Developing English Learning Materials Integrated with Problem-Based Learning for Vocational Fashion Schools Students: An ESP Context

[1] **Siti Isma Sari Lubis**, [2]**Sukma Yudistira**, [3]**Indra Saputra**

[1]Family Welfare Department, Faculty of Tourism and Hospitality, Universitas Negeri Padang, Indonesia
[2]Tourism Department, Faculty of Tourism and Hospitality, Universitas Negeri Padang, Indonesia
[3]Beauty Department, Faculty of Tourism and Hospitality, Universitas Negeri Padang, Indonesia

*Corresponding Author e-mail: ismasarilubis@gmail.com

Abstract

This research relates to how the English materials are developed for fashion students of SMK based on Problem Based Learning Approach. This research aims to develop the English materials by applied the ESP based on need analysis of the students. It is done in order to fulfill the needs of fashion students of SMK Negeri 6 PadangResearch and development (R&D) by Borg and Gall, which comprises ten research processes, is the methodology used in this article. Pre-development, development, validation, revision, and product testing are the five primary cycles in which those phases are altered in this study. Questionnaires and document analysis are the methods used to acquire data. The students, the English instructor, the head of the fashion department, the fashion students' alumni, the education and ESP specialist, and the current syllabus and materials are the sources of the data. Students' grades increase as a result of testing the content. In the pre-test, the students' average score was 52.6. Meanwhile, the average student post test score was 64.8. There were 20 students who passed the standard minimum whereas previously only 8 students passed the standard minimum. After being given a post-test, several students were also asked for their comments about the new reading material. Everyone agreed and said that this new reading material was more interesting and suited to students' needs. It means that using PBL approach and need analysis in developing English material can increase the students' achievement in learning English.

Keywords: English materials; Problem based learning; Vocational schools curriculum; Teaching English

INTRODUCTION

Each day of instruction in vocational schools presents unique challenges, particularly in addressing students' needs in language acquisition, especially in English. English proficiency is critical for vocational students who aim to work professionally in specific fields. For instance, students enrolled in vocational programs like fashion design require specialized English skills that align with their career aspirations. They must be equipped not only with industry-relevant knowledge but also with language skills tailored to professional contexts. This is crucial as these students are expected to conduct themselves professionally in the workplace, where the ability to communicate effectively in English can significantly impact their career trajectory.

Vocational schools, as outlined in Articles 3 and 15 of the educational system, are designed to prepare students for employment in specific fields. Fashion design is one of the key programs offered in such institutions. Even for students who do not continue in formal education, possessing professional skills and proficiency in English is essential for securing jobs in the fashion industry. English proficiency becomes particularly significant

when students engage in international activities such as participating in global fashion weeks, marketing their designs internationally, and understanding advanced, evolving technologies in the fashion industry. Access to global information, which is predominantly available in English, is vital for students to enhance their knowledge and adapt to industry trends. This aligns with Sincer (2017), who emphasized that good English proficiency is vital for effective job performance. Furthermore, Andriani (2021) highlighted the importance of proper grammar and appropriate language use in social media promotions, noting that many sellers make grammatical errors that affect their marketing effectiveness. Thus, English teachers must develop suitable learning materials that align with students' professional needs and the demands of the industry.

However, not all vocational schools have implemented a targeted approach to teaching English. For instance, an observation and analysis conducted at SMK Negeri 6 Padang revealed that the existing English curriculum did not adequately address the needs of fashion design students. The textbooks contained irrelevant content, lacking essential fashion-related vocabulary and context. For example, reading materials included narratives such as "Malin Kundang" and "Roro Jonggrang," which bore no relevance to fashion industry contexts. Additionally, the absence of resources led to limited speaking and listening exercises related to fashion. This disconnect between curriculum content and students' vocational needs underscores the necessity for a more tailored approach to English instruction.

Asmin (2019) similarly found that English teachers often face constraints in terms of time and expertise when developing specialized learning materials. This challenge is evident in the case of SMK Negeri 6 Padang, where teachers struggle to provide contextually relevant materials for their students. To address this gap, the implementation of English for Specific Purposes (ESP) and Problem-Based Learning (PBL) is proposed. PBL involves presenting students with real-world problems to enhance multidisciplinary skills. This approach not only fosters active learning but also ensures that the content is relevant to students' future work scenarios. Presenting real-life challenges at the outset of the learning process can stimulate critical thinking and problem-solving skills, essential for professional success.

