

## Busworld Website Development To Improve Business Vocabulary Achievement Of Vocational School Marketing Students

Syntia Afriliani

English Education Department, Faculty of Teacher Training and Education  
Balitar Islamic University, Blitar

Balitar Islamic University; Jl. Majapahit No. 04, telp/fax (0342)813145

Author correspondence: [syntiaafrilia99@gmail.com](mailto:syntiaafrilia99@gmail.com)

**Abstract.** *This study intends to ascertain the potential, issues, and requirements for learning English for marketing majors at vocational schools. It also seeks to evaluate the feasibility of the Busworld website, which was created as an alternate medium for this research. English communication abilities must be improved by vocational students. Issues that arise with marketing majors at vocational schools show that the same materials are still used in both general education and vocational education. A notable example of technology use in this study is the technology-based learning medium, which took the shape of a website centered around telecommunications. The Sugiyono Model is the model that is adapted for this research, which employs the Research and Development (R&D) technique. Finding Potential, Problems, and Data Analysis, Design Validation, Product Design, Product Testing, Product Revision, Final Product, and Publication are the steps that have been modified. The SMK Pemuda 1 Kesamben, SMK PGRI 2 Sutojayan, and SMKN 1 Kademangan served as the research's field sites. This study's data is quantitative in the form of teacher and student answers and product validation results, and qualitative in the form of observations, interviews, and documentation. The study's findings suggest that using the Busworld website as an alternate medium can help marketing students expand their vocabulary related to business. The results of the media validation and material validation, which were completed by three experts each, and which yielded a score of 98%, indicating high validity, serve as evidence for this. Additionally, 88.5% of the replies from thirty marketing students and three teachers were included in the results of the teacher and student surveys. In summary, the Busworld website, which offers resources such as 100 lists of verbs, 100 lists of nouns, 50 business abbreviations, and 50 conversations with business themes, is a valuable tool for improving the business vocabulary proficiency of marketing students at vocational schools.*

**Keywords:** *Marketing Students, Business Vocabulary, And The Busworld Website*

### INTRODUCTION

Indonesia has now reached the 4.0 and is moving toward the 5.0 eras, when advancements in technology are prioritized throughout a range of industries, including education. As a result, technology needs to be continuously adapted and applied to education, both in the general school administration system and in the classroom. The educational system will undergo ongoing adjustments in tandem with the ongoing technological advancements as the times change.

The field of education faces challenges as a result of technological advancements, particularly in the teaching and learning process. The National Education System Law No. 20 of 2003 acknowledges the outdated nature of traditional methods for overseeing the country's educational system. The technological revolution has the potential to alter how people work, interact, think, learn, and teach, claims Syaiful Fahmi (2014: 167). Next, this technology is

used in education, particularly in media-based instruction linked to language acquisition, particularly English.

The purpose of learning English, according to the Ministry of Education and Culture (2001: 8), is to increase students' broad knowledge and comprehension of the English language system. Vocational students need to work on honing their speaking, listening, reading, and writing skills. In order to allow students to pursue careers in a certain subject, vocational education must equip them with specific skills. The goal of teaching English in vocational schools is to help students become more proficient communicators. Communication abilities are necessary in the marketing sector.

English is widely utilized in worldwide business and world trade on a global scale. In many nations, English is regarded as the "lingua franca" or the "language of business, politics, international relations, culture, and entertainment". English has taken the lead as the most used language in business during the latter part of the 20th century. For this reason, knowing business English is crucial for anyone hoping to work in the industry. All linguistic facets of business are covered by English for Specific Purposes (ESP), which includes business English.

Vocabulary is the foundation that needs to be utilized when learning English. When learning a language, vocabulary is crucial for speaking, writing, listening, and reading. Vocabulary is essential for marketing students to have applicable knowledge in the workplace. The portion of business English known as "business vocabulary" is utilized in settings like banking, insurance, management, foreign trade, and finance.

Students will be able to study more efficiently and perform better in line with their desired outcomes if they employ creative learning media. Learning media can be controlled and used to affect students' attitudes, thoughts, feelings, and attention, which will help with the learning process, according to Rivai and Sudjana (2001). Websites, or Web 2.0, are one type of technology-based media that can be utilized for education.

