

THE IMPORTANCE OF ESP MATERIAL DEVELOPMENT FOR POLYTECHNIC STUDENTS

Sri Endah Kusmartini

sriendahkusmartini@yahoo.com

Risnawati

risnawati68@yahoo.com

Risa

risa_ali17@yahoo.com

Darmaliana

annapolsri@yahoo.com

Lecturers at English Department of Politeknik Negeri Sriwijaya

Abstract: The availability of instructional material is very important to support teaching and learning process as well as to improve academic achievement of the students. The objectives of this research were to find out the importance of ESP material development especially speaking materials for the students of English Department State Polytechnic of Sriwijaya based on the viewpoints of the students and the viewpoints of the teachers; what should be considered in developing ESP materials especially speaking materials for the students of English Department State Polytechnic of Sriwijaya; and how to develop ESP materials especially speaking materials for the students of English Department State Polytechnic of Sriwijaya. The respondents of this research were 12 student respondents, 3 teacher respondents, the management of the institution, and 2 experts in education and educational technology. The data were collected by using in depth-interview and analyzed by using descriptive analyses. The results revealed that ESP materials especially speaking materials for the students of English Department State Polytechnic of Sriwijaya were important to be developed to fulfill the needs of specific purposes; the factors that should be considered in developing ESP materials especially speaking materials for the students of State Polytechnic of Sriwijaya were students' needs, the institution needs, and the users' needs, authenticity of the text and the task, and personal touch; ESP material developer especially speaking material developer can use many kinds of R & D models like the small scale project of R & D proposed by Gall, Borg, and Gall (2003).

Keywords: *ESP, speaking material development, polytechnic students*

One of the crucial issues regarding the educational institution especially vocational higher school like polytechnic is the availability of instructional materials. Instructional materials are needed badly in teaching and learning process. The availability of instructional materials in teaching and learning process gives positive influence to the academic achievement of the students (Stephen, Adalikwu, & Orkpilgh: 2013).

In connection with the availability of the instructional materials, all parties within the institution in State Polytechnic of Sriwijaya including English Department are demanded to design and produce instructional materials to achieve institutional goals in this 4.0 era. In conjunction to this obligation, the lecturers of English Department try their best to design and produce instructional materials because it cannot be denied that the availability of instructional materials are needed badly by all parties in the department including the students in learning process. A research conducted by Rahimi and Hassani (2012) showed that students' attitudes towards instructional materials can influence their attitudes in studying EFL.

One of the subjects taught in the Department of English is speaking. Ideally, there should be a lot of or at least some ESP textbooks for this subject. Unfortunately, it was very difficult to find instructional materials that were authentic, inexpensive and in accordance with the needs of curriculum, syllabus and learning outcome of the students of English Department State Polytechnic of Sriwijaya especially in terms of speaking. Each polytechnic has its own uniqueness (Sjaifullah, 2011). This uniqueness, of course, needs special treatment in teaching and learning process including in terms of facilitating the instructional materials. ESP materials can answer the students' need regarding their discipline (McDonough, Shaw, & Masuhara, 2013). Moreover, Tsiplakides (2011) mentions that the language in published and commercial instructional materials is not authentic; and because the materials are usually imported, the price is expensive.

The problems of this current research were:

1. What are the importance of ESP materials development especially speaking materials for the students of English Department State Polytechnic of Sriwijaya based on the viewpoints of the students and the viewpoints of the teachers?
2. What should be considered in developing ESP materials especially speaking materials for the students of English Department State Polytechnic of Sriwijaya?
3. How to develop ESP materials especially speaking materials for the students of English Department State Polytechnic of Sriwijaya?

LITERATURE REVIEW

The Importance of Instructional Materials

There are many aspects that can influence the success of teaching and learning process in the language classrooms. One of them is the availability of instructional material. Instructional materials are very important and needed badly by the teachers/lecturers as well as students and other parties in all level of education starting from elementary to tertiary education (Olayinkai, 2016; Effiong & Igiri, 2015; Çakir, 2015; Sjaifullah, 2011). Teachers/lecturers, students and other parties utilize instructional materials as important sources in teaching and learning process. Some researches show that Instructional materials can improve the academic achievement of the students (Olayinkai, 2016; Oladejo et al., 2011). A research conducted by Tomlinson (2012) shows that learning process can be facilitated by the availability of instructional materials; the research also proves that students' attention to the target language can also be drawn.