Developing instructional materials tailored to students' needs is fundamental to enhancing the teaching and learning process. Material development should be guided by a comprehensive needs analysis, ensuring that content aligns with students' professional requirements. Marand (2011) emphasized that learning materials should have a coherent structure, guiding both teachers and students through various learning activities. Nunan (1998, as cited by Marand 2011) outlined six principles for effective material design: materials should align with the curriculum, be authentic in text and task, stimulate interaction, focus on formal language aspects, encourage skill development, and promote the application of skills beyond the classroom.

A critical component of ESP is needs analysis, which involves gathering and analyzing information about learners to define curriculum goals and content (Sufiyandi & Fadhli, 2020; Sulistiyani, 2018). This process identifies what learners already know and what they need to learn (Nation & Macalister, 2010). Needs analysis categorizes information into target needs and learning needs (Nunan in Sukarni, 2018). Target needs encompass necessities (what learners must know), lacks (what learners do not know), and wants (what learners desire to learn). Identifying these aspects helps in designing a syllabus that meets learners' specific needs. For example, fashion students may need to learn industry-specific vocabulary and communication strategies for international events and promotions.

A well-designed syllabus provides a structured plan for the learning process, detailing the materials and objectives to be achieved (Sundari et al., 2018). It serves as a roadmap

for both teachers and students, ensuring clarity and direction in the learning journey. For vocational students, the syllabus must align with ESP principles, focusing on specific skills and language relevant to their field. Sufiyandi & Fadhli (2020) emphasized that ESP materials should be tailored to the specific needs of learners, such as industry-relevant vocabulary, reading, writing, listening, and speaking skills.

To foster critical thinking, the incorporation of problem scenarios into the learning process is essential. Asyari et al. (2016) highlighted that presenting problems in learning stimulates problem-solving skills. PBL enhances educational quality by encouraging students to engage actively with real-world challenges (Cvetkovic & Stanojevic, 2017). The PBL process involves presenting a problem, identifying the problem, seeking information, selecting appropriate solutions, and evaluating outcomes (Macklin, 2001; Eggen & Kauchak, 2012; Gorghiu et al., 2015; Alrahlah, 2016). Research by Othman and Shah (2013) demonstrated that students engaged in PBL exhibited greater skill development. Ulger (2018) also found that PBL significantly enhanced creative thinking skills. Additionally, Iskandar et al. (2021) reported that PBL improved critical thinking in vocational students, particularly in reading skills.

Further research by Lestari and Priyana (2020) emphasized the importance of developing English materials tailored to students' needs. They found that customized learning materials for automotive engineering students at the eleventh grade significantly enhanced learning outcomes. This reinforces the necessity of designing materials that reflect real-world problems and industry demands. Ensuring that English materials are relevant to students' vocational fields enhances engagement and learning effectiveness. Addressing the specific needs of vocational students in learning English is crucial for their professional success. Developing tailored materials through needs analysis and implementing PBL can significantly improve learning outcomes. English teachers must focus on creating relevant and engaging materials that align with students' career aspirations. This approach not only enhances language proficiency but also equips students with critical thinking and problem-solving skills essential for thriving in their respective industries.

RESEARCH METHOD
Research Designs

The research process in this study employed the Research and Development (R&D) methodology, which was adapted from the model proposed by Borg and Gall (2003). This model, known for its systematic approach to developing educational products, was modified to suit the specific objectives of the study by incorporating five essential stages. The first stage, Pre-development, involved conducting a preliminary needs analysis to gather relevant data and identify the target audience's requirements. The second stage, Development, focused on designing and creating initial prototypes of the educational materials based on the gathered information. The third stage, Validation, included evaluating the initial product through expert assessments to ensure its relevance, accuracy, and effectiveness. Following this, the Revision stage was conducted to improve the product based on feedback and suggestions from validators. Finally, the Product Testing stage involved implementing the revised product in real classroom settings to assess its practicality, effectiveness, and potential for broader application.

Research Participants

This research was conducted at SMK Negeri 6 Padang, focusing specifically on students enrolled in the Fashion Design program. The primary subjects of the research were Grade X students, specifically those from classes X-1 and X-2. These groups were selected based on their relevance to the research objectives, which aimed to develop English instructional materials tailored to the needs of fashion students. Limiting the study

to these two classes allowed for a more focused and manageable research scope, ensuring in-depth analysis and relevant data collection. The selected participants were actively engaged in the fashion design curriculum, making them suitable for evaluating the effectiveness of English materials aligned with their vocational field.