According to the findings of preliminary observations on the difficulty of teaching English to marketing students, students pursuing specific majors require instruction that is related to their major's theme. Results from observations, interviews, and surveys reveal that teachers believe there are numerous issues with teaching English, particularly for majors in business and marketing. Due to the fact that the given content was not specifically related to business and marketing, students also reported having trouble understanding English lectures. In order to solve this issue, researchers continued to observe. Instructors advise employing technology-based or digital learning resources that meet the needs of their students today. Students also said that they would like to have mobile access to educational materials.

## **THEORETICAL REVIEW**

### **English for Specific Purposes (ESP)**

A subset of language instruction known as English for Specific Purposes (ESP) is designed to address the unique requirements of students who use the language in particular sectors or occupations. English language teaching in Indonesian higher education is split into two categories: General English (GE) and ESP. Basic grammar and vocabulary are the main focus of GE, whereas ESP is tailored to the unique language needs of many disciplines. As Richard (2001) points out, the "basic skills" required by learners' objectives have an impact on ESP courses. ESP is defined by Paltridge and Starfield (2013) as English language instruction with a major focus on the language, genres, and abilities needed in a particular field (Anthony, 2018). For example, an ESP program might focus on speaking abilities for prospective tour guides or vocabulary for students studying business administration. Students' motivation is greatly increased when they can immediately and relevantly apply what they learn in ESP classes to their major subjects of study, like accounting or tourism.

ESP should ideally be tailored to students' specialized fields of study, such as computer technology or accounting, in Indonesian vocational high schools (VHS). According to Schleppegrell and Bowman, ESP is a component of a larger movement in language education that moves the emphasis from grammar to the use of language in context. In actuality, though, vocational students frequently acquire instruction in general English that is comparable to that of general schools. This broad approach ignores the particular English language proficiency required for their chosen professions, underscoring the need for ESP materials customized for their future work settings. ESP is a more relevant and meaningful learning experience since English is integrated with subject content that is unique to the subjects in which students are interested.

### **Business Vocabulary for Marketing Students**

A key component of learning a language is expanding one's vocabulary, which is necessary for speaking, writing, listening, and reading. Wilkins emphasizes that nothing can be communicated without words, as stated in Thornbury (2004). All of a language's terms, from Old English, Middle English, and Modern English, are included in its vocabulary. Zhihong Bai (2018) highlights the importance of vocabulary, pointing out that it is necessary for creating sentences and communicating ideas, making a strong vocabulary essential for communication.

Hiebert and Kamil (2005) distinguish vocabulary used in writing from that used orally. Written vocabulary consists of words that are recognized in written form, whereas oral vocabulary consists of terms that are understood when spoken or read aloud. According to

Nation (2013), there are three main categories of vocabulary knowledge: word meaning (denotation and connotation), word form (pronunciation and spelling), and word use (grammatical functions, collocations, and usage limitations). While receptive or recognition vocabulary consists of words that are recognized when heard or read, productive vocabulary is defined as words that are actively employed in speech or writing. The language included in business vocabulary for marketing students, which is a subset of English for business purposes (EBP), is crucial for corporate communication, especially in the field of marketing. Including interactive multimedia can improve vocabulary acquisition and increase its effectiveness and engagement.

### **Technology Learning Media**

As a bridge between teachers and students, learning media are essential to the educational process. The National Education Association (NEA) and Susilana (2011) both define media as a collection of communication formats, including print and audiovisual. According to Rayanda Asyar (2012), learning media can create a favorable learning environment by purposefully delivering messages from sources. Students' comprehension and motivation can be increased through the effective use of learning media.

Learning medium must change as technology advances in order to stay relevant and useful. According to Sanaky (2009), instructional media can avoid student boredom by making learning more engaging, clarifying content, and varying teaching approaches. Multimedia, telecommunications, and computer technology are examples of technology-based learning materials. These media can mimic intricate procedures, help with diverse learning styles and speeds, and help visualize abstract ideas. By supporting instructors in their responsibilities as facilitators, technology integration in education improves the learning process. Technology-based media, according to Kustandi and Sutjipto (2018), may enhance interaction, get around constraints of time and distance, and accommodate a variety of learning demands, making education more dynamic and approachable.

### **Previous Study**

The findings of earlier research indicate that the current study differs from earlier research in certain ways. The following are a few media development projects that will be conducted by researchers. According to the majority of these studies, using technology-based media can enhance predictable and successful outcomes.

