THE IMPLEMENTATATION OF BLOCK SYSTEM AND ITS DIFFICULTIES IN ENGLISH TEACHING AND LEARNING PROCESS AT VOCATIONAL HIGH SCHOOL

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Abstract

The objective of this study are (1) to describe the implementation of block system at SMK N 1 Kebumen, and (2) to reveal the difficulties of the implementation of block system in English teaching and learning process at DKV Department of SMK N 1 Kebumen. This research belongs to qualitative research. The data were collected through observation, questionnaire, interviews, and analyzed using descriptive qualitative method. There were two types of data collected in this research, they were quantitative and qulitative data. The subject of the research was principal, curriculum staff, English teacher of DKV 1 and 99 students of DKV 1. Based on the data analysis, the implementation of block system at SMK N 1 Kebumen is in accordance with the recommendations from the Ministry of Education and Culture. The implementation of block system in 1-week theorical block and 1-week practical block. English subject made in semi block (4-hour x 2 meetings). English teaching and learning process in block system at DKV Department of SMK N 1 Kebumen was in good category in each aspect. The implementation of block system for learning English still encounters some difficulties that are common in the block system. However, considering the advantages and positive research results, block system is still feasible to apply to learning English at SMK N 1 Kebumen with some evaluation and improvement in order to achieve the learning objectives.

Keywords: English teaching and learning process, block system, vocational high school.

1 INTRODUCTION

Education is one of the things that are important and needed in human life. Education is an activity to improve general knowledge in way increasing understanding theory and skill , deciding and finding solution to problems in the everyday life[1]. Education can be pursued in 2 ways, namely non-formal and formal. Non-formal education is education that is obtained when living everyday life, formal education is education that is obtained through an educational institution. In Indonesia, formal education consists of basic education, secondary education, and higher education[2].

At the secondary education level, there are 2 types of education, namely general secondary and vocational secondary. Vocational secondary education is secondary education that is oriented toward preparing students to have the ability to enter the workforce. Vocational High School (SMK) is a form of formal educational institution that organizes vocational secondary education. Vocational high schools have a role in creating superior human resources with ability , skill , and expertise which are not possessed by graduates of public high schools[3]. So, vocational school is a school that prepares the students to be an employment[4]. To have this special expertise, learning in SMK is emphasized in vocational lessons where there is more practice than theory in the learning process.

To meet practical needs during the learning process, an appropriate learning system is needed to optimize the acquisition of special skills by students. Learning system is a process of interaction between students and teachers to develop creative minds in a learning process to achieve learning goals[5]. Learning system organized combination to achieve a goal, such as human elements, materials, facilities, equipment, and procedures that interact with each other[6]. The learning system that is most widely used in SMK is block system. Block learning system is a learning system in which each class has its unit of time due to the restructuring of the daily schedule.[7] Block learning system creates a learning process in a small number of meetings but the meetings are held for a longer time[8]. block system focuses on completing one area of ability before proceeding to another area[9]. So, block system is a

learning system that regulates fewer class meetings but longer learning hours with the aim that material in one area of ability is completed.

The implementation of the block system as a learning system which is still rarely used in the world of education in Indonesia makes implementing this system still have many difficulties [10], [12]. English education is no less important for students than vocational lessons. English is currently a global language and mastering English is also important for students. Mastering English will be an added value and it will be easier to get a job, with the hope that English skills can expand cooperation or relations with global companies. Proficiency in good English will support a higher career

Some studies have done various research on the implementation of block system that are relevant to this study conducted by [13], [14], [2], [15]. Most of the studies investigate in vocational subject. Only a few studies that investigate in adaptive normative subject, especially English. The purpose of this study are to describe how the block system is implemented in the English teaching and learning process and to reveal what difficulties teachers and students face in the process of learning English in block system.

2 METHODOLOGY

Qualitative research is exploring and understanding the meaning individual or group to describe social or human problem [16]. This study aims to examine the natural setting of the implementation of block system in English teaching and learning process at SMK N 1 Kebumen which is why the researcher used descriptive qualitative method. Descriptive method is used to gather information about real condition and situation for the time being. The researcher also used observation method to supported statistical data. Observation method is categorized as qualitative research in which the researcher emphasizes in finding out of the implementation block system in English teaching and learning process.The subjects of this research are the principal of SMK N 1 Kebumen, curriculum staff, X, XI, XII grade students in visual communication design, and teachers teaching in the visual communication design department. The researcher uses observation as the main instrument conducted by the researcher himself. The supporting instruments in this research are questionnaires, interview guidelines, and documentation.