Ethical considerations were strictly observed throughout the research process. Prior to data collection, informed consent was obtained from all participants, ensuring they fully understood the research objectives, procedures, and their rights. Participation was voluntary, and students were informed that they could withdraw at any time without any negative consequences. Confidentiality was maintained by anonymizing participant data and ensuring that all information was used solely for research purposes. Furthermore, the research upheld the principle of non-maleficence, ensuring that no harm, discomfort, or disadvantage resulted from participation. Ethical approval was also sought from the school's authorities, and the study adhered to all institutional guidelines and regulations.

Instruments

The data collection process in this research utilized four primary instruments: observations, questionnaires, interviews, and documentation. The observation phase was conducted initially to gain a comprehensive understanding of the students' needs, challenges, and learning environments, serving as the foundation for developing relevant English learning materials. Following this, questionnaires were administered to a diverse group of participants, including current students, alumni, English teachers, the head of the fashion department, and subject matter experts. This approach aimed to gather extensive insights regarding students' learning needs, experiences, and suggestions for material improvement. To further enrich the data and confirm the findings, interviews were conducted with selected students and experts. These interviews provided in-depth information and clarified responses obtained from the questionnaires. Lastly, documentation involved collecting and reviewing relevant records, such as existing syllabi, teaching materials, and school reports. This process ensured the accumulation of comprehensive data to guide the development of effective and targeted learning materials.

Data Analysis

The process of material development in this research involved several systematic steps to ensure the creation of effective and relevant English learning materials. The first step was conducting a needs analysis to identify the specific requirements, challenges, and expectations of the fashion students. This step was crucial to understanding what the learners needed to succeed in their field. Based on the results of the needs analysis, the next step involved developing a syllabus that aligned with the identified needs, ensuring that the learning objectives and content were relevant and applicable. Following this, reading materials were developed in accordance with the syllabus, focusing on enhancing the students' language skills within the context of the fashion industry. The newly developed materials were then subjected to validation by experts to assess their relevance, accuracy, and effectiveness. Based on feedback, the materials underwent revisions for improvement. Subsequently, the materials were tested in an experimental research setting using a pretest and posttest design to measure their effectiveness. The data collected from this testing phase were then analyzed using a t-test to determine the significance of the results and the overall impact of the developed materials on students' learning outcomes.

RESULTS AND DISCUSSION
Research Findings
Needs Analysis

From the analysis of students' need based on the questionnaire that already been given to them, it can be shown the result based on Table 1 as follow.

Table 1. Needs Analysis Questions

No	Questions	Yes	No
1.	Have you learnt English since in primary school?	98 %	2 %
2.	Have you ever take English Course?	34 %	66 %
3.	Is English important for you?	60 %	40 %
4.	Do you like read English Text?	66%	34%
5.	Do you often use English in your daily life?	10 %	90 %
6.	Do you use English with foreign?	70 %	30 %
7.	Do you like reading and listening in English?	12 %	88 %
8.	Do you like reading and listening in fashion field?	12 %	88 %
9.	Do you like speaking and writing in fashion field?	60 %	40 %
10.	Do you understand the English material with complex grammar?	30 %	70 %
11.	Do you like English material with full color?	82 %	18 %
12.	Do you need English material that describe problem in fashion field?	92%	8%
13.	Do the topic of reading material that you learnt for this time relate with the fashion field?	2%	98 %
14.	Can you understand the English course in reading and listening?	10 %	90 %
15.	Can you explain the procedure of making a cloth or everything that related to fashion in English?	10 %	90 %
16.	Why do you learn English?		
	e. to be able to have communication in English		26 %
	f. to get job in abroad		64 %
	g. because the obligation from school		10 %
	h. because you like English		-
17.	The difficulties of Learning English		
Written and reading English			
	a. Vocabulary difficulties	46 %	
	b. Difficult to understand word structure	30 %	
	c. Difficult to conclude the material	14 %	
	d. Difficult to read text	10 %	
18. How the English topic do you want?			
	a) Related to the work atmosphere	78 %	
	b) Related to daily	10 %	
	c) Related to language function	12 %	
19. What situation do you use English?			
	a) face to face conversation	2 %	
	b) giving explanation (oral and written)	20 %	
	c) Learnig process	80 %	
	d) Speech / lecturer	78 %	
20. Where will you learn English?			
	a) House	-	
	b) Workplace	80 %	
	c) School	4 %	

