



Technium.

49/2023



The 7th International Conference on Social Sciences
Organized by Faculty of Social Science
and Law Manado State University

The Innovation Breakthrough in Digital and Disruptive Era



Powered by

PLUS
COMMUNICATION



International
Communication & PR



Material Development Promoted By English For Specific Purposes Teacher

Novi Indriyani^{1,*}, Marni Bawawa², Rezky Uspayanti³

^{1,2,3} Department of English Education, Universitas Musamus, Merauke, Indonesia

*Corresponding author. Email: noviindriyani@unmus.ac.id

ABSTRACT

English has been considered as the most international language used in the world. As the effect of that, English becomes the global language for worldwide communication in which people are required to acquire the language orally or in written. In Indonesia, English is perceived as one of the important subjects that must be tough at any level of education. Especially for the university level, English specifies its purposes and develops its concept of teaching under-aimed at bridging students major to their future competences. Therefore, to achieve the goal, the material for ESP is designed properly by the teacher there. This study aims to unlock the principles of developing the material and the procedures on how it is maintained to develop. Depth interview, observation, and document analysis were occupied in order to drag out the answer of statement problems - the result announced that nine principles found inside the material, the task, the topic, and the level of difficulties are the under-development unit, and the procedure covers the evaluation, design, and implementation.

Keywords: *Material Development, English for Specific Purpose*

1. INTRODUCTION

For many countries, English is considered the vital competence tough for any purpose [1]. Since English is demanded as the global constraint for a future career, the role of college had been chosen to demonstrate a purposeful teaching of English as the pathway to reach students' readiness to compete in prospective careers [2], [3]. To maintain the process, it is necessary to shape or design language teaching material to carry on students' goals and preferences related to their majority of education [4]. Therefore, it is necessary to offer an ESP program (English for Specific Purposes) to be well-contributed to college students in approaching their needs in learning English.

As the sphere of teaching that assists students' proficiency in English, ESP switches the attention to the specific purposes of handling some development towards their material. It is currently designed and relevantly adapted towards their majority of study, and practically promoted to address the students' need for their major purposes [5]. In line with this, developing material is needed to compete with teachers' professionalism leading on the aspect of content knowledge. This aspect cracks on teachers' competence in determining the material properly in which the learning goal can be successfully done.

ESP material is one of the learning sources used by teachers in teaching students for specific purposes. ESP

material is often found in textbooks, but the textbook is quite different from other books, which is used as a guide in teaching-learning. The material found in the ESP book seems to be the source of the entire learning components developed by themselves to meet learning objectives and the student's needs [6], [7]. Commonly, the material is developed once over three years. The syllabus also followed and was revised based on the instruction of the department office. Many developments are viewed in expanding language tasks, topics, and objectives. ESP students use the book not only for reading subjects but also for writing and speaking subjects. Therefore, the material must be appropriate for the students in order to attain more comprehensive input about the language. Thus, the principles and procedures for shaping the development are requested to conduct the material.

Based on the case above, this paper considerably aims to analyze the principles found in developing the materials and the procedure for advancing the materials.

2. LITERATUR REVIEW

2.1. ESP (English for Specific Purpose)

According to Dudley-Evan [8], ESP is defined based on two criteria; ESP is normally integrated on 'goal-directed,' and ESP courses develop from need analysis. Two aspects above attempt to lead the way in teaching English by concerning what students will have in the future. It focuses on bridging students' attention to their

future careers by having good proficiency in English. In this case, ESP assumes that English is not only to be seen as the subject of learning but also the armor that must be equipped to face the global challenge, and English is one of the big phenomena of it. Therefore, it comes to the consequent that students from various departments must be able to use the language both in verbal and written form and be ready to compete in the world challenge after graduation.

3.2. Material Development

Material is one of the teaching components that teachers frequently use to teach one subject of knowledge. The material can be anything to be seen, touched, or heard. According to Tomlinson [9], materials can facilitate language learning, including course books, videos, graded readers, flashcards, games, websites, and mobile phone interactions. The material in language teaching aids the students to comprehend the platform of language competence. Besides, teachers will use material as their partner in teaching as well as the source of learning language.

Material development is the field of learning enhancement that concerns on the principles of evaluation and content production. In line with Hamid [10], materials development involves producing, evaluating, adapting, and exploiting materials intended to facilitate language acquisition and development. It is also a field of academic study investigating the principles and procedures of the design, writing, implementation, evaluation, and analysis of learning materials.

Based on the case above, ESP and the material design have the strong bound and impact on each other. The specific material supports the purpose of the ESP course. It is the main component in teaching ESP because the material will be made of the authentic circumstances and its orientation refers to the student's field of study. As it mentioned by Dudley Evans [8], there are three features are common to ESP: (a) authentic materials; (b) purpose-related orientation; and (c) self-direction. Three aspects above tend to be reconsidered regarding specific purposes of English teaching concentration.