Instructional materials help teachers/lecturers, students and other parties in many aspects. Instructional materials help the teachers/lecturers minimize their function in spoon feeding the students (Rowntree, 1997). A teacher/lecturer can ask the students to read the instructional material and complete the exercises and the practices at home a day or some days before the meeting, so that it is not necessary for him/her to explain all the materials in the classroom. Instead, the teacher/lecturer can save the time by explaining only the one that the students do not understand yet and discussing the exercises and practices that the students have completed at home.

The availability of instructional materials help the students suits their speeds in grabbing the material (Rowntree, 1997). Therefore, it is believed that instructional materials can be used to develop the teaching and learning quality (Adoyin, 2010). At home, the students can learn alone and complete the exercises and practices by using instructional materials as the guidance.

Instructional materials which are logic and arranged based on the objectives of the course are really useful in helping the students understand the materials that have been designed (Rowntree, 1997). Good instructional materials which are designed based on the syllabus, learning outcome and the lesson plan benefit the students very much. Instructional materials can be used together with friends and teachers in the classrooms or alone at home. Good instructional materials can also be studied by the students wherever they like. Moreover, instructional materials can help the slow students complete the materials well. Everybody can use the instructional materials and complete them well even though the time to complete is not the same. In this condition, each student can step forward to another topic more freely. If he has understood the previous one he can step forward to the next topic. The good habit to work based on intrinsic motivation leads the students to be independent and of course, it is a very good progress for the students.

The availability of instructional materials helps the teachers/lecturers perform other functions such as facilitators, mediators, controllers and evaluators (Harmer, 2001; William & Burden, 2000). In this respect, the availability of instructional materials make the teachers/lecturers have enough time to perform other functions such as to facilitate the students with everything needed by the students in teaching and learning process and also mediate the students with other parties in educational institution. Furthermore, the teachers/lecturers also have sufficient time to control the availability of the students and ensure that the students complete the activities that have been determined to reach the goal. After that, the teachers/lecturers have enough time to manage the allocated time effectively and efficiently to ensure that the students work consecutively and properly. The teachers/lecturers have enough time to direct students' attention to what must be learnt and to trigger the students to try something new and creative. Finally, the teachers/lecturers have enough time to evaluate what the students have done in the learning process in the classroom.

The availability of instructional materials also helps other parties like institutional management monitor and control the progress of the teaching and learning process. Good instructional materials can also be used as a hint that teaching and learning process has been conducted on the track as it is required by curriculum, syllabus and the lesson plan (Cunningsworth, 1995).

Instructional Material Design

Daoud and Celce-Murcia (1979) state that when designing the instructional material, designer must think about the suitability of the designed instructional materials and the time allocated for each teaching and learning process. They also state that the instructional materials must be logic, graded, accurate, and up-to-date. Next, they mention that the instructional material must be based on the students' background knowledge. Finally, they state that the vocabulary, the structure, and the language expression must be rational and the level of difficulties of the instructional materials must be at the students' level. Rozul (1995) states that need analyses must be carried out carefully before developing the instructional material. Whatever is the curriculum, the materials that will be developed should be relevant with the students needs (Nunan, 1988). Therefore, instructional material developer must think about the students needs.

At the same time, the institutions require the students to be able to understand and apply science and technology in real world. For that purpose, ESP materials are needed. ESP is designed to answer the students' needs regarding specific materials which are varies (Johns, Paltridge, & Belcher, 2014; Hutchinson & Waters, 1987). In addition, focus on the learners is one of the reasons for the emergence of ESP (Hutchinson & Waters, 1987). The constant and rapid changes in science and technologies and lack of manual for language

training are the reasons why ESP materials need to be developed (Musikhin, 2016). In terms of authenticity, Nunan (1988) mentions that the developer of ESP materials should think about the authenticity of the text and the task. Finally, Nunan (1988) also mentions that ESP materials should be designed and developed in a proper manner: ESP materials should be able to stimulate the students to interact actively, and encourage the students to develop knowledge and skill.