No Questions	Yes	No
d) Tourist attraction	16 %	
21. When do you use English?		
a) In English learning process	20 %	
b) In Competence test	30 %	
c) Working in fashion week	50 %	
d) Daily conversation	-	
22. How is the method you like?		
e. Lecturing	16 %	
f. Discussion	60 %	
g. Question and answer	8 %	
h. Presentation	16 %	

Additionally, the Head of the Fashion Department and English teachers were interviewed and the documentation of curriculum, educational objectives, and alumni competency standards (SKL) was gathered. It was discovered that a number of needs were taken into account when creating new English materials, including the need for reading materials to be helpful and the need for materials to support curriculum and school mission. Reading materials that prepare students for the working world should include fashion-related topics, be engaging and familiar to the students' background and surroundings, and include real-world problems so that students can learn how to handle problems in the workplace.

Material Evaluation
Syllabus

The current curriculum is assessed in order to identify its advantages and disadvantages. Examining competency standards, competency bases, learning resources, indicators, learning activities, assessment instruments, and time management are all ways to achieve this. The researcher concluded that the learning materials were incomplete based on the aforementioned components. The allocation of Technical Documents for Understanding Basic Competencies has increased by 20 times over time, and many specific topics pertaining to Dress Code are necessary to meet the goal of Basic Competencies, which is to understand Technical Documents for Dress Code. As a result, some additions are still needed. To address all student demands, educational objectives, and the school's mission, some extra content is therefore required in the current syllabus.

English Reading Materials

The present English material is both inappropriate and unappealing. Aside from that, there is no vocabulary list to guide students. The practice questions are also identical. The practice questions also lack reading material that may help pupils expand their vocabulary in the field of fashion design. Despite the fact that there are many shortages in existing reading material, the sentence structure is good. The sentences are basic so that pupils do not struggle to understand them. They are also accurate in general structures and language properties, such as in procedural writings.

Develop syllabus and teaching materials

The development of the syllabus was carefully supplemented with relevant learning materials to ensure that it effectively addressed the specific needs of fashion students. The first material introduced was the pattern of full colors, which focused on enhancing students' understanding of color combinations, schemes, and how they influence fashion designs. This was crucial for enabling students to create visually appealing and marketable fashion products. The second material emphasized the trends of women's fashion, providing insights into current styles, market demands, and how global influences shape

fashion trends. This was followed by materials discussing London Fashion Week, one of the world's most prestigious fashion events. Students learned about its significance, how it sets global trends, and the opportunities it offers for fashion professionals. Additionally, materials on trading shows were introduced to educate students on marketing strategies, networking, and the business aspects of fashion promotion. Lastly, the topic of packaging was included, emphasizing the importance of presentation in product marketing, as well as sustainable and creative packaging methods that can enhance product appeal.

Developing New Teaching Materials

This study adapts materials from multiple sources, emphasizing English content that is then streamlined in terms of vocabulary and complexity. New teaching materials have various advantages, the first of which is that they have been designed by adapting PBL ideas. New issues in instructional materials are based on real-world scenarios that students may face in the future. Second, the first section of the material includes Competency Standards, Basic Competencies, and Indicators. Third, the grammar of the new English material is simplified to ensure that students grasp it. Fourth, the new teaching materials include vocabulary lists and several sorts of exercises.

Validating New Material

To ensure the quality and appropriateness of the newly developed English learning materials, it was essential to seek input from specialists experienced in the field of English language teaching and material development. Two experts, who possess extensive backgrounds in conducting English research and teaching English, were invited to validate the materials. Their evaluations focused on ensuring that the materials met academic standards and were suitable for the target learners.

The first expert conducted a thorough evaluation of several key aspects, including language accuracy, learning processes, content relevance, and layout organization. Based on this evaluation, the material received a score of 94 out of a maximum of 135, which placed it in the "Good" category. However, to enhance the material's overall quality and effectiveness, the first expert provided several constructive suggestions. They noted that some sections of the material were unclear, and student activities lacked variety, making the learning process less engaging. Additionally, the material relied too heavily on text, which could hinder student interest and comprehension. The instructions provided were also considered vague, potentially causing confusion during activities. Furthermore, the absence of clearly defined learning objectives was highlighted as a critical issue, as objectives serve as a guide for both teachers and students in achieving the desired learning outcomes.

