module can be relevant at the vocational high school level.

In a literature review study, Islami & Armiati (2022) emphasized that CTL modules for vocational subjects (business and management in vocational high schools) were developed using the ADDIE, 4-D, and Borg & Gall models. These modules have been proven effective for both classroom and independent learning, and encourage students' critical thinking skills in connecting lesson material with real-life applications.

Ulfah, Suherman & Hanafi (2023) define this module as English teaching material developed using the CTL (Contextual Teaching and Learning) approach to maximize vocabulary mastery. Meanwhile Ningsi, Ramli & Febrianti (2023) state that this module: is based on the local culture of students and integrates this context into English language materials, with the aim of improving speaking skills; developed through R&D, this module is considered important in the era of the 5.0 industrial revolution because it is relevant and effective for vocational learning.

1.7.3 Fishery Processing Agribusiness

Fishery Processing Agribusiness is a major in Vocational High School that studies the management and processing of fishery catches into value-added products, including technical, managerial, and entrepreneurial aspects (Ministry of Education and Culture, 2020). The Fisheries Processing Agribusiness Program at Vocational High School (SMK) aims to equip students with skills, knowledge, and professional attitudes in the field of fisheries processing.

In addition, according to Djojonegoro (1998), vocational education, including fisheries processing agribusiness, aims to produce ready-to-use workers who are highly competitive in the world of work. This is in line with the needs of the fisheries industry which continues to grow, both nationally and internationally. This program also supports the development of young entrepreneurs in the fisheries processing sector, so that graduates do not only depend on formal employment, but are also able to create their own business opportunities.

From a social perspective, according to Soekartawi (2003), the agribusiness sector plays an important role in improving community welfare, especially in coastal areas that depend on marine products. With skilled workers in the field of fisheries processing, the selling value of fisheries products can increase, thus providing a positive economic impact for the local community. In addition, this program also contributes to maintaining food security and encouraging innovation in the development of healthy and quality processed fisheries products.

Overall, the ultimate goal of this program is to create graduates who not only have technical competence in fisheries processing, but also have an entrepreneurial spirit, professional attitude, and understanding of the sustainability of fisheries resources. Thus, they can play an active role in supporting the growth of the fisheries industry and improving the welfare of the community at large.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

2.1.1 Vocational High School Curriculum

Nurholis Kamaludin (2022) in his thesis at the Indonesian Education University, the vocational high school curriculum needs to be redesigned to respond to the demands of Industry 4.0. This includes the development of technical competencies according to the field of expertise, information and communication technology (ICT) skills, and English language proficiency. In addition, the development of soft skills such as methodological, social, and personality competencies is also the main focus in the curriculum that is adaptive to technological developments and industry needs.

Then the Ministry of Education and Culture in 2021 developed a vocational high school curriculum called the “prototype curriculum” through collaboration with industry. This curriculum emphasizes project-based learning that is carried out directly in industry, so that students are accustomed to real projects in the world of work. This approach is expected to improve the readiness of vocational high school graduates to face challenges in the industrial world. Likewise, Triyono et al. (2020) in the technical guidelines published by the Directorate of Vocational High Schools emphasized the importance of adjusting the fields of expertise and vocational high school expertise programs to job needs in the Industrial Revolution 4.0 era. The curriculum must be flexible and responsive to technological changes, with a focus on developing competencies that are in accordance with occupational standards and industry needs.

Meanwhile, Sudalyo and Prasetyaningrum (2024) in the Journal of Community Service for National Development journal discussed the importance of synchronizing the vocational school curriculum with the industrial world. Through a workshop involving teachers, academics, practitioners, and industry representatives, it was found that collaboration between schools and industry in curriculum development can increase the relevance of vocational

education and the readiness of graduates to face the world of work.

Another view emerged from UNESCO's research (2013) which emphasized that the vocational school curriculum must adopt a competency-based approach (Competency-Based Curriculum). This approach aims to ensure that students not only have technical skills but also critical thinking, communication, and collaboration skills needed in the global workplace. The competency-based curriculum also integrates technology as one of the main elements to adapt to the development of modern industry. According to Tilaar (2006), the vocational curriculum in Indonesia must reflect local values while still meeting global standards. In the Agribusiness Fishery Product Processing major, the curriculum can include processing fishery products based on local wisdom, such as processing salted fish or traditional fermented products, which are combined with international quality standards. Tilaar also emphasized that the curriculum must encourage student innovation in creating new products that are competitive in the global market.

According to Nadiem Makarim (2021), the Independent Curriculum in Vocational High School is designed to provide flexibility in learning by emphasizing strengthening basic competencies and developing vocational skills according to industry needs. One important component of the Independent Curriculum is Project-Based Learning, which aims to provide students with direct experience in solving real problems in the world of work. This approach is considered capable of increasing students' creativity, collaboration, and analytical skills.

Prasetyo and Trisanti (2022) argue that the Merdeka Curriculum provides opportunities for vocational schools to be more adaptive to industry needs. With the link and match program, vocational school students can be better prepared to face the challenges of the world of work by strengthening vocational-based competencies. They also highlight that this curriculum facilitates the integration of technology and innovation into the learning process, in line with the industrial revolution 4.0. Trianto (2022) stated that the Independent Curriculum in Vocational High Schools provides

space for students to choose subjects according to their interests and talents, known as the Pancasila Student Profile. This curriculum is designed to build students' character, such as faith, creativity, and independence, while preparing them with skills relevant to the world of work. Trianto emphasized the importance of involving industry in work-based learning, so that students gain experience relevant to market needs. Wibowo (2022), the Independent Curriculum places a greater focus on local and contextual needs. This allows schools to adjust learning content to the potential of their respective regions, such as the tourism, agriculture, or manufacturing sectors. This approach is expected to increase the competitiveness of vocational school graduates in the local and national job markets. However, Wibowo also noted that the success of the Independent Curriculum is highly dependent on the readiness of teachers and supporting infrastructure, which are still challenges in some regions.

According to the report of the Ministry of Education, Culture, Research and Technology (2021), the Merdeka Curriculum provides flexibility for Vocational High School majoring in Fisheries Processing Agribusiness to adjust learning materials to the needs of students and industry. This curriculum allows the integration of project-based learning that involves the process of processing fishery products directly, from post-harvest handling to product marketing. This approach aims to develop practical skills as well as students' critical thinking skills. In UNESCO's perspective (2021), the Independent Curriculum reflects a step forward in vocational education in Indonesia by integrating competency-based education and character building. This approach is considered in line with global trends that encourage more personalized learning and focus on individual student needs. UNESCO also appreciates the inclusion of soft skills in the curriculum, such as communication skills, critical thinking, and self-management, which are very important in the digital era.

Meanwhile, Pandita (2023) stated that the Independent Curriculum provides more space for schools to collaborate with the business world and industry (DUDI). This accelerates the transformation of learning that was previously

theoretical to be more applicable. However, he also noted that the implementation of the Independent Curriculum in vocational schools faces challenges such as teacher readiness and practice facilities that are not evenly distributed throughout Indonesia.

Vocational High School Darul Ulum Muncar uses the Merdeka Curriculum with an effort to increase the relevance of vocational education to the needs of the dynamic world of work. This approach not only emphasizes technical mastery but also builds students' character and prepares them to face global challenges. However, the implementation of this curriculum still requires strengthening in terms of teacher training, provision of facilities, and close cooperation with industry to achieve optimal results.

The curriculum for Vocational High School majoring in Agribusiness Fishery Product Processing is also designed to prepare students to face the needs of dynamic industry. Competency-based approaches, integration of theory and practice, and collaboration with the business world and industry are important elements in ensuring that graduates of this major are able to compete in the local and global job market. By strengthening the aspects of technical skills and innovation, this curriculum can produce a reliable and competitive workforce.

2.1.2 English for ESP

ESP is an English language teaching approach that focuses on developing communicative competence in a particular professional field. ESP enables learners to master English language skills that are relevant to their work activities and contexts (John Swales (2024)). Diane Belcher (2024) emphasizes the importance of context in ESP learning. She argues that English language learning must be adapted to real situations and the practical needs of learners, so that they can easily apply what is learned in everyday life.

Then Tony Dudley-Evans & Maggie Jo St John (2024) They define ESP as an English language learning approach that emphasizes the development of communicative skills in a particular professional context. They argue that ESP should combine content-based teaching with language skills teaching. Likewise, David Nunan (2024) explains that ESP is an

English language learning approach that focuses on developing communicative skills in situations that are relevant to the work, professional, or academic context of learners. ESP must teach language by considering the context and purpose of individual communication.

According to an article from Edupac Indonesia (2020), ESP is an English language teaching approach specifically designed to meet the needs of learners in a specific academic, professional, or work environment context. In the context of agribusiness fisheries processing, ESP focuses on mastering technical terminology, export procedures, HACCP documentation, and professional communication relevant to the fisheries industry.

Then in a paper presented at an international conference in Serbia (2020), ESP is seen as an important tool in supporting agribusiness entrepreneurship learning (agripreneurship). This approach emphasizes the development of English language skills specific to the agriculture and fisheries sector, including business communication, understanding export documents, and interacting with international partners.

An article from Ganesha University of Education (2020), says that ESP is an English language learning approach based on an analysis of learners' needs. This means that teaching materials and methods are tailored to the specific goals of learners, such as communication needs in the agribusiness fisheries processing industry.

Likewise, an English for Specific Purposes journal published by ScienceDirect, ESP is an English language teaching approach focused on developing language competencies in specific professional or academic contexts. In the field of fishery product processing agribusiness, ESP helps students master English that is relevant to the production, processing, and marketing of fishery products.

2.1.3 Contextual-based module

Contextual-based modules are teaching materials designed to relate learning materials to students' real-world situations, thus encouraging them to apply knowledge in

everyday life. This approach is known as Contextual Teaching and Learning (CTL).

Laras (2024) states that implementing a Contextual Teaching and Learning (CTL)-based module on the topic of demand and supply is intended to assist students in relating economic concepts to their everyday experiences. Similarly, the use of this module designed for distance learning, aiming to enhance students' comprehension by presenting content that reflects real-life situations (fitriyah and Sakti, 2021).

Andriani & Izzati (2021) In the journal *Development of Contextual-Based E-modules on Mathematical Logic Material for Grade XI Vocational High School*, Andriani & Izzati define contextual e-modules as modules that begin with real-life situations experienced by students, which are then linked to formal concepts. Through a contextual approach—which includes constructivism, inquiry, modeling, reflection, and authentic assessment.

Handri Kurnia, M. Tamrin, and Arlina Yuza (2021) argue that this module is designed for the safety of learning materials with real-life situations of students, thus encouraging them to apply knowledge in everyday life. The material that are revolves in the family, school, community, or as citizens, with the aim of finding the meaning of the material for life (Komalasari, 2010:7). The results of the study show that this module is valid and suitable for use in learning states that contextual learning is learning that links

Suprijono (2009:79) and Trianto (2010:107) explains that CTL is a concept that helps teachers link the material taught with real-world situations and encourages students to make connections between the knowledge they have and its application in their lives as family members and society.

According to Elaine B. Johnson (2002) stated that contextual learning is an educational process that helps students see meaning in the lessons they learn by connecting academic material to the context of their daily lives.

Likewise, Wina Sanjaya (2006) explained that contextual learning is an approach that emphasizes the full involvement of students to find the material being studied and connect it to real-life situations, thus encouraging students to apply it in their lives. And Depdiknas (2003) stated that contextual

learning is a learning concept that helps teachers relate the material being taught to students' real-world situations and encourages students to make connections between the knowledge they have and its application in everyday life.

2.1.4 Fishery Processing Agribusiness

Vocational education plays an important role in preparing skilled workers in various sectors, including agribusiness and fishery product processing. Learning modules specifically designed to support the competency needs of students in Vocational High Schools (SMK) are one of the essential components in realizing this goal. According to Dick and Carey (2001), learning modules must contain the main elements such as learning objectives, teaching materials, learning activities, and evaluations. Modules must also be structured with the principle of independence, so that students can learn independently at their own pace. Thus, learning modules are designed to support learning objectives by providing in-depth, contextual, and competency-oriented materials. In this context, the development of English modules for the Agribusiness Fishery Product Processing major is a strategic step to improve students' English language skills that are relevant, systematic, and in accordance with students' needs in the world of work.

English is an important skill needed in the era of globalization, especially in the agribusiness and fisheries sectors that involve international trade and cross-cultural communication. According to Harmer (2007), contextual English learning materials can increase students' learning motivation and encourage them to be more active in the learning process. Therefore, modules that integrate technical vocabulary, phrases, and specific communication situations in the field of fisheries processing can provide added value for vocational high school graduates to be more competitive in the job market.

The contextual approach is one of the theoretical foundations in developing teaching modules for vocational education. According to Johnson (2002), contextual learning (Contextual Teaching and Learning/CTL) allows students to understand the material by connecting it to real situations. In

addition, the contextual teaching and learning approach has been proven effective in improving students' understanding of the material being taught. Nurhadi (2004) also stated that context-based learning helps students connect learning materials with real applications in the field. In the teaching module for the Fisheries Processing Agribusiness major, the material can include simulations of fisheries processing processes, product quality analysis, and agribusiness marketing management. Contextual learning helps students develop critical and creative thinking skills needed to deal with problems in the world of work. Context-based teaching modules also encourage students to be active, collaborative, and problem-solving oriented.

In this case, the English module for the Fisheries Processing Agribusiness major can be designed to include work communication simulations, introduction to technical documents such as production reports, and specific terms used in the fisheries sector. Furthermore, information and communication technology (ICT) can also be utilized to support the development of learning modules. According to Warschauer (2010), the use of technology in English learning allows for more interactive and interesting presentation of materials. By integrating digital media such as video, audio, and learning applications, this module can provide a more varied and relevant learning experience for students.

The development of relevant English modules for the Fisheries Processing Agribusiness major can also pay attention to the needs of the labor market. Based on research by Setiawan (2019), the fisheries sector in Indonesia has great opportunities for international expansion, so that workers who are able to communicate in English have a competitive advantage. Modules designed with these needs in mind can help students understand international standards in the fields of fisheries and agribusiness.

In the digital era, technology can be used to enrich teaching modules. According to Warschauer (2010), the use of technology in learning allows for more interactive delivery of materials. Teaching modules can be equipped with multimedia elements such as video tutorials, processing animations, and digital simulations. This helps students

understand concepts visually and applicative, so that learning becomes more interesting and effective.

The effectiveness of the teaching module needs to be evaluated to ensure the achievement of student competencies. Bloom (1956) stated that evaluation can be done in three learning domains, namely cognitive, affective, and psychomotor. In the context of vocational schools, module evaluation not only assesses theoretical understanding, but also students' ability to apply practical skills in the field.

Thus, the development of an English module integrated with the specific needs of the Fisheries Product Processing Agribusiness major is an important step in creating graduates who are not only technically skilled, but also have adequate communication skills to compete in the global job market.

2.2 Previous Studies

Previous research plays an important role in the development of R&D-based English modules because it can be a reference in determining the most effective methods, materials, and learning strategies. By reviewing previous research, researchers can identify the strengths and weaknesses of previously developed modules, so that they can improve and perfect the products to be made.

Here are some previous studies related to the development of English modules for vocational schools.

No	Name, Year, Research Title	OJS article link, Journal/Thesis /Dissertation name, PT name	Research purposes	Research methods	Results/Conclusions	Equality	Difference
1	Rahmat Setiawan, Nukmatus Syahria, Ferra Dian Andanty, Salim Nabhan, 2022, Pengembangan Modul Ajar Kurikulum Merdeka Mata	https://www.neliti.com/publications/556870/pengembangan-modul-ajar-kurikulum-merdeka-mata-pelajaran-bahasa-inggris-smk-kota , Jurnal	Socializing how to develop teaching modules for the Independent Curriculum, especially for English	Workshop and questionnaire	Vocational high school English teachers in Surabaya were enthusiastic about participating in the workshop and were more confident in creating teaching	Focus on developing English teaching modules for vocational schools.	Not specific to the Fisheries Product Processing Agribusiness major.

	Pelajaran Bahasa Inggris SMK Kota Surabaya	Gramaswara, Vol. 2, No. 2, Universitas Brawijaya	subjects, because many teachers are still confused about compiling teaching modules.		modules after the workshop was completed.		
2	Eka Wulandari, 2018, Pengembangan Media Pembelajaran Interaktif Berbasis E-Book pada Materi Sistem Pencernaan untuk SMP Kelas VIII,	https://repository.radenintan.ac.id/id/eprint/5161 , skripsi, UIN Raden Intan Lampung.	Developing interactive e-book-based learning media to help students understand the concept of the 24 nteracti system more effectively.	Research and Development (R&D)	The results of the study show that interactive e-books can improve students' understanding of digestive system material and make learning more interesting.	Both focus on developing digital-based learning media.	The focus of research is on science subjects at junior high school level, while the proposal research focuses on English for vocational schools majoring in Fisheries Product Processing Agribusine ss.
3	Tuti Muti, Adip Wahyudi, Martha Abymanyu Ragil Atmaja,	https://ejournal.hamzanwadi.ac.id/index.php/gdk/article/view/28193	Examining the effects of project-based interactive	Quasi-experiment with subjects of class	The results of the study showed that interactive e-modules based on project learning	Development of 24 nteractiv e e-	Focus geograpl subjects in high school,

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	Riska Aprilia, 2025, Efektivitas E-Modul Interaktif Berbasis Project Based Learning terhadap Kemampuan Berpikir Kreatif Siswa	, Jurnal Geografi dan Kependidikan, Vol. 3, No. 1, Universitas Negeri Malang	e-modules on high school students' creative thinking skills in natural resources material.	X1 and X2 at SMAN 1 Turen; data analysis using t-test.	had a significant effect on improving students' creative thinking skills, with a t-test significance value of 0.003.	modules to improve students' skills.	while the proposal focuses on English modules for vocational schools majoring in Fisheries Product Processing Agribusiness.
4	Nurul Khasanah, 2018, Developing a Content-Based Instruction English Module of Procedure Text for Fashion Design Program of Eleventh Grade of SMK Darul Amanah Sukorejo-Kendal	https://eprints.walisongo.ac.id/id/eprint/9845/ , skripsi, UIN Walisongo Semarang.	Developing an English module based on Content-Based Instruction (CBI) specifically designed for the fashion design program at SMK Darul Amanah.	Research and Development (R&D)	The results of the study showed that the CBI-based module can improve students' understanding of procedural texts in the context of fashion design and improve their English language skills.	Together we develop specific English language modules for vocational schools.	The focus of this research is on the fashion design department, while the proposal focuses on the Fisheries Product Processing Agribusiness department.
5	Choirul Rohmah, 2015, Developing English	http://eprints.uny.ac.id/id/eprint/26670 , Skripsi,	Developing English learning materials	Research and Development	The results of the study show that the learning materials	Together, we develop English	This research in the marketing

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	Learning Materials for Grade X Students of Marketing Study Program at SMK Muhammadiyah 2 Bantul	Universitas Negeri Yogyakarta	based on special needs for grade X students majoring in marketing at SMK Muhammadiyah 2 Bantul.	(R&D)	developed are effective in improving students' understanding in the marketing context and can be used as additional teaching materials.	materials that are tailored to the majors in vocational schools.	department, while the proposal focuses on the Fisheries Product Processing Agribusiness department.
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The review of previous studies shows that the development of English learning modules using the Research and Development (R&D) model is effective in supporting vocational education. Each study emphasizes the importance of aligning materials with the learners' needs and specific vocational fields. Research by Setiawan et al. (2022) highlights the significance of teacher empowerment through workshops in developing English modules in accordance with the Merdeka Curriculum. Studies by Wulandari (2018) and Muti et al. (2025) demonstrate that digital-based and interactive e-modules can enhance student engagement and understanding, although they focus on different subjects and education levels.

Khasanah (2018) and Rohmah (2015) contribute more directly to vocational English education by designing modules based on Content-Based Instruction (CBI) and specific needs of vocational majors like fashion design and marketing. These studies show that English modules tailored to a particular vocational context significantly improve students' language competence and subject-specific understanding.

However, none of the previous studies have focused on English module development specifically for the Fisheries Product Processing Agribusiness major. Therefore, the current study fills this gap by developing a specialized English module that integrates vocational content relevant to the fisheries sector. It combines the strengths of previous research—such as the use of interactive and contextualized learning strategies—with content that aligns with the unique characteristics of the fisheries agribusiness field, thereby offering more targeted and applicable learning experiences for vocational students in this major.

2.3 Conceptual Framework

In this era of rapid globalization, English language skills are very important, especially for vocational high school graduates who want to enter the workforce immediately. This is particularly true for vocational high school students majoring in Fisheries Product Processing in Agribusiness, as English language skills can open up wider opportunities for career development, both domestically and abroad.

The main objective of this study is to develop an English module that is suitable for the Fisheries Processing Agribusiness program. The reason for conducting this study is because there is no suitable module for the major. Because the purpose of vocational high schools is to create competent human beings based on their respective majors. Generally, the main learning resource in a school is a textbook. On the other hand, students in vocational high schools need appropriate material support to develop their abilities, especially those related to the target field. In the environment, they need skills to support their abilities. The textbooks used by teachers in English learning are still far from that goal. However, in reality, there are still many vocational high school students who have difficulty learning English, especially in the context of their expertise. The current curriculum is often not enough to accommodate the specific needs of students majoring in Fisheries Processing Agribusiness, so that English learning becomes less relevant and less interesting.

Seeing these conditions, the development of an English module specifically designed for Vocational High School students majoring in Agribusiness Processing of Fishery Products is very urgent. This module is expected to overcome the obstacles faced by students in learning English, as well as increase their motivation to learn.

In this case, the module can help students to achieve their goals. The module is a material that is formulated completely and consists of a series of learning activities that are arranged to help students achieve a series of goals. The module acts as another teaching medium. So, students can learn from more than one source. By using this module, the author hopes to build student motivation in the learning process, improve student achievement and hone their abilities in their fields of specialization, and become skilled individuals.

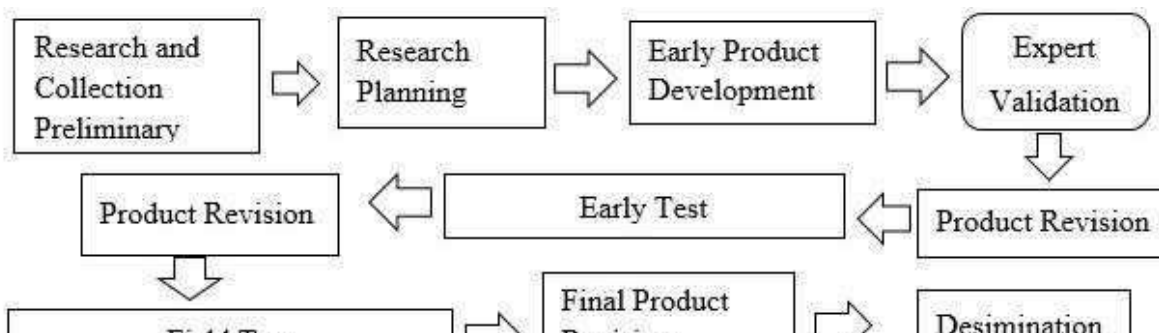
This module focuses on developing vocabulary relevant to the world of fisheries, such as types of fish, fishing equipment, processing, and other technical terms. This module also provides examples of sentences and conversations that are often used in the context of work in the fisheries sector, such as conversations when conducting sales transactions, negotiating with buyers, or presenting products.

The grammar material taught has been tailored to the needs of students in communicating effectively in English, especially in the context of work. This module is equipped with various types of exercises, such as multiple choice, matching, and essays, to measure students' understanding of the material that has been taught. Students are encouraged to undertake small projects, such as creating a presentation about fishery products, writing a research report, or producing a promotional video for a product.

2.4 Model Design

In the 21st century, language teaching is marked by globalization and technological developments. The first sign of teaching development is new methods derived from the media and other sources. There are four skills that students must have and master, namely listening, speaking, reading, and writing. Listening is the ability to hear and receive information. Speaking is the ability to communicate and express ideas to others. Reading is the ability to understand information while writing and practicing the ability to express ideas into written language. So, writing can be called an active and productive skill that must be developed with practice.

In the teaching and learning process, there are several elements that must be completed. These elements include in the learning process, such as teachers, students, and media. Teachers need media when teaching. Sources of learning media can be books, the internet, games, modules and so on. This module is a summary of teaching materials that can be used by students of Vocational High School Darul Ulum Muncar, especially those majoring in Agribusiness Processing of Fisheries Products.



Picture 2.1 R&D model design drawing by Borg&Gall

The Research and Development (R&D) design model is a research method used to develop and produce a particular product or model that can be used in education, industry, or other fields. This model not only aims to find something new, but also to test the effectiveness and practicality of the product before it is widely applied. (Borg & Gall (1983)) in his book *Educational Research: An Introduction*.

In the context of education, R&D is often used to develop teaching materials, such as learning modules, learning media, or more effective curricula. The process involves the stages of problem identification, product design, testing, revision, and implementation of the final product.

A good module must have a good learning plan, learning strategy, technique, and also English learning media. The steps of the R&D model are as follows:

- a. Research and Information Collection (Preliminary Research)
 - 1) Needs analysis of Vocational High School students majoring in Agribusiness Processing of Fisheries Products.
 - 2) Interviews with teachers and students to find out the difficulties in learning English.
 - 3) Literature study related to learning modules, curriculum of Vocational High School, and vocational-based English materials.
- b. Planning
 - 1) Determining learning objectives that are in accordance with the competency of fisheries agribusiness expertise.
 - 2) Preparing the initial design of the module, including the structure, materials, methods, and learning media used.
 - 3) Determining the module presentation format to make it attractive and easy to use.
- c. Developing the Initial Product
 - 1) Preparing the initial draft of the English module based on needs analysis.
 - 2) Adapting the material to the context of fisheries processing agribusiness, such as technical vocabulary and industry communication.
 - 3) Designing the appearance and layout of the module to make it more attractive and easier to understand.
- d. Initial Field Testing

- 1) Testing the module on a small group of Vocational High School students majoring in Agribusiness and Fishery Product Processing.
 - 2) Collecting data through observation, interviews, and questionnaires to determine the effectiveness and readability of the module.
 - 3) Obtaining input from English teachers and vocational teachers regarding module improvements.
- e. Revising the Product
- 1) Conducting revisions based on the results of the initial field test.
 - 2) Correcting errors in the material, language, and appearance of the module.
 - 3) Adjusting the module to better suit student needs and teacher input.
- f. Main Field Testing
- 1) Testing the module on a larger group of students.
 - 2) Using pre-test and post-test to determine the effectiveness of the module in improving students' English skills.
 - 3) Collecting feedback from students and teachers through questionnaires and interviews.
- g. Final Revision and Dissemination
- 1) Conducting final revisions based on the results of the main field testing.
 - 2) Producing a final module that is ready to be used in learning.
 - 3) Providing recommendations for the use of the module to teachers and schools.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The researcher uses the Research and Development (R&D) approach with a qualitative descriptive method to obtain relevant results. It because the main focus of the research is to develop a product in the form of a contextual English teaching module that was in accordance with the needs of students in the Fisheries Processing Agribusiness major at Vocational High Schools (SMK). The qualitative descriptive approach used to describe and analyze the development process and user responses to the products developed.