The first prior study, titled "Developing English Learning Materials for Grade X students of Marketing Study Program at SMK Muhammadiyah 2 Bantul," was conducted in 2015 by Choirul Rohmah. The goal of this study was to create English learning materials that

are suited for students' needs in terms of speaking, listening, reading, and grammar for marketing. This study compares various approaches to the creation of materials. This study focuses on business vocabulary for high school students studying marketing.

"Developing E-Learning Media for Esp Learning of English for Nursing Students" is the title of Abdul Halim's second prior study. The creation of e-learning materials for ESP English language instruction for nursing students was the aim of this project. As the need for customized language instruction increased, English for certain purposes also developed. WordPress.com was used by the researcher in this study to create the educational materials for the nursing department. The health-related content was created with the requirements of the pupils in mind. The webpage created differs from the research in comparison. This study is creating a personal website by acquiring a domain name and hosting, namely ".ID." The content created in this study is intended to help marketing students in vocational schools expand their business vocabulary.

The third study is titled "The Designing of Website-Based Learning Media as an Alternative for Online Learning for Student Practicing at SMKN 1 Sawoo Ponorogo" and was conducted by Ulul Mustagfirin (2016). A website for learning media that can be utilized to provide content and carry out learning assessments is required for this research. The provided content, which may also include audio, video, and image formats in addition to text. The evolution of telecommunication technology as a website is the research topic in this study. This website offers a brief discussion in business terms together with a list of business vocabulary.

## **METHODS**

In order to obtain a more thorough understanding of the research problem, this study employs a mixed methods approach that combines qualitative and quantitative methods. The qualitative approach uses inductive, subjective, and interpretative data collection methods to provide in-depth insight and contextual explanations regarding the challenges faced in modern management practices. The qualitative data in this study includes observations, interviews, and documentation that are presented in a descriptive manner. In the meantime, the quantitative approach gathers numerical data that is analyzed using mathematical and statistical methods. The quantitative data in this study includes percentage results from teachers and students as well as the results of material and media validation. Compared to adopting one approach alone, the combined strategy was thought to be able to provide a more thorough grasp of the study problem.

Research and Development (R&D) is the research design employed in this study. R&D is a research methodology that is used to create and evaluate the proposed product. The purpose of this study is to create learning materials for business jargon for students studying marketing at vocational schools. Sugiyono's framework, which consists of six stages identifying potential and issues, developing the product, validating and revising the design, testing the product, evaluating and revising the product, and publishing the finished product was the model from which the R&D research design was adopted. Data is gathered through interviews and field observations, the Busworld website is designed and developed, material and media specialists validate the findings, student product testing are conducted, and the final product is revised and published. The methodologies and framework were modified to accommodate the time constraints and demands of the research.

The Sugiyono (2016) model served as the inspiration for the research framework and methods. The first step of the procedure involves doing field studies at three vocational schools to evaluate potential and issues. Observations and interviews are used to gather qualitative data, while teachers and students are sampled using probability sampling techniques. After that, product design was completed with the ADDIE instructional design paradigm, with an emphasis on building a website to expand marketing students' vocabulary related to business (Analyze, Design, Develop, Implement, Evaluate). Following that, experts validate the design, and changes are made in response to their feedback. Limited trials with teachers and students were conducted as part of product testing, and questionnaires were used to collect feedback. Prior to being built and released as a website with the intention of raising marketing students' proficiency in business terminology, the product underwent one last round of revisions.

## **RESULT**

The research findings cover various facets, including analysis of potential issues and resolutions, product design and development outcomes, product development findings, teacher and student feedback, product assessments, enhancements, final products, and publications. These components offer a holistic view of the project's evolution and its impact on English learning in vocational schools.

### **a) Potential and Problem Outcomes**

The research identified potential issues in three Blitar vocational high schools SMK 1 Pemuda Kesamben, SMK 1 Kademangan, and SMK PGRI 2 Sutojayan via interviews and observations. Key issues included the mismatch between English materials and students' vocational tracks, as well as inadequate learning media. Teachers emphasized the need for more

department-specific content, especially in business communication vocabulary, while students sought more engaging, mobile-accessible learning tools.

### **b) Interview Findings**

Interviews underscored dissatisfaction among teachers and students with existing English materials, particularly in marketing. Both groups highlighted the necessity for content focusing on business communication vocabulary. While current resources included books, YouTube videos, and mobile devices, there was a call for more engaging, vocationally relevant digital options.