The data collecting technique is a very important step in research. In this research, the researcher uses triangulation technique. The step of the researcher for collecting data 1. Choosing the class or respondent, collecting data using triangulation (observation, questionnaire, and interview) and the last analyzing the data.

There were two types of data collected in this research. They were quantitative and qualitative data. The qualitative data was the data from the principals, curriculum staff, students and teachers obtained from interview, the quantitative data was the data from student and teacher obtained from questionnaire.

1. The Qualitative Data
   The qualitative data were obtained from interview. The interview was based on the interview guideline. The interview was obtained from principals, curriculum staff, students and teachers. The result of the interview written in the form of interview transcripts. This interview was aimed to finding information about the implementation of block system at SMK N 1 Kebumen and the difficulties of the implementation of block system in English teaching and learning process.

2. The Quantitative Data
   The quantitative data were obtained from questionnaire. The data gained from student and teacher perception were analysed by calculating the percentage of each answer questionnaire. The highest percentage of the answer was considered as the representation of the learner actual condition.
   To calculate the percentage of the data analysis, uses the formula as follows:

Notes:

$$P = \frac{f}{N} \times 100\%$$

P = Percentage (%)
f = frequency
N = Number of respondents
To calculate the average score of each item to obtain the gradation of item score:

$$M = \frac{\sum X_1}{n}$$

Notes:

M = mean

$\sum X_1$ = total number of data

n = total number of respondents

The results of the questionnaires are measured using the Likert-scale model which has four indicators, there are 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. The highest is 4 and the lowest is 1, then the results are converted descriptively as illustrated in table 1.

Table 1. Data Conversion.

Category	Indicator	Interval
Very Good	Strongly Agree	3.25 < x ≤ 4
Good	Agree	2.25 < x ≤ 3.25
Fair	Disagree	1.75 < x ≤ 2.25
Poor	Strongly Disagree	1.0 < x ≤ 1,75

3 FINDINGS AND DISCUSSION

3.1 Findings

3.1.1 Observation

Table 2. Result of Observation

No	Aspect of Observation	Class		
		X	XI	XII
The Implementation of Block System				
1.	The implementation of block system is implemented because of the limited classroom and teacher	No	No	No
2.	The implementation of block system is implemented because of the vocational subjects	Yes	Yes	Yes
Teaching and Learning Process				
3.	The process of learning English with a block system follows the Teaching Module.	Yes	Yes	Yes
4.	There is a lot of interaction between teachers and students	Yes	Yes	Yes
5.	The teacher always uses English during learning.	No	No	No
6.	The students are active in learning	Yes	Yes	NO
7.	There is additional English material following the student's chosen major	Yes	Yes	NO
8.	The teacher's learning methods are varied	No	No	No

| 9 | The learning process is more practical than theoretical | Yes | Yes | No |

Facilities and Infrastructure

| 10. | Facilities and infrastructure support the process of learning English | Yes | Yes | No |
| 11. | The source of English learning is sufficient | Yes | Yes | Yes |

Learning Outcomes

12.	The students understand the subject matter quickly	Yes	Yes	Yes
13.	The student scores increased and were classified as good	Yes	Yes	Yes
14.	The students' English skills are good	Yes	Yes	Yes

The difficulties of Block System in Teaching and Learning Process

15	The teacher repeats the learning material	Yes	Yes	Yes
16	The students forget about learning material	Yes	Yes	Yes
17	The students are late to submit assignments	No	No	No
18	The students do not work on assignments	No	No	No
19	The students look bored during learning	Yes	Yes	Yes
20	The students are left behind in subject matter when they are not following the lesson	Yes	Yes	Yes

From table 2.1 it can be seen that the implementation of block system in tenth-grade, eleventh-grade, and twelfth-grade is almost the same, there is only a small difference regarding the implementation of the system block in twelfth-grade. Several factors make the implementation of the block system in twelfth grade different which later will be explained in the discussion section.