Similarly, the second expert assessed the materials from multiple perspectives. This included evaluating the Material Components, such as the title, competency standards, basic competencies, indicators, learning objectives, assignments, activities, and references. The expert also reviewed the Material Content, focusing on accuracy, comprehensiveness, relevance, and readability. Additionally, the physical presentation of the material, including layout and typography, was examined. The second expert assigned a score of 106 out of a maximum of 130, also categorizing the material as "Good." Despite the positive rating, several suggestions were provided for further improvement. The expert emphasized the importance of explicitly presenting competency standards, basic competencies, indicators, and learning objectives to provide clearer direction for learners. They also recommended adding more references to support the material and enhance credibility. Lastly, it was suggested that the Vocabulary Bank be positioned at the beginning of the material, enabling students to familiarize themselves with key terms before engaging with the content.

The feedback from both experts offered valuable insights for refining the material. Incorporating these suggestions would not only improve the material's clarity and effectiveness but also ensure that it is better aligned with the learners' needs and educational objectives.

Revision of Materials

Following the validation process and the constructive feedback provided by the two experts, several important revisions were made to enhance the quality and effectiveness of the English learning materials. The suggestions from both experts were carefully considered to ensure that the materials met academic standards and aligned with students' learning needs. One significant revision involved supplementing the content with essential educational components. The updated materials now begin with a clear and concise title that reflects the focus of the learning objectives. Additionally, learning objectives were explicitly outlined to guide students in understanding the goals they are expected to achieve by the end of the lessons. To provide further clarity, the materials now include clearly defined indicators, basic competencies, and competency standards, ensuring that the content aligns with the curriculum and provides a structured learning pathway for students.

Another crucial revision was the reorganization of the vocabulary list. Previously placed at the end of the material, the vocabulary bank has been repositioned to the beginning of the book. This change allows students to familiarize themselves with key terms and concepts before engaging with the main content, thereby improving comprehension and retention. Moreover, the revised materials now include additional references and practice exercises. These exercises are designed to reinforce learning and provide students with opportunities to apply their knowledge in practical contexts. The inclusion of reliable references not only enhances the credibility of the content but also encourages students to explore further information related to their field. These revisions aim to make the materials more comprehensive, engaging, and effective in supporting students' language acquisition and professional development.

Trial of teaching materials

In order for the material to be more reliable, it was tested on class XI students of SMKN 6 Padang. Material trials were carried out using Pre-Test and Post Test Design. The result of testing the material is an increase in student grades. In the pre-test, the students' average score was 52.6. Meanwhile, the average student post test score was 64.8. There were 20 students who passed the standard minimum whereas previously only 8 students passed the standard minimum. After being given a post-test, several students were also asked for their comments about the new English material. Everyone agreed and said that this new English material was more interesting and suited their needs. From the results above, it can be concluded that new English materials can improve students' English skills.

Discussion

This study utilized the Problem-Based Learning (PBL) approach to develop English content specifically designed for fashion students. PBL proved to be an effective strategy, as it emphasized real-world problem-solving and engaged students by aligning learning materials with their field of study. Integrating fashion-related content in English lessons not only made the learning process more relevant but also more personal and meaningful for the students. Since the content reflected their academic focus and future career prospects, students showed a heightened sense of enthusiasm and motivation to engage with the material. The findings are in line with Hung et al. (2003) who studies problem-based learning can be useful for generating learning outcome. This relevance translated into improved learning outcomes, as evidenced by the increased post-test scores observed

during the study. When students encounter materials that directly relate to their interests and career aspirations, they are more likely to participate actively in the learning process. This finding is in line with Mahbub (2018), who emphasized the importance of aligning learning inputs, teaching processes, teacher and student roles, and learning environments with students' needs (Ikawati & Pohan, 2023; Kharade & Peese, 2014). Developing materials based on the actual demands of learners fosters deeper understanding, engagement, and retention, all of which are crucial for successful language acquisition.

