



Developing An Interactive English Teaching Module for Visual Communication Design Students using Google Sites at Grade X SMK Negeri 1 Mataram

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Article Info	Abstract
Article History Received: 2025-02-23 Revised: 2025-03-07 Published: 2025-03-12 Keywords: <i>English for Specific Purposes (ESP), Google Sites, Visual Communication Design (VCD), and Vocational School.</i>	This research addresses a critical gap in independent curricula (IKM) that fails to meet Visual Communication Design (VCD) students' specific needs for professional English communication. This study addresses the lack of industry-specific English learning materials for Visual Communication Design (VCD) students by developing an interactive teaching module using Google Sites. Guided by the ADDIE model within an R&D framework, the research employed a mixed-methods approach to collect both qualitative and quantitative data. Qualitative data from teacher interviews and document analysis were processed through Miles and Huberman's model. Quantitative data included expert validation using a four-point Likert scale and responses from 32 student participants. The developed module featured a whole-part-whole framework with visual branding content reflecting industry practices. Implementation through Google Sites with interactive features achieved a 90% expert validation score, indicating high feasibility. Student feedback data revealed strong positive responses across multiple dimensions: 89% satisfaction with practical examples, 85.9% for content comprehensibility, and particularly enthusiastic reception of the industry-relevant materials. During evaluation, student input led to specific improvements in text display. The research successfully bridges the gap between general English teaching and vocational preparation by creating an empirically validated, interactive learning tool that equips VCD students with the specialized English communication skills essential for success in the visual design industry.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2025-02-23 Direvisi: 2025-03-07 Dipublikasi: 2025-03-12 Kata kunci: <i>Bahasa Inggris untuk Tujuan Khusus (ESP); Google Sites; Desain Komunikasi Visual (DKV); Sekolah Menengah Kejuruan (SMK).</i>	Penelitian ini mengatasi kesenjangan kritis dalam Implementasi Kurikulum Merdeka (IKM) yang tidak memenuhi kebutuhan spesifik mahasiswa Desain Komunikasi Visual (DKV) untuk komunikasi profesional dalam bahasa Inggris. Studi ini menangani kurangnya materi pembelajaran bahasa Inggris yang spesifik untuk industri bagi siswa DKV dengan mengembangkan modul pengajaran interaktif menggunakan Google Sites. Dengan berpedoman pada model ADDIE dalam kerangka R&D, penelitian ini menggunakan pendekatan metode campuran untuk mengumpulkan data kualitatif dan kuantitatif. Data kualitatif dari wawancara guru dan analisis dokumen diproses berdasarkan model Miles dan Huberman. Data kuantitatif mencakup validasi ahli menggunakan skala Likert empat poin dan respons dari 32 siswa. Modul yang dikembangkan menampilkan kerangka whole-part-whole dengan konten visual branding yang mencerminkan praktik industri. Implementasi melalui Google Sites dengan fitur interaktif mencapai skor validasi dari para ahli 90%, menunjukkan tingkat kelayakan yang tinggi. Data umpan balik siswa mengungkapkan respons positif yang kuat di berbagai aspek: 89% kepuasan dengan contoh-contoh yang praktis, 85,9% untuk pemahaman konten, dan penerimaan yang sangat antusias terhadap materi yang relevan dengan industri DKV. Selama evaluasi, tanggapan siswa mengarah pada perbaikan spesifik dalam tampilan teks. Penelitian ini berhasil menjembatani kesenjangan antara pengajaran bahasa Inggris umum dan persiapan vokasi dengan menciptakan alat pembelajaran interaktif yang divalidasi secara empiris, yang membekali siswa DKV dengan keterampilan komunikasi bahasa Inggris khusus yang penting untuk kesuksesan di industri desain visual.

I. INTRODUCTION

English has emerged as the predominant language in global academia and professional contexts, creating an imperative need for specialized language instruction in vocational

education. English proficiency serves as a gateway to accessing information, technology, and communication tools that facilitate academic and professional advancement (Hema et al., 2022). In the field of Visual Communication Design (VCD),

English is not only essential for accessing international design trends and resources but also for communicating with global clients, using industry-standard design software, and participating in international design competitions. This linguistic competency has become crucial for VCD students navigating an increasingly internationalized design industry landscape.