According to Sugiyono (2023), the R&D model is a research method used to produce certain products and test the effectiveness of these products. In the context of this research, the product in question is an English teaching module that is relevant to the Fisheries Processing Agribusiness field of expertise. Meanwhile, the qualitative descriptive approach was used to describe in depth the needs of students, the characteristics of the subjects, and the responses of teachers and students to the modules developed.

The stages in this research began with a needs analysis, namely identifying learning needs in the field through interviews and observations of teachers and students at Vocational High School that have a Fisheries Processing Agribusiness major. The data obtained at this stage becomes the basis for compiling contextual teaching materials (Branch, R. M. (2009) and Sugiyono (2023). According to Creswell (2021), a qualitative approach is very appropriate for exploring user perceptions and experiences in depth.

Furthermore, the researcher carried out the product development process, namely compiling teaching modules based on the needs analysis that had been carried out. The teaching modules were compiled based on the basic competencies of the vocational high school curriculum, and were adjusted to the context of the world of work and the terminology of the field of fishery product processing. The initial product was validated by material experts and media experts, then a limited trial was carried out to obtain descriptive data regarding the feasibility, readability, and practicality of the module. (Sugiyono (2023).

The results of observations, Interviews, and documentation during the validation and trial processes were analyzed qualitatively. The data analysis technique used the Miles, Huberman, and Saldana

(2020) model which includes three stages: data reduction, data presentation, and drawing conclusions. Through this approach, researchers can compile a complete picture of the quality and relevance of teaching modules developed based on experience and direct input from users in the field.

This research has conducted to develop Content-Based English Module for the Department of Agribusiness Processing of Fishery Products. Educational research and development is adaption from the development model industry called R&D. Educational research and development (R&D) is a process used to develop and validate educational products. This process is commonly referred to as the R&D cycle, which includes studying research findings relevant to the product being developed, developing the product based on those findings, conducting field tests at the location where the product will be used, and revising the product to address any shortcomings identified during the field-testing phase. Walter R. Borg and Meredith D. Gall in the book *Educational Research: An Introduction* (Seventh Edition, New York: Longman Inc., 2003, p. 569) In the R&D program emphasize that, R&D is a systematic process used to develop and validate educational products. This model consists of several stages, namely: (a) Research and Information Collection (b) Planning (c) Initial Product Development (d) Initial Field Trial I Product Revision (f) Main Field Trial (g) Final Product Revision (h) Dissemination and Implementation. This research is used to meet the criteria of a particular learning module regarding effectiveness, quality, or similar standards.

Developing an effective English learning module requires a systematic and structured research method. According to Borg and Gall (1983), the research and development model consists of several stages, namely research and information collection, product manufacturing planning, and product manufacturing. This model has been used In various studies of learning module development, including in the context of vocational education.

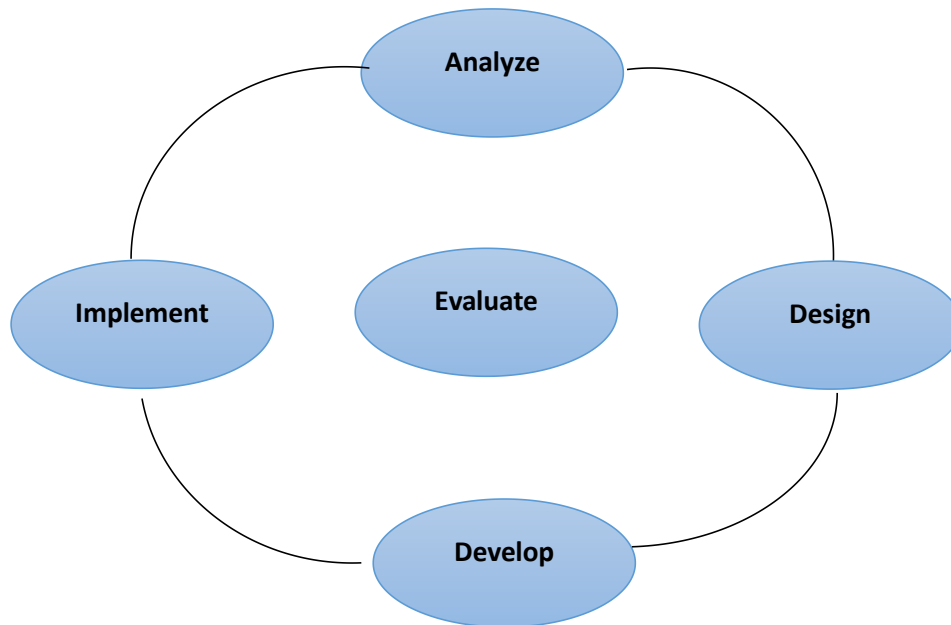
In practice, this type of study requires evaluation to play a key role in its evaluation process. Evaluation or product improvement process is carried out repeatedly until the best product form is found. Borg and Gall (2003) said that this model provides great hope for improving education because it involves a close relationship between systematic evaluation programs and program development. In education, this research is conducted to design/develop appropriate materials that can be implemented effectively to meet student needs.

This study uses a Research and Development (R&D) approach with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. This method was chosen because it is suitable for designing and developing effective educational products, in this case a contextual English module for Vocational High School students majoring in Agribusiness and Fishery Product Processing. According to Branch (2022), the ADDIE model is a systematic approach that is commonly used in instructional development because it provides a flexible structure and is oriented towards learner needs. This model allows the development process to be carried out in stages and in a controlled manner to achieve maximum results.

In addition, in the context of Vocational High School (SMK), especially the Fisheries Processing Agribusiness major, the development of English modules must be adjusted to the needs and characteristics of students. According to Sugiyono (2015), the ADDIE development model consisting of five stages—analysis, design, development, implementation, and evaluation—is an effective approach to producing learning products that suit students' needs.

The use of the R&D model In the form of ADDIE development is useful to further strengthen the results of research, development and testing at the intended location. The author hopes that this development and research model can help the effectiveness of creating English modules for vocational high school students, especially those majoring in Agribusiness Processing of Fisheries Products.

The following is the design of the ADDIE development model according to Sugiyono (2015).



Picture 3.1 ADDIE Model Concept

The first stage of the Addie method is Analysis which aims to identify learning needs and student characteristics. The analysis is carried out through interviews with English subject teachers and distributing questionnaires to students to explore the need for vocational-based teaching materials. According to Molenda (2023), the analysis stage in ADDIE is very crucial because errors at this stage can lead to failure in subsequent stages.

The second stage is the Design stage, researcher prepared an initial module design based on the results of the needs analysis. Design includes the formulation of learning objectives, selection of teaching materials, learning strategies, and evaluation design. According to Aldoobie (2023), the design stage in ADDIE must pay attention to the learner-centered principle to produce products that are relevant and attractive to end users.

The third stage is Development stage which involves the process of drafting a module using the results of the previous design, as well as validation from experts, both material experts and media

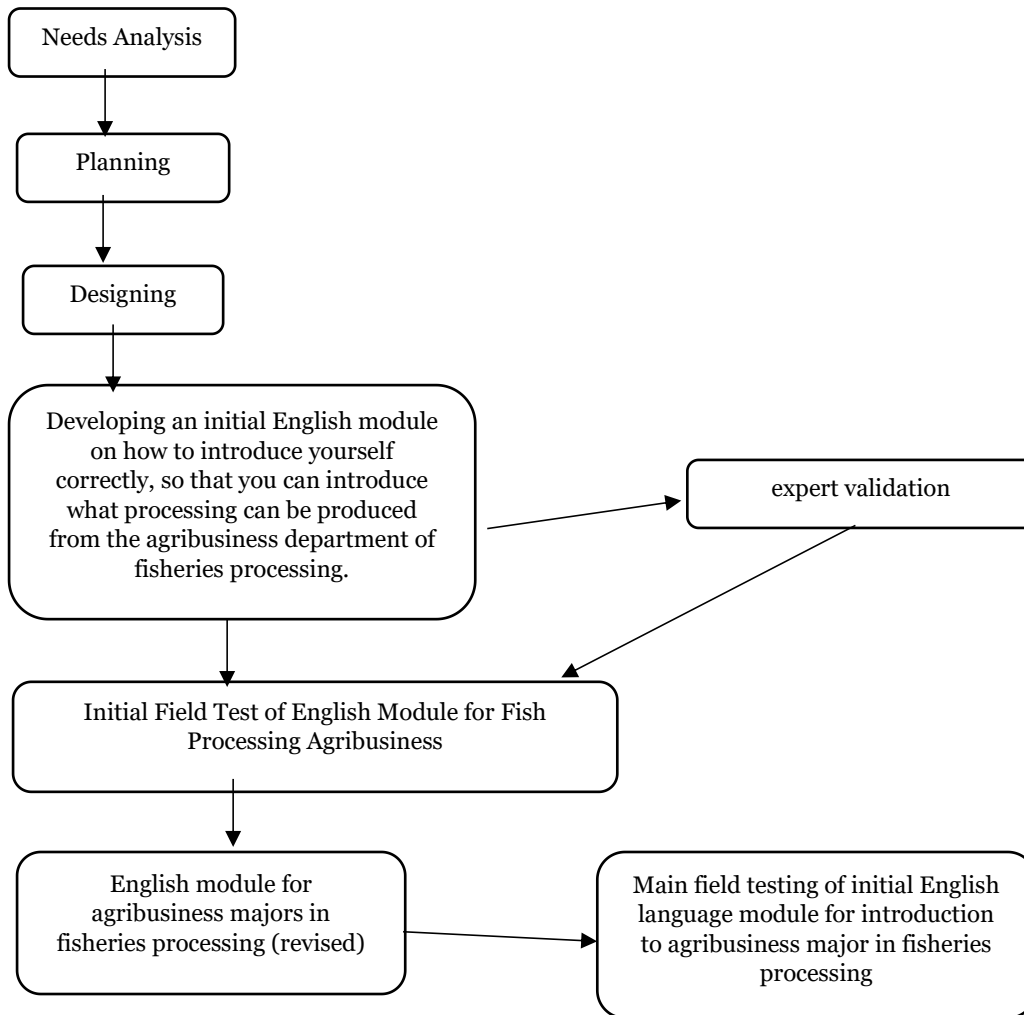
experts. Development is carried out interactively and responsively to the input given.

The fourth stage is implementation. The results of the next development are tested in the Implementation stage, namely the application of the module to small groups of students to see the effectiveness and suitability of the material. According to Smaldino et al. (2023), the implementation stage provides a real picture of the use of the product in the field and allows for improvements before wider distribution.

The fifth or final stage, namely the Evaluation stage, is a formative and summative evaluation to assess the quality of the module. Formative evaluation is carried out throughout the development process, while summative evaluation is carried out after implementation to assess the effectiveness of learning using the module. As stated by Reiser & Dempsey (2023), a comprehensive evaluation in ADDIE ensures that the resulting product is truly in accordance with the learning objectives and user needs.

The use of the R&D model in the form of ADDIE development is useful in order to further strengthen the results of research, development and testing at the intended location. The author hopes that this development and research model can help the effectiveness of creating English modules for vocational high school students, especially those majoring in Agribusiness Processing of Fishery Products.

The following is an example of R&D development:



Picture 3. 2 Research and Development Activity Stage of Learning Module for SMK Fisheries Product Processing Agribusiness Program

Meanwhile, for the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) research and development model, which is a model that presents the stages systematically (organized) and systematically in use aimed at achieving the desired results. The main purpose of this development model is used to design and develop an effective and efficient product. (Benny A. Pribadi, Design and Development of Competency-Based Training Programs for

Implementing the ADDIE Model (Jakarta: Prenada Media Group, 2nd edition, 2016) p. 23.)

In this study, researchers used a combination of the Research and Development (R&D) model developed by Borg & Gall (1983) with the ADDIE learning development model. The selection of this combination was carried out to obtain development results that were more systematic, structured, and in accordance with the needs of the end user, namely Vocational High School students in the Fishery Product Processing Agribusiness department.

The Borg & Gall model is known as a comprehensive development model, consisting of ten stages structured from preliminary research to product dissemination. The main advantage of this model is its detailed and complete process, allowing researchers to produce products in the form of modules that have gone through various stages of validation and rigorous trials. This model is very suitable for the development of educational products such as learning modules because it pays attention to aspects of user needs and product effectiveness.

However, the Borg & Gall model also has some weaknesses, especially regarding the duration and complexity of the process. The ten stages in this model require considerable time, effort and cost, so in research with limited time and resources, implementing all stages in full is often inefficient.

On the other hand, the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) offers more concise and practical development stages. This model makes it easier for researchers to map needs, design, develop, implement, and evaluate learning products more efficiently. The advantage of the ADDIE model lies in its flexibility, so it can be adapted according to the conditions and needs in the field.

However, the ADDIE model tends to be more general and less detailed when compared to the stages in the Borg & Gall model. If only using ADDIE, there is a possibility of missing some important aspects such as expert validation or limited trials before the product is fully implemented.

Therefore, a combination of the Borg & Gall and ADDIE models was considered an appropriate strategy in this study. By combining the two models, researchers can utilize the advantages of each, namely the rigor and systematicity of the Borg & Gall model

and the practicality and flexibility of the ADDIE model. In its application, the stages that are considered too long or repetitive from the Borg & Gall model can be simplified with the principles of the ADDIE model, so that the module development process continues to run effectively, efficiently, but still meets the standards of product validity and feasibility.

This is in accordance with the opinion of Untoroseto & Triayudi (2023) in their study showing that combining the Borg & Gall model with ADDIE in the context of blended learning provides high expert evaluation results: 92% content validity, 88% learning design, and 86% media. This confirms that the combination of the two models empirically produces a more valid and systematic module.

In a literature review from Bioed (2025), it is mentioned that the ADDIE model is known for being systematic, flexible, and allowing revisions before testing, while the Borg & Gall model offers strong expert validation and phased field testing, although it is more time-consuming. The combination of the two combines these strengths-the flexibility of ADDIE and the rigor and field validity of Borg & Gall-to produce more detailed and relevant data.

Another explanation from Taukhid et al. (2022) emphasizes that the Borg & Gall model has 10 highly detailed stages ("waterfall") that ensure iteration and multilevel validation, while ADDIE offers a manageable compendium of stages. Thus, the use of both models simultaneously bridges development detail and implementation efficiency.

Through this combination, it is expected that the English module developed is not only in accordance with the needs of students majoring in Fishery Product Processing Agribusiness at SMK, but also has the quality of content, design, and presentation that is feasible and can be effectively implemented in the learning environment.

3.2 Research/Development Procedure

This study uses the research and development (R&D) method. This study adopts the Research and Development model proposed by Borg and Gall (2003). This method was chosen because it aims to produce a product in the form of a valid, practical, and effective English learning module for Vocational High School students majoring in agribusiness processing of fishery products.

3.2.1 Step I: Preliminary Study

The first step in the research and development (R&D) of English modules for Vocational High School majoring in Agribusiness and Fishery Product Processing is to conduct a preliminary study. This study aims to identify the needs of students and teachers for teaching materials that are in accordance with their fields of expertise. According to Borg & Gall (1983), the initial stage in the R&D model is initial exploration to gather relevant information before developing learning products.

The results of this preliminary study were used the basis for compiling an initial design of a module that suits the needs of vocational high school students. From the results of the needs analysis, developers can determine the theme, language skills that must be mastered, and the most effective learning approach. In addition, this stage also helps in identifying challenges that may be faced in the process of learning English in the agribusiness department of fishery product processing, such as the lack of relevant technical vocabulary or low communication skills in an industrial context. Thus, the preliminary study becomes an important foundation in creating a module that is not only in accordance with the curriculum, but can also improve students' competence in English according to the needs of the fisheries industry.

In this preliminary study, several data collection methods that can be used include interviews with teachers and students, distributing questionnaires, and analyzing applicable curriculum documents. According to Hutchinson & Waters (1987), needs analysis is a crucial step in developing English for Specific Purposes (ESP)-based teaching materials, which in this context means English language materials that are adapted to the agribusiness field of fishery processing. In addition, Dudley-Evans & St. John (1998) emphasize that ESP materials must consider the needs of the target and the needs of the learners.

In addition to the needs analysis, the preliminary study also includes a review of existing teaching materials. According to Richards (2019), material development must be based on the principles of learning effectiveness, relevance to student needs, and integration with a communicative approach. Therefore, a literature study was conducted by reviewing modules or textbooks that have been used in

vocational schools, evaluating their advantages and disadvantages, and seeking references from previous studies in the last five years that discuss the development of teaching materials based on the specific needs of vocational students.

Researcher have found several preliminary studies that English learning in Vocational High School (SMK) has an important role in preparing students to face the increasingly global world of work. However, based on initial observations and interviews with English subject teachers at Vocational High School Agribusiness Fishery Processing Department, it has found that the materials used in learning were still general and less relevant to the specific needs of students' areas of expertise. This causes low student interest in learning English because they feel that the materials taught are not directly related to their areas of expertise.

In addition, the results of interviews with several students showed that they had difficulty in understanding technical terms in English related to fishery product processing. The limited teaching materials that are contextual to their vocational fields are also a major obstacle in improving English language competency, especially in understanding procedural texts, work instructions, and communication in the fisheries industry work environment.

This preliminary study also refers to the curriculum implemented in vocational schools, where vocational-based learning demands more specific materials in accordance with students' expertise programs. Unfortunately, the textbooks currently available do not fully support these needs, so teachers must seek additional sources independently. Therefore, it is necessary to develop an English module that is adapted to the context of fishery product processing agribusiness so that students can more easily understand the material and apply it in the workplace.

Then the researcher strengthened the research by looking for various studies that were almost the same as this study, where this study had been conducted to develop teaching materials that were tailored to the specific needs of vocational students. This approach aims to increase the effectiveness of learning by providing relevant and contextual materials according to the students' areas of expertise.

One example is a study by Margareta (2021) who developed interactive teaching materials for Intermediate Accounting courses. This study was conducted because

students felt that the existing teaching materials were not interesting and interactive. The results showed that the use of interactive teaching materials can improve students' understanding of the material being taught.

In addition, research by Margareta (2021) also emphasized the importance of developing interesting and interactive teaching materials to improve students' understanding. In her study, the interactive teaching materials developed succeeded in improving students' understanding of Intermediate Accounting material.

Overall, these studies confirm that developing teaching materials tailored to the specific needs of vocational students is essential. This approach not only improves students' understanding and skills, but also prepares them to face challenges in the workplace according to their field of expertise.

The preliminary study stage was carried out by applying a qualitative descriptive approach. Then for the model design development stage by applying a descriptive approach, continued with the application of a limited trial of the model design by applying the experimental method (single one-shot case study). After there was improvement from the limited test, it was continued with a broader test with the experimental method (one group pretest-posttest). Then the model validation stage with the quasi-experimental method (pretest-posttest with control group design).

By conducting a comprehensive preliminary study, the development of an English module for Vocational High School majoring in Agribusiness Fishery Processing can be carried out in a more focused manner. The results of this stage have been the basis for designing the module concept, determining the content of the material, and choosing the most appropriate learning methods and strategies to improve students' English competence in the field of fishery processing.

3.2.2 Step II: Model Development Stage

a. Development Model

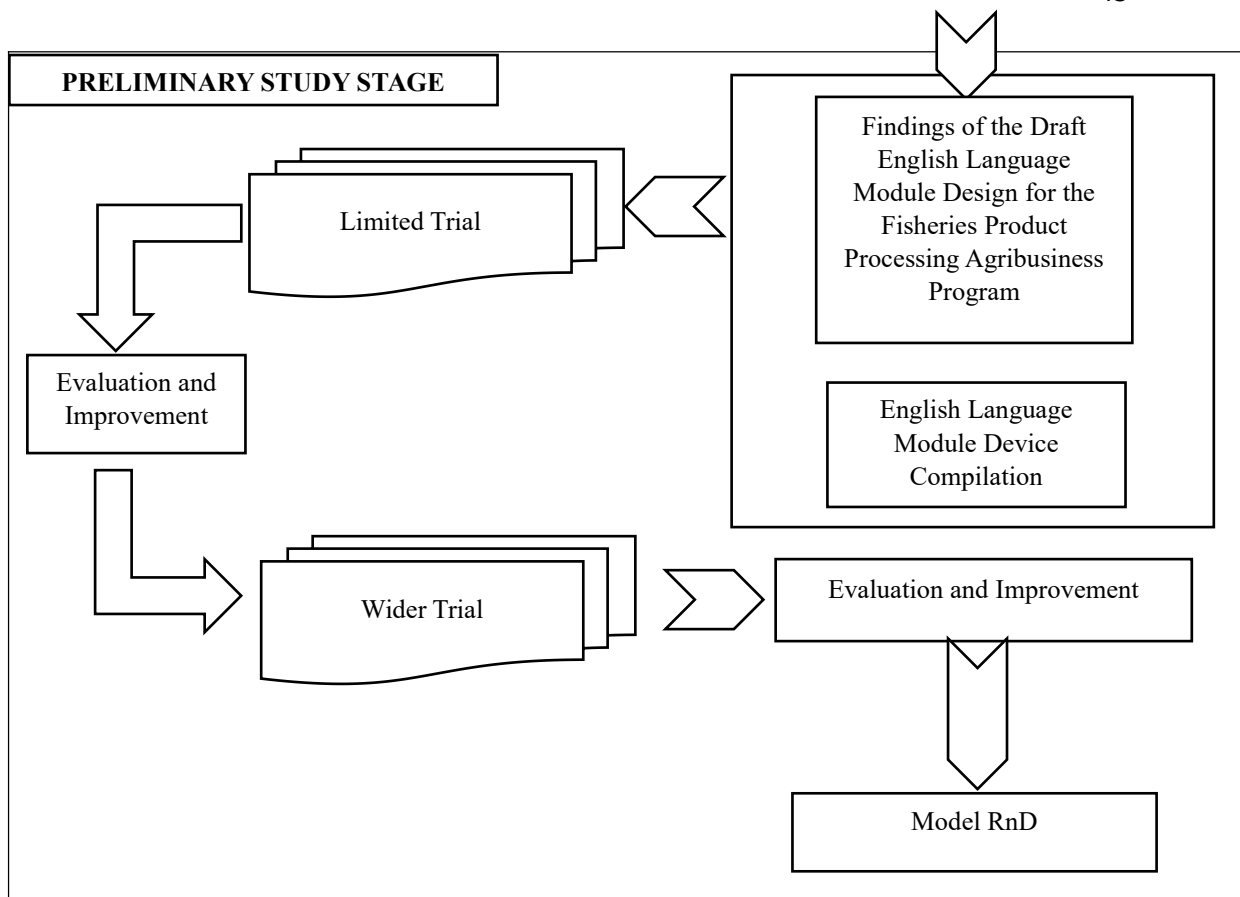
This model is also strengthened by the approach of Dick & Carey (2009), which emphasizes the importance of needs analysis, design, development, implementation, and evaluation in producing effective learning products.

In the context of developing English modules for Vocational High School majoring in Agribusiness and Fishery Product Processing, this approach is applied by identifying the specific needs of students and teachers, designing vocational-based modules, and testing them to ensure their effectiveness in improving English language competency.

According to Sugiyono (2016), the development of good teaching materials must be based on a systematic approach by considering student characteristics, the learning environment, and the relevance of the material to industry needs. Therefore, in this study, the modules developed were based on an analysis of the curriculum Vocational High School, interviews with teachers and students, and references from the fishery product processing industry. This module is designed to cover various aspects of English language skills, including reading, writing, speaking and listening, with a focus on technical terms and communication in the work environment.

The results of the model development stage indicate that the designed module has met the criteria of relevance and integration with the students' areas of expertise. In the validation stage by material experts and media experts, this module received input for improvement in terms of visual presentation and simplification of some materials to make it easier to understand for students with various levels of English ability. According to Trianto (2010), good teaching materials must have integration between content, presentation methods, and active student involvement in learning. Therefore, in the development of this module, a task-based learning approach was used so that students can directly apply the material in their vocational context.

Another opinion from Tomlinson (2011) emphasized that effective teaching materials must be interactive, interesting, and can increase student involvement in learning. Therefore, in this module, various project-based activities are included such as workplace communication simulations, understanding industrial procedural texts, and simple report writing exercises in English. The results of limited trials showed an increase in student motivation in learning English, especially because they felt that the



material provided was more relevant to their field of expertise.

Picture 3. 3 Preliminary Study Stage

Thus, the model development stage in this study has produced a vocational-based English module that not only meets academic standards, but also practical needs in the fisheries industry. In the future, this module has been tested on a wider scale to measure its effectiveness in improving the English competence of Vocational High School students majoring in Agribusiness and Fishery Product Processing.

b. Design Validation

Design validation is an evaluation process that aims to ensure that a learning product, such as a module, meets the quality standards set before being implemented in the teaching and learning process. The main purpose of design validation is to ensure that the developed module

is effective, relevant, and in accordance with the needs of students. This process involves assessment by experts in related fields to assess aspects of the material, learning design, and media used, so that the developed module can meet good learning standards and the needs of students at state Vocational High School Darul Ulum Muncar.

The importance of design validation in the development of learning modules cannot be ignored. Through validation, developers can obtain valuable input from experts to improve the quality of the module. For example, research by Chrisyarani and Yasa (2018) shows that validation by media experts resulted in a module validity percentage of 94%, which means that the module is very valid for use in learning. In addition, validation also helps ensure that the material presented is in accordance with the curriculum and the needs of students, and is delivered in an interesting and easy-to-understand way.