### **c) Observation Results**

Observations across these schools revealed adequate resources like LCD projectors, WiFi connectivity, and English textbooks. Teaching methods varied; some educators employed interactive techniques, while others favored group discussions and practical speaking exercises. Despite these efforts, the curriculum failed to sufficiently meet the specific needs of vocational students.

### **Needs Analysis Outcomes**

The needs assessment validated prior findings: marketing department educators and students required English materials tailored to their field. There was a pronounced demand for resources enhancing business communication skills, accessible via digital platforms and mobile devices, suggesting an opportunity to develop user-friendly, relevant online tools.

### **Product Design and Development**

Building upon identified potentials and issues, the researcher devised "Busworld," a website aimed at enhancing business vocabulary acquisition among marketing students in vocational schools. Accessible via laptops and smartphones at "Busworld.id," the platform offers 100 business verbs, 100 nouns, 50 abbreviations, and 50 brief conversations, enriched with expert IT assistance.

### **Material and Media Validation**

#### **a) Material Validation Results**

Content assessments by experts reported unanimous agreement on appropriateness, language use, and educational benefits, yielding a 99% rating. The Busworld materials excelled in clarity, vocabulary selection, grammar, and coherence, affirming their suitability for enhancing students' business vocabulary.

## **b) Media Validation Results**

Media validation garnered a 98% approval, spotlighting strengths in display, functionality, and educational benefits. Experts lauded its aesthetic appeal, ease of use, and instructional value, positioning Busworld as a credible digital resource for vocational school instructors and learners alike.

## **c) Expert Evaluation of Materials and Media**

Collective feedback from material and media experts yielded a 98% rating, signaling Busworld's robust validation. Recommendations for improvement included more visuals and Google sign-in integration, fostering continual enhancement and adaptability.

## **Teacher and Student Response to Busworld**

### **a) Teacher Feedback**

Educators praised Busworld's efficacy across four criteria: display (93%-100%), functionality (100%), content (87%-100%), and motivation/benefits (87%-93%). The platform's visual clarity, user-friendly interface, and educational value received high marks, underscoring its role in promoting learning and technological proficiency among marketing students.

### **b) Student Feedback**

Students similarly commended Busworld for its appealing design (81%-87%), ease of navigation (81%-85%), comprehensible content (83%-85%), and educational value (81%-87%). The platform's capacity to motivate and aid learning was consistently recognized, highlighting its positive impact on students' educational experiences.

### **c) Combined Feedback**

Combined teacher and student responses averaged an 88.5% approval rating, categorizing Busworld as highly effective for educational use. Teachers rated it at 94%, while students gave an 83.7% rating, affirming its comprehensive suitability for advancing business vocabulary proficiency among vocational school marketing students.

## **Final Result of Product and Publication**

### **a) Final Result**

The final version of the Busworld website was created with input from educators and students as well as comments from media and subject matter experts. The completed website functions as an alternate digital learning platform created especially for vocational school students studying marketing. It has extensive material, including 50 business-related acronyms, 100 lists of nouns, 100 lists of verbs, and 50 dialogues with a business theme. The goal of this

curriculum is to improve students' business vocabulary and give them useful conversational skills related to their subject of study.

#### **b) Publication**

Owing to financial, time, and effort limitations, the researchers chose to launch the Busworld website in small batches. The first rollout will concentrate on SMK Pemuda 1 Kesamben, SMKN 1 Kademangan, and SMK PGRI 2 Sutojayan, the schools where the original research was carried out. Prior to possibly being released to a larger audience, this targeted release will enable more assessment and improvement.

### **DISCUSSION**

This research aims to create a website called Busworld as an alternative medium for teaching and learning to increase the business vocabulary of marketing students at vocational schools. Busworld is a digital learning media designed according to the needs of marketing students at vocational schools, with content in the form of 100 lists of verbs, 100 lists of nouns, 50 abbreviations in business, and 50 business-themed conversations.

The Busworld website proves to be a great alternative medium to enhance the business vocabulary of marketing students. This was proven through material validation by three experts and media validation by three experts which resulted in a validity level of 98%, which means it is very valid. Apart from that, teacher and student responses also showed positive results with 88.5% from three teachers and thirty marketing students. Furthermore, the Busworld website is considered effective in increasing students' business vocabulary achievements, in line with Neeley's (2012) opinion which states that the role of English as a global language for business and marketing cannot be ignored.