In response to this evolving demand, Indonesian vocational institutions have begun incorporating more extensive English language instruction into their curricula. However, a significant challenge persists in the current educational framework, specifically in standardizing English textbooks across general and vocational high schools (Kemendikbudristek, 2022). The English curriculum at SMKN 1 Mataram primarily adopts a general approach, which falls short in covering the technical terminology, industry-relevant communication skills, and project-based learning strategies essential for VCD students. This standardized framework fails to meet their specialized needs, restricting their exposure to authentic industry resources and professional interactions.

Through extensive communication with vocational teachers, observations of teaching practices, and field practice (PLP), numerous deficiencies have been identified in interpreting and implementing text-based learning approaches. Current pedagogical practices predominantly emphasize general vocabulary acquisition and grammatical structures, significantly neglecting the development of practical oral and written communication skills essential for professional success. This observation aligns with Sulistiyo's (2020) findings, which highlight the disproportionate emphasis on grammar and vocabulary in vocational English curricula at the expense of comprehensive communication skill development.

The increasing presence of Generation Z students in vocational education further complicates the situation. As digital technology becomes increasingly embedded in daily life (Würschinger, 2021), students develop digital fluency not merely through generational identity but via active participation in evolving digital environments. This necessitates interactive learning materials that align with their digital literacy levels and technological inclinations. The Technological Pedagogical and Content Knowledge (TPACK) framework has developed to include AI-powered tools that improve digital

teaching methods. De Schryver (2023) highlights the importance of adaptive technologies in enhancing teachers' capacity to seamlessly integrate technology into their instructional design.

The implementation of this framework has demonstrated significant value in developing interactive learning environments tailored to Generation Z's technological preferences, while simultaneously equipping them for a rapidly evolving digital professional world. This finding is consistent with the research of Islanda et al. (2023), which highlighted that Google Sites, as a digital learning tool, substantially boosts student engagement and improves learning outcomes, especially in vocational education contexts.

Recent empirical studies have explored various technological solutions for vocational English education. Notable research by Rezita & Yunita (2023) investigated the efficacy of the Quizizz application in English language instruction in Bengkulu, Indonesia, while (Öden et al., 2021) examined the impact of Kahoot's gamified response system on EFL teaching. However, these studies primarily evaluated existing platforms rather than developing customized teaching materials for specific vocational programs. Google Sites emerges as a promising platform for addressing this gap, offering robust capabilities for creating interactive e-modules that effectively combine text, graphics, audio, video, and animation elements (Almusalli, 2021).

Despite previous research on gamified platforms such as Quizizz and Kahoot in vocational English education (Öden et al., 2021; Rezita & Yunita, 2023), little attention has been given to designing customized interactive modules. Addressing this gap, this research adopts an ESP-based framework, recognizing that specialized discourse constantly evolves due to technological and societal changes. The latest lexicological advancements highlight the need for ESP materials to integrate emerging terminology and reflect contemporary professional contexts (Franceschi & Pinnavaia, 2023). This methodological framework ensures precise alignment between module content and the professional requirements of VCD students while leveraging digital platforms to enhance engagement and learning outcomes.

Recent studies highlight that vocational English instruction should integrate ESP principles, the Whole-Part-Whole model, and technology-driven approaches like TPACK to

enhance industry-specific communication skills (Sujana et al., 2024). However, current materials still align more closely with general English, creating a gap in vocational education. Through this research, researcher seek to address how to design an interactive English teaching module using Google Sites for grade X Visual Communication Design (VCD) students at SMK Negeri 1 Mataram and to understand students' opinions on English material developed using Google Sites. This study contributes significantly to the broader discourse on implementing specialized English language instruction in vocational education while effectively addressing Generation Z learners' technological preferences and learning needs in the visual design field. This research fills a crucial gap in the existing literature and provides practical insights for developing effective English language instruction materials for vocational education in the digital age.

II. RESEARCH METHOD

This research utilized a Research and Development (R&D) methodology combined with the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model framework as its research design. The research was conducted at SMK Negeri 1 Mataram, located in West Nusa Tenggara, with participants comprising grade 10th students majoring in Visual Communication Design.