In the context of developing an English module for Vocational High School of Agribusiness Fishery Product Processing, design validation involves several stages:

First, the team of material experts have assessed the suitability and depth of the content presented in the module. The assess is vocational school teachers, English lecturers and students.

Second, the team of learning design experts have evaluated the structure and presentation of the module to ensure a logical and interesting learning flow.

Finally, the team of learning media experts have assessed the visual and technical aspects of the module, such as layout, use of images, and readability of the text.

Thus, the English module for Vocational High School of Agribusiness Fishery Product Processing that has been validated is expected to be an effective and interesting learning resource for students, as well as support the achievement of the expected competencies.

c. Design Revision

Design revision is the process of improving, changing, or adding alternatives to the initial design concept that has been worked on, with the aim of achieving a final result that is in accordance with the purpose of its

creation. This process is important in the development of learning modules, because through revision, developers can ensure that the resulting module is effective, relevant, and in accordance with the needs of students. According to Sugiyono (2013), after the design draft is made and validated by experts, the next step is to revise the design based on the input received.

The importance of design revision lies in its ability to improve the quality and effectiveness of learning modules. Through revision, developers can identify and correct weaknesses or deficiencies in the initial design, so that the resulting module is more in line with educational standards and student needs. This process also ensures that the material presented is accurate, up-to-date, and delivered in an interesting and easy-to-understand way for students.

The researcher received revisions from one of the design experts, and one of the English teachers who revised the English module for Vocational High School majoring in Agribusiness Fishery Processing. In developing the English module for Vocational High School majoring in Agribusiness Fishery Processing, design revisions can include several aspects. First, adjusting the content of the material to be more relevant to the context of fisheries agribusiness, such as adding technical vocabulary that is often used in the fisheries processing industry. Second, improving the learning design by integrating project-based learning methods that involve real case studies in the fisheries sector, so that students can apply English knowledge in practical situations. Third, improving the quality of learning media by adding visual elements such as fish processing process diagrams or demonstration videos of processing techniques, which can help students understand the material better.

These revision steps are expected to produce a module that is not only informative but also interesting and applicable for Vocational High School students of Agribusiness Fishery Processing.

3.2.3 Step III Evaluation/Model Testing Phase

The evaluation or model testing stage is a systematic process that aims to assess the effectiveness and achievement of the objectives of a design or model before it is widely

implemented. According to Dick & Carey (2009), evaluation is an important stage in learning design that is carried out to measure the extent to which a learning product meets the expected quality standards and its effectiveness in improving student learning outcomes. This evaluation can be carried out through limited trials, revisions, and improvements before the final product is used in a real learning environment.

The importance of the evaluation stage in developing learning modules lies in its ability to detect the weaknesses and strengths of the module before it is widely implemented. This stage ensures that the material presented is not only in accordance with the curriculum needs, but can also be well understood by students. According to Sugiyono (2013), evaluation is an essential step in research and development (R&D), because the results will determine whether a model or product can be implemented effectively or requires further revision. Good evaluation also helps increase student engagement, learning effectiveness, and absorption of the material provided.

In the context of developing English modules for Vocational High School majoring in Agribusiness Processing of Fishery Products, the evaluation stage can be carried out through several approaches, such as product trials to a small group of students and teachers as the main users. Examples of these evaluation results can include several aspects:

a. Expert Evaluation

- Material Expert: Assess the accuracy of the module content, relevance to the fisheries agribusiness field, and suitability to curriculum standards. An example of the result is a suggestion to add more examples of communication dialogues in the fish processing industry to make it more applicable to students.
- Instructional Design Expert: Assesses the learning flow, clarity of instructions, and methods used. Evaluation results may include recommendations for improving the structure of the presentation of the material to make it more systematic and easier to understand.
- Learning Media Expert: Examines visual aspects, layout, and readability. The results may suggest adjustments to colors and fonts to make them

more readable for students and improve the quality of illustrations in the module.

- b. Limited Trial for Students and Teachers
 - Through feedback from students, it was found that they understood the material better when given case study-based exercises related to work in the fisheries processing industry.
 - Teachers provided input that the module should be equipped with a usage guide to help them integrate the module into the learning process.
- c. Revision Based on Evaluation Results
 - The module was improved by adding more scenario-based exercises for work in the fisheries industry.
 - The language used in the module was simplified to make it more understandable for students with different levels of English proficiency.
 - The visual materials were improved by adding clearer diagrams and illustrations to explain the fisheries processing process in the context of English.

With the evaluation/testing stage of this model, the English module developed can be ensured to have good quality before being applied more widely in learning. This aims to improve the English language skills of students of Vocational High School of Fishery Product Processing Agribusiness in the context of the industry they are studying.

3.3 Product Trial

Product testing is a testing process carried out to collect data as a basis for determining the feasibility and effectiveness of a product developed before being widely implemented. According to Sugiyono (2013), product testing aims to obtain a final product that is suitable for use in learning. This process involves testing on small or limited groups to identify weaknesses, deficiencies, and aspects that need to be improved from the product.

The importance of product testing in the development of learning modules lies in its ability to ensure that the resulting product meets the expected quality standards and is effective in achieving learning objectives. Through testing, developers can identify and correct existing deficiencies or weaknesses, so that the resulting module is

more in line with the needs of students and the learning context. In addition, product testing also helps in measuring the effectiveness, efficiency, and attractiveness of the module for users.

The researcher explained that in developing an English module for Vocational High School of majoring in Agribusiness Fishery Product Processing, a product trial can be conducted by involving a small group of students and teachers from the department. The results of the trial can reveal that students understand the material better when the module includes real case studies that are relevant to the fishery product processing industry. In addition, teachers may provide input that the presentation of the material would be more effective if it was equipped with practical guidance and supporting visual illustrations. Based on this input, the module can be revised and refined before being implemented widely, ensuring that the material presented is not only informative but also applicable and interesting for students.

3.3.1 Trial Design

This study uses the Research and Development (R&D) method with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. Trials were conducted to assess the feasibility and effectiveness of the developed module.

3.3.2 Trial Subjects

- a. Expert Validation Test: 2 English material experts, 1 learning design expert, and 1 English teacher of state Vocational High School Darul Ulum Muncar majoring in Fishery Product Processing Agribusiness.
- b. Limited Trial: 10 grade X students of state Vocational High School Darul Ulum Muncar majoring in Fishery Product Processing Agribusiness.

3.3.3 Data Types

a. Quantitative Data

- Results of validation questionnaires from experts with a Likert scale.
- Students' pre-test and post-test scores to measure increased understanding.
- Average module effectiveness scores from field trials.

b. Qualitative Data

- Feedback and suggestions from experts regarding module improvements.
- Results of interviews with students and teachers regarding the ease of use of the module.
- Observations during the trial process to see students' responses to the module.

3.3.4 Data Collection Instruments

- a. Validation Questionnaire: Used by experts to assess the eligibility of the module.
- b. Observation and Interview: To obtain feedback from students and teachers.
- c. Pre-Test and Post-Test: To measure the improvement in English comprehension after using the module.

3.3.5 Data Analysis Techniques.

The data in this study were analyzed using several methods as follows:

- a. Data from the validation questionnaire were analyzed using quantitative descriptive analysis in the form of an average score. Here is an example of a validation questionnaire:

The results of the validation questionnaire given to the experts were analyzed using quantitative descriptive methods. From the data obtained, the average score of the eligibility of the English module for Vocational High School of Majoring in Agribusiness Processing of Fisheries Products was **a.b on a scale of b**, which indicates the category "Very Eligible".

Aspect	Average Score	Category
Contents	a.b	Very Worth It
Linguistics	a.c	Very Worth It
Pedagogy	a.d	Very Worth It

Table 3.1 Sample Expert Validation

To determine the percentage of the result of the Likert Scale using the calculation formula obtained by the following formula:

$$Ps = \frac{S}{N} \times 100 \%$$

Note:

Ps = Percentage

S = Number of respondents' answers in 1 item

N = The number of ideal values in the item

Furthermore, the percentage of the analyzed data obtained is then interpreted into the feasibility category based on the following table:

Feasibility Score	Criteria
0%-25%	Not feasible
26%-50%	Not Worth it
51%-75%	Worthy
76%-100%	Excellent

Table 3.2 Feasibility Criteria

Overall, the analysis results indicate that this module is worthy of further testing in a wider learning environment. Input from experts is used to refine the module before being implemented in a field trial.

- b. Data from observations and interviews were analyzed qualitatively to obtain input for improvement.

Sugiyono (2017) in his book Quantitative, Qualitative, and R&D Research Methods states that observation and interviews are the main methods in qualitative research because they are able to explore the deep meaning of a social phenomenon. So, in qualitative research *for the development of English modules for Vocational High School students majoring in Fisheries Processing Agribusiness, the researcher has use effective observation and interview methods to obtain in-depth data. Observations were conducted by directly observing the learning process in the classroom, student interactions with teachers, and the use of existing teaching materials. This observation aims to understand students' needs and the challenges they face in learning English, especially in the context of fisheries agribusiness. Participatory or non-participatory observation techniques can be applied according to research needs.

In addition to observation, in-depth interviews with vocational high school teachers and students are also important methods for collecting qualitative data. Interviews with teachers aim to understand the teaching strategies they use, the difficulties they face in teaching English in a vocational context, and their suggestions for developing more

effective modules. Meanwhile, interviews with students can provide insight into their learning experiences, interests in the teaching materials, and the difficulties they face in understanding English terms or concepts relevant to fisheries agribusiness.

Data obtained from observations and interviews were then analyzed qualitatively using the thematic method, where patterns or main themes in the answers and findings were identified. This analysis helps in formulating recommendations that are more appropriate and in accordance with the needs of students and teachers. With this approach, the modules developed can be more contextual, interesting, and relevant, thus supporting the improvement of students' English competence in the field of fisheries processing agribusiness.

- c. The results of the pre-test and post-test were analyzed using statistical tests to measure the effectiveness of the module. The following are examples of pre-test and post-test results:

To measure the effectiveness of the module, a pre-test was conducted before using the module and a post-test after using the module for one month. The data were analyzed using a paired sample t-test to determine whether there was a significant difference in student understanding before and after using the module.

Statistics	Pre-Test	Post-Test
Average	70.0	90,0
Standard Deviation	6.0	5.5
N (Number of Students)	10	10
t-count	15.87	-
t-table ($\alpha = 0.05$)	1.833	-
p-value	0.000	-

Table 3.3 Paired Sample t-Test Results

The t-test results show t-value is greater than **the t-table value and the p-value** is less than **0.05**, it can be concluded that the English language module used has a significant effect on improving student learning outcomes, from an average score of **70** to **90**, which means there is a significant difference between the pre-test and post-test results. This shows that the use of the module has a positive impact on improving students' understanding of English

related to the field of agribusiness processing fisheries products.

CHAPTER IV

FINDING AND DEVELOPMENT RESEARCH

This study uses the Research and Development (R&D) method which aims to develop an ESP (English for Specific Purposes) based English module for students Vocational High School majoring in Fisheries Processing Agribusiness at Vocational High School Darul Ulum Muncar. The development model used refers to the simplified R&D steps from Borg & Gall, where the researcher uses the ADDIE method for the creation, refinement and use of the module.

The developed module integrates English materials relevant to the students' areas of expertise, such as vocabulary, expressions, and functional texts commonly used in the world of work in the fisheries processing sector. The development of this module begins with a needs analysis of students and teachers, followed by the creation of an initial product design, then validated by experts and tested on a limited basis and in the field, until a final product is obtained that is ready for use.

4.1 Trial Data Presentation

4.1.1 Validation Result from Material Expert

Validation by material experts was carried out on June 14th 2025. The product validator is Mr. Muhammad Ali Saifudin, M.Pd. an English Teacher in Darul Ulum Vocational High School, and Mr. Ahmad Faruk, M.Pd. an English Lecture in KH. Mukhtar Syafaat University of Darussalam Blokagung- Banyuwangi. The purpose of this validation is to validate the module English material, whether the material is suitable to be applied to students, and whether the material supports students' motivation in learning, especially about English on Agribusiness of Fisheries Processing (APHPI) Department of Vocational High School. The following is a table of indicators for expert validation which is usually used in the preparation of module validation indicators which have become best practice in the world of education, one of which is taken from the Teaching Material Development Handbook (Depdiknas (2008)) and BSNP (National Education Standards Agency), especially for filling in content standards, process standards, and assessments that are more detailed and in accordance with the needs of vocational high school students.

In the process of developing teaching materials, especially English modules for vocational schools majoring in Fishery Products Processing Agribusiness (APHPI), the selection of the right validator is very important so that the results obtained are of high quality and in accordance with the needs of students. Dick & Carey (2001) explicitly state that to obtain competent validators, it

is necessary to determine specific and measurable selection indicators. These indicators help to ensure that the validator has the relevant competence and background to assess the content and structure of the learning materials.

The main indicators referred to in Dick & Carey's theory include academic background, teaching experience, experience in developing teaching materials, understanding of the curriculum, and ability to assess critically and objectively. Academic background in English Language Education or related fields is the basis that validators understand the context of language learning, while teaching experience strengthens understanding of the characteristics of vocational learners. This is also supported by the opinion of Gall, Gall, & Borg (2007) who emphasize the importance of field experience in improving the quality of teaching materials evaluation.

Furthermore, Tomlinson (2011) reinforces the importance of experience in developing teaching materials, because someone who has compiled or assessed modules will be more sensitive to the structure and delivery of the material. Meanwhile, an understanding of the SMK curriculum, especially the Merdeka Curriculum, is important so that the materials compiled are in accordance with the learning outcomes. This refers to regulations from the Ministry of Education and Culture (2022) which regulates the importance of understanding CP (Learning Outcomes) in every teaching tool development.

For vocational contexts such as APHPI, the ESP (English for Specific Purposes) approach from Hutchinson & Waters (1987) is the basis that an understanding of technical terms and the world of the fishing industry is very important for validators. In addition, Tyler (1949) emphasized that evaluation should be objective and based on learning objectives, so previous experience as a reviewer or validator is an added value. English language skills should also not be ignored, as Richards & Rodgers (2014) stated, because the accuracy of the language in the module greatly determines the effectiveness of student understanding.

Thus, the indicators developed based on the theory of Dick & Carey (2001) and reinforced by other experts such as Gall & Borg (2007), Tomlinson (2011), Hutchinson & Waters (1987), and Richards & Rodgers (2014), are considered more appropriate and comprehensive than other indicators. This indicator not only considers academic aspects and practical experience, but also industrial relevance and linguistic accuracy, so it is suitable for use in selecting validators for vocational-based English modules in vocational schools.

The following is a table of indicators that match the statement above, and are suitable for getting the right material expert validator in making English modules:

No	Indikator	Deskripsi	Persyaratan Minimal
1.	Latar Belakang Akademik	Validator harus memiliki latar belakang akademik yang sesuai dengan materi yang dikembangkan, seperti Bahasa Inggris atau Pendidikan	S2/S3 di bidang Pendidikan Bahasa Inggris, Bahasa Inggris Terapan, Teknologi Pendidikan
2.	Pengalaman Mengajar	Pengalaman mengajar di bidang yang relevan penting untuk memastikan pemahaman terhadap karakteristik siswa	Minimal 3 tahun mengajar Bahasa Inggris di SMK
3.	Pengalaman dalam Pengembangan Bahan Ajar	Validator sebaiknya pernah terlibat dalam pengembangan modul, bahan ajar, atau perangkat pembelajaran lainnya	Pernah menyusun atau menilai modul atau buku ajar
4.	Pemahaman Kurikulum SMK (Kurikulum Merdeka/K13)	Validator perlu memahami kurikulum terkini yang digunakan dalam SMK, termasuk capaian pembelajaran dan CP mata pelajaran	Dapat menjelaskan elemen-elemen CP Bahasa Inggris kelas X SMK
5.	Relevansi dengan Bidang Agribisnis Perikanan	Memahami istilah dan konteks kerja dunia industri perikanan penting untuk mendukung konten berbasis vokasi	Mengetahui konteks kerja dan terminologi APHPI
6.	Kritis dan Objektif dalam Menilai	Validator harus mampu memberikan penilaian berdasarkan kaidah akademik dan kebutuhan peserta didik	Memiliki pengalaman sebagai validator atau reviewer bahan ajar
7.	Kemampuan Bahasa Inggris	Kemampuan linguistik penting agar materi Bahasa Inggris akurat secara gramatikal dan komunikatif	TOEFL $\geq$ 500 atau bukti kompetensi lainnya

Table 4.1 validator selection table for material expert

In the process of developing learning modules, the use of appropriate indicators determines the final quality of the teaching materials produced. The indicators used in the feasibility aspects of content, language, presentation, and visual appearance (Graphic) are sourced from the theories of educational experts who have proven effective in instructional development. The theory of Dick & Carey (2001), for example, is the main foundation because it emphasizes the importance of alignment between learning objectives, materials,

and learner needs. This is particularly relevant for vocational students majoring in APHPI who need materials that are not only informative, but also contextual and applicable.

The English for Specific Purposes (ESP) theory of Hutchinson & Waters (1987) is also very supportive because it underlines the importance of the suitability of materials to the context of the world of work. In the case of SMKs majoring in Fisheries Agribusiness, English materials must be designed based on the terminology, situations, and real communication needs in the fishing industry. Therefore, indicators such as the suitability of the material to the characteristics of students and the context of the field of expertise are very important in assessing the module.

The language aspect was assessed based on the theory of Richards & Rodgers (2014), which emphasizes that the language in teaching materials should be communicative, clear, and developmentally appropriate. This is important so that vocational students can understand and use English in vocational situations effectively. Meanwhile, the presentation and visual aspects refer to the views of Heinich et al. (2002) and Arsyad (2011), which emphasize the importance of systematic delivery, clarity of learning objectives, and attractive and functional visual design.

By using these theory-based indicators, the module validation process becomes more focused and professional. These indicators do not only assess technically, but also consider the relevance of the content to the vocational world and the ease with which students can understand and apply the material. Therefore, this theory and indicators are very appropriate and suitable for use in assessing English modules for grade X vocational students majoring in Fishery Product Processing Agribusiness.

a. Expert Validation Number for material

The Title of Research : Developing English Module for
Agribusiness of Fisheries Processing
(APHPI) Department of Vocational
High School Darul Ulum Muncar

Researcher : Siti Rodhiyah Mandar

Validator : Mr. Ahmad Faruk, M.Pd. An English
Lecture or Head of English Education
Department in KH. Mukhtar Syafaat
University of Darussalam Blokagung-
Banyuwangi.

Instruction :

1. Please give a score within the colom based on your evaluation of the media:

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Georgia

- 4= Strongly Agree
 3= Agree
 2= Disagree
 1= Strongly disagree

2. Please give scores, comments, and suggestions.

Aspek Kelayakan Isi			
No.	Kriteria Penilaian	Skor (1–4)	Catatan/Saran
1	Kesesuaian materi dengan kompetensi dasar	3	
2	Kesesuaian materi dengan karakteristik siswa SMK	3	
3	Kebenaran konsep dan informasi	3	
4	Kesesuaian materi dengan konteks Agribisnis Perikanan	4	
5	Keterpaduan antara materi dengan keterampilan berbahasa Inggris	4	

Aspek Bahasa			
No.	Kriteria Penilaian	Skor (1–4)	Catatan/Saran
1	Bahasa komunikatif, sesuai dengan tingkat perkembangan siswa	3	
2	Ketepatan struktur dan tata bahasa	3	
3	Kejelasan instruksi dan petunjuk kegiatan	4	

Aspek Penyajian			
No.	Kriteria Penilaian	Skor (1–4)	Catatan/Saran
1	Sistematis dan runtut penyajian materi	3	
2	Kejelasan tujuan pembelajaran	4	

Aspek Penyajian			
No.	Kriteria Penilaian	Skor (1–4)	Catatan/Saran
3	Kesesuaian format dan gaya penyampaian	3	
4	Penyajian latihan/soal bervariasi dan aplikatif	4	

Aspek Kegrafikan (Tampilan Visual)			
No.	Kriteria Penilaian	Skor (1–4)	Catatan/Saran
1	Kesesuaian tata letak dan kerapian	3	
2	Kualitas ilustrasi/gambar (jika ada)	4	
3	Konsistensi format dan pemilihan huruf	4	

Table 4.2 Expert Validation Number for material

Saran dan Komentar:
.....
.....

- a. The Description of the Result from Material Expert
- The first aspect was about content feasibility aspect. The first aspect had fifth criteria. The expert gave “3” scores for first until third criteria, and “4” scores for fourth and fifth criteria in a content feasibility aspect. The first criteria are “Suitability of material with basic competencies”. The second criterion is

“Suitability of materials to the characteristics of vocational school students”. The third criterion are “Truth of concepts and information”. The fourth criterion is “Suitability of the material with the context of Fisheries Agribusiness”. The fifth criterion are “Integration between material and English language skills”.

The second aspect was Language Aspects. The second aspect had third criteria. The validator gave “3” scores for first and second criteria, and “4” score for third criteria in a content language aspect. The first criteria is “Communicative language, according to the student's development level”. The second criteria are “Correctness of structure and grammar”. The third criteria are “Clarity of instructions and activity directions”.

The third aspect was Presentation Aspects. The third aspect had fourth criteria. The validator gave “3” scores for first and third criteria, and “4” scores for second and fourth criteria in a content presentation aspect. The first criteria are “Systematic and coherent presentation of material”. The second criteria are “Clarity of learning objectives”. The third criteria are “Suitability of format and delivery style”. The fourth criteria are “Presentation of exercises/questions is varied and applicable”.

The last aspect was Graphic Aspect (Visual Appearance). The fourth aspect had three criteria. The validator gave “3” score for first criteria, and “4” scores for second and third criteria in a content graphic aspect. The first criteria are “Layout suitability and neatness”. The second criteria is “Quality of illustrations/images”. And the last criteria are “Consistency of format and font selection”.

4.1.2 Validation Result from Media Expert

Validation by media experts was carried out on May 15th 2025. The product validator is Mr. Muhammad Ali Saifudin, M.Pd. An English Teacher in Darul Ulum Vocational High School, Muncar-Banyuwangi. This validation aims to validate the media, whether the media is suitable for students X Grade, what the product is like, and how suitable the media is for learning.

The following is a table of indicators of Expert Selection based on Dick & Carey (2001) which has been adjusted for the needs of research on the development of English modules in vocational schools:

No.	Aspects/Components	Indicators
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1.	Academic Competency	Educational background in English or English Education.
2.	Teaching Experience	Have taught English for at least 3 years, preferably if you have teaching experience at the Vocational High School level.
3.	Experience with Module Development	Have been actively involved in the preparation of teaching materials or English learning modules.
4.	Curriculum Understanding	Master and understand the applicable curriculum, such as the 2013 Curriculum or Merdeka Curriculum, especially at the SMK level.
5.	Ability to analyze learning needs	Able to identify the learning needs of students according to their majors, especially in the context of English for Specific Purposes (ESP) in SMK.

Table 4.3 Table of indicators for Expert Selection by Dick & Carey (2001)

To obtain scores from validators in making English modules, researchers used several indicators from the following theories:

The assessment indicators used in the validation of the English module for Vocational High Schools, majoring in Agribusiness Processing of Fishery Products (APHPI) used by the researcher include three main aspects: material, attractiveness, and appearance. These three aspects are designed based on current theories and research to ensure that the developed module matches the characteristics and needs of vocational learners.

In the material aspect, the indicators refer to the principles of Tomlinson (2011) which emphasize the importance of materials that are contextualized, student-centered, and cover all four language skills. This theory is reinforced by recent research from Puspitasari & Sari (2021) and Rahmawati et al. (2022), which state that materials in SMK must have content validity and be practically applicable in the field.

For the attractiveness aspect, indicators were designed based on Keller's ARCS Model (1987), which was further developed by Isnaini & Hadi (2023). They emphasized the importance of visual

elements, animation, and flexibility of the module in increasing the learning motivation of vocational students. In addition, the principles of multimedia learning from Mayer (2020) are also used to strengthen the effectiveness of presenting information through attractive media.

Meanwhile, on the appearance aspect, the indicators refer to the visual design principles from Branch (2009) and Smaldino et al. (2015), which emphasize the importance of consistency and visual clarity in learning modules. This is emphasized by the findings of Nurhayati & Utami (2021), who stated that interactive and aesthetic visual displays can help students understand the material better and maintain their learning focus.

In this evaluation checklist, there are three indicators and ten criteria used to validate the product “English Module for Agribusiness of Fisheries Processing – X grade” how the module can make students’ interesting with English, can help students’ understand with the material about Agribusiness of fisheries processing, increase students’ confidence in speaking English and others. The three indicators are material, attractiveness, and appearance. The three indicators have criteria, there are four material criteria, three attractiveness criteria and three appearance criteria.

a. Expert Validation Checklist for Media

The title of Research : Developing English Module for
Agribusiness of Fisheries Processing
(APHPI) Department of Vocational
High School Darul Ulum Muncar

Researcher : Siti Rodhiyah Mandar

Validator : Mr. Muhammad Ali Saifudin, M.Pd.
An English Teacher in Darul Ulum
Vocational High School Muncar-
Banyuwangi.

Instruction :

1. Please give a tick (√) within the Colom based on your evaluation of the media:
4= Strongly Agree
3= Agree
2= Disagree
1= Strongly disagree
2. Please give comments and suggestions

No	Indicator	Criteria	Score
----	-----------	----------	-------

			4	3	2	1
1	Material	The material is suitable for the target students	√			
		The material support students centered learning about Agribusiness of Fisheries Processing	√			
		The purpose of the module is for help teachers and students for studying english especially for Agribusiness of Fisheries Processing Department.		√		
		The coverage of materials applies all the skill of english		√		
2	Attractiveness	The contents of the module are suitable for all english learners' levels		√		
		The size of the module is flexible to be used in any situation and condition.		√		
		The animation could motivate target students to learn.		√		
3	Appearance	Diversity of color illustration supporting the visualization.	√			
		The uniqueness of each page display on the module		√		
		The uniqueness of tables, illustrations, and symbols in module.		√		
Comments and Suggestion:						

Table 4.4 Expert Validation Checklist for Media

b. The Description of the Result from Media Expert

The first indicator is the material. The first indicator has four criteria. The expert checked the criteria of the media by answering the “1, 2, 3 or 4” score for response. The expert ticked “4” for first and second criteria and “3” for third and fourth criteria in the content indicators. The first criterion is “The material is suitable for the target students”. The second criterion is “The material support students centered learning about Agribusiness of Fisheries Processing” while the third criterion is “The purpose of the module is for help teachers and students for studying english especially for Agribusiness of Fisheries Processing Department”. And the fourth criterion is “The coverage of materials applies all the skill of english”.