METHODOLOGY

The research was conducted in English Department State Polytechnic of Sriwijaya to 12 student respondents, 3 teacher respondents, and a management of the institution, an expert in education, and an expert in educational technology. The data were collected by using in depth- interview and analyzed by using descriptive analyses.

FINDINGS AND INTERPRETATIONS

One of the subjects that must be studied by the students of English Department State Polytechnic of Sriwijaya was speaking. In speaking class, the students must apply the curriculum and the syllabus that have been set for that subject. Due to the lack of instructional material, usually the lecturers/teachers did the compilation and the students read the compilations that have been prepared by the lecturers/teachers. The compilations result some problems for the students. There were some important materials that must be studied and practiced by the students were canceled due to the limited time. Usually, published and commercial instructional materials were generic because they were aimed to serve variety of students' needs. Most of the textbooks were not aimed to serve the ones who want to study English for specific purposes. Even if the topics were in their discipline, the published and commercial ESP materials were often too difficult for them to study, so they could not complete the exercises, practices and the assignments well and on time. Therefore, the student respondents mentioned that ESP materials especially in terms of speaking were very important to be developed. They suggested developing the specific instructional materials that can fulfill their needs. It is in line with the idea mentioned by Block (1991) which suggested the teachers/lecturers to prepare their own materials because the teachers/lecturers understand well what are needed by the students, the institution, and the users.

The uniqueness of the department which concentrates in hospitality industry and the lack of ESP materials for the subject of speaking triggered the lecturers/teachers and the management to develop ESP materials especially for speaking class which fit with the curriculum, syllabus and the learning outcome. It is in line with the idea about the uniqueness mentioned by Sjaifullah (2011).

Furthermore, the teacher respondents and the management of English Department State Polytechnic of Sriwijaya mentioned that each party in the institution must comply with the regulation that has been determined. The lecturers/teachers must teach based on the curriculum, syllabus, and the learning outcome. The management must control the process based on the curriculum, syllabus, and the learning outcome too. Each party must adjust the ESP materials with the time allocated for each meeting. The teacher respondents together with the management should find out the ESP materials especially in terms of speaking which were suitable with the discipline of the students. Each party believed that the materials prepared for the students must be logic, graded, accurate, and up-to-date. Of course, it was not an easy work for them.. Furthermore, they mentioned that the vocabularies, the structures, and the language expressions given to the students must be

rational. Finally, they mentioned that the level of difficulties of the speaking materials must be at the students' level. Therefore, it was very urgent to develop ESP materials especially for the subject of speaking. These findings were more or less in line with the ideas mentioned by Daoud and Celce-Murcia (1979).

The teacher respondents mentioned that it was very difficult for them to find ESP materials that can fulfill the requirement of the curriculum, syllabus and the learning outcome at the same time. In order to handle the problems, they compile the ESP materials especially the speaking materials from many sources and it means a lot of extra expenses for them. They also mentioned that most of ESP textbooks were imported. The prices were of course very expensive. Therefore, it was impossible for the students to buy imported textbooks due to the budget limitation. They added that almost all of imported textbooks did not permit the society to copy the textbooks. Therefore, the development of ESP materials especially in terms of speaking for the students of English Department State Polytechnic of Sriwijaya was an emergency. It is in line with the ideas mentioned by Johns, Paltridge and Belcher (2014), Hutchinson and Waters (1987), and Musikhin (2016).

The expert in education mentioned that there were many factors that should be considered in developing ESP materials especially speaking materials. They were the students' needs, curriculum, syllabus, learning outcome and the characteristics or the uniqueness of the institution and the department. Students' needs should be considered because the students themselves will use the designed materials. In designing the materials, need analysis should be conducted. It is in line with the ideas mentioned by Rozul (1995), Nunan (1988), and Daoud & Celce-Murcia (1979).