PBL, when integrated with fashion content, not only improves language skills but also enhances critical thinking and problem-solving abilities. English teachers who apply PBL with contextualized fashion scenarios encourage students to analyze real-world challenges within the fashion industry, discuss potential solutions, and articulate their ideas in English. For instance, students may be tasked with creating marketing strategies for fashion products or preparing presentations for international fashion events (Li et al., 2024; Mustafa et al., 2024). These tasks naturally require students to engage in reading, writing, listening, and speaking activities, thereby enhancing their overall language competence. Moreover, the problem-solving nature of PBL fosters active learning, wherein students collaborate, negotiate meanings, and refine their language use. This engagement with authentic and relevant content helps students not only master linguistic structures but also develop the confidence to use English in professional contexts (Pitorini et al., 2024). The alignment of PBL with the students' field of study thus creates a dynamic and interactive learning environment that encourages the application of language skills in meaningful ways.

Beyond language acquisition, the development of fashion content integrated into PBL can significantly enhance students' intercultural competence, an essential skill for English as a Foreign Language (EFL) learners. Fashion is inherently connected to culture, and exposing students to diverse cultural perspectives through fashion-related texts and discussions enables them to gain insights into global trends, traditions, and values. For instance, learning about fashion traditions from different countries, such as traditional fabrics, styles, or fashion etiquette, broadens students' cultural understanding. This knowledge is particularly useful for fashion students who aspire to participate in international fashion events or collaborate with global brands (Apprianoto & Haerazi, 2019; Haerazi et al., 2023). As students explore intercultural dimensions within the fashion context, they not only improve their language skills but also develop an appreciation for cultural diversity, which is essential in today's globalized world.

Permatasari (2021) emphasized the role of intercultural content in fostering students' Intercultural Communicative Competence (ICC). Incorporating cultural texts into English lessons allows students to relate language learning to real-life cultural experiences, thus making the learning process more engaging and meaningful (Perez-Gracia et al., 2020). When students perceive the material as relevant to their own cultural context and background knowledge, they exhibit greater enthusiasm and interest. For instance, discussing global fashion trends alongside local fashion traditions enables students to compare and contrast cultural values, styles, and preferences. Such activities not only enhance their understanding of fashion but also improve their ability to communicate across cultures. By contextualizing language learning within familiar cultural frameworks, students can better grasp the nuances of language use, including appropriate vocabulary, expressions, and etiquette relevant to different cultural settings. This approach not only strengthens their language skills but also prepares them for intercultural interactions in their professional and personal lives.

Furthermore, integrating intercultural content within fashion materials also encourages critical thinking and reflection. Students learn to consider cultural influences on fashion design and marketing strategies, which is crucial for developing creative and

globally relevant fashion products. They also become more aware of how language and culture intersect, understanding that effective communication in the fashion industry requires sensitivity to cultural norms and expectations. For example, students might analyze how fashion advertising varies across cultures or how cultural values influence consumer behavior (Apprianoto & Haerazi, 2019; Haerazi et al., 2023). These discussions enrich their learning experience and enhance their ability to adapt their communication strategies to diverse cultural contexts. This holistic approach not only supports language mastery but also nurtures essential skills for global citizenship.

Applying PBL with fashion content in English lessons offers significant benefits for vocational students. It not only improves their language proficiency by engaging them in relevant and authentic problem-solving tasks but also enhances their intercultural awareness, critical thinking, and professional readiness. By aligning learning materials with students' interests and career aspirations, teachers can foster deeper engagement and more meaningful learning experiences. Additionally, the integration of intercultural content ensures that students develop the skills necessary to navigate diverse cultural environments, both within the fashion industry and beyond. This comprehensive approach to material development supports the holistic growth of EFL students, preparing them for success in both academic and professional contexts.

CONCLUSION

The application of Problem-Based Learning (PBL) integrated with fashion content has proven to be an effective approach for enhancing English language learning among vocational students. By aligning learning materials with students' academic and professional interests, the PBL approach fosters increased engagement, motivation, and enthusiasm. The relevance of the fashion-related content not only made learning more meaningful but also contributed to improved learning outcomes, as evidenced by the students' higher post-test scores. The process of engaging with real-world problems allowed students to develop essential language skills while also enhancing their problem-solving abilities. Through the tasks that required reading, writing, listening, and speaking, students actively participated in their learning journey, which significantly contributed to their language proficiency. Furthermore, the contextual nature of PBL, which closely mirrored the students' future work environments, cultivated deeper understanding and encouraged the practical application of language skills in professional settings. This approach aligns with Mahbub's (2018) perspective that material development should be based on the actual needs of learners, ensuring that learning inputs, processes, and environments are relevant and effective.