The second indicator is Attractiveness which has three criteria. The expert ticked “3” for all those criteria in the content indicator. The first criterion is stated that “The contents of the module are suitable for all english learners’ levels”. The second criterion is mentioned that “The size of the module is flexible to be used in any situation and condition”. The third criterion is “The animation could motivate target students to learn”.

The last indicator is Appearance. The third indicator has three criteria. The expert answered “4” for the first criterion. Meanwhile, he ticked “3” for the second and third criteria. The first criterion is “Diversity of color illustration supporting the visualization”. The second criterion is “The uniqueness of each page display on the module”. And the last criterion is stated that “The uniqueness of tables, illustrations, and symbols in module”.

4.1.3 Expert Validation Checklist for English Teachers

This validation was conducted by the English Teachers of Darul Ulum Vocational High School, on May 14th 2025. The validator are Mr. Hendro Subiyantoro, M.Pd. and Mrs. Siti Kholifah, S.Pd. As an English teacher in darul ulum muncar vocational high school especially in Agribusiness of fisheries processing. The result of the English teacher’s assessment could be seen in the table below:

a. Expert Validation Checklist for English Teachers

Name : Mr. Hendro Subiyantoro, M.Pd

Answer by giving a tick symbol (√) to the number of available answers according to the level of agreement.

Note :

SB = Sangat Baik

B = Baik

KB = Kurang Baik

TB = Tidak Baik

No	Pertanyaan	Tingkat Persetujuan			
		SB	B	KB	TB
1	Kemenarikan design pada isi modul bahasa inggris.	√			
2	Kemampuan modul dalam penyajian materi secara urut dan sistematis	√			
3	Kemudahan memahami materi yang disajikan		√		
4	Kelengkapan materi yang disajikan dalam modul	√			

5	Kegunaan modul sebagai media ajar siswa		√		
6	Kemudahan modul sebagai alat penyaji materi bagi guru	√			
7	Kejelasan bahasa yang digunakan	√			
8	Keunggulan modul sebagai media ajar siswa		√		
9	Keberhasilan dalam kemampuan pemahaman siswa		√		
10	Keefektifan modul sebagai bahan ajar dan belajar siswa.		√		

Table 4.5 Expert Validation Checklist for English Teachers

Comment and Suggestion the English Module for Agribusiness of Fisheries Processing from English teacher are, "The material in this module good, this module also can make students easier to learn about English especially for Agribusiness of Fisheries Processing Department and this module can help teachers during learning, both in terms of material and practice in the field.

4.1.4 Expert validation Check for English Students in Agribusiness of Fisheries Processing Department.

Product implementation was carried out for students on May 14th – 15th 2025 on Darul Ulum Vocational High School. The purpose of implementation the product to students was to find out whether the module was suitable for using by students in Agribusiness of Fisheries Processing. The module could improve students about English, especially on Agribusiness of Fisheries Processing department. In the application of the module, the researcher used all students in first grade of X APHPi 2 on Darul Ulum Muncar Vocational High School as a participant, totaling 36 students.

The researcher explained some material to the students in sequence of the module. The researcher explained some material like as Expression of Asking and Giving Opinion, Descriptive Text, Procedure Text and others. However, the student's response at the beginning of the explanation of the material showed a little confusion about English in Agribusiness of Fisheries Processing describe by the researcher. However, the researcher tried to explain again to the students about the material in module, like as how the expression of asking and giving opinion, what is the

definition of descriptive text and the function of descriptive text for Agribusiness of Fisheries Processing on field. The researcher explained the material one by one to students and then the researcher pointed to one of the students to read some examples in one of chapter inside of the module.

To clarify the results of the questionnaire and student answers, it is in the table below:

No	Pertanyaan	Score (S)	Score max (N)	Percentage	Category
1	Kemenarikan desain pada module	4	4	100%	Excellent
2	Kemampuan modul dalam penyajian materi secara urut dan sistematis	3	4	75%	Worthy
3	Kemudahan memahami materi yang disajikan	3	4	75%	Worthy
4	Kejelasan Bahasa yang digunakan	4	4	100%	Excellent
5	Kemampuan media modul untuk meningkatkan motivasi belajar siswa	4	4	100%	Excellent
6	Kegunaan modul yang dapat digunakan pada saat belajar mengajar baik dilakukan di rumah maupun di sekolah	4	4	100%	Excellent
7	Manfaat modul dalam belajar mengajar di sekolah	3	4	75%	Worthy
8	Kesesuaian gambar dalam	4	4	100%	Excellent

	pembahasan materi ajar				
9	Kesederhanaan dan kejelasan bahasa yang digunakan	3	4	75%	Worthy
10	Keefektifan modul untuk siswa	4	4	100%	Excellent
Average				90%	Excellent

Table 4.6 The result Expert validation Check for English Students in Agribusiness of Fisheries Processing Department.

4.1.2 Limited Trial

A limited trial was conducted on 10 students of class X Agribusiness Fishery Product Processing. The purpose of this trial was to determine the extent to which the module could be accepted and understood by students, as well as to identify deficiencies from the user's perspective.

The results of student responses showed that 85% of students felt the module was easy to understand, 90% felt the contents of the module were relevant to their majors, and 80% felt the exercises provided were quite interesting. Several students suggested that the module be equipped with a special vocabulary list at the end of each chapter and several quotes to increase students' enthusiasm in learning English.

4.2 Data Analysis

Data Qualitative analysis use showed that students found it easier to understand technical terms in the field of fisheries processing because the module presented relevant texts and exercises. Input from teachers also showed that the ESP approach used in the module was in accordance with the needs of students in the Fisheries Processing Agribusiness major.

4.2.1 Data Analysis from Material Expert

The questionnaire was given on campus May 19th 2025. The results of material expert validation by media experts obtained data such as the following table:

No	Aspect	Criteria	Respond/Score (S)	Score Max (N)	Percentage	Category
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1	Content Eligibility	1	3	4	75%	Worthy
		2	3	4	75%	Worthy
		3	3	4	75%	Worthy
		4	4	4	100%	Excellent
		5	4	4	100%	Excellent
2	Language	1	3	4	75%	Worthy
		2	3	4	75%	Worthy
		3	4	4	100%	Excellent
3	Presentation	1	3	4	75%	Worthy
		2	4	4	100%	Excellent
		3	3	4	75%	Worthy
		4	4	4	100%	Excellent
Average					85.28%	Excellent

Table 4.7 The result of the Material Expert

Data analysis was conducted based on the results of expert validation. Based on the table, the result of the material expert validation obtained are on the Content Eligibility aspect with a score of 85%. The average score for Language got 83.33%. And the last aspect is Presentation got 87.5% score. Based on all the aspect of validity, the score got 85.28%. It's meaning the module was considered "Feasible" for using.

4.2.2 Data Analysis from Media Expert

The questionnaire was given on school May 15th 2025. The result of media expert validation by media experts obtained data such as the following table:

No	Indicator	Criteria	Respond	Score (S)	Score Max (N)	Percentage	Category
1	Material	1	4	14	16	87.5%	Excellent
		2	4				
		3	3				
		4	3				
2	Attractiveness	1	3	9	16	56.25%	Worthy
		2	3				
		3	3				
3	Appearance	1	4	10	16	62.5%	Worthy
		2	3				
		3	3				
Average						68.75%	Worthy

Table 4.8 The result of The Media Expert

Based on the table above, the result of the media expert validation obtained are on the material aspect with a score of 87.5%. The attractiveness aspect got a score of 56.25%, and the appearance aspect scored 62.5%. Based on the level of validity, the score of 68.75% is in the “Worthy” category and the material could be stated according to the English module of Agribusiness of Fisheries Processing for X Grade.

4.2.3 Data Analysis from English teacher

The result of the validation by the English teacher obtained data such as the following table:

No	Pertanyaan	Score (S)	Score max (N)	Percentage	Category
1	Kemenarikan design pada isi modul bahasa inggris.	4	4	100%	Excellent
2	Kemampuan modul dalam penyajian materi secara urut dan sistematis	4	4	100%	Excellent
3	Kemudahan memahami materi yang disajikan	3	4	75%	Worthy
4	Kelengkapan materi yang disajikan dalam modul	4	4	100%	Excellent
5	Kegunaan modul sebagai media ajar siswa	3	4	75%	Worthy
6	Kemudahan modul sebagai alat penyaji materi bagi guru	4	4	100%	Excellent
7	Kejelasan bahasa yang digunakan	4	4	100%	Excellent
8	Keunggulan modul sebagai media ajar siswa	3	4	75%	Worthy
9	Keberhasilan dalam kemampuan pemahaman siswa	3	4	75%	Worthy
10	Keefektifan modul sebagai bahan ajar dan belajar siswa.	3	4	75%	Worthy

Average	87.5%	Excellent
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Table 4.9 The result of the English Teacher Expert Validation

In the comments and suggestions column, the teacher believes that the material of this module can make it easier for students to understand English learning, especially for the Fisheries Processing Agribusiness major. This module can also help teachers in preparing materials before entering the class. However, the English teacher suggested to the researcher to provide an explanation of how to use the module so that it can help students understand English learning. Based on the level of validity, the score of 87.5% is in the "Excellent" category and the material could be stated according to the module of Agribusiness of Fisheries Processing.

4.2.4 Result Data Analysis from Interview and Observation

The following are the results of interviews between researcher with teachers and students at vocational high schools in the fishery product processing agribusiness department at darul ulum muncar, Banyuwangi.

Researcher:

"Good morning, Mr. Hendro. Thank you for taking the time. I'm developing an English module for APHPI majors here. Can I ask about the needs of students related to English learning?"

Mr.Hendro:

"Of course, go ahead. Incidentally, I also feel that there is a need for materials that are more relevant to this major."

Researcher:

"What do you think students need when learning English, especially those related to the field of Fishery Product Processing Agribusiness?"

Mr.Hendro:

"In my opinion, the most important thing in learning English, especially for fishery product processing agribusiness majors, is related to technical vocabulary, and terms that are often used in the world of fisheries. For example, such as fish processing, packaging, frozen products, and others. Sometimes students are often confused when they get terms like that because they are rarely used in daily activities."

Researcher:

" Okay, so specific vocabulary, sir? In addition, are there any other needs needed by students majoring in fishery product processing agribusiness, especially in English language learning to improve their quality when they go into the field?"

Mr.Hendro:

" Yes, besides that, they also need basic speaking skills, such as how to introduce themselves, explain processed fishery products to potential buyers and others when in the field, especially if they meet foreign buyers. So that they can explain their products correctly and in detail and can attract potential buyers to use the product. And that is very important."

Researcher:

" Yes, sir. If I may, I would also like to briefly interview some of the students to know their needs firsthand."

Mr Hendro:

" Of course, I called some students yes."

Researcher:

"Good morning, everyone. I would like to ask for a moment of your time, now I am developing an English module for your major. I want to ask, what do you think you need in learning English so that it is more connected to the Fishery Products Processing Agribusiness major and makes it easier for you to understand the English lesson itself?"

Student 1 (Andi):

" For me, I want to be taught vocabulary that is often used in factories or fish production sites. I like to meet English terms, but I don't know what they mean."

Student 2 (Rina):

" Yes. Then if possible, there are examples of conversations to introduce ourselves or explain processed products, sis. For example, we have to explain fish nuggets or other products to foreigners."

Student 3 (Bayu):

" Then, if possible, there are pictures or illustrations too. So that we can understand better. Don't just write."

Researcher:

" Wow, what a great idea. That means you want the module to

have specialized vocabulary, sample conversations, and supporting images or illustrations?"

All Students:

"Yes, Kak. It must be easier to understand."

Researcher:

"Okay, thank you for your input. I'll try to include all of them in the module that I developed."

Based on the results of interviews conducted by researcher with English teachers at SMK Darul Ulum Muncar, Banyuwangi, who teach the Fishery Product Processing Agribusiness (APHPI) department, it is known that the English learning that has been given so far has not been fully relevant to the specific needs of students in the department. The teacher said that many students have difficulty in understanding English technical terms related to the world of fisheries and seafood processing. In addition, students also need basic communication skills in English, especially to introduce themselves, explain products, and provide simple explanations related to the processing of fishery products.

The researcher also conducted a direct discussion session with several students majoring in APHPI to dig deeper into their needs for English learning. From the discussion, the students revealed that they need more specific vocabulary material in accordance with their world of work, such as terms that are often found in factories, production sites, or in practical activities. In addition, students hoped that there were examples of simple conversations that could help them interact, especially if one day they had to explain processed fishery products to potential buyers or outside parties, including foreign buyers. Not only that, students also want pictures, illustrations, or other visual media in the module so that the material presented is easier to understand and interesting to learn.

Based on the results of need analysis conducted through interviews with teachers and students majoring in APHPI, it can be concluded that the English learning needed is contextual, the available material is practical and in accordance with the needs of the world of work in the field of fishery product processing. Students also need mastery of technical vocabulary, basic communication skills that are applicable, and materials that are equipped with visual illustrations to facilitate understanding. Thus, the English module developed must be designed to answer

these needs, so that students not only understand the theory, but are also able to apply English practically in the work environment and daily life related to their field of expertise.

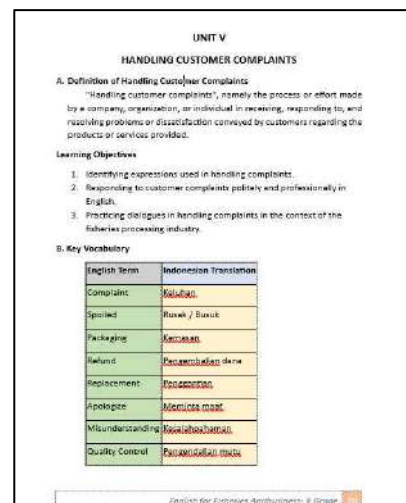
4.3 Product Revision

Product revision was conducted after the English module was tested and validated by material experts, language experts, subject teachers, and through feedback from students. The purpose of the revision was to improve the content of the material, language clarity, visual design, and vocational relevance to suit the context of learning at Vocational High School majoring in Agribusiness Processing of Fisheries Products. The following is a summary of the results of the revisions made:

Table Revision English Module Agribusiness of Fisheries Processing.

No.	Component Modul	Before Revision	After Revision	Reasons for Revision
1	Preface	The preface only displays the purpose of the module and does not mention who helped in the process of making the module.	The preface mentions who played a role in the creation of the module.	as an appreciation to all who helped in the process of making the module.
2	Unit Title V	<i>Handling Costumer Complaints</i>	<i>Handling Customer Complaints</i>	Correct spelling (typos) so as not to mislead students' understanding
3	Example of Dialogue Unit I	General topics and not industry specific	Replaced with dialogue about local processed fish products	To be more contextual and appropriate to students' world of work
4	Evaluation Activities	Limited to essays	Added 5 multiple choice questions in each unit	Provides a variety of assessment forms and makes teacher assessment easier
5	Glossary	Limited vocabulary only 1 page	Expanded and added practical terms (grinder, steamer, etc.)	Improve students' technical understanding of fish processing terms
6	Supporting Videos	Just a YouTube link with no explanation	Given a brief explanation of the purpose of watching and an observation sheet	Guiding students during independent learning using out-of-class media
7	Additional references	Just a few references from English textbooks (LKS) in vocational schools	Adding references from other modules so that you can compile modules properly in accordance with the KD in vocational schools	Assist in compiling modules to make them more perfect.
8	Consistency in writing numbers and symbols	The writing of numbers is still inconsistent and the symbols used are not in accordance with the writing order.	Improving the numbering of each sub-unit and giving a symbol for each sentence that requires a symbol.	Assist students and teachers in sorting the materials and teaching materials needed.

Table 4.10 The revision of English Module



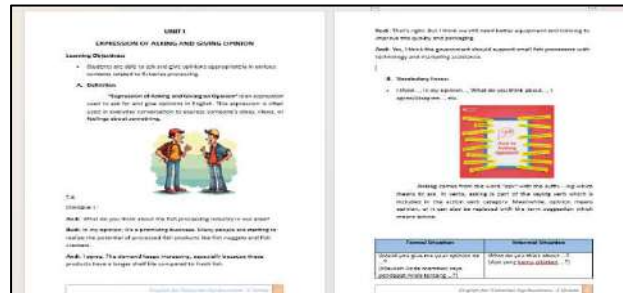
a) Before

b) After

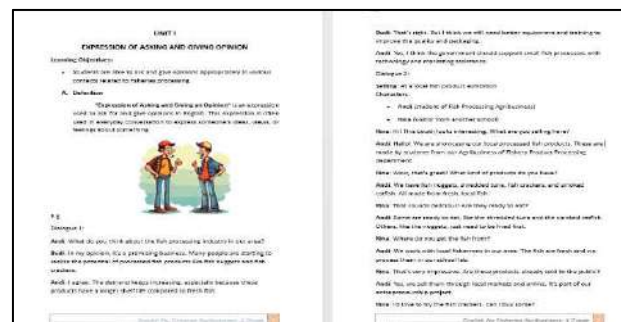
Picture 4.2 Revision The title of unit V

c. The third revision

The lack of more specific examples of dialog related to majors makes students still less able to understand the learning material, so the validator suggested adding several examples of dialog that are more related to majors.



a) Before

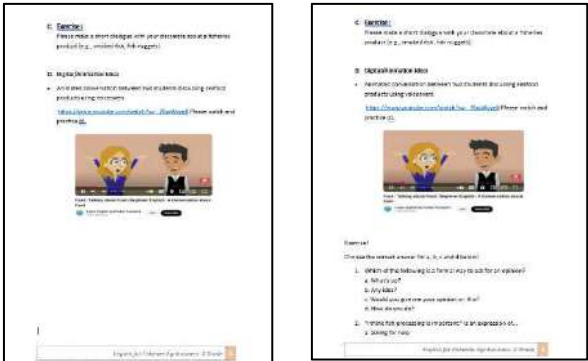


b) After

Picture 4.3 Revision of the Dialog in first Unit

d. The fourth revision

Lack of exercises in each unit, and exercises are only in the form of essays, no other exercises. The validator suggests adding some more exercises, either in the form of multiple choices or others so that it can make it easier for teachers when assessing each student.



a) Before b) After

Picture 4.4 Revision of additional exercises in the module

e. The fifth revision

The next revision was found in the glossary. the lack of a glossary that can help students find difficult vocabulary, so the validator suggested adding several glossaries to help students in using the module in the future.



a) Before

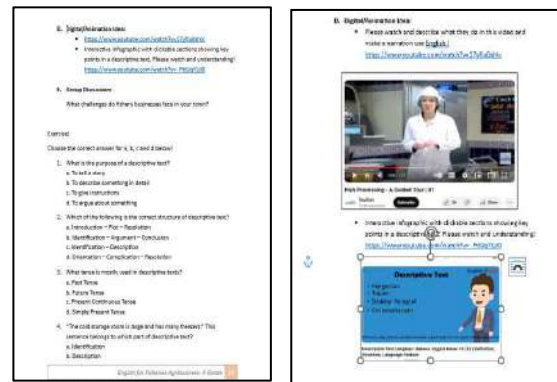


b) After

Picture 4.5 Glossary additions revision

f. The sixth revision

The next revision was found in the supporting learning video. the video is only a link, there is no explanation that the video aims to learn what and how to learn it. the validator suggested adding a trailer image to the module so that it can be understood by students and adding a command sentence so that students understand the purpose of the video.



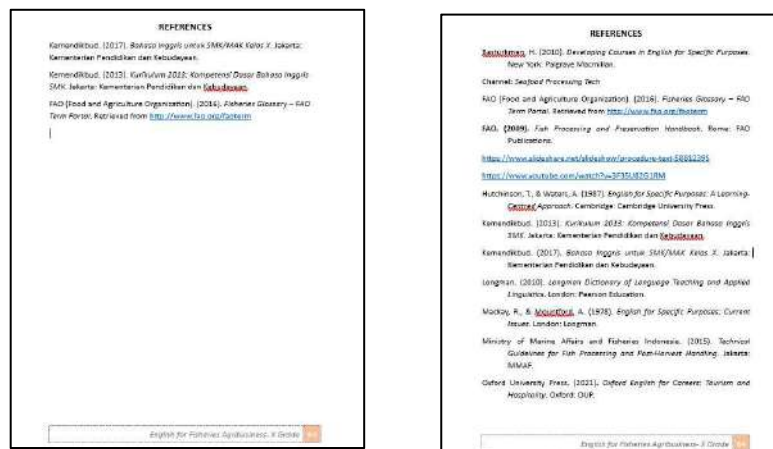
a) Before

b) After

Picture 4.6 Revised support for educational videos

g. The seventh revision

There is a lack of reference, so the validator suggested adding reference to help students, teachers and other users find related material in it.



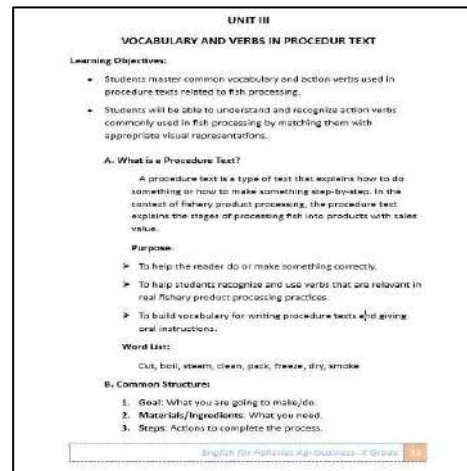
a) Before

b) After

Picture 4.7 Additional reference revision

h. The eighth revision

The last revision is related to consistency in numbering and giving symbols for each unit, so that it can help students understand the module in accordance with the order that has been described. such as using Roman numbers for each title, then using letters for each sub-chapter in the module and so on.



Picture 4.8 Revision of consistency in the use of numbers and symbols

CHAPTER V

STUDY AND SUGGESTIONS

5.1 Revised Product Review

Revised Product Review is a stage in the research and development process that aims to evaluate and revise products based on input from experts, teachers, and field test results. At this stage, researchers adjust and refine the English language modules that have been developed to be more effective and suitable for the needs of vocational school students majoring in Agribusiness in Fishery Product Processing.

Based on the validation results from subject matter experts and media experts, several improvement suggestions have been received. From the content perspective, validators suggested adding more contextual and relevant dialogue examples related to the fisheries industry. Additionally, the use of fisheries-specific technical terms in each unit was emphasized to enhance English language proficiency aligned with on-the-job requirements.

Meanwhile, from the media and presentation aspect, validators suggested improving the visual design to make it more attractive and communicative. The use of contrasting yet non-glaring colors, the addition of supporting icons in the instruction sections, and a more systematic layout arrangement are the main focuses of the module's presentation revision. Practical images such as packaging processed fish products, using steamers, or smoking processes are also added to enhance visual appeal and student understanding.

Additionally, the results of a limited trial (small group try-out) conducted with 10th-grade vocational high school students majoring in Agribusiness and Fisheries Product Processing indicated that some instructions in the exercise section needed to be simplified to make them easier to understand for students with basic English proficiency. Therefore, the instructional sentences in the exercise tasks were revised to be clearer, shorter, and more communicative.

Revisions were also made to the sequence of material presentation to follow a logical learning sequence, starting from speaking skills, reading, and writing. These adjustments are intended to support the project-based learning approach widely applied in the Merdeka Curriculum at Vocational High School.

With these revisions, it is hoped that this English module has become a learning product that not only meets students' academic needs but also supports their vocational skills in the field of fisheries product processing agribusiness.

5.2 Suggestions for Utilization, Dissemination, and Further Product Development

The English for Specific Purposes (ESP)-based English module developed in this study is intended to support the English learning process for grade X vocational students with the competency of expertise in Fishery Product Processing Agribusiness. This product is designed to provide learning materials that are more contextual, in accordance with the needs of the world of work in the field of fishery product processing.

5.1.1 Suggestions for Utilization

This module is recommended to be used as a learning supplement by English teachers in vocational schools with similar competencies. The module can be used in the learning process in class or as self-study material by students. In its implementation, teachers are expected to adjust the use of this module to the applicable curriculum and the characteristics of students.

This module can also be utilized in project-based learning practice activities, where students are invited to link English materials with productive activities such as promotion of fishery products, presentation of processed fish products, or customer service simulations. According to Hutchinson & Waters (1987), the ESP approach will be effective if it is contextualized with real situations faced by learners.

5.1.2 Suggestions for Dissemination

To increase the wider utilization of the module, the results of this development can be disseminated in several ways, including:

- a. MGMP (Musyawarah Guru Mata Pelajaran) English forum at the district level.
- b. Workshop on the preparation of teaching materials involving Vocational High School teachers from various regions.
- c. Digital publication through school social media, official institution website, or online learning platforms such as Google Classroom, Moodle, or school e-learning.

Effective dissemination has expanded the range of module use and allow for feedback from teachers and students in other schools that can be used as a basis for product improvement.

5.1.3 Suggestions for Further Product Development

Further product development is needed so that this product can continue to be relevant to the development of needs and technology. Some suggestions for further development include:

- a. Expansion of material coverage for classes X, XI and XII with higher levels of competence.
- b. Integration of digital learning media, such as videos of fish processing practices, audio conversations in the context of fisheries business, and interactive evaluations.
- c. Development in the form of electronic modules (e-modules) to make it more accessible to students flexibly.
- d. Pilot testing on a wider scale, involving several Vocational High School from different regions to obtain more representative data on the effectiveness and usability of the module.

In addition, it is important to do further collaboration with fishing industry practitioners to improve the content and relevance of the material in the world of work. This is in line with the principle of developing ESP-based teaching materials that emphasize the real needs of language users (Robinson, 1991).