Table 1. ADDIE Model

Activities	Description	Results
Analyzing	- Analyze learning needs by reviewing the Learning Objectives A process and interviewing the English teacher at SMKN 1 Mataram. - Evaluate existing learning materials and identify relevant content for the vocational program.	The students' learning needs of the module
↓		
Designing	- Create a design framework. - Determine the input of four language skills. - Determine the supporting language elements (vocabulary and grammar) of the input. - Determine relevant, productive sources (tasks, games).	- Module Whole - Part - Whole framework - The outlines of four language skills based on ESP.
↓		
Developing	- Developed the module using ESP-based English materials. - Calculate data from expert validation results. - Calculate data from teachers' validation results. - Revising ESP-based English materials.	- The draft of the English module in Google Sites - The expert validation feedback - The revision of developed English module
↓		
Implementation	- Implement the ESP module on Google Sites at SMKN 1 Mataram - Introduction Stage. - Trial Day - Collection of Student Opinions	The results of Students' opinions after implemented the material using Google Sites.
↓		
Evaluation	Evaluate the developed module that have been implemented based on students' opinion results.	- Revision based on students' feedback - The final results of the developed English module using Google Sites.

For data collection, the study followed a mixed-methods approach. Qualitative data was gathered through teacher interviews, and document analysis of the Learning Objectives Process and learning outcomes, the data was analyzed using Miles & Huberman's (1994) analytical model, which involved data reduction, presentation, conclusion and verification. Quantitative data was collected through structured questionnaires distributed to both experts' validation from a

lecturer of the English Education program at Mataram University and an English teacher at SMKN 1 Mataram. To ensure the module's alignment with vocational English standards, expert validation was conducted using a four-point Likert scale by Sugiyono (2015), 4 (Highly feasible), 3 (Feasible), 2 (Not feasible), and 1 (Very unfeasible), ranging from Very Feasible (81-100%) to Very Unfeasible (21-40%). The questions are divided into four categories based on the National Education Standards Agency: content feasibility, language feasibility, presentation feasibility, and graphics feasibility.

Table 2. Organization of the Questionnaire for Exerts Validation

Aspects	The purpose of the question
Contents	to validate the appropriateness of the materials with the curriculum, the depth of the materials, and the accuracy.
Language	to validate the appropriateness of the language with the student's cognitive development, the communicative language use, and the cohesiveness and coherences.
Presentation	To validate the appropriateness of the presentation technique and the learning presentation
Graphic design	To validate the appropriateness of the materials design, content design, illustrations, and typography of the material

Additionally, 32 students participated in collecting students' opinions, which were analyzed using a modified Likert scale by Sugiyono (2015), 4 (Strongly Agree), 3 (Agree), 2 (Disagree), and 1 (Strongly Disagree), categorized from Excellent (81-100%) to Worst (21-40%). This research divided the questions into ten categories as attached in Table 5. This comprehensive analysis approach ensured a thorough evaluation of both the module's technical feasibility from experts and user acceptance from students.

III. FINDING AND DISCUSSION

A. Research Finding

1. The Design of English Teaching Module Using Google Sites

Developing the English teaching module using Google Sites through the ADDIE model demonstrated a systematic and practical approach to creating specialized learning materials for Visual Communication Design (VCD) students.

• Analysis Phase

The analysis phase, conducted through teacher interviews and document analysis, revealed significant challenges in the current English teaching environment at SMKN 1 Mataram. The interviews revealed substantial disparities in student English proficiency levels. Additionally, regarding student engagement, the teacher stated that *"the issue of students'*

motivation to learn English, is rather lacking."

To address these variations, the teacher employed differentiated learning approaches through group discussions, noting, *"I use differentiation; the focus is on the students; we divide the group for group discussion."* The teaching methodology prioritized speaking skills as fundamental, with the teacher emphasizing, *"For the skills, the first important thing is speaking first, that is the basic, then the second is how the students' grammar, reading, and writing."* Technology integration, while present through essential tools like PowerPoint and videos, *"almost every day I use learning media like PPT, I show videos too"*, indicated room for advancement, with teachers expressing readiness for improvement, stating *"we are looking forward to it, we as teachers also to improve our skills."*

Document analysis revealed that the existing teaching materials failed to meet VCD students' specialized needs, utilizing generic content like the *Toba Lake* story rather than design-specific materials. The current module showed minimal integration of visual elements and relied heavily on traditional assessment methods. Examination of curriculum documents highlighted a disconnection between language instruction and professional requirements, with significant gaps in design-related communication skills. These findings established the need for improvements in content integration, learning support, technological tools, assessment methods, and alignment with vocational needs, providing a foundation for developing a more targeted English teaching module for VCD students.