Moreover, the integration of intercultural content within fashion-based learning materials significantly enriched the students' educational experience. Fashion, being a reflection of culture, provided an ideal context for enhancing intercultural communicative competence (ICC) among English as a Foreign Language (EFL) students. Exposure to diverse cultural perspectives through fashion-related discussions allowed students to gain insights into global traditions, styles, and values. This not only broadened their cultural awareness but also prepared them for interactions within international contexts. Incorporating cultural texts enabled students to relate language learning to real-life experiences, making the process more engaging and meaningful. By comparing global fashion trends with local traditions, students developed critical thinking skills and the ability to navigate cultural differences effectively. Additionally, they gained a deeper understanding of the intersection between language and culture, enhancing their ability to communicate appropriately in diverse settings. This holistic approach to material development not only supported language mastery but also equipped students with essential skills for global citizenship. Ultimately, applying PBL with intercultural content

ensures that students are better prepared for both academic and professional challenges, fostering their growth as competent and culturally aware individuals.

RECOMMENDATION

This research are expected to develop a comprehensive curriculum integrating English-language resources tailored for vocational fashion schools. Besides, in the next research also need to create activities such as Designing PBL scenarios reflecting real-world fashion industry challenges and creating materials like glossaries, instructional videos, and case studies.

ACKNOWLEDGMENT

REFERENCES

Alrahlah, A. (2016). How effective is Problem-Based Learning (PBL) in dental education? A critical review. *Journal of Dental Education, 28*(4), 155–161.

Andriani, D. (2021). The use of English in promoting fashion. *IJEAL (International Journal of English and Applied Linguistics), 1*(3), 197-202.

Aprianoto, A., & Haerazi, H. (2019). Development and Assessment of an Interculture-based Instrument Model in the Teaching of Speaking Skills. *Universal Journal of Educational Research*, *7*(12), 2796–2805. https://doi.org/10.13189/ujer.2019.071230

Asmin, I. A. (2019). Teachers' strategies in teaching English at vocational high school. *Journal of Language Teaching and Learning, Linguistics and Literature, 7*(2), 261–267.

Asyari, M., Al Muhdhar, M. H. I., Susilo, H., & Ibrohim, I. (2016). Improving critical thinking skills through the integration of problem-based learning and group investigation. *International Journal for Lesson and Learning Studies, 5*, 36-44.

Author's Guide. (2013). *Departemen Pendidikan Nasional Ditjen Manajemen Dikdasmen Direktorat Pembinaan SMK*. BSNP.

Borg, W. R., & Gall, M. D. (2013). *Educational research: An introduction* (4th ed.). London: Longman Inc.

Cvetković, B. N., & Stanojević, D. (2017). Educational needs of teachers for introduction and application of innovative models in educational work to improve teaching. *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 5*(1).

Gorghiu, G., Drăghicescu, L. M., Cristea, S., Petrescu, A.-M., & Gorghiu, L. M. (2015). Problem-based learning - an efficient learning strategy in the science lessons context. *Procedia - Social and Behavioral Sciences, 191*, 1865–1870.

Haerazi, Irawan, L. A., & Sotlikova, R. (2023). Interculture-Based Language Learning Model to Improve Prospective English Teachers' Speaking Skills Viewed From Linguistic Awareness. *JEELS (Journal of English Education and Linguistics Studies)*, *10*(2), 471–497. https://doi.org/10.30762/jeels.v10i2.1763

Hung, W., Harpole Bailey, J., & Jonassen, D. H. (2003). Exploring the Tensions of Problem-Based Learning: Insights From Research. *New Directions for Teaching and Learning*, *2003*(95), 13–23. https://doi.org/10.1002/tl.108

Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge: Cambridge University Press.

Ikawati, E., & Pohan, J. (2023). Developing Problem-Based Inquiry Model in Indonesian Learning in General High Schools. *Journal of Languages and Language Teaching*, *11*(4), 834. https://doi.org/10.33394/jollt.v11i4.8978

Iskandar, N., & Mustaji. (2021). The problem-based learning in enhancing students' critical thinking for reading skills in English teaching at vocational school. *IJORER: International Journal of Recent Educational Research, 2*(2).