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APPENDIX

1) Guidance Card

6/25/25, 1:17 PM

SISTEM INFORMASI MANAJEMEN AKADEMIK UIMSYA BLOKAGUNG ::

NIM	2111221025	
NAMA	SITI RODHIYAH MANDAR	
FAKULTAS	TARBIYAH DAN KEGURUAN	
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS	
PERIODE	20242	
JUDUL	DEVELOPING ENGLISH MODULE FOR AGRIBUSINESS OF FISHERIES PROCESSING APHPI DEPARTMENT OF VOCATIONAL HIGH SCHOOL	

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20242	23 Juni 2025	23 Juni 2025	Report Progress	put the important information in chapter 4 and 5
2	20242	11 Juni 2025	15 Juni 2025	grammar error	check for all the grammar error
3	20242	30 Mei 2025	05 Juni 2025	abstract	abstract has only 3 paragraphs containing background, aims, methods and findings
4	20242	01 Mei 2025	05 Mei 2025	product revision	Check if the product is easy to use, understandable, and applicable in real settings
5	20242	25 April 2025	30 April 2025	product revision	Evaluate the feedback and implement revision to improve the product quality
6	20242	16 April 2025	20 April 2025	Product trial	Assess the initial usability and effectiveness through limited testing
7	20242	10 April 2025	15 April 2025	Prototype of the module	add more pictures and colors to make it more interesting rn
8	20242	01 April 2025	05 April 2025	prototype of the module	do more interview to ensure that the topic of the module suit to students need
9	20242	25 Maret 2025	30 Maret 2025	chapter 3, after seminar proposal	change all the action in collecting data from future or present tense into past tense
10	20242	10 Maret 2025	15 Maret 2025	some references in chapter 1-3 are too old	Replace the outdated reference with a more recent one. find the latest version
11	20242	01 Maret 2025	05 Maret 2025	chapter 3, there are a lot of repetition	Avoid saying the same thing repeatedly, explain in clear and concise
12	20242	15 Februari 2025	01 Maret 2025	chapter 3, student made incorrect grammar used in explaining the sequence of research	use present or future tense in explaining the activities during research
13	20242	25 Januari 2025	01 Februari 2025	chapter 2, student made an error in writing previous study	find the distinction between the current and past research
14	20242	04 Januari 2025	11 Januari 2025	chapter 1, student made incorrect citation	please put citation in every words you quote and use citation management to help you
15	20242	21 Desember 2024	28 Desember 2024	chapter 1, student got difficulties in writing background of study	read more sources and develop brainstorming before start writing
16	20242	10 Desember 2024	15 Desember 2024	topic of research, student is confused to decide what topic will be selected	advisor suggests finding and reading 10 related articles

2) Certificate of Conducting Research



UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi

Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333
E-Mail: official@umsya.ac.id, Website: umsyac.ac.id, Kode Pos : 68491

Nomor : 51.2.12/035.169/PTK UMSYA/C.3/V/2025

Lamp. : -

Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:
SMK N Darul Uhm Muncar
Banyuwangi

Di - Tempat

Assalamu 'alaikum warahmatullahi wabarakatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UMSYA) Blokagung - Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : Siti Rofhiyah Manda
TTL : Samal A, 07 September 2003
NIM : 2111221025
Fakultas : Tarbiyah dan Keguruan (FTK)
Program Studi : Tadris Bahasa Inggris
Alamat : Desa Kobi Muti, Kec. Seram Utara Timur Kobi, Kab. Maluku Tengah, Prov. Maluku
Dosen Pembimbing : Faiqotul Rizkiyah, M.Pd.

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah: *"Developing English Module for Agribusiness of Fisheries Processing (APHPI) Departement of Vocational High School Darul Uhm Muncar"*

Atas berkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu 'alaikum warahmatullahi wabarakatuh

Blokagung, 08 Mei 2025
Dekan

Dr. Siti Azzah, S.Pd.I., M.Si.
NIP. 3150801058001



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
**SEKOLAH MENENGAH KEJURUAN NEGERI
DARUL ULUM MUNCAR BANYUWANGI**

Jl. KH Askandar KM 2 Wringinputih - Muncar. Telp/Fax (0333) 597602, Email : smkndu.muncar@gmail.com
KABUPATEN BANYUWANGI Kode Pos : 68472

SURAT KETERANGAN MELAKSANAKAN PENELITIAN

Nomor : 400.3.8 / 395 / 101.6.7.23 / 2025

Yang bertanda tangan di bawah ini :

Nama : **Dr. UMAR SAID, M.Pd**
NIP : 196603071994121005
Pangkat/Golongan : Pembina Utama Muda, IV/c
Jabatan : Kepala SMKN Darul Ulum Muncar

Menerangkan bahwa :

Nama : SITI RODHIYAH MANDAR
NIM : 2111221025
Nama Sekolah : UNIVERSITAS KH. MUKHTAR SYAFAAT

Telah melaksanakan Praktek Keprofesian (PK) di SMK Negeri Darul Ulum Muncar
dari tanggal 14 Mei 2025 s/d 15 Mei 2025

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Banyuwangi, 15 Mei 2025
Kepala

Dr. UMAR SAID, M.Pd
NIP. 196603071994121005

3) Certificate of Free Plagiarism Maximum 25% from the faculty



UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi

Alamat : PE Darussalam Blokagung Banyuwangi, No Hp : 08113129533
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SURAT KETERANGAN BEBAS PLAGIASI

Nomor:

Yang bertanda tangan dibawah ini Kaprodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi, dengan ini menerangkan bahwa telah dilakukan cek similaritas* terhadap naskah artikel:

Nama : Siti Rochiyah Mardar
NIM : 2111221025
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Jenjang : Sarjana (S.1)

Dengan Hasil : 19%

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Banyuwangi, 10 Juni 2025
Kaprodi Tadris Bahasa Inggris

Ahmad Faruk, M.Pd.
NIDN. 3152611058801

Keterangan:

*menggunakan aplikasi Turnitin.

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Muhammad Faruk

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4) Research Documentation



1.4.1 Preparation for the pre-test before implementing the English language module for grade X APHPi2



1.4.2 Application of Unit I material: Expressions for asking and giving opinions



1.4.3 post-test implementation after applying the material in the English module



1.4.4 Interview with one of the English teachers at SMK Negeri Darul Ulum Muncar in the creation of English language modules.



1.4.5 Interview with one of the students in Class X APHPi 2 to find out what they need in an English teaching module



1.4.6 Group photo after conducting research and collecting samples from students in class X Aphp I 2 at SMK Negeri Darul Ulum Muncar Banyuwangi.

5) Other attachments supporting the research

5.1 Interview guidelines

**KUESIONER WAWANCARA UNTUK GURU BAHASA
INGGRIS**

Identitas Responden:

- Nama:

- Lama mengajar:

- Pernah mengajar kelas: ☐ X ☐ XI ☐ XII

Tujuan: Menggali kondisi pembelajaran Bahasa Inggris dan kebutuhan guru dalam mengajar sesuai jurusan.

• Pertanyaan:

1. Bagaimana Anda menilai relevansi materi Bahasa Inggris saat ini dengan bidang Agribisnis Pengolahan Hasil Perikanan?
2. Pernahkah Anda menggunakan materi Bahasa Inggris yang berbasis kejuruan/perikanan? Jika ya, berikan contohnya.
3. Kesulitan apa yang sering Anda temui dalam mengajarkan Bahasa Inggris kepada siswa jurusan ini?
4. Menurut Anda, keterampilan Bahasa Inggris apa yang paling dibutuhkan siswa jurusan perikanan (misalnya: membaca dokumen teknis, menulis laporan, percakapan kerja, dll.) dalam skill (reading, speaking, writing, etc) ?
5. Bagaimana pendapat ada dengan adanya modul Bahasa Inggris khusus untuk jurusan ini? Jelaskan alasan Anda.
6. Apa harapan Anda terhadap modul baru yang akan dikembangkan?
7. Bagaimana metode pengajaran Bahasa Inggris yang Bapak/Ibu terapkan untuk siswa jurusan Agribisnis Pengolahan Hasil Perikanan?
8. Apakah materi yang diajarkan saat ini sudah cukup relevan dengan dunia kerja di bidang perikanan dan agribisnis?
9. Apa saja tantangan yang Bapak/Ibu hadapi dalam membuat materi pembelajaran yang kontekstual dengan jurusan siswa?
10. Apakah Bapak/Ibu pernah mengintegrasikan istilah-istilah teknis perikanan dalam pembelajaran Bahasa Inggris?
11. Menurut Bapak/Ibu, materi seperti apa yang paling dibutuhkan oleh siswa agar mereka mampu berkomunikasi dalam konteks kejuruan yang sesuai dengan kurikulum yang digunakan saat ini?

KUESIONER WAWANCARA UNTUK SISWA-SISWI SMK

Identitas Responden:

- Nama:

- Kelas: ☐ X ☐ XI ☐ XII

- Jenis Kelamin:

- Apakah kamu suka pelajaran Bahasa Inggris? ☐ Ya ☐ Tidak

Tujuan: Mengetahui minat, kesulitan, dan harapan siswa terhadap pembelajaran Bahasa Inggris.

• Pertanyaan:

1. Apakah menurutmu Bahasa Inggris penting untuk jurusan Agribisnis Pengolahan Hasil Perikanan?
2. Apakah materi Bahasa Inggris yang kamu pelajari saat ini sesuai dengan jurusan kamu?
3. Apa bagian pelajaran Bahasa Inggris yang paling sulit kamu pahami?
4. Apakah kamu ingin belajar Bahasa Inggris yang lebih berkaitan dengan jurusan kamu? (misalnya: istilah perikanan, proses ekspor-impor hasil laut, pengolahan hasil perikanan, wawancara kerja)
5. Jika kamu memiliki modul Bahasa Inggris khusus untuk jurusan kamu, menurut kamu apa isi yang seharusnya ada di dalamnya?
6. Apakah kamu ingin lebih banyak latihan praktik (seperti percakapan, simulasi kerja, atau membaca brosur produk perikanan berbahasa Inggris)?
7. Menurut kalian, seberapa penting Bahasa Inggris dalam bidang Agribisnis Pengolahan Hasil Perikanan?
8. Jika kalian memiliki modul atau buku Bahasa Inggris yang berisi materi sesuai dengan jurusan kalian, apa yang ingin kalian lihat di dalamnya?
9. Seberapa sering kalian menggunakan atau menemui istilah Bahasa Inggris dalam praktik kejuruan kalian?

5.2 Expert Validation Checklist for Media Sheet

EXPERT VALIDATION CHECKLIST FOR MEDIA

The title of Research : Developing English Module for Agribusiness of Fisheries Processing (APHPI) Department of Vocational High School Darul Ulum Muncar

Researcher :

Validator :

Instruction :

- Please give a tick (√) within the Colom based on your evaluation of the media:

4= Strongly Agree

3= Agree

2= Disagree

1= Strongly disagree

- Please give comments and suggestions

No	Indicator	Criteria	Score			
			4	3	2	1
1	Material	The material is suitable for the target students				
		The material support students centered learning about Agribusiness of Fisheries Processing				
		The purpose of the module is for help teachers and students for studying english especially for Agribusiness of Fisheries Processing Department.				
		The coverage of materials applies all the skill of english				
2	Attractiveness	The contents of the module are suitable for all english learners' levels				
		The size of the module is flexible to be used in any situation and condition.				
		The animation could motivate target students to learn.				
3	Appearance	Diversity of color illustration supporting the visualization.				
		The uniqueness of each page display on the module				
		The uniqueness of tables, illustrations, and symbols in module.				
Comments and Suggestion:						

Banyuwangi, June 2025

Muhammad Ali Saifudin
NIP. 197505212005011004

5.3 Expert Validation Number for Material

LEMBAR VALIDASI MODUL PEMBELAJARAN

The Title of Research : Developing English Module for Agribusiness of Fisheries Processing (APHPI) Department of Vocational High School Darul Ulum Muncar

Researcher : Siti Rodhiyah Mandar
Validator : Mr. Ahmad Faruk, M.Pd. An English Lecture or Head of English Education Department in KH. Mukhtar Syafaat University of Darussalam Blokagung-Banyuwangi.

Formatted[juniormandar@outlook.com]: Font: (Default) Georgia, 10 pt

- Instruction :
- Please give a score within the colom based on your evaluation of the media:
4= Strongly Agree
3= Agree
2= Disagree
1= Strongly disagree
 - Please give scores, comments, and suggestions.

Aspek Kelayakan Isi			
No.	Kriteria Penilaian	Skor (1–4)	Catatan/Saran
1	Kesesuaian materi dengan kompetensi dasar		
2	Kesesuaian materi dengan karakteristik siswa SMK		
3	Kebenaran konsep dan informasi		
4	Kesesuaian materi dengan konteks Agribisnis Perikanan		
5	Keterpaduan antara materi dengan keterampilan berbahasa Inggris		

Aspek Bahasa			
No.	Kriteria Penilaian	Skor (1–4)	Catatan/Saran
1	Bahasa komunikatif, sesuai dengan tingkat perkembangan siswa		

Aspek Bahasa			
No.	Kriteria Penilaian	Skor (1–4)	Catatan/Saran
2	Ketepatan struktur dan tata bahasa		
3	Kejelasan instruksi dan petunjuk kegiatan		

Aspek Penyajian			
No.	Kriteria Penilaian	Skor (1–4)	Catatan/Saran
1	Sistematis dan runtut penyajian materi		
2	Kejelasan tujuan pembelajaran		
3	Kesesuaian format dan gaya penyampaian		
4	Penyajian latihan/soal bervariasi dan aplikatif		

Aspek Kegrafikan (Tampilan Visual)			
No.	Kriteria Penilaian	Skor (1–4)	Catatan/Saran
1	Kesesuaian tata letak dan kerapihan		
2	Kualitas ilustrasi/gambar (jika ada)		
3	Konsistensi format dan pemilihan huruf		
Saran dan Komentar:			
.....			

Banyuwangi, ...2025

Validator,

.....

5.4 Validation Sheet Checklist for English Expert

LEMBAR VALIDASI AHLI BAHASA INGGRIS

Modul Bahasa Inggris untuk SMK Agribisnis Pengolahan Hasil Perikanan

Judul Modul: *English for Agribusiness in Fishery Product Processing – Grade X*

Nama Penulis: Siti Rodhiyah Mandar

Tahun Terbit: 2025/2026

Identitas Validator

- Nama:
- Instansi/Institusi:
- Bidang Keahlian:
- Jabatan:

Aspek yang Dinilai

No	Aspek Penilaian	Skor 1	Skor 2	Skor 3	Skor 4	Skor 5
1	Kesesuaian penggunaan tata bahasa Inggris					
2	Keakuratan terjemahan dan makna					
3	Kesesuaian kosakata (vocabulary) dengan konteks kejuruan					
4	Kejelasan instruksi dalam Bahasa Inggris					
5	Konsistensi penggunaan istilah bahasa Inggris					
6	Keterbacaan dan kefasihan teks Bahasa Inggris					
7	Ketepatan struktur kalimat dan paragraf					

Keterangan Skor:

- 1 = Sangat Tidak Baik

- 2 = Tidak Baik
- 3 = Cukup
- 4 = Baik
- 5 = Sangat Baik

Komentar dan Saran Perbaikan

.....

.....

.....

.....

Kesimpulan

- ☐ Layak tanpa revisi
- ☐ Layak dengan revisi kecil
- ☐ Layak dengan revisi besar
- ☐ Tidak layak

Tanda Tangan Validator

Banyuwangi, ...2025
 Validator,

.....

Expert Validation Checklist for English Teachers

Name : Hendro Subiyantoro M.Pd

Profession: English Teacher

Answer by giving a tick symbol (√) to the number of available answers according to the level of agreement.

Note :

SB = Sangat Baik

KB = Kurang Baik

B = Baik

TB = Tidak Baik

No	Pertanyaan	Tingkat Persetujuan			
		SB	B	KB	TB
1	Kemenarikan design pada isi modul bahasa inggris.				
2	Kemampuan modul dalam penyajian materi secara urut dan sistematis				
3	Kemudahan memahami materi yang disajikan				
4	Kelengkapan materi yang disajikan dalam modul				
5	Kegunaan modul sebagai media ajar siswa				
6	Kemudahan modul sebagai alat penyaji materi bagi guru				
7	Kejelasan bahasa yang digunakan				
8	Keunggulan modul sebagai media ajar siswa				
9	Keberhasilan dalam kemampuan pemahaman siswa				
10	Keefektifan modul sebagai bahan ajar dan belajar siswa.				
Comment and suggest:					

Banyuwangi, June 2025

(Hendro Subiyantoro M.Pd)
NIP. 19761021 201407 1 002

5.5 Expert Validation Checklist for Students

**TANGGAPAN SISWA/SISWI TERHADAP RANCANGAN ENGLISH
MODULE FOR AGRIBUSINESS OF FISHERIES PROCESSING
UNTUK KETERTARIKAN DAN PEMAHAMAN SISWA/SISWI SMK
DALAM BELAJAR BAHASA INGGRIS**

Nama:

Kelas:

Jawablah dengan memberi simbol (√) centang pada nomor jawaban yang tersedia sesuai dengan tingkat persetujuan.

Keterangan:

SB = Sangat Baik

KB = Kurang Baik

S = Baik

TB = Tidak Baik

No	Pertanyaan	Tingkat Persetujuan			
		SB	B	KB	TB
1	Kemenarikan desain pada Module				
2	Kemampuan modul dalam penyajian materi secara urut dan sistematis				
3	Kemudahan memahami materi yang disajikan				
4	Kejelasan bahasa yang digunakan				
5	Kemampuan media modul untuk meningkatkan motivasi belajar siswa				
6	Kegunaan modul yang dapat digunakan pada saat belajar mengajar baik dilakukan di rumah maupun di sekolah				
7	Manfaat modul dalam belajar mengajar di sekolah				
8	Kesesuaian gambar dalam pembahasan materi ajar				
9	Kesederhanaan dan kejelasan bahasa yang digunakan				
10	Keefektifan modul untuk siswa				
Comment & Suggestion:					

5.6 The transcript result of an interview with an English teacher

Pengajar menekankan bahwa materi Bahasa Inggris saat ini sangat relevan dengan program agribisnis dan perikanan, karena dikembangkan berdasarkan analisis yang cermat terhadap produk perikanan, laporan produksi, dan kegiatan ekspor-impor. Mereka saat ini menggunakan materi Bahasa Inggris umum dan ESP (English for Specific Purposes), termasuk konten yang berfokus pada label kemasan, prosedur, dan dialog dengan nelayan dan pembeli.

Reading and speaking skills are considered vital abilities for students in this area. These skills are important for understanding technical documents and for engaging in international communication.

Diskusi menyoroti kebutuhan akan modul pembelajaran kontekstual yang dapat diterapkan secara praktis di tempat kerja. Penekanan kuat diberikan pada pentingnya memasukkan kosakata teknis, dokumen tempat kerja asli, dan aktivitas belajar yang mensimulasikan situasi industri yang nyata.

Bab

Diskusi Pendahuluan mengenai Pembuatan Modul00:00:16

Rapat diawali dengan diskusi mengenai pembuatan modul ESP yang dirancang khusus untuk sekolah kejuruan (SMK), dengan fokus pada bidang pengolahan agribisnis dan perikanan. Pengajar memastikan bahwa materi bahasa Inggris yang ada saat ini relevan dengan kebutuhan program tersebut.

Metode Pengajaran dan Tantangan00:02:21

Pengajar mengidentifikasi tantangan utama dalam pengajaran ESP, dengan menekankan bahwa siswa perlu fondasi yang kuat dalam bahasa Inggris umum sebelum beralih ke materi yang lebih khusus. Mereka juga menyoroti pentingnya pendekatan belajar sambil melakukan dan pengintegrasian bahasa Inggris dalam sesi praktis.

Persyaratan Material dan Fokus Keterampilan00:03:04

Reading dan berbicara diidentifikasi sebagai keterampilan penting. Diskusi menyoroti kebutuhan akan kosakata teknis, dokumen otentik, dan keterampilan komunikasi khusus industri. Instruktur menyatakan dukungan untuk pengembangan modul pembelajaran kontekstual.

Penilaian Bahan Saat Ini dan Tantangan00:06:11

Pengajar mencatat bahwa meskipun materi saat ini relevan, masih terlalu banyak topik umum. Mereka mengidentifikasi

tantangan seperti terbatasnya bahan referensi dan kurangnya pelatihan dalam mengembangkan konten berbasis kejuruan.

Integrasi Teknis dan Kebutuhan Masa Depan00:07:57

Diskusi ditutup dengan contoh pengintegrasian istilah teknis (ikan asap, fillet ikan, dll.) dan identifikasi bahan yang diperlukan berdasarkan situasi kerja nyata, termasuk penulisan laporan dan prosedur ekspor.

Daftar Tindakan

- Instructor harus mengembangkan lebih banyak bahan bacaan khusus industri untuk dokumen dan manual teknis.00:03:04
- Membuat modul pembelajaran yang kontekstual dan dapat mensimulasikan situasi nyata di tempat kerja.00:03:48
- Integrasikan lebih banyak kosakata teknis dan dokumen kantor yang asli ke dalam kurikulum.00:04:11
- Mengembangkan materi yang berfokus pada situasi kerja nyata, termasuk penulisan laporan dan prosedur ekspor.00:08:43
- Tambah latihan bahasa Inggris yang praktis dengan istilah teknis terkait perikanan.00:07:57

5.7 Result Of Validation Checklist for Media

Expert Validation Checklist for Media

The title of Research : Developing English Module for Agribusiness of Fisheries Processing (APHP) Department of Vocational High School Darul Ulum Mancar

Researcher : Sri Rodhiyah Manda

Validator : Mr. Muhammad Ali Saifudin, M.Pd. An English Teacher in Darul Ulum Vocational High School Mancar-Banyuwangi.

Instruction :

1. Please give a tick (✓) within the Colom based on your evaluation of the media:

4= Strongly Agree

3= Agree

2= Disagree

1= Strongly disagree

2. Please give comments and suggestions

No	Indicator	Criteria	Score				
			4	3	2	1	
1	Material	The material is suitable for the target students	✓				
		The material support students centered learning about Agribusiness of Fisheries Processing	✓				
		The purpose of the module is for help teachers and students for studying english especially for Agribusiness of Fisheries Processing Department		✓			
		The coverage of materials applies all the skill of english		✓			
		The contents of the module are suitable for all english learners' levels		✓			
2	Attractiveness	The size of the module is flexible to be used in any situation and condition.		✓			
		The animation could motivate target students to learn		✓			
		Diversity of color illustration supporting the visualization.	✓				
3	Appearance	The uniqueness of each page display on the module		✓			

		The uniqueness of tables, illustrations, and symbols in module	✓		
--	--	--	---	--	--

Comments and Suggestion: penambahan latihan pada skill bahasa Inggris terutama speaking, penambahan referensi dengan menggunakan buku-buku referensi yang digunakan di sekolah, seperti SPLASH dan lain lain.

Banyuwangi June 2025


(Muhammad Ali Saifudin M.Pd.)

5.8 Result Of Validation Number and Checklist For Material

LEMBAR VALIDASI MODUL PEMBELAJARAN

Mata Pelajaran: Bahasa Inggris

Kompetensi Keahlian: Agribisnis Pengolahan Hasil Perikanan

Judul Modul: English for Agribusiness in Fishery Product Processing - Grade X

Nama Penulis Modul: _____

Nama Validator: Ahmad Faruk Mpd.

Instansi: UMSIA

A. Aspek Kelayakan Isi

No.	Kriteria Penilaian	Skor (1-4)	Catatan/Saran
1	Kesesuaian materi dengan kompetensi dasar	3	
2	Kesesuaian materi dengan karakteristik siswa SMK	4	
3	Kebenaran konsep dan informasi	3	
4	Kesesuaian materi dengan konteks Agribisnis Perikanan	3	
5	Keterpaduan antara materi dengan keterampilan berbahasa Inggris	3	

B. Aspek Bahasa

No.	Kriteria Penilaian	Skor (1-4)	Catatan/Saran
1	Bahasa komunikatif, sesuai dengan tingkat perkembangan siswa	3	
2	Ketepatan struktur dan tata bahasa	3	
3	Kejelasan instruksi dan petunjuk kegiatan	3	

C. Aspek Penyajian

No.	Kriteria Penilaian	Skor (1-4)	Catatan/Saran
1	Sistematis dan runtut penyajian materi	3	konsistensi penulisan nomor dan simbol
2	Kejelasan tujuan pembelajaran	3	
3	Kesesuaian format dan gaya penyampaian	3	

No.	Kriteria Penilaian	Skor (1-4)	Catatan/Saran
4	Penyajian latihan/soal bervariasi dan aplikatif	3	

D. Aspek Kegrafikan (Tampilan Visual)

No.	Kriteria Penilaian	Skor (1-4)	Catatan/Saran
1	Kesesuaian tata letak dan kerapihan	3	
2	Kualitas ilustrasi/gambar (jika ada)	4	
3	Konsistensi format dan pemilihan huruf	3	

Skor Penilaian:

- 4 = Sangat Baik
- 3 = Baik
- 2 = Cukup
- 1 = Kurang

Komentar Umum dan Rekomendasi:

Buat yg lengkap mulai cover - penutup, garis nomor
dan simbol untuk di perhatikan.

Kesimpulan Penilaian:

- ☐ Layak digunakan tanpa revisi
☒ Layak digunakan dengan revisi kecil
☐ Perlu revisi besar sebelum digunakan
☐ Tidak layak digunakan

Banyuwangi, ...2025

Validator,

LEMBAR VALIDASI AHLI BAHASA INGGRIS

Modul Bahasa Inggris untuk SMK Agribisnis Pengolahan Hasil Perikanan
Judul Modul: *English for Agribusiness in Fishery Product Processing – Grade X*
Nama Penulis: Siti Rodhiyah Mandar
Tahun Terbit: 2025/2026

Identitas Validator

- Nama: *Alimad Farule mpd*
- Instansi/Institusi: *UMMA*
- Bidang Keahlian: *Bahasa Inggris*
- Jabatan: *keua prodi*

Aspek yang Dinilai

No	Aspek Penilaian	Skor 1	Skor 2	Skor 3	Skor 4	Skor 5
1	Kesesuaian penggunaan tata bahasa Inggris				✓	
2	Keakuratan terjemahan dan makna				✓	
3	Kesesuaian kosakata (vocabulary) dengan konteks kejuruan				✓	
4	Kejelasan instruksi dalam Bahasa Inggris				✓	
5	Konsistensi penggunaan istilah bahasa Inggris				✓	
6	Keterbacaan dan kefasihan teks Bahasa Inggris			✓		
7	Ketepatan struktur kalimat dan paragraf			✓		

Keterangan Skor:

- 1 = Sangat Tidak Baik
- 2 = Tidak Baik
- 3 = Cukup
- 4 = Baik
- 5 = Sangat Baik

Komentar dan Saran Perbaikan

perlu melihat referensi model yg lain agar
penulisan dan tata cara lebih sempurna

Kesimpulan

- ☐ Layak tanpa revisi
☒ Layak dengan revisi kecil
☐ Layak dengan revisi besar
☐ Tidak layak

Tanda Tangan Validator

Banyuwangi, ...2025

Validator,



(tanda tangan & nama jelas)

Ahmad Faride M. P.