• Design Phase

The Design phase effectively translated these findings into a structured framework using the Whole-Part-Whole approach, crafting learning objectives tailored to VCD students' needs. The unit *"A Journey through Visual Stories"* was thoughtfully constructed to integrate narrative text learning with design project contexts, ensuring relevance to students' vocational interests.

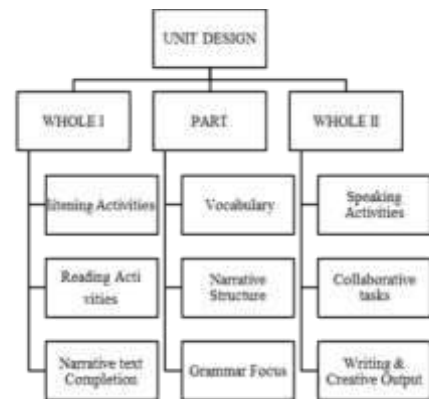


Figure 1. Whole-Part-Whole Framework

• Development Phase

1) Drafting of the Module

The initial draft represents a comprehensive teaching module for Narrative Text designed specifically for Grade 10 Visual Communication Design students. Built on the Whole-Part-Whole framework and incorporating TPACK Model integration, the module was hosted on Google Sites and organized into two 45-minute sessions. The advantages of using Google Sites were evident across all sections of the module. In the Whole I (Receptive Skills) section, Figure 2 shows a sample of Google Sites-facilitated audio-based listening exercises through embedded players from Google Drive. Figure 3 shows the interactive Wordwall activities for character analysis.



Figure 2. Listening Activity



Figure 3. Character Analysis

The audio-based listening exercise of *"The Power of Visual Branding"* story is followed by the Wordwall character analysis activity, integrated directly into the Google site, where students use drag-and-drop functionality to categorize different aspects of characters in the story. The text completion activity in Figure 4

leverages another Wordwall integration within Google Sites. Students fill in missing words from the last part of *"The Power of Visual Branding"* story, allowing students to focus on understanding context and vocabulary.



Figure 4. Text Completion Activity

The module incorporated 20 flashcards (Figure 5) and well-formatted Google Docs for reading comprehension, supported by collaborative Wordwall activities for paragraph analysis.



Figure 5. 20 Flashcards

Students used 20 flashcards and accessed story texts via Google Sites with embedded Google Docs, presented in a clear format with accompanying comprehension questions (Figure 6).



Figure 6. Reading Comprehension

Another collaborative Wordwall activity on the Google site enhances the reading comprehension shown in Figure 7. Students work in groups to match the main ideas of each paragraph in the story.



Figure 7. Match the Main Idea of Each Paragraph

In the Part (Learning Material) section for teaching narrative text structure, Google Sites presents theoretical content about plot elements (orientation, complication, resolution) in a clear, hierarchical format. The content is enhanced by an interactive Wordwall activity shown in Figure 8. Students drag and drop story elements onto a "story mountain" diagram, helping them visualize and understand narrative structure. The platform's organization allows students to reference the theory efficiently while completing the interactive exercise.



Figure 8. Story Mountain

Through Wordwall integration in Figure 9, students engage in vocabulary categorization activities, sorting words based on their types (past tense verbs, adjectives, adverbs of time). This interactive element helps students understand how different word types function within narrative texts while building their vocabulary knowledge.



Figure 9. Vocabulary Building

For grammar instruction focusing on direct and indirect speech, Google Sites embeds instructional *YouTube* videos that explain the concept clearly, as shown in Figure 10.



Figure 10. Video Direct and Indirect Speech

These videos are followed by practical exercises where students convert direct speech sentences from "*The Power of Visual Branding*" story into indirect speech. The platform organizes these exercises in a numbered format, making it easy for students to track their progress through the practice activities. The Whole II (Productive Skills) section delivers various productive activities focused on speaking and writing skills.



Figure 11. The Collaborative Writing Story

The collaborative writing component centers on "*The Art of Teamwork*" story in Figure 11, where Google Sites presents the initial paragraphs and writing prompts. Students work in groups to continue the story, with the platform providing guiding questions to help structure their narrative development.