The expert in education mentioned that curriculum, syllabus, learning outcome, and the characteristics or the uniqueness of the institution and the department influenced the contents, skills and values, and the arrangement of the ESP materials especially the speaking materials produced. The expert in education also mentioned that a lecturer as ESP material developer especially in terms of speaking should be realistic with the condition of the institutions and the students. Not all institutions and students have everything they need and want. The limitation in terms of media and resources should be the main concern when developing ESP materials especially speaking materials. The developer should be able to utilize everything in the institution to develop the materials and to improve the quality of the teaching and learning process. This finding is in line with the idea mentioned by Nunan (1988).

The expert in education mentioned that the students learn the language in order to be able to communicate. Therefore, the expert in education mentioned that the ESP materials especially in terms of speaking that will be developed should offer something that can be used as a means of communication. The language in ESP materials especially in terms of speaking should also be authentic. It means that the text and the tasks in ESP materials especially in speaking materials should be authentic so that the students will feel that they work in the real condition. It is in line with the idea mentioned by Nunan (1988).

Meanwhile, the expert in educational technology mentioned about personal touch. A lecturer as ESP material developer especially in terms of speaking should be able to arrange the instructional materials well. By having good ESP materials, the students will feel happy to work cooperatively with friends in the classroom. It will encourage the students develop their knowledge and skill. Finally, the students will be able to apply the skills they got not only in the classroom but also in the real world. It is in line with the idea mentioned by Nunan (1988) who stressed the importance of designing the instructional materials in a convenient manner.

Expert in education and expert in educational technology mentioned that ESP material developer especially in terms of speaking can use many kinds of R & D models. They mentioned that one of them was proposed by Gall, Borg, and Gall (2003). Gall, Borg, and Gall (2003) in their small scale research mentioned six steps in research and development. This kind of R& D model was used if the time and budget was limited. On the first step, the lecturer as ESP material developer especially in terms of speaking must carry out research and information collecting. In this step, he/she must carry out need analysis. He/she must analyze the document like curriculum and the syllabus including the existing ESP materials especially in terms of speaking used in the classroom and interview many parties involved in teaching and learning process so that he/she will understand whether the development must be conducted or not. Based on need analysis, he/she can do the planning process. In this step, he/she must design the syllabus which fits to the newest curriculum. On the third step, he/she must develop preliminary form of product by designing ESP materials especially in terms of speaking. The topics of ESP materials especially in terms of speaking must be arranged in logical manner starting from the simplest to the complex one. The fourth step was preliminary field testing. In this step, content validation and construct validation were conducted to see whether the product designed has been in accordance with the newest curriculum and syllabus. Construct validation is used to see whether the components of the product is in accordance with the indicators that have been set. It is also used to see the quality of the organization and the formats. To see the suitability of the product with the curriculum and syllabus, the draft should be given to the management of the institution. Expert in education is needed to see whether each component has been designed based on the indicators that have been determined. Expert in educational technology is needed to see the organization quality and the formats of the design. On the fifth step, he/she must revise the main product. In this step, revision should be conducted based on content validation and construct validation that have been conducted. Final step is main field testing. In this step, the draft that have been revised based on the suggestions from the management, the expert in education and the expert in educational technology is tested to the students to see the practicality and the level of difficulties. In this step he/she must observe and interview the students in terms of its practicality and level of difficulties and revise the draft based on the results of observation and interview.

CONCLUSION AND SUGGESTION

Instructional materials are needed badly in teaching and learning process. Unfortunately, it was very difficult to find published and commercial instructional materials about English for Specific Purposes (ESP) especially in terms of speaking which fits the needs of curriculum, syllabus and learning outcome of the students of English Department State Polytechnic of Sriwijaya. Therefore, it was a crucial thing to develop ESP instructional materials especially for the subject of speaking. Instructional material is very important in teaching and learning process because it helps lecturers/teachers minimize their functions to spoon feed the students. Instead, they can do other functions like to be facilitators, mediators, controllers or evaluators. The availability of instructional materials help the students suit their speeds in grabbing the material in the classroom; do the exercises, practices, and assignment by using instructional materials as the guidance; and understand the materials. It can be used together with friends and teacher in the classroom or alone at home; can be studied wherever they like; can accommodate the slow students so that they can complete them well. The students can also step forward to another topic if they have understood the previous one even though other students do not complete it yet. Finally, it builds good habit to work based on intrinsic motivation and to be independent. Based on the