5.9 Result of Validation Checklist for English Teacher

5.1 Result of Validation Checklist for Students

TANGGAPAN SISWA/SISWI TERHADAP RANCANGAN ENGLISH MODULE FOR AGRIBUSINESS OF FISHERIES PROCESSING UNTUK KETERTARIKAN DAN PEMAHAMAN SISWA/SISWI SMK DALAM BELAJAR BAHASA INGGRIS

Nama: Rendi Putra Pratama

Kelas: X qphpi 2

Jawablah dengan memberi simbol (✓) centang pada nomor jawaban yang tersedia sesuai dengan tingkat persetujuan.

Keterangan:

SB = Sangat Baik

KB = Kurang Baik

S = Baik

TB = Tidak Baik

No	Pertanyaan	Tingkat Persetujuan			
		SB	B	KB	TB
1	Kemenarikan desain pada Module	✓			
2	Kemampuan modul dalam penyajian materi secara urut dan sistematis		✓		
3	Kemudahan memahami materi yang disajikan		✓		
4	Kejelasan bahasa yang digunakan	✓			
5	Kemampuan media modul untuk meningkatkan motivasi belajar siswa	✓			
6	Kegunaan modul yang dapat digunakan pada saat belajar mengajar baik dilakukan di rumah maupun di sekolah	✓			
7	Manfaat modul dalam belajar mengajar di sekolah		✓		
8	Kesesuaian gambar dalam pembahasan materi ajar	✓			
9	Kesederhanaan dan kejelasan bahasa yang digunakan		✓		
10	Keefektifan modul untuk siswa	✓			

Comment & suggestion:

Bentuknya bagus sesuai sama jurusan dan di bisa dibawa
bermana-mana

**TANGGAPAN SISWA/SISWI TERHADAP RANCANGAN ENGLISH MODULE FOR
AGRIBUSINESS OF FISHERIES PROCESSING UNTUK KETERTARIKAN DAN
PEMAHAMAN SISWA/SISWI SMK DALAM BELAJAR BAHASA INGGRIS**

Nama: Latasya Shofiatuz Zulfah Ali

Kelas: X APHP1 2

Jawablah dengan memberi simbol (✓) centang pada nomor jawaban yang tersedia sesuai dengan tingkat persetujuan.

Keterangan:

SB = Sangat Baik

KB = Kurang Baik

S = Baik

TB = Tidak Baik

No	Pertanyaan	Tingkat Persetujuan			
		SB	B	KB	TB
1	Kemenarikan desain pada Module	✓			
2	Kemampuan modul dalam penyajian materi secara urut dan	✓			

**TANGGAPAN SISWA/SISWI TERHADAP RANCANGAN ENGLISH MODULE FOR
AGRIBUSINESS OF FISHERIES PROCESSING UNTUK KETERTARIKAN DAN
PEMAHAMAN SISWA/SISWI SMK DALAM BELAJAR BAHASA INGGRIS**

Nama: Wildan Pratama Al Habib

Kelas: X APHP1 2

Jawablah dengan memberi simbol (✓) centang pada nomor jawaban yang tersedia sesuai dengan tingkat persetujuan.

Keterangan:

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3	Kemudahan memahami materi yang disajikan	✓			
4	Kejelasan bahasa yang digunakan		✓		
5	Kemampuan media modul untuk meningkatkan motivasi belajar siswa	✓			
6	Kegunaan modul yang dapat digunakan pada saat belajar mengajar baik dilakukan di rumah maupun di sekolah	✓			
7	Manfaat modul dalam belajar mengajar di sekolah		✓		
8	Kesesuaian gambar dalam pembahasan materi ajar	✓			
9	Kesederhanaan dan kejelasan bahasa yang digunakan	✓			
10	Keefektifan modul untuk siswa	✓			

Comment & suggestion:

Bukunya lumayan menarik

**TANGGAPAN SISWA/SISWI TERHADAP RANCANGAN ENGLISH MODULE FOR
AGRIBUSINESS OF FISHERIES PROCESSING UNTUK KETERTARIKAN DAN
PEMAHAMAN SISWA/SISWI SMK DALAM BELAJAR BAHASA INGGRIS**

Nama: *ravy Dwi pramudya*

Kelas: *x aphi 2*

Jawablah dengan memberi simbol (✓) centang pada nomor jawaban yang tersedia sesuai dengan tingkat persetujuan.

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7	Manfaat modul dalam belajar mengajar di sekolah		✓		
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9	Kesederhanaan dan kejelasan bahasa yang digunakan		✓		
10	Keefektifan modul untuk siswa	✓			

Comment & suggestion :

Covernya bagus dan sesuai dengan jurusan

**TANGGAPAN SISWA/SISWI TERHADAP RANCANGAN ENGLISH MODULE FOR
AGRIBUSINESS OF FISHERIES PROCESSING UNTUK KETERTARIKAN DAN
PEMAHAMAN SISWA/SISWI SMK DALAM BELAJAR BAHASA INGGRIS**

Nama: Sakia Allya Domayanti

Kelas: X APHP1 2

Jawablah dengan memberi simbol (✓) centang pada nomor jawaban yang tersedia sesuai dengan tingkat persetujuan.

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5	Kemampuan media modul untuk meningkatkan motivasi belajar siswa	✓			
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8	Kesesuaian gambar dalam pembahasan materi ajar	✓			
9	Kesederhanaan dan kejelasan bahasa yang digunakan		✓		
10	Keefektifan modul untuk siswa	✓			

Comment & suggestion.

Bagus bukunya tapi agak membingungkan kalo gak dijelaskan

**TANGGAPAN SISWA/SISWI TERHADAP RANCANGAN ENGLISH MODULE FOR
AGRIBUSINESS OF FISHERIES PROCESSING UNTUK KETERTARIKAN DAN
PEMAHAMAN SISWA/SISWI SMK DALAM BELAJAR BAHASA INGGRIS**

Nama: Vino Alfian

Kelas: x aphpi 2

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7	Manfaat modul dalam belajar mengajar di sekolah	✓			
8	Kesesuaian gambar dalam pembahasan materi ajar	✓			
9	Kesederhanaan dan kejelasan bahasa yang digunakan	✓			
10	Keefektifan modul untuk siswa	✓			

Comment & Suggestion:

menurut saya buku ini cukup membantu pelajar pemula dalam belajar bahasa Inggris

TANGGAPAN SISWA/SISWI TERHADAP RANCANGAN ENGLISH MODULE FOR
AGRIBUSINESS OF FISHERIES PROCESSING UNTUK KETERTARIKAN DAN
PEMAHAMAN SISWA/SISWI SMK DALAM BELAJAR BAHASA INGGRIS

Nama: Septiana Latifah

Kelas: X APHP 2

Jawablah dengan memberi simbol (✓) centang pada nomor jawaban yang tersedia sesuai dengan tingkat persetujuan.

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9	Kesederhanaan dan kejelasan bahasa yang digunakan	✓			
10	Keefektifan modul untuk siswa	✓			

Comment & Suggestion:

Isinya bagus lumayan mudah dipahami tapi untuk cover bukunya di tingkatkan lagi biar tambah menarik

TANGGAPAN SISWA/SISWI TERHADAP RANCANGAN ENGLISH MODULE FOR
AGRIBUSINESS OF FISHERIES PROCESSING UNTUK KETERTARIKAN DAN
PEMAHAMAN SISWA/SISWI SMK DALAM BELAJAR BAHASA INGGRIS

Nama: rolan verlis Sabria

Kelas: X APHPi 2

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9	Kesederhanaan dan kejelasan bahasa yang digunakan	✓			
10	Keefektifan modul untuk siswa	✓			

Comment & suggestion :

Menurutku buku ini sangat bermanfaat bagi siswa Pelajar APHPi semoga buku ini semakin berkembang.

TANGGAPAN SISWA/SISWI TERHADAP RANCANGAN ENGLISH MODULE FOR
AGRIBUSINESS OF FISHERIES PROCESSING UNTUK KETERTARIKAN DAN
PEMAHAMAN SISWA/SISWI SMK DALAM BELAJAR BAHASA INGGRIS

Nama: NOVRENDA ELOK AMANSA

Kelas: X APHP1 2

Jawablah dengan memberi simbol (✓) centang pada nomor jawaban yang tersedia sesuai dengan tingkat persetujuan.

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9	Kesederhanaan dan kejelasan bahasa yang digunakan	✓			
10	Keefektifan modul untuk siswa	✓			

Comment & suggestion

BUKU INI CUKUP MEMBANTU UNTUK BISA MENGENAL KATA
KOSA KATA DALAM BAHASA INGGRIS YANG SESUAI
DENGAN JURUSAN AGRIBUSINESS PENGOLAHAN HASIL PERIKANAN

5.2 Pre-test and Post-Test

PRE TEST

Name:

Class:

Pilihlah jawaban di bawah ini a, b, c dan d dengan tepat!

1. What do you think about dried fish?
 - A. I think it tastes great.
 - B. Thank you very much.
 - C. You're welcome.
 - D. Let's make it.
2. Which of these is an expression of asking for opinion?
 - A. I don't like it.
 - B. I believe it's good.
 - C. Do you think it's fresh?
 - D. I think it's not ready.
3. "I strongly believe that smoking fish preserves it well."
This sentence expresses...
 - A. Asking for help
 - B. Compliment
 - C. Giving opinion
 - D. Instruction
4. "What's your opinion about this product?"
 - A. I'm afraid I don't know.
 - B. I don't have one.
 - C. I think it looks clean.
 - D. Don't ask me that.
5. Which phrase shows **disagreement**?
 - A. I agree with you
 - B. That's a good idea
 - C. I don't think so
 - D. Absolutely
6. Which of the following is not asking for opinion?
 - A. What do you think?
 - B. Do you have any suggestions?
 - C. In my opinion...
 - D. How do you feel about this?
7. What is the correct response to: "Do you think this fish is processed properly?"

- A. I don't know
 - B. I believe so
 - C. Yes, we can
 - D. Let's do it
8. The purpose of descriptive text is to...
- A. Tell a story
 - B. Describe something
 - C. Explain how to do something
 - D. Convince someone
9. Which one is not a descriptive word?
- A. Smooth
 - B. Salty
 - C. Prepare
 - D. Slippery
10. "The fish has a long body and shiny scales." This is an example of...
- A. Procedure text
 - B. Descriptive text
 - C. Report text
 - D. Narrative text
11. Which text type uses **identification and description**?
- A. Narrative
 - B. Procedure
 - C. Descriptive
 - D. Explanation
12. Which adjective best describes dried fish?
- A. Slippery
 - B. Crispy
 - C. Sweet
 - D. Tall
13. What is the **generic structure** of descriptive text?
- A. Orientation – Event – Reorientation
 - B. Goal – Materials – Steps
 - C. Identification – Description
 - D. Statement – Arguments – Conclusion
14. What is the purpose of a procedure text?
- A. To explain why something happens
 - B. To show how something is done
 - C. To describe an object
 - D. To share a past experience

15. Which one is a verb commonly found in procedure text?
- A. Clean
 - B. Is
 - C. Beautiful
 - D. With
16. "First, ____ the fish with clean water."
- A. washing
 - B. wash
 - C. washed
 - D. washes
17. Which of these is a correct imperative sentence?
- A. Boil the fish for 15 minutes.
 - B. Boils the fish for 15 minutes.
 - C. Boiled the fish for 15 minutes.
 - D. Boiling the fish for 15 minutes.
18. What is usually NOT included in a procedure text?
- A. Goal
 - B. Materials
 - C. Conclusion
 - D. Steps
19. Which of these is a connector used in procedure text?
- A. However
 - B. Then
 - C. While
 - D. Although
20. "Next, slice the fish into small pieces." What does "slice" mean?
- A. Wash
 - B. Cut
 - C. Mix
 - D. Cook

POST TEST

Name:

Class:

Pilihlah jawaban di bawah ini a, b, c dan d dengan tepat!

1. Which one is used to give an opinion?
 - A. Let's go
 - B. I think this is too salty
 - C. Are you ready?
 - D. Thank you
2. What's your suggestion for better packaging?
 - A. I guess it should be vacuum packed
 - B. No, thanks
 - C. Hello
 - D. Go ahead
3. "In my opinion, freezing keeps fish fresh longer."
What type of sentence is this?
 - A. Imperative
 - B. Asking for help
 - C. Giving opinion
 - D. Greeting
4. "Do you have any suggestion for the flavor?"
The proper response is:
 - A. I like the spicy one
 - B. Not yet
 - C. So what?
 - D. Never mind
5. Which expression means **agreement**?
 - A. I'm not sure
 - B. I disagree
 - C. You are absolutely right
 - D. It doesn't matter
6. What do you think about this fish cake?
 - A. I don't like cakes
 - B. I think it's delicious
 - C. Let's cook
 - D. No idea
7. "That's a great idea." This expression shows...
 - A. Disagreement

- B. Complaint
 - C. Agreement
 - D. Doubt
8. Which of these describes a fish product?
- A. It looks fresh and shiny
 - B. Let's sell it
 - C. Don't forget to pack it
 - D. Clean the fish
9. Choose the best descriptive word:
- A. Dry
 - B. Running
 - C. Preparing
 - D. Doing
10. Descriptive texts often use...
- A. Past tense
 - B. Future tense
 - C. Present tense
 - D. Passive voice only
11. "This fish has a soft texture and smells nice."
This is a part of...
- A. Identification
 - B. Description
 - C. Orientation
 - D. Conclusion
12. The word "rough" is used to describe...
- A. Taste
 - B. Size
 - C. Texture
 - D. Smell
13. Descriptive texts mostly focus on...
- A. Feelings
 - B. Events
 - C. Characteristics
 - D. Instructions
14. What is the correct verb for a procedure text?
- A. Clean
 - B. Beauty
 - C. Information
 - D. Message

15. "Then, grind the fish into paste." What does "grind" mean?
- A. Soak
 - B. Cut
 - C. Mash
 - D. Cook
16. Which one is NOT an imperative sentence?
- A. Stir the mixture
 - B. The mixture is stirred
 - C. Bake it for 20 minutes
 - D. Add salt carefully
17. Which of the following is a correct step in a procedure text?
- A. Clean the fish → Add spices → Fry the fish
 - B. Conclusion → Description → Instruction
 - C. Argument → Reason → Solution
 - D. Wash → Explanation → Boil
18. "After that, pack the fish."
The phrase "After that" is a...
- A. Verb
 - B. Connector
 - C. Noun
 - D. Adjective
19. The goal of procedure text is usually placed at the...
- A. Middle
 - B. End
 - C. Beginning
 - D. Title
20. Choose the correct order:
- A. Goal → Description → Conclusion
 - B. Materials → Title → Goal
 - C. Goal → Materials → Steps
 - D. Introduction → Action → Finish

6.2 MODUL BAHASA INGGRIS

ENGLISH MODULE

For Agribusiness of Fisheries Processing Department (APHPI)

SMK X GRADE

Work Team

Editor:

Muhammad Ali Saifudin M.Pd

Hendro Subiyantoro, M.Pd

Siti Kholifah S.Pd

Ahmad Faruk M.Pd

Writer:

Siti Rodhiyah Mandar

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Siti Rodhiyah Mandar

PREFACE

The author would like to express his gratitude to the presence of God Almighty because by His grace this English module for the Fisheries Processing Agribusiness major can be compiled well. This module is designed to help students of SMK Negeri Darul Ulum Muncar understand and use English in a vocational context practically and communicatively.

The compilation of this module is part of the author's final assignment as a student of the English Language Education study program, with support from the supervisor, English teachers of SMKN Darul Ulum Muncar, language experts, and the school curriculum team and KH. Mukhtar Syafaat University who helped in the process of making it. Hopefully this module can be a useful learning resource and support work-based learning.

This module could not have been completed without the help of various parties. Therefore, the author would like to express their gratitude to:

1. Mr. Muhammad Ali Saifudin, M.Pd. An English Teacher in Darul Ulum Vocational High School and Mr. Ahmad Faruk M.Pd. An English Lecturer in KH. Mukhtar Syafaat University. As a validator of material expert.
2. Mr. Hendro Subiyantoro, M.Pd. and Mr. Muhammad Ali Saifudin, M.Pd. As English teachers at Darul Ulum Vocational High School and as validator of media expert.
3. Mr. Ahmad Faruk, M.Pd. As a Head of Undergraduate program in English Education Department.

The author realizes that there are still shortcomings, therefore suggestions and input are very much expected for future improvements.

Banyuwangi, ...

Writer

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UNIT I

EXPRESSION OF ASKING AND GIVING OPINION

Learning Objectives:

- Students are able to ask and give opinions appropriately in various contexts related to fisheries processing.

A. Definition

“Expression of Asking and Giving an Opinion” is an expression used to ask for and give opinions in English. This expression is often used in everyday conversation to express someone's ideas, views, or feelings about something.



E.g.

Dialogue 1:

Andi: What do you think about the fish processing industry in our area?

Budi: In my opinion, it's a promising business. Many people are starting to realize the potential of processed fish products like fish nuggets and fish crackers.

Andi: I agree. The demand keeps increasing, especially because these products have a longer shelf life compared to fresh fish.

Budi: That's right. But I think we still need better equipment and training to improve the quality and packaging.

Andi: Yes, I think the government should support small fish processors with technology and marketing assistance.

Dialogue 2:

Setting: At a local fish product exhibition

Characters:

- **Andi** (student of Fish Processing Agribusiness)
- **Rina** (visitor from another school)

Rina: Hi! This booth looks interesting. What are you selling here?

Andi: Hello! We are showcasing our local processed fish products. These are made by students from our Agribusiness of Fishery Product Processing department.

Rina: Wow, that's great! What kind of products do you have?

Andi: We have fish nuggets, shredded tuna, fish crackers, and smoked catfish. All made from fresh, local fish.

Rina: That sounds delicious! Are they ready to eat?

Andi: Some are ready to eat, like the shredded tuna and the smoked catfish. Others, like the nuggets, just need to be fried first.

Rina: Where do you get the fish from?

Andi: We work with local fishermen in our area. The fish are fresh and we process them in our school lab.

Rina: That's very impressive. Are these products already sold to the public?

Andi: Yes, we sell them through local markets and online. It's part of our entrepreneurship project.

Rina: I'd love to try the fish crackers. Can I buy some?

Andi: Of course! One pack is only Rp10,000. Would you like spicy or original flavor?

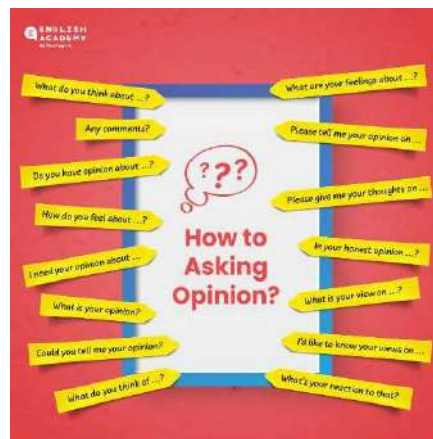
Rina: I'll try the spicy one, please.

Andi: Great choice! Here you go. Thank you for supporting our product.

Rina: You're welcome! Good luck with your project!

B. Vocabulary Focus:

- I think..., In my opinion..., What do you think about..., I agree/disagree..., etc.



Asking comes from the word "*ask*" with the suffix - *Ing* which means to ask. In verbs, asking is part of the saying verb which is included in the action verb category. Meanwhile, opinion means opinion, or it can also be replaced with the term suggestion which means advice

Formal Situation	Informal Situation
Would you give me your opinion on ...? (Maukah Anda memberi saya pendapat Anda tentang ...?)	What do you think about ...? (Apa yang kamu pikirkan ...?)
What are your views on ...? (Apa pandangan Anda tentang ...?)	Any comments? (Ada komentar?)
Do you have any idea ...? (Apakah kamu punya ide ...?)	How do you feel about ...? (Bagaimana perasaanmu tentang ...?)
What is your feeling about ...? (Apa perasaan Anda tentang ...?)	I need your opinion about ... (Aku butuh pendapat kamu tentang...)
Have you got any comments on ...? (Apakah Anda punya komentar tentang ...?)	What is your opinion? (Apa pendapat kamu?)
Could you tell me your opinion about ..? (Bisakah Anda memberitahu saya pendapat Anda tentang ..?)	What do you think of ...? (Apa pendapat kamu tentang ...?)
Please give me your thoughts on ...? (Tolong beri saya pemikiran Anda tentang ...?)	In your honest opinion ...? (Menurut pendapat jujur kamu ...?)
I'd like to know your views on ...? (Saya ingin tahu pandangan Anda tentang ...?)	What's your reaction to that? (Apa reaksi kamu terhadap itu?)
Do you have an opinion about ...? (Apakah Anda memiliki pendapat	How about ..? (Bagaimana tentang ..?)

tentang ...?)	
What is your view on ...? (Apa pandangan Anda tentang ...?)	

Asking opinions are divided into two parts, namely formal and informal.
Here are the expressions when asking opinions:

e.g.

Formal

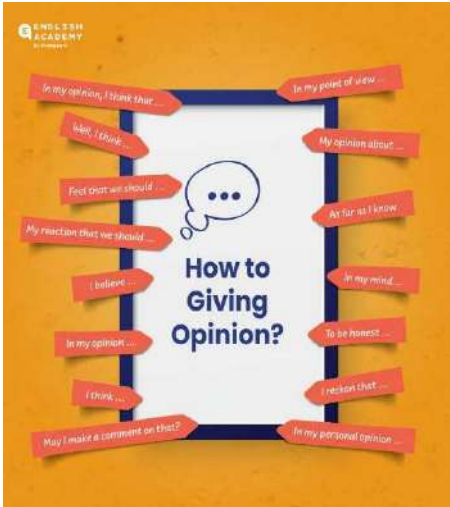
- *Would you give me your opinion on the marketing team's strategic plan to prepare for the new school's academic year?*
(Maukah Anda memberi saya pendapat Anda tentang rencana strategis tim pemasaran sebagai persiapan untuk tahun ajaran baru?)
- *Please give me your thoughts on the material about managerial finance in our class tonight.*
(Tolong beri saya pendapat Anda tentang materi keuangan di kelas kita malam ini)

Informal

- *Sinta, any comments for my makeup look today?*
(Sinta, ada komentar untuk makeup look aku hari ini?)
- *What do you think about Rara's outfit of the day?*
(Apa pendapat kamu tentang pakaian Rara hari ini?)

Giving Opinion is a person's expression when responding to a conversation partner who asks for opinions, suggestions, or comments regarding something.

This meaning comes from the word “give” with the suffix - Ing which means to give, while "telling" means to report.



Giving opinions are divided into two parts, namely formal and informal.
Here are the expressions when giving opinions:

Formal Situation	Informal Situation
May I make a comment on that? (Bolehkah saya berkomentar tentang itu?)	As for me... (Adapun aku ...)
In my point of view ... (Dalam pandangan saya ...)	From my point of view, ... (Dari sudut pandang saya, ...)
My opinion about ... (Pendapat saya tentang...)	I think that... (Aku pikir itu ...)
Feel that we should ... (Merasa bahwa kita harus...)	Not everyone will agree with me, but ... (Tidak semua orang akan setuju denganku, tapi...)
I personally consider ... (Saya pribadi menganggap...)	In my opinion, .. (Menurut pendapatku ...)
My own view of the matter is... (Pandangan saya sendiri tentang masalah ini adalah...)	I think ... (Aku pikir ...)
If I had my view, I would... (Jika saya memiliki pandangan saya, saya akan...)	I believe ... (Aku percaya ...)
I personally believe... (Saya pribadi percaya...)	As far as I know (Sejauh yang aku tahu)
In my personal opinion ... (Menurut saya pribadi...)	I reckon that ... (Aku rasa itu ...)
In my mind ... (Dalam pikiran saya ...)	Well, I think ... (Ya, aku pikir ...)

--	--

e.g.

Formal

- *In my point of view, this business pitch does not explain the company's goals for the next 5 years.*
(Dalam pandangan saya, bisnis pitch ini tidak menjelaskan tujuan perusahaan untuk 5 tahun ke depan.)
- *I feel that we should be looking for influencers who reflect that education is very important.*
(Merasa bahwa kita harus mencari influencer yang mencerminkan bahwa pendidikan sangat penting.)

Informal

- *I think that your spaghetti is too salty.*
(Saya pikir spaghetti kamu terlalu asin.)
- *As far as I know, brown rice has good fiber and is better than white rice.*
(Sejauh yang aku tahu, beras merah memiliki serat yang baik dan lebih baik daripada beras putih.)

C. Exercise!

Please make a short dialogue with your classmate about a fisheries product (e.g., smoked fish, fish nuggets).

D. Digital/Animation Idea:

- Animated conversation between two students discussing seafood products using voiceovers.

https://www.youtube.com/watch?v=-_76wWvygJI Please watch and practice it!.



Exercise!

Choose the correct answer for a, b, c and d below!

1. Which of the following is a formal way to ask for an opinion?
 - a. What's up?
 - b. Any idea?
 - c. Would you give me your opinion on this?
 - d. How do you do?
2. "I think fish processing is important." is an expression of...
 - a. asking for help
 - b. giving opinion
 - c. requesting permission
 - d. asking for clarification
3. Which one is NOT an expression of asking for opinion?
 - a. What do you think of this?
 - b. In my opinion...