3.3. Principles for Developing Materials

Material in language teaching can be informative (informing the learner about the target language), instructional (guiding the learner in practicing the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language). To give students access,

experiences and an understanding of the information with or without a teacher control role, good teaching material is capable of raising their awareness and interest in many ways.

In attempt to develop the material, shape-makers or teachers should pay attention to the several principles so the material can assist students in learning the language. According to Harsono [11], 13 principles are used to develop material; achieving impact, easy to use, raising confidence, requiring self-investment, exposing the authentic use, providing opportunities, delaying the instruction, supporting different learning styles, affecting the attitude, giving a silent period to think, encouraging intellectual and emotion, and also maintaining the feedback.

3.4. Procedure in Developing Material

After discovering some relevant principles in conducting or developing the material, teacher have a decision to act on the material whether it needs to be revised or added. Moreover, teachers need to know some procedures related to developing their teaching materials such as the design, the implementation, and the evaluation.

According to Harsono [11] when designing and developing appropriate teaching material. At first sight, it is necessary to ensure that adequate training and learning resources are able to cover all aspects of the system approach. It is necessary to use the learning materials that have been created for specific target learners when carrying out practice lessons. At this stage, the learning and teaching materials are to be assessed in real life with a view to determining their suitability for target learners. If that is not possible, then the learning and teaching materials will need to be adjusted on the basis of data collected during a testing session for target learners. That's a step in the process of evaluation.

3. METHOD

Observation, interview, and document analysis are pretended as the vehicles to reach the qualified data of this research. The writer used non-participant observation at one class of reading subject and investigated how the material promote students learning objectives. The writer used field notes and video recording to maintain the data of what principles are being existed in developing material.

For attaining the aspect and procedure of developing material, the writer used semi-structure interview in which combines a set of open-ended questions when allows the writer to explore particular items found in their responses. The subjects were two of English teachers of ESP who are considered as main staff there

and consume a lot of “hours” in teaching English [4], [9]. Moreover, both of them are known had a bunch of experiences in material development of ESP. In attempt to see further about the development, the official document such as ESP textbook is investigated to obtain more data related to research problems.

In order to strengthen the data, the writer use document analysis – in the form of book so every part of pages are analyzed deeply. The writer use “English for communication science” as the representative of for the entire of book on its kind. After the data is collected, the results from observation, interview, and document analysis are triangulated and tabulated then displayed into data analysis.

4. FINDINGS AND DISCUSSION

Based on the literature reviews, some items have been clearly discovered though those three ways of data collection; observation, interview, and data analysis. The raw data have entirely proceed on its way, and the attending results as the outcome will be explained in two separate themes; the unit of development and the material development procedure. Further will be discussed as follows;

4.1. Principles in Developing Material

Based on the gathered data, 9 principles are found in ESP materials; those are achieving impact, easy to use, raising confidence, require self-investment, exposing the authentic use, providing opportunities, affecting the attitude, giving a silent period to think, encouraging intellectual and emotion, and also maintaining the feedback.

First is about the impact of material. ESP material contains with the relevant topics which impact students’ interest and needs. Harsono [11] said impact is achieved when materials have a noticeable effect on learners that is when the learner’s curiosity, interest, and attention are attracted. The total of 28 relevant topics which is selected by ESP teacher draw student’s attention in exploring knowledge and raise up their awareness to use English deliberately. When the topics and students’ need are interrelated, the purposeful material for teaching can be determined had the successful impact towards learning language.

Second, material ease student way in learning language. ESP materials was made with the appropriate design includes the content’s arrangement, tasks, example, and illustration, so they feel at ease to explore the activity or easy to play with instructions inside the material. It deals with Tomlinson [9] which says material in language teaching can be informative, instructional, experiential, eliciting, and exploratory – means by instructional is material can guide the learner

in practicing the language The language that used is clear enough and straight to the main point of the order. Complex language may destroy students’ comprehension and difficult to reach the flows of instruction. Moreover, the material is supported by the number of illustration which helps students to understand the term or situation of a topic.

Third is performing student’s confidence. The confident can be reach if the material is understandable and lead student’s effort to explore every levels of difficultness in each part, and ESP material was built on it. The levels are gradually improved and a bit challenging. It helps the students to avoid the feeling of worries caused the level of instruction is systematically escalated. Tsao [12] states that if the learners do not think and feel whilst experiencing the language they are unlikely to acquire any element of it.