Iskandar, N., Mustaji, M., Jannah, M., & Wicaksono, S. R. (2021). The problem-based learning in enhancing students' critical thinking for reading skills in English teaching at vocational school. *IJORER: International Journal of Recent Educational Research, 2*(2).

Kaewpet, C. (2009). A framework for investigating learner needs: Needs analysis extended to curriculum development. *Electronic Journal of Foreign Language Teaching, 6*(2), 209–220.

Kharade, K., & Peese, H. (2014). Problem-based learning: A promising pathway for empowering pre-service teachers for ICT-mediated language teaching. *Policy Futures in Education*, *12*(2), 262–272. https://doi.org/10.2304/pfie.2014.12.2.262

Lestari, E., & Priyana, J. (2020). Developing English reading and writing materials for automotive engineering program in vocational high school. *Jurnal Pendidikan Vokasi, 10*(2), 167-176. https://doi.org/10.21831/jpv.v10i2.27965

Li, F., Luo, J., & Zhang, H. (2024). The Application of Problem-Based Learning Combined With Case-Based Learning in EEG Teaching. *Journal of Medical Education and Curricular Development*, *11*, 23821205241252277. https://doi.org/10.1177/23821205241252277

Macklin, A. S. (2001). Integrating information literacy using problem-based learning. *Reference Services Review, 29*(4), 306–314.

Mahbub, A. M. (2018). English teaching in vocational high school: A needs analysis. *JEELS, 5*(2), 230-259.

Marand, E. S. (2011). Adoption, adaptation, and development of language instructional units. *European Journal of Social Sciences, 22*(4), 550.

Mustafa, S., Riana, R., Baharullah, B., & Maming, K. (2024). The Collaboration of Teaching at The Right Level Approach with Problem-Based Learning Model. *Open Education Studies*, *6*(1), 20240046. https://doi.org/10.1515/edu-2024-0046

Nation, I. S. P., & Macalister, J. (2010). *Language curriculum design*. New York: Routledge.

Othman, N., & Mohamed Ismail, A. S. (2013). Problem-based learning in the English language classroom. *Canadian Center of Science and Education, 6*(3).

Pérez Gracia, E., Serrano Rodríguez, R., & Carpio, A. J. (2020). Promoting interculture through content and competences within bilingual education: Teachers in action. *Intercultural Education*, *31*(4), 407–426. https://doi.org/10.1080/14675986.2020.1747348

Permatasari, I., & Andriyanti, E. (2021). Developing students' intercultural communicative competence through cultural text-based teaching. *Indonesian Journal of Applied Linguistics, 11*(1). https://doi.org/10.17509/ijal.v11i1.3461172

Pitorini, D. E., Suciati, & Harlita. (2024). Students' Critical Thinking Skills Using an E-Module Based on Problem-Based Learning Combined with Socratic Dialogue. *Journal of Learning for Development*, *11*(1), 52–65. https://doi.org/10.56059/jl4d.v11i1.1014

Saputra, M. D., Joyoatmojo, S., Wardani, D. K., & Sangka, K. B. (2019). Developing critical-thinking skills through the collaboration of jigsaw model with problem-based learning model. *International Journal of Instruction, 12*(1), 1077-1094.

Sincer, H. G. (2017). Inquiring what to teach and how to teach in EVP classes: A general overview on English teaching for vocational purposes in Turkey. *International Journal of Curriculum and Instruction, 9*(20), 39-48.

Sufiyandi, S., & Fadhli, M. (2020). Some basic principles in designing materials for students of English for specific purposes. *International Journal of Islamic Education, Research and Multiculturalism (IJIERM), 2*.

Sukarni, S. (2018). Analysis of the needs of English for West Nusa Tenggara University students. *Journal of Scientific Development Media, 10*(1), 12-16.

Sulistyani, U. N. L. (2018). The importance of needs analysis in a language curriculum development: An evaluation to 2013 curriculum. *Journal of UHAMKA International Conference on ELT and CALL (UICELL)*.

Sundari, H., Febriyanti, R. H., & Saragih, G. A. (2018). A proposed syllabus for English as a foreign language writing class at university. *Lingua Cultura, 12*(1), 15-23. https://doi.org/10.21512/lc.v12i1.3176

Ulger, K. (2018). The effect of problem-based learning on the creative thinking and critical thinking disposition of students in visual arts education. *Interdisciplinary Journal of Problem-Based Learning, 12*(1).