- c. Do you have any comments?
 - d. How about that?
4. "I personally believe that..." means...
- a. I'm requesting advice
 - b. I'm giving my suggestion
 - c. I'm expressing my own opinion
 - d. I'm changing the topic
5. Which expression is more informal?
- a. In my view
 - b. Please give me your opinion
 - c. How about this?
 - d. May I ask your perspective?
6. "In my opinion, fish crackers are more popular than smoked fish." This is an example of...
- a. disagreement
 - b. fact
 - c. asking opinion
 - d. giving opinion
7. What is the function of using "Do you have any idea about...?"
- a. Giving a warning
 - b. Expressing doubt
 - c. Asking for someone's opinion
 - d. Telling a story
8. Which situation is appropriate to use formal expression?
- a. Talking to your best friend
 - b. Asking your little brother
 - c. Discussing in a seminar
 - d. Chatting online
9. Which sentence shows disagreement?
- a. I agree with you.
 - b. I don't think that's true.
 - c. You're absolutely right.
 - d. That's exactly what I thought.
10. What do you say when you want someone's opinion politely?
- a. Why do you say that?
 - b. Give your idea!

- c. Could you tell me your opinion about this?
- d. This is nonsense!

11. Choose the correct sentence using correct word order:

- a. I think that important is fish processing.
- b. I think fish processing is important.
- c. Think I fish processing important.
- d. Processing fish important, I think.

12. Which one is grammatically correct?

- a. What you think about this product?
- b. What do you think about this product?
- c. What does you think about this product?
- d. What is you thinking about this product?

UNIT II

DESCRIPTIVE TEXT – GATHERING INFORMATION, MAIN IDEA, ISSUES, AND PLOT IN DESCRIPTIVE TEXT

Learning Objectives:

- Students can understand descriptive texts related to fisheries products and identify factual information.
- Students identify main ideas, issues, and supporting details in descriptive texts.

A. Definition:

Descriptive text is a type of text in English that aims to describe a person, animal, object, place, or phenomenon in detail and clearly, so that the reader can see or feel what is being described.

Characteristics of Descriptive Text:

1. Describes objects specifically.
2. Uses many adjectives to explain the characteristics of objects.
3. Uses Simple Present Tense.
4. Text structure:
 - Identification: Introduction to the object to be described.
 - Description: Explanation of the nature, features, or characteristics of the object.

Examples of objects that can be described:

- People (example: My Best Friend)
- Animals (example: My Cat)
- Places (example: Bali Island)
- Objects (example: My School Bag)

B. Sample Text:



Seafood Cold Storage Room

The cold storage room in the seafood processing plant is a large, insulated space used to preserve fish products at low temperatures.

This facility includes several large freezers and temperature control systems to maintain freshness.

However, one common problem is the inconsistent power supply that may affect product quality.

To prevent spoilage, the plant uses backup generators and digital monitoring systems.

This storage system is essential for extending the shelf life of fish before they are distributed to markets.

Element	Example
Main Idea	The cold storage room is used to preserve fish at low temperatures.
Problem	Inconsistent power supply may affect product quality.
Supporting Details	- Insulated room with freezers - Temperature control system - Backup generator and monitoring system

“Tuna Fish Processing Plant”

This factory is located in East Java. It processes fresh tuna into canned tuna. The plant uses modern machines and hygienic practices.

? Comprehension Questions:

1. Where is the factory located?
2. What product does the factory produce?



“Fish Processing in Indonesia”

Fish processing is an important part of the fisheries industry in Indonesia. It helps preserve fish and turns them into valuable products for consumption and trade. The process usually begins by selecting fresh fish caught by fishermen. The fish are then cleaned and sorted based on size and type. Some fish are processed by drying, smoking, or salting, while others are made into products like fish balls, fish nuggets, or canned fish.

Fish processing is often done in coastal areas where fish are easily available. Many small industries and home businesses are involved in this activity. They use both traditional and modern methods to maintain the quality and safety of the products. This industry not only supports the economy of fishing communities but also creates jobs and reduces post-harvest losses. With proper technology and hygiene, fish processing in Indonesia has great potential to grow and compete in the global market.

? Comprehension Questions:

1. What is the main idea of the text?
2. Why is fish processing important in Indonesia?
3. What is the first step in the fish processing activity?
4. Mention three methods used in processing fish.
5. What kinds of products are made from processed fish

C. Activity:

Read a description of a local fishery business and list five facts about it and mention it in front of the students.



Sea Source Fishery Business

Sea Source is a small fishery business located in a coastal village in Central Java. It focuses on processing and selling various fish products to local markets. The business was started by a group of local fishermen who wanted to improve the value of their daily catch. Instead of selling raw fish, they began producing processed items such as salted fish, smoked fish, and fish crackers. The fish are cleaned, seasoned, and dried using both traditional and modern techniques.

Sea Source employs about 20 local workers, most of them women who help with cleaning and packaging. The business operates in a modest facility with drying racks, cutting tables, and storage rooms. It follows hygiene standards to ensure the safety of its products. The products are sold in nearby towns and also during local food fairs. Thanks to its consistent quality and affordable prices, Sea source has become a trusted brand in the area. The business has not only increased the income of the fishermen but also created job opportunities for the community.

D. Digital/Animation Idea:

- Please watch and describe what they do in this video and make a narration use English !

<https://www.youtube.com/watch?v=17yflu0shIc>



- Interactive infographic with clickable sections showing key points in a descriptive text. Please watch and understanding!

https://www.youtube.com/watch?v=_PtiUqYLjI0



E. Group Discussion:

Please mention and explain in front of your students!

What challenges do fishery businesses face in your town?

Exercise!

Choose the correct answer for a, b, c and d below!

1. What is the purpose of a descriptive text?
 - a. To tell a story
 - b. To describe something in detail

- c. To give instructions
 - d. To argue about something
2. Which of the following is the correct structure of descriptive text?
 - a. Introduction – Plot – Resolution
 - b. Identification – Argument – Conclusion
 - c. Identification – Description
 - d. Orientation – Complication – Resolution
 3. What tense is mostly used in descriptive texts?
 - a. Past Tense
 - b. Future Tense
 - c. Present Continuous Tense
 - d. Simple Present Tense
 4. “The cold storage room is large and has many freezers.” This sentence belongs to which part of descriptive text?
 - a. Identification
 - b. Description
 - c. Orientation
 - d. Resolution
 5. Which word is an adjective used to describe a fishery business?
 - a. Sell
 - b. Storage
 - c. Hygienic
 - d. Process
 6. What is the main idea of the text about "Sea Source"?
 - a. Fish are difficult to preserve
 - b. Sea Source is a modern fish factory
 - c. Sea Source is a local fishery business that processes fish products
 - d. Sea Source imports fish from other countries
 7. Which sentence below shows a problem in the descriptive text “Seafood Cold Storage Room”?
 - a. The storage room is insulated
 - b. There are backup generators
 - c. The power supply is inconsistent
 - d. The fish is preserved at low temperature
 8. What product is mentioned in the "Tuna Fish Processing Plant" text?
 - a. Canned Tuna

- b. Tuna Sashimi
 - c. Fried Tuna
 - d. Tuna Fish Balls
9. "The facility includes temperature control systems." This sentence is part of...
- a. Problem
 - b. Supporting Detail
 - c. General Statement
 - d. Resolution
10. Why is descriptive text important in fisheries business?
- a. To sell products directly
 - b. To describe equipment and facilities
 - c. To write stories
 - d. To complain about quality
11. Identify the correct use of adjective order:
- a. A small silver fish
 - b. A fish small silver
 - c. A silver small fish
 - d. A fish silver small
12. Which sentence uses the simple present tense?
- a. The fish are cleaned yesterday.
 - b. The fish clean with care.
 - c. The fish is clean carefully.
 - d. The fish is cleaned every day.

UNIT III

VOCABULARY AND VERBS IN PROCEDUR TEXT

Learning Objectives:

- Students master common vocabulary and action verbs used in procedure texts related to fish processing.
- Students will be able to understand and recognize action verbs commonly used in fish processing by matching them with appropriate visual representations.

A. What is a Procedure Text?

A procedure text is a type of text that explains how to do something or how to make something step-by-step. In the context of fishery product processing, the procedure text explains the stages of processing fish into products with sales value.

Purpose:

- To help the reader do or make something correctly.
- To help students recognize and use verbs that are relevant in real fishery product processing practices.
- To build vocabulary for writing procedure texts and giving oral instructions.

Word List: Cut, boil, steam, clean, pack, freeze, dry, smoke

B. Common Structure:

1. **Goal:** What you are going to make/do.
2. **Materials/Ingredients:** What you need.
3. **Steps:** Actions to complete the process.

C. Common Vocabulary in Fishery Product Processing:

English Term	Indonesian Equivalent
fresh fish	ikan segar

English Term	Indonesian Equivalent
fish fillet	fillet ikan
seasoning	bumbu
grinder	penggiling
steamer	alat pengukus
freezer	lemari pendingin
smoking chamber	ruang pengasapan
plastic packaging	kemasan plastik
label	label
preservation	pengawetan

D. Common Verbs in Procedure Text:

Verb	Meaning (Arti)	Example Sentence
wash	mencuci	Wash the fish with clean water.
cut	memotong	Cut the fish into small pieces.
grind	menggiling	Grind the fish until it becomes a paste.
mix	mencampur	Mix the fish with seasoning.
steam	mengukus	Steam the fish balls for 30 minutes.
fry	menggoreng	Fry the fish nuggets until golden brown.
package	mengemas	Package the products using plastic wrap.
label	memberi label	Label the package with production

Verb	Meaning (Arti)	Example Sentence
		date.
store	menyimpan	Store the product in a freezer.
dry	mengeringkan	Dry the fish using a dehydrator.
Boil	Merebus	Boil the fish bones to make broth.
Clean	Membersihkan	Clean the fish with fresh water before processing.
Smoke	Mengasapi	Smoke the fish to preserve and add flavor.

E. Example of Procedure Text in Fishery Processing

Title: How to Make Fish Nugget

Goal: To make fish nuggets from fresh fish.

Ingredients:

- 500g fish fillet
- 2 cloves of garlic
- 1 egg
- 100g bread flour
- Salt, pepper, and seasoning



from fresh

Steps:

1. Wash the fish fillet and cut into pieces.
2. Grind the fish with garlic and seasoning.
3. Add egg and flour, then mix well.
4. Shape the mixture into nugget form.
5. Steam the nuggets for 20 minutes.
6. Let them cool and coat with bread crumbs.
7. Fry the nuggets until golden brown.
8. Package and store in the freezer.

F. Practice Task (Latihan)

Instructions: Fill in the blanks with appropriate verbs.

- 1. First, _____ the fish thoroughly.
- 2. Then, _____ the fish with spices and garlic.
- 3. Next, _____ the mixture into desired shapes.
- 4. After that, _____ the nuggets in hot oil.
- 5. Finally, _____ the product using clean plastic.

G. Activity:

Match the verbs with the correct pictures of fish processing activities.

➤ **Instructions:**

Match each **verb** below with the correct **picture (A–F)** that shows the activity. Before if

➤ **Verbs List:**

- 1. **Wash**
- 2. **Cut**
- 3. **Grind**
- 4. **Steam**
- 5. **Fry**
- 6. **Package**

➤ **Pictures**

Picture Code	Description
 A A photograph showing a person's hands operating a manual grinder. A thick, greyish paste is being extruded from the front of the device into a sink. The person is wearing a blue shirt and a watch.	Ground fish paste coming out of a grinder

Picture Code	Description
 B	Final products being put into plastic packaging
 C	A person cleaning fish under running water
 D	Fish nuggets being steamed in a steamer
 E	Fish being sliced with a knife

Picture Code	Description
F 	Nuggets being deep-fried in a pan

➤ Match the Verb to the Picture:

Verb	Picture Code	Verb	Picture Code
1. Wash	_____	6. Package	_____
2. Cut	_____		
3. Grind	_____		
4. Steam	_____		
5. Fry	_____		

➤ Follow-Up Discussion:

- What do you do **before** grinding the fish?
- Which activity should be done **after frying**?
- Why is packaging important in fish processing?

➤ Extension (Optional Writing Task):

Write a short **procedure text** (4–5 steps) using at least **3 of the verbs** above. Use your own words based on your practical experience.

➤ Sentence Practice:

Write 3 sentences using different action verbs in fish processing.

Exercise!

1. What is the purpose of a procedure text?
 - a. To describe an object
 - b. To tell a story
 - c. To give step-by-step instructions
 - d. To persuade someone
2. Which of the following is NOT commonly found in a procedure text?
 - a. Goal
 - b. Ingredients
 - c. Complication
 - d. Steps
3. What does the word “grind” mean in the context of fish processing?
 - a. Menggoreng
 - b. Mencampur
 - c. Menggiling
 - d. Menyimpan
4. “Wash the fish with clean water.” The word “wash” is an example of...
 - a. Noun
 - b. Adjective
 - c. Passive verb
 - d. Imperative verb
5. Which tool is used for freezing the fish?
 - a. Steamer
 - b. Freezer
 - c. frying pan
 - d. Grinder
6. Which sentence shows the correct use of sequence in a procedure text?
 - a. Finally, label the package.
 - b. I like to eat fish balls.
 - c. You are a good fish processor.
 - d. Once upon a time, there was a factory.
7. What comes after grinding the fish in making nuggets, according to the example in the module?
 - a. Wash the fish

- b. Cut into pieces
 - c. Add egg and flour
 - d. Store in freezer
8. Which of the following is a material used in making fish nuggets?
- a. Butter
 - b. Bread flour
 - c. Soy sauce
 - d. Coconut milk
9. “Steam the fish balls for 30 minutes.” What does the word “steam” mean?
- a. Mengukus
 - b. Menggoreng
 - c. Merebus
 - d. Mengasapi
10. Which verb is used at the end of a procedure text to show storage?
- a. Fry
 - b. Label
 - c. Store
 - d. Mix
11. Which sentence uses the imperative form correctly?
- a. You wash the fish first.
 - b. Wash the fish first.
 - c. Washing the fish first.
 - d. Washed the fish first.
12. Choose the correct verb to complete the sentence:
“First, ____ the fish into small pieces.”
- a. cutting
 - b. cut
 - c. cuts
 - d. to cut

UNIT IV

PRESENTING PROCEDURE TEXT USING VARIOUS MEDIA

Learning Objectives:

- Students present a procedure text using print and digital formats for different audiences and purposes.

A. Tips for Presenting Procedure Text

1. Use imperative sentences: e.g., “Clean the fish”, “Boil it for 15 minutes”.
Use **transitional words**: then, next, after that, finally.
2. Briefly explain the purpose of each step.
3. Using visual media such as pictures, practical tools, or finished products.
4. Practice pronunciation and intonation in oral presentations.

B. Media for Presenting Procedure

1. Poster Text

- a. Interesting and visual.
- b. Contains pictures and short steps.
- c. Suitable for exhibition of practical results.



2. PowerPoint / Slide Show

- a. Used during oral presentations.
 - b. Displays images and short texts.
 - c. Can be added with audio or short videos.
- e.g. <https://www.slideshare.net/slideshow/procedure-text-58812395/58812395>

3. Video Tutorial

- a. Shows the real processing process.
 - b. Can be recorded in the practice kitchen.
 - c. Accompanied by explanatory narration using English.
- e.g. <https://www.youtube.com/watch?v=3F35U82G1RM>

4. Live Demo

- a. Presented in front of the class/competition.
- b. Demonstrating practical skills while explaining each step.

C. Exercise

1. Individual Assignment:

Create a simple procedure text in English about one of the fishery product processing processes that you know. Present it using one of the following media!

- Poster
- Presentation slides
- Video tutorial
- Live demonstration

Example themes:

- How to Make Fish Crackers
- How to Salt Fish

2. Activity:

Create a printed brochure OR a video script to show how to make a fish-based product.

3. Project-Based Task:

- Group project: Create a **digital presentation or video** demonstrating a fishery product procedure (e.g., Canva, PowerPoint, or phone video).
- Use English narration and include subtitles.

Exercise!

1. What is the purpose of presenting a procedure text?
 - a. To argue with the audience
 - b. To explain how to do something
 - c. To describe a person
 - d. To advertise a product
2. Which of the following is a recommended sentence type in presenting a procedure?
 - a. Interrogative
 - b. Conditional
 - c. Imperative
 - d. Passive

3. Which of the following is a proper **imperative sentence** in a procedure presentation?
 - a. I wash the fish.
 - b. Wash the fish.
 - c. You are washing the fish.
 - d. The fish is washed.
4. What is the best visual media for explaining steps in fish nugget production?
 - a. Advertisement
 - b. Poster
 - c. Narrative
 - d. Report
5. Which connector is used to show the sequence of actions?
 - a. But
 - b. However,
 - c. Because
 - d. After that
6. Which of the following media can combine video and narration?
 - a. Poster
 - b. Slide show
 - c. Video tutorial
 - d. Brochure
7. What media would you choose to give a **live** explanation in front of the class?
 - a. Live demo
 - b. Poster
 - c. Video
 - d. Slide show
8. Which of the following is **not** a good strategy when presenting a procedure?
 - a. Using clear steps
 - b. Speaking clearly
 - c. Ignoring the audience
 - d. Using visual aids
9. What should be included in a good **poster** for procedure presentation?
 - a. A long story
 - b. Complex sentences

- c. Simple steps and pictures
- d. Poem or rhymes

10. Which word is commonly used to start a step in procedure text?

- a. Meanwhile
- b. Once
- c. First
- d. Whenever

11. What is the correct sequence connector in a procedure?

- a. Nextly
- b. Then
- c. Do
- d. Thereafterly

12. Choose the sentence with correct imperative + transition:

- a. You boil the fish, next cut it.
- b. Boil the fish, then cut it.
- c. To boil fish then cut.
- d. Boiling the fish, next to cut it.

UNIT V

HANDLING CUSTOMER COMPLAINTS

A. Definition of Handling Customer Complaints

"Handling customer complaints", namely the process or effort made by a company, organization, or individual in receiving, responding to, and resolving problems or dissatisfaction conveyed by customers regarding the products or services provided.

Learning Objectives

1. Identifying expressions used in handling complaints.
2. Responding to customer complaints politely and professionally in English.
3. Practicing dialogues in handling complaints in the context of the fisheries processing industry.

B. Key Vocabulary

English Term	Indonesian Translation
Complaint	Keluhan
Spoiled	Rusak / Busuk
Packaging	Kemasan
Refund	Pengembalian dana
Replacement	Penggantian
Apologize	Meminta maaf
Misunderstanding	Kesalahpahaman
Quality Control	Pengendalian mutu

C. Useful Expressions for Handling Complaints

1. Customer Complaints

- I'm sorry, but the fish product I received was spoiled.
- The packaging was damaged when it arrived.

- I ordered 10 packages, but I only received 8.

2. Responding to Complaints (Staff Side)

- We apologize for the inconvenience.
- I'm really sorry to hear that.
- Could you please give us more details?
- We will investigate this issue immediately.
- We'll be happy to replace the product for you.
- Thank you for bringing this to our attention.

D. Sample Dialogue



Customer: Good morning. I'd like to file a complaint about my recent order.

Staff: I'm very sorry to hear that. Could you tell me what the problem is?

Customer: The smoked fish I received was already spoiled.

Staff: I apologize for the inconvenience. May I have your order number, please?

Customer: Sure. It's #PHF12345.

Staff: Thank you. We will check our records and send you a replacement immediately.

Customer: Thank you for your help.

Staff: You're welcome. Again, we apologize for the trouble.

E. Practice Activity

Task 1: Match the expression

Match the complaint with the correct response.

- 1. The packaging was broken.
- 2. I didn't receive my complete order.
- 3. The fish product has a strange smell.

Responses:

- a. We are very sorry. We'll send the missing items.
- b. I apologize. We'll send a replacement right away.
- c. I'm sorry to hear that. Could you send us a photo of the packaging?

Task 2: Role Play

In pairs, practice the following scenario:
You are a customer complaining about a product from a fish processing company.
Your partner plays the staff who handles the complaint. Use polite and professional expressions.

F. Reflection

Why is it important to handle complaints politely in the fish processing business?
Write your answer in 3–5 sentences.

G. Exercise

Create a short dialogue (4–6 sentences) about customer complaints and their responses in the context of the fisheries industry. Pay attention to sentence structure and polite word choice.

H. Vocabulary Practice

Match the English words with their correct Indonesian meaning.

English Word	Indonesian Meaning
1. Spoiled	a. Pengembalian dana
2. Refund	b. Rusak / busuk
3. Replacement	c. Pengendalian mutu
4. Apologize	d. Meminta maaf

English Word	Indonesian Meaning
5. Quality control	e. Penggantian

Your Answer:

1. ____ 2. ____ 3. ____ 4. ____ 5. ____

I. Expression Matching

Match the complaint with the appropriate response.

Complaints:

1. The packaging was damaged.
2. I received the wrong product.
3. The fish is spoiled.

Responses:

- a. I'm really sorry. We will send a replacement immediately.
- b. I apologize for the mistake. Could you give me your order number?
- c. That's very unfortunate. We will review our packaging process.

Your Answer:

1. ____ 2. ____ 3. ____

J. Role Play Practice

Instructions:

Work in pairs. One of you will be the **customer**, and the other will be the **staff** of a fish processing company. Practice a short dialogue where:

- The customer complains about a damaged product.
- The staff responds politely and offers a solution.

 Use the following expressions:

- "I'm sorry to hear that."
- "Could you tell me more details?"
- "We will send a replacement."

- "Thank you for your understanding."

✓ After the role play, switch roles and repeat.

K. Writing Task

Create a short dialogue (4–6 lines) between a customer and a staff member.

The customer complains about receiving only 8 packages instead of 10. Use polite and formal language.

 *Write your dialogue here:*

Customer: _____

Staff: _____

Customer: _____

Staff: _____

Customer: _____

Staff: _____

L. Reflection

In your own words, answer this question:

Why is it important to handle customer complaints politely in a fish processing business?

 *Answer (in 3–5 sentences):*

Exercise!

1. What is a “complaint”?
 - a. A type of recipe
 - b. A customer’s compliment
 - c. A statement of dissatisfaction
 - d. A promotion message

2. “We apologize for the inconvenience.” This sentence is used to...
 - a. Complain
 - b. Refuse an order
 - c. Give directions
 - d. Respond to a complaint politely
3. A customer says, “The fish was spoiled.” What should the staff say first?
 - a. It’s not our fault.
 - b. Please throw it away.
 - c. We’re sorry to hear that.
 - d. Do you like fish?
4. Which of the following is a **customer complaint**?
 - a. I like your product.
 - b. I received only 8 packages instead of 10.
 - c. Thank you for the quick delivery.
 - d. I will order again soon.
5. What is the correct response if the customer says, “The packaging was damaged”?
 - a. We’ll ignore it.
 - b. That’s your problem.
 - c. We’ll send a replacement.
 - d. It’s not serious.
6. Which vocabulary word means “**pengembalian dana**”?
 - a. Refund
 - b. Replacement
 - c. Spoiled
 - d. Packaging
7. Which of the following responses is **impolite** in handling complaints?
 - a. Could you give more details?
 - b. Sorry, it’s your fault.
 - c. We’ll investigate this.
 - d. We apologize for the issue.
8. “Replacement” means...
 - a. A refund process
 - b. Giving a new product
 - c. Damaged goods
 - d. Sending a bill

9. Why is it important to respond politely to customer complaints?
- a. To show we don't care
 - b. To protect the company's image
 - c. To stop production
 - d. To cancel the complaint
10. Which expression is suitable to close a complaint response?
- a. Don't call again.
 - b. It's your responsibility.
 - c. Thank you for bringing this to our attention.
 - d. I have no time.
11. Identify the correct past tense verb in a complaint:
- a. The product arrives late.
 - b. The product arrived late.
 - c. The product was arrive late.
 - d. The product is arriving late.
12. Choose the correct polite response:
- a. What you want now?
 - b. We are sorry for that mistake.
 - c. Why do you complain?
 - d. That is not our fault.

UNIT VI

NARRATIVE TEXT

A. Definition of Narrative Text

Narrative Text is a type of text that aims to entertain readers by conveying a story that has a series of events based on chronological order. This story can be real or fictional.

B. The Purpose of Narrative Text

- Entertaining
- Delivering a moral message
- Inspiring readers

C. The Structure of Narrative Text

1. Orientation : Introduce the characters, time, and place of the story.

Example: "Once upon a time, in a small fishing village..."

2. Complication : Problems begin to emerge that the characters face.
3. Resolution : Problem solved, can end happily or sadly
4. (Optional) Re-orientation : Closing or moral message.

D. Language Features of Narrative Text

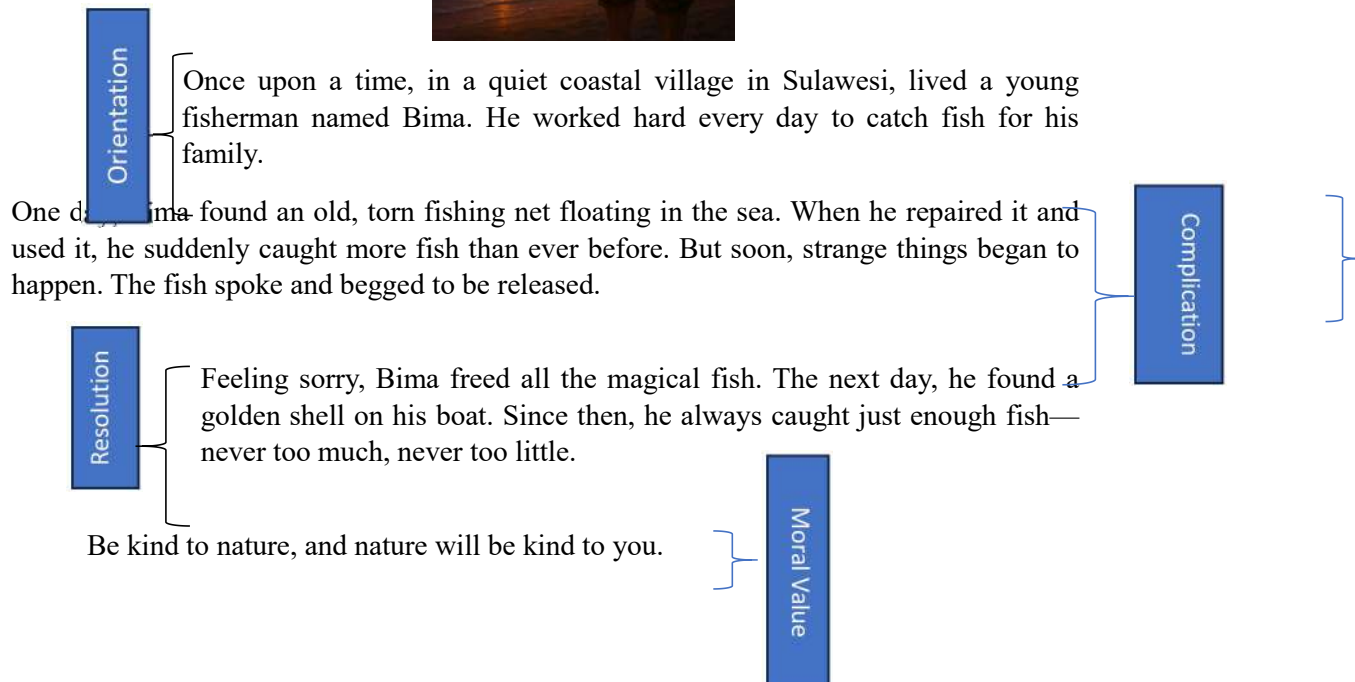
1. Past tense
e.g. went, caught, built
2. Action verbs
e.g. climbed, repaired, harvested
3. Time connectives
e.g. then, after that, finally
4. Direct and indirect speech
e.g. "Let's go fishing," said the boy.
5. Adverb of time and place
e.g. in the morning, at the harbor

E. Types of Narrative Text

- Folktale (cerita rakyat)
- Legend (legenda)
- Fable (dongeng binatang)
- Myth (mitos)
- Personal experience (pengalaman pribadi)

Example of Narrative Text on Fisheries Theme

Title: *The Magic Net*



F. Exercises

a) Answer the questions based on the story above:

1. Where did Bima live?
2. What did he find floating in the sea?
3. What happened after he used the net?
4. Why did Bima release the fish?
5. What is the moral of the story?

b) Vocabulary Match (Match the words with their meanings):

Word	Meaning
Fisherman	A. Jaring
Net	B. Orang yang menangkap ikan
Shell	C. Berbicara
To release	D. Melepas
To speak	E. Kerang

c) Create Your Own Story!