Figure 12. Storyboard Template from Canva in Google Sites

For the storyboard project, the researcher included a six-panel storyboard template or illustrations embedded from Canva on the sites shown in Figure 12.



Figure 13. Final Project Submission Form

The module also integrates submission forms, as shown in Figure 13, where groups can upload their completed work. After submitting the storyboard, students present their work and give feedback for each group, which is attached to the school magazine. Throughout these productive tasks, Google Sites maintains organization through clear section breaks and navigation while integrating various tools (Google Docs, forms, submission systems) into a cohesive learning experience.

2) Experts Validation

The validation process involved a comprehensive assessment by two qualified experts: an English Education lecturer from Mataram University and an English teacher from SMKN 1 Mataram.

Experts' evaluation resulted in an impressive cumulative score of 145 points, averaging 0.90, with an overall achievement percentage of 90%. The content validity section initially received 68% from the first validator (V1) and 100% from the second validator (V2), resulting in an overall content score of 84%. The presentation category achieved 85% from both validators, while the language and graphic design categories received perfect 100% scores from both experts. As evidenced by the V2 expert's feedback, *"the theory used and the applications made make it easy for students to understand the lessons presented,"* the module demonstrated strong alignment with curriculum requirements while effectively integrating design-specific content.

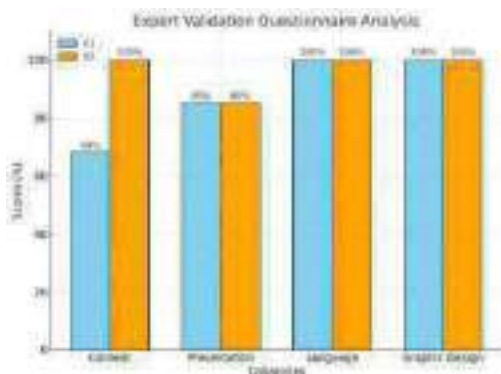


Figure 14. Diagram Experts' Validation Results

3) Revision of the Developed Module

Several key revisions were implemented based on expert feedback to enhance the module's effectiveness. Following V1's suggestion to *"add activities for the speaking skill, the others are already available,"* speaking activities were incorporated through an interactive digital card system where students work in pairs. The result is shown in Figure 15.



Figure 15. Speaking Card

The researcher also added a Google Forms integration for peer speaking performance assessment. Responding to V2's recommendation for additional material and examples, a Wordwall-based gameshow quiz was implemented using a digital spinning wheel for group exercises, as shown in Figure 16.



Figure 16. Spinning Wheel Quizzes

These revisions significantly improved the module's interactivity and engagement potential. Finally, the completed module was converted to PDF format and provided to the English Teacher of the grade X VCD program at SMKN 1 Mataram, ensuring accessibility in both digital and physical formats. These development phases demonstrate a thorough and iterative process of creating, validating, and refining the module to meet both pedagogical requirements and student needs. The high validation scores and thoughtful incorporation of expert feedback indicate the module's substantial potential for practical implementation in the VCD classroom setting.

• Implementation Phase

The implementation phase of the English teaching module using Google Sites was executed through three carefully structured stages: introduction, trial day, and collection of student opinions. The introduction stage-initiated students to the Google Sites-hosted module through a simple barcode scan, directing them to access the platform in 'desktop mode' for optimal viewing. This stage included warm-up exercises and brainstorming sessions using Padlet, effectively preparing students for engagement with the new learning platform.

The trial day focused on practical implementation, with students working in pairs while maintaining individual device

access. Following the Whole, I - Part - Whole II structure, students engaged with the initial phases and participated in the Quizizz game show. However, time constraints limited some activities. Internet connectivity emerged as a notable challenge during this stage. The final stage involved collecting feedback on students' views through questionnaires. 32 student responses were gathered to evaluate the module's effectiveness. This systematic implementation process provided valuable insights while highlighting areas for technical infrastructure improvement in future implementations.

• Evaluation Phase

The evaluation phase marked the culmination of the module development process, incorporating feedback from both expert validation and student questionnaire responses. Student feedback regarding text clarity in the Google Sites module revealed a significant improvement. In response, the researcher enhanced readability by increasing font sizes from 13 to 15 and adjusting font styles from normal to medium for task instructions and video content.