Forth is self-investment of learning which means ESP material can be used without teacher’s assistance due to categorical assessment and the easy-going instruction that can helps students to go with it. The topics had been conditioned in to update version which is familiar in use. Besides, the instructions are also being adjusted from student’s habit of the use of internet. It is aimed at self-investment of learning that topic and instruction are being accustomed with the familiar use of technology.

Fifth is the authentic use in which ESP material is designed to attract the students’ participation in the real practice of language use. Some ESP topics required language use in authentic conditions such as tutorial practice, procedural, and demo. Tomlinson [9] mentions that authenticity leads the learners to expose a sufficient sample of language in real use. It opens the chance for the use of target language, which currently deals with other principle, language use opportunities.

Sixth is the wide-open opportunities to use target language. It is matched with Harsono [11] that said after learning the material, learners should be given the opportunity to practise the language they have learned for communication in a real life situation, not only in the classroom under the guidance of the teacher. Furthermore, the ESP material was performed in 3 key areas of assessment; speaking, writing and reading. It is considered a place for language use in the course of practical movement.

Seventh is considering on the positive affect of instruction. It describes the exposure of learning that the materials are made in condition of levelling. ESP material was designed with various levels to give frequent and ample exposure of learning especially in the features of communicative use. Thus, the students are asked to finish the task from the easy one to another difficult one. In line with Harsono [11] which said that the effect can be observed in our daily teaching, learners

learning a language is not an instantaneous process but a gradual one.

Eighth is affecting student's attitudes. ESP topics are mostly taken from the real life. Some topics are dealing with social values and facts which give student's awareness to use language as a communicative tool for social. The values are presented in the form of story that can lead student's interest and arouse their motivation to use language communicatively.

Furthermore, it deals with the ninth principle which says that material should address students in maximizing learning potential especially in intellectual or emotional trait. For Intellectual trait, the actual facts such as the use of technology, internet, and world issues are converted into topics represented the contents of it. The emotional trait may be relied on the values of topic brought for teaching. Those feedback indicates the successfulness of student's comprehension in learning language from material. Tomlinson [9] argues that feedback can be assumed as a result of generalizing on the language in their intake and on their ability to make use of them effectively

4.2. The procedure of material development

For the procedure of developing the material, Harsono [11] said that teachers need to know some procedures related to the development of their teaching materials such as the design, the implementation, and the evaluation. In ESP, the process of developing material is quite different in the term of sequences. In ESP, the process starts not from the design but from the evaluation. Teachers take the previous material and try to see the need to be extended and the part that need to be revised. Then, the materials are brought to the department and being clarified whether the several contents need to be changed, added, or erased. The implementation is put on the last stage of this procedure.

5. CONCLUSION AND SUGGESTION

To sum up, material development is one of the important components in ESP course in which made to promote teaching English for special attention of interest. To pilot student's proficiency in English for specific purposes, the material must be designed properly by concerning to the principles that can impact positively towards student's ability in acquiring English. Based on findings, ESP promoted 9 principles of material development. The procedures refer to the evaluation of the book, the design of its components, and the implementation after design.

In order to meet the challenges of the global world, material development can be a good weapon to equip the learners in learning target language [13]–[16]. Especially in English for specific purpose, the material

can be narrowed in the way of teaching in order to meet student's need in the future. It is a must for the developer to know the way of creating appropriate material [17]–[19]. Each principle can promote the excellence of contributing the benefits in term of assisting learners in language learning. Thus, the procedure leads the way of sequences improvements.

It is suggested for those who are teaching English for specific purpose to be sensitive with any principles found in the material. Knowing learner's need is the first action that have to be set in teacher's knowledge [20]–[23]. Thus, to meet the principles and the students' need is a part of development so the material can promote students' in learning language. The development can be broadened into digital form that today the challenge on how technology can assist learners in learning language is become the issues in this era of twenty first century

ACKNOWLEDGMENTS

A BIG GRATITUDE IS GIVEN TO THE CHANCELLOR OF UNIVERSITAS MUSAMUS, THE DEAN OF FACULTY OF TEACHER TRAINING AND EDUCATION, AND RELATED PARTIES WHO HAVE FACILITATED THIS PAPER SO IT CAN BE FINISHED PROPERLY.

REFERENCES

- [1] N. Indriyani, 'Peningkatan Keterampilan Berbicara pada Siswa Sekolah Dasar di Merauke', *Jurnal Pengabdian Masyarakat dan Riset Pendidikan*, vol. 2, no. 1, pp. 80–83, Jul. 2023, doi: 10.31004/jerkin.v2i1.122.
- [2] F. Salager-Meyer, 'Origin and development of English for Medical Purposes. Part II: Research on spoken medical English', *Medical Writing*, vol. 23, no. 2, pp. 129–131, 2014, doi: 10.1179/2047480614Z.000000000204.
- [3] M. Gotti and F. Salager-Meyer, 'Teaching medical discourse in higher education: An introduction', *Language Learning in Higher Education*, vol. 6, no. 1, pp. 1–13, 2016, doi: 10.1515/cercles-2016-5001.
- [4] E. Julie Norton and H. Buchanan, 'The Routledge Handbook of Materials Development for Language Teaching'.
- [5] J. Garcia Laborda and M. Frances Litzler, 'Current Perspectives in Teaching English for Specific Purposes', *Onomázein Revista de lingüística, filología y traducción*, no. 31, pp. 38–51, 2015, doi: 10.7764/onomazein.31.1.