Write a short narrative story (5–8 sentences) about a fisherman or fish processor who experiences a miraculous event.

Exercise!

1. What is the main purpose of a narrative text?
 - a. To inform
 - b. To describe
 - c. To entertain
 - d. To explain
2. What is the correct structure of a narrative text?
 - a. Orientation – Description – Conclusion
 - b. Introduction – Steps – Result
 - c. Identification – Process – Problem
 - d. Orientation – Complication – Resolution
3. “Once upon a time, in a coastal village...” is part of the...
 - a. Resolution

- b. Description
 - c. Orientation
 - d. Complication
4. Which sentence shows **complication** in a story?
 - a. Bima caught more fish than ever before.
 - b. Bima found a net and used it.
 - c. The fish spoke and begged to be released.
 - d. Bima lived in Sulawesi.
 5. What tense is mostly used in narrative texts?
 - a. Present Tense
 - b. Past Tense
 - c. Future Tense
 - d. Present Continuous
 6. What is the **moral value** of the story "The Magic Net"?
 - a. Be strong to win a battle
 - b. Be rich to be happy
 - c. Be kind to nature
 - d. Never use a fishing net
 7. Which of the following is an **action verb**?
 - a. Slowly
 - b. Catch
 - c. Yesterday
 - d. Once
 8. "The fish begged to be released." The word "released" means...
 - a. Dibuang
 - b. Dipotong
 - c. Dilepaskan
 - d. Dijual
 9. Which of the following is a **time connective**?
 - a. However,
 - b. Because
 - c. Then
 - d. Quickly
 10. What is usually found at the end of a narrative text?
 - a. Complication
 - b. Identification

- c. Dialogue
- d. Moral lesson

11. Which sentence uses the past tense?

- a. He catches the fish yesterday.
- b. He caught the fish yesterday.
- c. He is catching the fish yesterday.
- d. He catch the fish yesterday.

12. Choose the correct time connector:

- a. Then, he goes to the boat.
- b. Then, he went to the boat.
- c. Then, he going to the boat.
- d. Then, he go to the boat.

UNIT VII

RECOUNT TEXT

A. Definition of Recount Text

Recount Text is a text that retells past events or experiences chronologically.

- **Objective:** Students can tell about personal or other people's experiences in the past.
- **Text Type:** Work experience report or industrial visit.

B. The structure of Recount Text

1. Orientation – Introduction about who, where, and when the event occurred.
2. Events – A series of events told chronologically.
3. Reorientation (optional) – Conclusion or personal comments about the event.

C. Language Features

1. Using past tense (verb 2)
2. Using temporal conjunctions: then, after that, finally, etc.
3. Using action verbs: went, did, made, etc.
4. Using adverbs and adverbial phrases: last week, yesterday, at the fish processing lab.

D. Example of Recount Text

My Experience at the Fish Processing Laboratory



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month, my classmates and I had a practical activity at the school's fish processing laboratory.

Orientation

Last



First, we prepared all the equipment and materials needed to make smoked fish. Then, we cleaned the fish carefully and removed the guts. After that, we soaked the fish in a salt solution for several hours. Next, we dried them under the sun before putting them into the smoking chamber. We monitored the temperature and made sure the fish were smoked evenly. It took about six hours to finish the smoking process.

Events

Reorientation

It was a valuable experience. I learned how to process fish in a hygienic and professional way. I look forward to doing it again.

Exercise 1 – Answering questions

Based on the text "My Experience at the Fish Processing Laboratory", answer the following questions:

1. When did the activity happen?
2. What product did the students make?
3. What steps were involved in the fish smoking process?
4. How long did it take to smoke the fish?
5. What did the writer learn?

Exercise 2 – Composing Paragraphs

Arrange the following random sentences into a correct recount text:

- a. We cleaned the fish carefully.
- b. We smoked the fish for six hours.
- c. Last week, we had a practical class.
- d. We used the smoking chamber.
- e. We learned how to make smoked fish.

Exercise 3 – Writing Your Own Text

Write a recount text based on your experiences when practicing fishery product processing, for example making fish floss, making fish nuggets, or industrial visit activities.

Exercise!

1. What is the purpose of a recount text?
 - a. To give instructions
 - b. To retell past experiences

- c. To advertise a product
 - d. To explain a process
2. Which of the following is the correct structure of a recount text?
 - a. Orientation – Problem – Solution
 - b. Identification – Description – Evaluation
 - c. Orientation – Events – Reorientation
 - d. General statement – Explanation – Conclusion
 3. “Last week, we had a practical class in the fish lab.” This sentence is an example of...
 - a. Future activity
 - b. Present continuous
 - c. Orientation
 - d. Evaluation
 4. What tense is used in recount texts?
 - a. Simple Present Tense
 - b. Future Tense
 - c. Present Perfect Tense
 - d. Simple Past Tense
 5. “We smoked the fish for six hours.” This sentence is part of which structure?
 - a. Orientation
 - b. Events
 - c. Description
 - d. Reorientation
 6. What is the function of the **reorientation** in recount text?
 - a. To describe people
 - b. To entertain readers
 - c. To give a personal comment or conclusion
 - d. To explain a process
 7. Which of the following is a temporal conjunction used in recount text?
 - a. Therefore
 - b. So that
 - c. After that
 - d. Meanwhile
 8. “We cleaned the fish carefully.” The verb “cleaned” is a...
 - a. Present verb
 - b. Irregular verb

- c. Past tense verb
 - d. Modal verb
9. What kind of activity is commonly reported in recount texts in this module?
- a. Watching a movie
 - b. Practicing fish processing
 - c. Interviewing celebrities
 - d. Taking online exams
10. Why is recount text important for vocational students?
- a. To analyze data
 - b. To show job reports and experiences
 - c. To translate Latin text
 - d. To make a brochure
11. Which sentence is appropriate for a recount?
- a. We visit the lab tomorrow.
 - b. We visited the lab last week.
 - c. We visiting the lab now.
 - d. We are visit the lab last week.
12. Which is a correct sequence of actions?
- a. First we clean the fish, then we smoked them.
 - b. First we cleaning the fish, then smoke it.
 - c. First we cleaned the fish, then smokes them.
 - d. First we cleaning fish, then smoked them.

UNIT VIII

EXPLANATION TEXT

A. Definition of Explanation Text

Explanation Text is a text that explains the process of the formation or operation of a natural, social, cultural or technological phenomenon, especially one that occurs scientifically and logically.

Social Function:

Explaining the process or cause and effect of an event, phenomenon, or technology that can be explained scientifically and logically.

B. Structure of Text Explanation

1. **General Statement**

- An opening sentence that explains the topic in general terms.

2. **Sequenced Explanation**

- Explanation of the process or stages of events in a sequential and logical manner.

3. ***(Optional) Closing***

- Conclusion or closing statement, if necessary.

C. Language Features of Explanation Text

1. Using Simple Present Tense

Example: Fish is cleaned, the process starts with...

2. Using Passive Voice

Example: The fish is washed, the product is packed

3. Using Technical Terms

Examples: fermentation, packaging, sterilization, salting

4. Using Time Connectors / Sequence Connectors

Examples: first, then, after that, finally, as a result

D. Example of Explanation Text

Title: How Smoked Fish is Made

General Statement:

Smoked fish is a traditional fish product that is processed to preserve fish and give it a unique flavor.

Sequenced Explanation:

First, the fish is cleaned and gutted. Then, it is soaked in a salt solution for several hours to improve its taste and shelf life. After that, the fish is dried in the sun or under a fan. Next, it is placed in a smoking chamber where it is smoked using wood fire. The smoking process can take from 4 to 8 hours, depending on the type of fish and the desired flavor. Finally, the smoked fish is cooked and packed for distribution.

Closing (optional):

This process not only helps in preserving the fish but also adds a distinct aroma and flavor that many people enjoy.

 Exercise 1 – Answering Questions

Based on the text “How Smoked Fish is Made”, answer the following questions:

1. What is the purpose of smoking fish?
2. What is the first step in the process?
3. How long does the smoking process take?
4. Why is the fish soaked in salt solution?
5. What tense is mostly used in the text?

 Exercise 2 – Completing the Text

Complete the following text with the appropriate passive verb or linking verb:

First, the fish ____ (clean) carefully. Then, it ____ (put) in a salt solution. After that, the fish ____ (dry) under the sun. Finally, it ____ (smoke) for several hours.

 Exercise 3 – Writing Explanation Text

Write an Explanation Text about one of the following processes:

- How fish nuggets are made
- The process of canning fish
- How fish is fermented into fish sauce
- The process of vacuum packaging in fish products.

Exercise!

1. What is the main purpose of an explanation text?
 - a. To entertain

- b. To tell a story
 - c. To describe an object
 - d. To explain how or why something happens
2. What is the structure of an explanation text?
- a. Orientation – Events – Reorientation
 - b. Identification – Description – Conclusion
 - c. General Statement – Sequenced Explanation
 - d. Argument – Reason – Conclusion
3. “First, the fish is cleaned and gutted.” This sentence uses which tense?
- a. Simple Past Tense
 - b. Future Tense
 - c. Simple Present Tense in passive voice
 - d. Past Continuous
4. Which of the following is a **technical term** in fish processing?
- a. Soaked
 - b. Delicious
 - c. Smoking chamber
 - d. Happy
5. What is the function of a **general statement** in an explanation text?
- a. To tell a personal story
 - b. To give reasons
 - c. To describe a problem
 - d. To introduce the topic generally
6. What happens **after soaking** the fish in a salt solution in the smoking process?
- a. It is served
 - b. It is dried
 - c. It is eaten
 - d. It is frozen
7. What connector is often used in the sequenced explanation part?
- a. So
 - b. Although
 - c. Next
 - d. Before
8. Which of the following sentences is written in **passive voice**?
- a. We soak the fish in salt water.

- b. The students clean the fish.
 - c. The fish is soaked in salt water.
 - d. They pack the product.
9. "Finally, the fish is cooked and packed for distribution." What does this sentence describe?
- a. A problem
 - b. The first step
 - c. The ending of a process
 - d. The purpose
10. Why is explanation text important in fishery education?
- a. It shows the product price
 - b. It introduces tools for farming
 - c. It teaches how fish are processed scientifically
 - d. It compares different recipes
11. Which sentence uses a general fact?
- a. Tuna are living in desert.
 - b. Tuna live in the ocean.
 - c. Tuna living in tanks.
 - d. Tuna lives in cages.
12. Choose the correct simple present form:
- a. Fish needs clean water.
 - b. Fish need clean water.
 - c. Fish needing clean water.
 - d. Fish needed clean water

UNIT IX

REPORT TEXT

A. What is Report Text?

Report Text is a type of text that provides factual information about an object in general. The object can be an animal, plant, object, or natural phenomenon, including fishery products such as fish, shrimp, seaweed, and others.

Purpose: To describe something scientifically and systematically based on facts.

Goal: Students can report the results of observations or research.

Text Type: Simple scientific report.

B. Structure of Report Text

Section	Function	Explanation
General Classification	Classifying objects in general.	Explaining what is being reported.
Description	Describes the parts, behavior, or characteristics of an object.	Compiled based on scientific facts.

C. Language Features

1. Using simple present tense
e.g. *Fish live in water.*
2. Using general nouns
e.g. *Catfish, seaweed, crustaceans.*
3. Using relating verbs
e.g. *is, are, has, have.*
4. Using technical terms (technical vocabulary of fisheries)
e.g. *fillet, drying, salting, fermentation.*
5. Using passive voice (if explaining the process)
e.g. *The fish is dried under the sun.*

D. Example of Report Text (Field-Specific)

Title: Milkfish (*Chanos Chanos*)

General Classification

Milkfish is one of the most important aquaculture fish in Indonesia. It belongs to the Chanidae family and is commonly found in tropical and subtropical waters.

Description

Milkfish has a long, silver body and a forked tail. It can grow up to 1 meter in length. This fish feeds on algae and small organisms. It is commonly cultivated in brackish water ponds using traditional or semi-intensive systems. In fish processing, milkfish is often deboned, filleted, and processed into frozen or canned products. It is also popular in fermented products like bandeng presto.

E. Vocabulary Focus

Word	Meaning
Cultivate	Membudidayakan
Pond	Kolam
Deboned	Dibuang tulangnya
Fermented	Difermentasi
Silver body	Tubuh berwarna perak

F. Activities

 Activity 1: Identify the Structure

 Tuna Fish

Tuna is a type of saltwater fish that belongs to the mackerel family, scientifically known as *Scombridae*. It is one of the most commercially valuable fish in the world and is widely consumed in many countries.

Tuna has a streamlined body and is known for its speed and strength in the ocean. It can grow up to 2.5 meters long and weigh more than 200 kilograms, depending on the species. Tuna is rich in protein and omega-3 fatty acids, making it highly nutritious. In fish processing, tuna is usually frozen, canned, or processed into steaks and sashimi. It is exported globally and plays an important role in the fishery and processing industries, especially in coastal areas of Indonesia.

Read the text above and mark which part is the general classification and which part is the description.

 Activity 2: Vocabulary Match

Match the following terms with their meaning in Indonesian:

Vocab	Meanings
Fillet	Pengeringan
Salting	Krustasea
Drying	Akuakultur
Crustaceans	Penggaraman
Aquaculture	Fillet

Activity 3: Writing Practice

Write a short report text about one of the following fishery products. And use the structure and vocabulary that are appropriate to the report text.

- Seaweed
- Shrimp
- Sardine

Exercise!

1. What is the purpose of a report text?
 - a. To entertain
 - b. To give instructions
 - c. To report facts scientifically
 - d. To retell a story
2. Which is the correct structure of a report text?
 - a. Orientation – Events – Reorientation
 - b. Introduction – Body – Closing
 - c. General Classification – Description
 - d. Problem – Solution – Conclusion
3. “Milkfish has a long, silver body and a forked tail.” This sentence belongs to the...
 - a. General classification
 - b. Description
 - c. Introduction
 - d. Complication
4. What tense is mostly used in report texts?
 - a. Simple Present Tense
 - b. Past Tense
 - c. Future Tense
 - d. Present Continuous

5. Which of the following is a **technical term** used in fishery report text?
 - a. Delicious
 - b. Crispy
 - c. Fermented
 - d. Expensive
6. Which sentence is a general classification?
 - a. Tuna has a streamlined body.
 - b. Tuna is a saltwater fish from the mackerel family.
 - c. Tuna can grow up to 2.5 meters.
 - d. Tuna is rich in omega-3.
7. "Tuna is usually frozen, canned, or processed into steaks." This shows that...
 - a. Tuna is dangerous
 - b. Tuna is rarely eaten
 - c. Tuna is used in many processing methods
 - d. Tuna lives in rivers
8. Which feature is **not typical** of report text language?
 - a. Technical vocabulary
 - b. Passive voice
 - c. Personal opinions
 - d. General nouns
9. "The fish is dried under the sun." This sentence uses...
 - a. Active voice
 - b. Passive voice
 - c. Indirect speech
 - d. Present perfect
10. What is the function of the description part in a report text?
 - a. To give steps
 - b. To retell experience
 - c. To describe characteristics and facts
 - d. To sell a product
11. Which sentence uses a general fact?
 - a. Tuna are living in desert.
 - b. Tuna live in the ocean.
 - c. Tuna living in tanks.
 - d. Tuna lives in cages.
12. Choose the correct simple present form:

- a. Fish needs clean water.
- b. Fish need clean water.
- c. Fish needing clean water.
- d. Fish needed clean water.

UNIT X

FUNCTIONAL TEXT

A. Definition of Functional Texts

Functional texts are short texts that serve a specific purpose in everyday and business communication. These texts are practical, informative, and often used in the workplace or marketing activities.

Goal: Students can understand, analyze, and write functional texts in the context of fishery product business.

Types of Texts:

- Label
- Brochure (Leaflet)
- Advertisement
- Announcement

B. Main Content

1. Text Structure of Functional Texts

Each type of text has a slightly different structure:

Text Type	Structure
Label	Product Name – Ingredients – Weight – Date – Storage
Brochure	Headline – Product Info – Benefits – Contact Info
Advertisement	Headline – Slogan – Product Features – CTA (Call to Action)
Announcement	Opening – Main Info – Closing – Date/Place

2. Vocabulary in Business Texts

Vocabulary	Meaning (Arti)
------------	----------------

Fresh	Segar
Crispy	Renyah
Ready-to-eat	Siap saji
Hygienic	Higienis
Limited offer	Penawaran terbatas
Contact us	Hubungi kami
High quality	Berkualitas tinggi
No preservative	Tanpa bahan pengawet

3. Themes in Agribusiness Fishery Products

a. Label on Processed Fish Packaging

E.g., vacuum-packed smoked fish, crispy anchovies, frozen fish balls

Example Label:

PRODUCT NAME: Crispy Fish Skin

INGREDIENTS: Fish skin, flour, salt, garlic

NET WEIGHT: 100g

EXP DATE: 25/12/2025

STORAGE: Keep in a dry, cool place

b. Leaflet for UMKM Fishery Product

A folded flyer promoting small-scale fishery businesses.

Example Content:

Sea Delight – Frozen Seafood
Fresh, hygienic, and ready-to-cook
for your family!
Products: Tuna Nuggets, Fish Balls,
Fish Skin



Delicacies
seafood

Crispy

Order now! ☎ 0812-3456-7890

c. Advertisement for Seafood Products

Used for online or printed media to attract customers.

e.g.



🐟 TASTY FISH CHIPS!

Fresh & crispy snacks from the sea

📦 Available in 100g and 250g packs

☎ Order via WA: 0812-8888-9999

📍 Visit our store: Jl. Ikan Laut No. 45, Kendari

4. Learning Activities

a. Analyzing Labels and Brochures

Instructions:

ANALYZING LABELS AND BROCHURES

INSTRUCTIONS:

- Bring a real example of packaged fish products or promotional brochures.
- Identify the structure and key vocabulary
- Present your analysis to the class.

WORKSHEET SAMPLE:

Product Name: _____

Ingredients: _____

Promo Message: _____

ANALYZING LABELS AND BROCHURES

INSTRUCTIONS:

- Bring a real example of packaged fish products or promotional brochures.
- Identify the structure and key vocabulary
- Present your analysis to the class.

WORKSHEET SAMPLE

Product Name: Fish, tapioca starch, vegetable oil, salt

Promo Message: Fresh & crispy snacks from the sea

- Bring a real example of packaged fish products or promotional brochures.
- Identify the structure and key vocabulary.
- Present your analysis to the class.

Worksheet Sample:

- Product Name: _____
- Ingredients: _____

- Promo Message: _____

b. Creating a Promotional and Design

Task:

- In pairs, create a simple advertisement
a fishery product from your practicum.
- Include: product name, slogan,
features, contact.



for

Tools: Use Canva, PowerPoint, or manual drawing.

c. Writing an Announcement for Promotion

Situation:

Your school production unit is launching a new seafood product. Make an announcement.

E.g.

ANNOUNCEMENT

We are pleased to announce the launch of our new product:
Tuna Nuggets!

Come and try our delicious, hygienic, ready-to-cook tuna
nuggets.

💰 Special Offer: Buy 2 get 1 FREE!

📍 Visit our booth at the school fair – June 10th, 2025

Supported by: SMK Fishery Processing Unit

C. Exercise

Multiple Choice

1. What is the purpose of a brochure?
 - a. To tell a story
 - b. To warn someone
 - c. To promote a product
 - d. To give instructions
2. Which word means "siap saji"?
 - a. Crispy
 - b. Fresh
 - c. Ready-to-eat
 - d. Frozen

Short Task

Write a label for a 200g frozen shrimp dumpling. Include all required information.

D. Reflection

1. What kind of text is most useful for promoting fishery products?
2. Which activity helped you understand business English better?
3. How can you apply functional texts in your future career?

Exercise!

1. What is the main purpose of a **functional text**?
 - a. To tell stories
 - b. To explain scientific facts
 - c. To serve a practical communication purpose
 - d. To entertain readers
2. Which of the following is an example of a **functional text**?
 - a. Narrative
 - b. Recount
 - c. Advertisement
 - d. Description
3. What type of functional text is used to promote a product?
 - a. Label
 - b. Brochure
 - c. Announcement
 - d. Procedure
4. Which of the following phrases is commonly found in an advertisement?
 - a. Once upon a time
 - b. Ingredients: fish, flour
 - c. Limited offer, order now!
 - d. On June 10th, we visited the plant
5. What should you include in a **label** of a fish product?
 - a. Dialogue and setting
 - b. Product name, ingredients, weight, expiry date
 - c. Steps and process
 - d. Opinions and arguments
6. “Keep in a dry, cool place.” This sentence is found in...
 - a. A recount
 - b. An advertisement
 - c. A product label
 - d. A descriptive text
7. Which of the following is most suitable for giving **event information** to the public?
 - a. Announcement
 - b. Report

- c. Recount
 - d. Dialogue
8. What is the meaning of “ready-to-eat” on a product label?
- a. Harus dimasak dulu
 - b. Tidak bisa dimakan
 - c. Siap disajikan dan dimakan
 - d. Hanya untuk dilihat
9. “Fresh, hygienic, and tasty!” is an example of a...
- a. Narrative title
 - b. Brochure description
 - c. Slogan in an advertisement
 - d. Step in a procedure
10. Why are functional texts important for students of fish processing?
- a. To create stories
 - b. To make complaints
 - c. To support communication in business and production
 - d. To entertain consumers
11. Which of the following is a correct label line?
- a. Ingredients: fish, flour, garlic
 - b. Ingredient fish flour garlic
 - c. Ingredients = fish and flour
 - d. Ingredients - fish, flour, garlies
12. Choose the correct imperative for an advertisement:
- a. You can buy now!
 - b. Order now and enjoy the taste!
 - c. Please you order now.
 - d. Buying now please.

GLOSSARY

- A. Preserve:** to keep something in good condition
- B. Procedure:** a series of steps to do something
- C. Packaging:** materials used to wrap or protect goods

Bahasa Inggris	Bahasa Indonesia
Advertisement	Iklan
Apologize	Meminta maaf
Aquaculture	Budidaya perairan
Brochure	Brosur
Clean	Membersihkan
Complaint	Keluhan
Crispy	Renyah
Customer	Pelanggan
Cut	Memotong
Deboned	Dibuang tulangnya
Description	Deskripsi
Dry	Mengeringkan
Explanation Text	Teks penjelasan
Fermented	Difermentasi
Fillet	Fillet (potongan daging ikan tanpa tulang)
Fish cracker	Kerupuk ikan
Fish nugget	Nugget ikan
Fish processing	Pengolahan ikan
Frozen	Beku
Fry	Menggoreng

Functional Text	Teks fungsional
General classification	Klasifikasi umum
Grind	Menggiling
Handle (complaint)	Menangani (keluhan)
Hygienic	Higienis
Ingredients	Bahan-bahan
Label	Label
Mix	Mencampur
Narrative Text	Teks naratif
Net weight	Berat bersih
Opinion	Pendapat
Package	Mengemas
Packaging	Kemasan
Passive voice	Kalimat pasif
Poster	Poster
Procedure Text	Teks prosedur
Processing steps	Langkah-langkah pengolahan
Quality control	Pengendalian mutu
Ready-to-eat	Siap saji
Recount Text	Teks recount (menceritakan pengalaman)
Refund	Pengembalian dana
Report Text	Teks laporan
Replacement	Penggantian
Salted fish	Ikan asin
Seasoning	Bumbu

Sequence connector	Penghubung urutan (first, then, after that...)
Shelf life	Masa simpan
Silver body	Tubuh berwarna perak
Smoke	Mengasapi
Smoked fish	Ikan asap
Spoiled	Rusak / busuk
Steamer	Alat pengukus
Steam	Mengukus
Store	Menyimpan
Text structure	Struktur teks
Tuna	Ikan tuna
Vocabulary	Kosakata
Wash	Mencuci

-

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Riwayat Pendidikan Formal

Jenjang Pendidikan	Tahun Masuk	Tahun Lulus	Nama Sekolah/Perguruan Tinggi	Bidang studi
TK	2008	2009	TK KHADIJAH	
SD	2010	2015	SD INPRES SAMAL M	
MTS	2016	2018	AL FALAH	
MA	2019	2021	AL FALAH	IPA
S1	2021	2025	UNIVERSITAS KH. MUKHTAR SYAFAAT	TADRIS BAHASA INGGRIS

Riwayat Pendidikan Non Formal

Jenjang pendidikan	Tahun masuk	Tahun lulus	Nama sekolah/Lembaga Pendidikan
Ula	2021	2024	PP. Darussalam Blokagung
Wustho	2024	-	PP. Darussalam Blokagung
Ulya	-	-	-