3.1.2 Questionnaire

Table 3. Result of Teacher Difficulties

No.	Statement	Answer			
		SD	D	A	SA

The difficulties of Block System in Teaching and Learning Process

1.	Students often forget about the material in the previous week.	-	-	✓	-
2	The teacher more often repeats the subject matter after the vocational block.	-	-	✓	-
3.	Students feel bored because of the long hours of learning.	-	-	✓	-

No.	Statement				
4.	Students often do not do and submit English assignments.	-	✓	-	-
5.	Students are left behind in subjects if they do not take part in learning.	-	-	✓	-
6.	Teachers have difficulty designing learning strategies that fit the block system.	-	✓	-	-
7.	Teachers have difficulty increasing students' attention when students feel bored because of the long learning time.	-	✓	-	-
	Frequency	-	3	4	-
	Mean		2,6		

Table 4. *Result of Students Difficulties*

No.	Statement	Answer			
		SD	D	A	SA
The difficulties of Block System in Teaching and Learning Process					
1.	I often forget about the material in the previous week	-	16,2% (16)	51,5% (51)	32,3% (32)
2.	I have difficulty understanding English material because of my lack of vocabulary	2,0% (2)	18,2% (18)	59,6% (59)	20,2% (20)
3.	I feel bored because of the long hours of learning.	3,0% (3)	20,2% (20)	57,6% (57)	19,2% (19)
4.	I often do not do and submit English assignments.	23,2% (23)	62,6% (62)	12,1% (12)	2,0% (2)
5.	I have difficulty catching up with the material or assignment if I don't follow the lesson	2,0% (2)	34,3% (34)	49,5% (49)	14,1% (14)
6.	I didn't learn English material during the vocational block.	11,1% (11)	58,6% (58)	25,3% (25)	5,1% (5)
7.	The methods and media used by teachers to teach English are less varied.	4,0% (4)	39,4% (39)	46,5% (46)	10,1% (10)
	Mean	6,5%	35,6%	43,1%	14,7%
	Mean Frequency		2,7		

a. The Implementation of Block System at SMK N 1 Kebumen

SMK N 1 Kebumen is one of the SMK in Kebumen that implements block system. Block system has only been implemented at SMK N 1 Kebumen in the academic year 2022/2023, which means that the implementation of block system at SMK N 1 Kebumen has not yet reached 1 year.

SMK N 1 Kebumen was appointed by the Ministry of Education and Culture as a centre for superior SMK, therefore SMK N 1 Kebumen implemented block system. Block system as the centre of superior vocational schools is related to the existence of a special learning technique in vocational high schools, namely *Teaching Factory*, where products, programs, or services that are created and implemented during learning can be completed and can produce something. Therefore, the reason for SMK N 1 Kebumen implementing the block system is merely to meet the needs of vocational subjects. Another reason that makes SMK N 1 Kebumen implement the block system is that it already uses an *Kurikulum Merdeka*, where the learning process is dominated by *project-based learning* methods which require a longer learning time.

The Implementation of block system at SMK N 1 Kebumen is the same as is usually implemented by schools that implement the block system in Indonesia, namely a 1-week block of adaptive normative subjects and a 1-week further block of vocational subjects. The division of learning hours for English subjects at SMK N 1 Kebumen is 4 hours per week. Due to the implementation of the block system, English subjects become 8 hours of learning per week taken on 2 different days.

Table 5. Block system at SMK N 1 Kebumen

Class	Week 1	Week 2	Week 3	Week 4
X	Theorical	Practical	Theorical	Practical
XI	Practical	Theorical	Practical	Theorical
XII	Theorical	Practical	Theorical	Practical

b. The Difficulties of the Implementation of Block System in English Teaching and Learning Process

1. Curriculum staff

Curriculum staff is the staff whose job is to arrange the division of teaching tasks for teachers and also make schedules. The implementation of the block system also provides difficulties for curriculum staff in distributing schedules. Making the schedule in the block system becomes double because, in addition to arranging general subject schedules, also have to arrange vocational lesson schedules. If on the regular system, only need to make 3 schedules, on the block system the curriculum staff has to make 6 block schedules. In addition, the curriculum staff must also ensure that in the 6 block schedules, there are no collisions in the learning time.

2. Teacher

Based on the interview, some the difficulties experienced by teacher are students often forget about the material in the previous week, its make teacher more often repeats the subject matter after the vocational block. Students feel bored because of the long hours of learning, and students are left behind in subjects if they do not take part in learning. In addition, the teacher has difficulty designing learning strategies that fit to block system and increasing students' attention when students feel bored because of the long learning time.