- [6] D. D. Belcher, 'English for Specific Purposes: Teaching to Perceived Needs and Imagined Futures in Worlds of Work, Study, and Everyday Life', *TESOL QUARTERLY*, vol. 40, no. 1, 2007, doi: 10.2307/40264514.
- [7] H. Basturkmen, *Developing Courses in English for Specific Purposes*, Firts. Palgrave Macmillan, 2010.
- [8] T. Dudley-evans and T. Dudley-evans, 'Subject specificity in ESP: How much does the teacher need to know of the subject?', vol. 1, no. 1993, pp. 1–6, 2015, doi: 10.4000/asp.4354.
- [9] Tomlinson and Brian, 'Materials Development in Language Teaching CAMBRIDGE LANGUAGE TEACHING LIBRARY'. [Online]. Available: www.cambridge.org/elt/cltl
- [10] 'Issues in Materials Development'.
- [11] H. Harsono, S. Yulia Rosanti, and N. Aslinda Abu Seman, 'The Effectiveness of Posters as a Learning Media to Improve Student Learning Quality', *The Journal of Social Sciences Research*, no. 54, pp. 1046–1052, Apr. 2019, doi: 10.32861/jssr.54.1046.1052.
- [12] C.-H. Tsao, 'Title English for Specific Purposes in the EFL Context: A Survey of Student and Faculty Perceptions', *Asian ESP Journal*, vol. 7, no. 2, 2011.
- [13] M. Ahmed, C. Songsri, S. Karan, S. Engchuan, and Y. Tirataradol, 'A study of needs , problems and wants of using English of Engineering students at Quaid-e-Awam university of Engineering , Science and Technology , Pakistan', *Journal of Education and Practice*, vol. 4, no. 3, pp. 18–26, 2013.
- [14] L. Budianto, 'Students ' Needs in Learning English in the Medical Faculty of Muhammadiyah University at Malang'.
- [15] Y. Hwang, 'Pedagogical Implications on Medical Students' Linguistic Needs', *English Language Teaching*, vol. 4, no. 4, pp. 138–145, 2011, doi: 10.5539/elt.v4n4p138.
- [16] H. Salehi, Z. Khadivar, R. Babae, and H. K. A. J. Singh, 'An Evaluating Study on ESP Medical Textbook: Instructors and Learners' Needs Analysis', *English Language Teaching*, vol. 8, no. 8, pp. 142–151, 2015, doi: 10.5539/elt.v8n8p142.
- [17] B. Klimova, 'Developing ESP Study Materials for Students alty', *Procedia Soc Behav Sci*, vol. 197, no. February, pp. 104–107, 2015, doi: 10.1016/j.sbspro.2015.07.063.
- [18] H. I. H. Ali and A. R. Abdalla Salih, 'Perceived views of language teachers on the use of needs analysis in ESP materials writing', *English Language Teaching*, 2013, doi: 10.5539/elt.v6n3p11.
- [19] H. P. Widodo, 'The Development of Vocational English Materials from a Social Semiotic Perspective: Participatory Action Research Handoyo Puji Widodo BA in English Education (Jember University , Indonesia) MA in TESOL (Indiana University of Pennsylvania , USA) A the', no. March, pp. 1–331, 2015, [Online]. Available: <https://digital.library.adelaide.edu.au/dspace/bitstream/2440/97910/2/02whole.pdf>
- [20] I.-J. Chen, Y.-H. Chang, and W.-H. Chang, 'I Learn What I Need: Needs Analysis of English Learning in Taiwan', *Universal Journal of Educational Research*, vol. 4, no. 1, pp. 1–5, 2016, doi: 10.13189/ujer.2016.040101.
- [21] W. Tsou, 'Needs-based curriculum development: A case study of NCKU's ESP program'.
- [22] A. Tahir, 'Learning Needs – A Neglected Terrain: Implications of Need Hierarchy Theory for ESP Needs', vol. 33, no. 11, 2011.
- [23] Z. Antic, 'English for special purposes Need analysis', vol. 14, no. 3, pp. 141–147, 2007, [Online]. Available: <http://facta.junis.ni.ac.rs/mab/mab200703/mab200703-08.pdf>