2. The student's' Opinion of the Developed English Teaching Module Using Google Sites

The analysis of student feedback revealed consistently excellent ratings across all evaluated aspects of the developed module, shown in Table 5. Most notably, providing examples to support understanding achieved an outstanding 89% satisfaction rate, indicating the module's effectiveness in delivering clear, practical content.

Table 5. Students Opinion Questionnaires' Result

STATEMENT	TOTAL FREQUENCY (f)	PERCENTAGE (%)
(Q1) The material in the module is easy to understand	128	85,1%
(Q2) Ease of accessing Google sites	109	85,1%
(Q3) The language used in the module is clear and simple	106	82,8%
(Q4) The examples provided help me understand the material	114	89%
(Q5) The pictures and illustrations in the module are interesting and help my understanding	109	85,1%
(Q6) I feel challenged by the activities in the module.	106	82,8%
(Q7) I feel motivated to learn more after using this module	104	81,2%
(Q8) The task instructions in the module are clear and easy to follow.	106	82,8%
(Q9) Use of attractive appearance and layout	107	83,5%
(Q10) It meets the learning needs of my major.	110	85,9%

The module's comprehensibility and alignment with course learning needs scored 85.9% and 85.1%, respectively, its success in meeting the specific requireme-

nts of VCD students. A student's comment that, *"I feel that English is also essential in my specialty subject, visual communication design (DKV),"* demonstrates the module's successful alignment with students' vocational needs. The technical and design aspects of the module received strong positive feedback. The Google Sites platform's accessibility and visual elements both scored 85.1%, while language accessibility achieved 82.8%. Students provided constructive feedback regarding the text presentation, with one noting, *"My suggestion is that the writing of the material/video should be clearer so that it is easy to read and understand."* In response to this feedback, the researcher revised the font size and theme. The module's aesthetic elements garnered an 83.5% satisfaction rate, with one student commenting, *"I feel helped by this module. The last one is very good because the module has many interesting features such as easy-to-understand examples and simple language use of attractive displays and colours."*

While student engagement and motivation scores were slightly lower at 82.8% and 81.2%, respectively, they still fell within the excellent category (81%-100%), representing significant success in addressing initial motivation concerns. This improvement is captured in student feedback, stating, *"It helps because this module increases my curiosity to learn English."* These comprehensive positive responses and high ratings across all aspects (above 80%) demonstrate that the module successfully achieved its educational objectives while maintaining user-friendly features and engaging content delivery through the Google Sites platform.

B. Research Discussion

Based on the research findings, developing an interactive English teaching module using Google Sites for VCD students at SMKN 1 Mataram exposed significant initial challenges. Based on the interview findings in the analysis phase, students showed varying levels of motivation and proficiency, which aligns with Sujana et al. (2022), discovered that *"the primary and fundamental stage in designing an English teaching plan is the need analysis."* This validates the methodological approach to

beginning with comprehensive needs assessment.

The document analysis revealed that current teaching materials using general narrative texts like "*Toba Lake*" failed to establish connections with design principles or industry contexts. This disconnect directly supports Hutchinson & Waters's (1987) assertion that ESP should be based on learners' specific purposes for learning English. The initial findings emphasized the urgent need for specialized materials that could bridge the gap between general English instruction and specific vocational requirements. For maximizing learning process and outcomes, the English course implements Project-Based Learning, considering the need to provide more authentic language practice opportunities (Sujana et al., 2023).

The development process through the ADDIE model demonstrated remarkable success in addressing these challenges. In the design phase, implementing a whole-part-whole framework integrated ESP principles with vocational needs, aligning with Rosyida et al. (2024) findings on material development validity. The module achieved an impressive overall feasibility score of 90%, as evidenced by expert validation results. This success is explicitly supported by perfect scores (100%) in both language and graphic design components, an 84% content validity score validating alignment with Independent Curriculum (KM) requirements, and an 85% presentation validity score confirming effective digital content delivery. The module's interactive features through Google Sites, such as embedded audio players, Wordwall activities, and collaborative writing tools, align with Rosyida et al.'s (2024) definition of interactive e-modules, which enhance learning by incorporating digital tools that foster two-way communication between content and users, ensuring higher engagement and better comprehension in vocational education settings. The module was enhanced with speaking cards and gameshow quizzes in response to expert feedback emphasizing speaking activities.