3. Students

Same as the teacher, students have difficulties such as students often forget about the material in the previous week, students didn't learn English material during the vocational block, students feel bored because of the long hours of learning and the methods and media used by teachers

are less varied, students have difficulty understanding English material and catching up with the material or assignment if they don't take part in the lesson.

3.2 Discussion

3.2.1 The Implementation of Block System at SMK N 1 Kebumen

SMK N 1 Kebumen implements a block system with suggestions from the Ministry of Education and Culture for becoming an Excellence Central SMK. According to the Ministry of Education and Culture, the block system has the characteristics or characteristics to achieve the objectives of the Center for Excellence Vocational High School program, namely the learning time becomes longer, learning is project-based, and uses the Teaching Factory learning method.

Based on the findings and the facts, SMK N 1 Kebumen has fulfilled the aspects of the block system. Longer learning time allows the subject matter to be studied and completed in its entirety and completeness. Classroom learning is more of a project than a theory, both general and vocational subjects. Specifically for vocational subjects, the Teaching Factory learning method is applied where learning is designed like in the world of work. Therefore, learning must produce services or products. Based on this, researchers can conclude that the application of block system at SMK N 1 Kebumen is following the rules and norms set by the Ministry of Education and Culture.

3.2.2 The Difficulties of the Implementation of Block System in English Teaching and Learning Process

The implementation of block system in English teaching and learning process is in good category. However, researchers still find some difficulties in the process of learning English in class. The difficulties from teacher perception reach mean score 2,6 and the difficulties from students' perception reach mean score 2,7. It means that the difficulties of the implementation of block system in English teaching and learning process in high level. This difficulty is indeed the weakness of implementing the block system. This is evident from the difficulties experienced by students and teachers in the process of learning English based on finding.

Based on the finding, student often forget the English material in the previous week. This caused by time lag from theorical block to next theorical block or due to the existence practical block. This difficulties are in line with the result of the study conducted by [12] who in their research said that students do not remember the material because of the practical block. Another factor that makes students forget about the material is that students do not study English material anymore at home or during practical block. Students forget the material because they are not disciplined [12].

The second difficulties are students who do not participated in learning will have difficulty to catch up the material. Student will miss the material when student do not participate in learning. This difficulty is also due to the meeting block system being fewer and the distance between learning meetings is long. The results of this research indicate that the absence of students makes students left behind in learning material. The few meetings and the distance between meetings make it difficult for students to catch up with the subject matter [12] and [10].

The next difficulties are students still not based on basic knowledge of English. This makes students sometimes still have difficulty understanding the learning material. The results of this study are in line with [11] who say that the block system makes students not prepared with sufficient basic knowledge.

The last difficulties from the student's view are that students feel bored when learning. Several factors make students feel bored, first the long learning time. The results of this study are in line with [11] and [10] who say students feel bored during learning because the learning time is long. In addition, based on findings, another factor is the lack of motivation of SMK students towards English subjects. The results of this study are following the research conducted by [17] who said that vocational students have no or lower motivation to learn English. They also say that the learning process and learning outcomes depend on learning motivation. Lack of motivation makes students uninterested and quickly bored when learning English.

The researchers also found difficulties from the teacher factor. Teachers do not have varied learning methods or can be said to be monotonous and this effect in students feeling bored during the learning process. The results of this study are in accordane with research conducted by Harsiwi [12], Mujahidah

et al [15] and Aksu & Kaya [11] which says that the teacher's learning methods are not varied, monotonous, and not creative making students feel bored during learning.

Based on the findings, the researchers also found that the teacher had difficulties in increasing students' attention during learning. These results are in accordance with research conducted by Huebner [10] Teachers have difficulty increasing students' attention and focus during learning, this makes students lose their concentration at the end of the learning time.

4   CONCLUSIONS

The implementation of block system at SMK N 1 Kebumen is in accordance with the recommendations from the Ministry of Education and Culture and its application is the same as schools that implementing the block system in Indonesia, namely 1-week theoretical block and 1-week practical block. The division of hours for English Subject is made in semi-block (4-hour x 2 meetings). The implementation of the block system for learning English also still encounters some difficulties that are common in the block system.

Based on the conclusions above, the researcher can state that the block system is still feasible to apply to learning English at SMK N 1 Kebumen with some evaluation. This evaluation is useful for improving English learning in the block system at SMK N 1 Kebumen for better.

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