From the results of the questionnaire given to teachers and students, it appears that they are motivated to use the Busworld website as an alternative media to increase the achievement of marketing students' business vocabulary. This is in line with the opinion of Herman Dwi Surjono (2008: 1), who states that web-based learning media can be accessed at any time and from anywhere, and learning materials can be enriched with various learning sources and references.

## **CONCLUSION**

Several obstacles and opportunities in the English language learning process were noted by marketing students in vocational institutions, based on observations and interviews. The principal concern brought to light was the dearth of specialist English resources concentrating on business lexicon, which impedes efficient acquisition in this particular domain. Conversely, vocational schools have access to significant resources like LCDs, Wi-Fi, internet, and cellphones, which can be used to create creative learning solutions.

One important conclusion from these observations and interviews was that marketing students need to acquire English, particularly business language. Pupils clearly preferred studying resources that are specifically designed for business English subject and are readily available on cellphones. This evident need served as justification for creating the Busworld website, which aims to improve marketing students' business vocabulary competency at vocational schools. The website offers extensive material designed to meet the specified educational needs, such as lists of 100 verbs, lists of 100 nouns, 50 business abbreviations, and 50 business-themed discussions.

Three content specialists and three media experts undertook thorough tests to verify the effectiveness and relevancy of Busworld, yielding an amazing validation score of 98%. With an overall approval rating of 88.5%, responses from teachers and students further confirmed its applicability. These findings demonstrate that Busworld successfully satisfies the learning requirements of vocational school marketing students by offering a comprehensive platform for improving their command of business terminology through relevant and easily accessible digital learning materials.

## **SUGGESTION**

Based on the study's findings, the following are condensed research recommendations for educational institutions, English teachers, students, and other researchers. It is recommended that educational institutions incorporate the Busworld website as an additional and substitute educational resource to improve the business vocabulary proficiency of marketing students in technical schools. It is the responsibility of principals to provide teachers with active assistance in creating instructional materials that enhance student engagement and comprehension. The Busworld website offers English teachers an additional tool for helping their students' business vocabulary grow. Teachers ought to modify their pedagogical approaches by integrating Busworld's multimedia materials to establish engaging educational settings. It is recommended that marketing students make significant use of Busworld in order

to improve their business vocabulary and get ready for professional communication. Finally, in order to continuously enhance instructional strategies and resources, future researchers might utilize this work as a reference to create and improve English learning tools specifically suited for vocational schools.

## REFERENCES

- Anthony, L. (2018). *Introducing English for specific purposes*. Routledge.
- Asyar, R. (2012). Pengertian media pembelajaran menurut para ahli dan secara umum. *ZonaReferensi.com*.
- Bai, Z. (2018). An analysis of English vocabulary learning strategies. *Journal of Language Teaching and Research*, 9(4), 849-855.
- Hermawan, A., Susanto, A., Surjono, H. D., Chiroma, H., & Herawan, T. (2008). The determining factors of the acceptance of information technology users among the teaching staffs of the vocational program. Universitas Teknologi Yogyakarta, Yogyakarta, Indonesia.
- Hiebert, E. H., & Kamil, M. L. (2005). *Teaching and learning vocabulary: Bringing research to practice*. Routledge.
- Nation, P., & Meara, P. (2013). Vocabulary. In *An introduction to applied linguistics* (pp. 44-62). Routledge.
- Neeley, T. B., Hinds, P. J., & Cramton, C. D. (2012). The (un) hidden turmoil of language in global collaboration. *Organizational Dynamics*, 41(3), 236-244.
- Paltridge, B., & Starfield, S. (Eds.). (2013). *The handbook of English for specific purposes* (Vol. 592). Wiley-Blackwell.
- Richard, J. C. (2001). *Curriculum development in language teaching*. Cambridge University Press.
- Sudjana, N., & Rivai, A. (2001). *Teknologi pengajaran*. Penerbit Sinar Baru Algensindo.
- Sugiyono. (2016). *Metodologi penelitian kuantitatif, kualitatif dan R&D*. Alfabeta.
- Susilana, R., & Riyana, C. (2011). *Media pembelajaran: Hakikat, pengembangan, pemanfaatan dan penilaian*. CV Wacana Prima.
- Thornbury, S. (2004). Big words, small grammar. *English Teaching Professional*, 31, 10-11.