The implementation phase revealed both strengths and challenges in integrating digital learning platforms. During implementation, students accessed Google Sites through their devices, engaging in interactive activities such as Wordwall quizzes,

collaborative writing exercises, and visual branding case studies. Researcher facilitated discussions through guided reflection sessions, ensuring that students could connect the learning material with industry practices. Additionally, formative assessments were conducted using embedded Google Forms, allowing real-time tracking of student progress and understanding. While the Whole-Part-Whole structure proved effective for organizing content delivery, time constraints limited the full implementation of productive skills activities. However, despite these connectivity challenges, the implementation of Google Sites proved to be practically feasible for educational institutions with limited resources, as research has shown that "Google Sites is flexible and can be easily used without requiring expensive computer network infrastructure and internet connectivity" (Afrianto et al., 2022). To mitigate connectivity issues, offline resources such as downloadable PDFs and audio material in Google Drive were provided as supplementary materials.

This finding is particularly relevant for vocational schools operating with constrained technological infrastructure. Consistent with Sujana et al. (2024), this study found that students responded positively to ESP-based instructional materials, particularly when designed using WPW principles. While their study focused on teacher perspectives, this research extends the findings by validating student experiences with an interactive, technology-integrated learning module. Despite these challenges, student response data provided compelling evidence of the module's feasibility in meeting both educational objectives and specific vocational needs. The quantitative results showed consistently high ratings across multiple dimensions, achieving "Excellent" ratings (above 80%) throughout all evaluated aspects. This finding aligns with Ulumi et al.'s (2024) results which demonstrated that ESP-based materials tailored specifically to vocational contexts produced high student engagement and comprehension. Supporting the quantitative results, students' qualitative feedback strongly endorsed integrating design-specific content, especially the visual branding narratives and logo transformation exercises. As suggested by Basturkmen (2010), this successful

integration of ESP principles with visual design elements created a learning experience that was both academically rigorous and practically relevant for VCD students.

Students also noted increased confidence in using English for design-related tasks, particularly in presenting ideas and discussing project concepts in English. Several participants expressed that the interactive format made learning more enjoyable and practical compared to traditional textbook-based instruction. Furthermore, researchers observed that students were more engaged in discussions and demonstrated better comprehension when analyzing design-related texts in English.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The research successfully developed an interactive English teaching module for grade X Visual Communication Design (VCD) students at SMK Negeri 1 Mataram using the ADDIE model. The process began with the Analysis phase, where teacher interviews and document analysis revealed gaps in the current curriculum, particularly the lack of design-specific English materials and the need for more engaging, interactive learning tools. In the Design phase, a Whole-Part-Whole framework was implemented to structure the module, integrating narrative text learning with design project contexts to ensure relevance to students' vocational interests. The Development phase involved creating interactive content on Google Sites, including audio-based listening exercises, Wordwall activities, and collaborative writing tasks, which were validated by experts and revised based on their feedback. During the Implementation phase, students engaged with the module through interactive activities, though time constraints and internet connectivity issues posed challenges. Finally, the Evaluation phase gathered student feedback, which revealed high satisfaction with the module's practical examples, comprehensibility, and alignment with their learning needs. Students particularly appreciated the industry-relevant content and interactive features, which enhanced their motivation and engagement. Overall, the ADDIE process addressed the students' needs, providing a

tailored and engaging learning experience through its interactive and student-centred approach.

B. Suggestion

Future research should employ mixed-methods protocols combining quantitative metrics with qualitative analysis while addressing technical limitations, digital literacy variations, and standardization challenges across educational contexts. Researchers should integrate emerging technologies including AI-driven feedback systems, adaptive learning algorithms, and advanced analytics while preparing for implementation challenges such as institutional resistance, resource constraints, and compatibility issues. Expanding this framework beyond Visual Communication Design to disciplines like culinary arts, hospitality management, and engineering technology would enable development of cross-disciplinary guidelines that enhance workplace communication competencies, technical vocabulary acquisition, and industry-specific language proficiency essential for professional advancement in global environments.

ACKNOWLEDGMENT

This research is collaborative research with lecturer of English Education department at Mataram University. The researchers would like to express deepest gratitude and appreciation to the English Teacher and grade 10th Visual Communication Design (VCD) students at SMKN 1 Mataram as well as all parties who have cooperated well in the implementation of this research.

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