viewpoints of the students of English Department State Polytechnic of Sriwijaya, ESP materials especially speaking materials are important to be developed because it is very difficult to find ESP materials which can fulfill the needs of the students. Most of the published and commercial instructional materials are generic. They are not aimed to serve any specific learners with specific purposes. Even if the topics are in their discipline, the published and commercial ESP materials especially speaking materials are often too difficult for them to study, the existing ESP materials especially speaking materials are not in their level. Based on the viewpoints of the lecturers, ESP materials especially speaking materials are important to be developed because ESP materials especially speaking materials in English Department State Polytechnic of Sriwijaya should be suited with the time allocated for each meeting; it should be logic, graded, accurate, and up-to-date; it should be based on the students' discipline; the vocabulary, structure, language expression, and the level of difficulties should be at the students' level and so on and it is very difficult to find a textbook that can fulfill those requirements; therefore, the lecturers have to compile the materials from many resources and it means a lot of money.

There are many factors that should be considered in developing the ESP materials especially in terms of speaking: the students' needs, institution needs, the limitation in terms of media and resources, the authenticity of the text and the task, and personal touch.

Expert in education and expert in educational technology mentioned that ESP material developer especially in terms of speaking can use many kinds of R & D models. They mentioned that one of them was proposed by Gall, Borg, and Gall (2003). Gall, Borg, and Gall (2003) in their small scale research mentioned six steps in research and development. This kind of R& D model was used if the time and budget was limited especially if it is for the classroom use to fulfill the needs in teaching and learning process in the classroom.

REFERENCES

- Adoyin, J. A. (2010). *Instruction to educational technology*. Johns Lod Publisher Ltd, Lagos.
- Block, D. (1991). Some thoughts on DIY materials design. *ELT Journal*, 45(3). 211-217.
- Çakir, I. (2015). Instructional materials commonly employed by foreign language teachers at elementary schools. *International Electronic Journal of Elementary Education*, 8(1), 69-82.
- Cunningsworth, A. (1995). *Choosing your course book*. Oxford: Macmillan Heinemann
- Daoud, A. M., & Celce-Murcia, M. (1979). Selecting and evaluating a textbook. In M. Celce-Murcia and McIntosh, eds. *Teaching English as a second or foreign language* (pp.302-307). New York: Newbury House.
- Effiong, O. E. & Igiri, C. E. (2015). Impact of instructional materials in teaching and learning of biology in senior secondary schools in Yakurr LG A. *International Letters of Social and Humanistic Sciences*, 62, 27-33.
- Harmer, J. (2001). *The practice of English language teaching* (3rd ed.) Harlow, UK: Pearson.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge: Cambridge University Press.

- Johns, A. M., Paltridge, B., Belcher, D. D. (2014). Introduction: New directions for ESP research. In D.D. Belcher, A.M. Johns, B. Paltridge (eds.) *New in English for Specific Purposes research*, (pp 1-4). Ann Arbor: University of Michigan Press.
- McDonough, J., Shaw, C., & Masuhara, H. (2013). *Materials and methods in ELT: A teacher's guide (3rd edition)*. Oxford: Wiley-Blackwell.
- Musikhin, I. A. (2016). English for Specific Purposes: Teaching English for science and technology. *ISPRS Annals of the Photogrammetry, Remote Sensing and Spatial Information Sciences*, III(6), 29-35.
- Nunan, D. (1988). Principles for designing language teaching materials. *Guidelines*, 10, 1-24.
- Oladejo, M., Olosunde, G., Ojebisi, A. O., & Isola, O. M. (2011). Instructional materials and students' academic achievement, Physics: Some policy implications. *European Journal of Humanities and Social Sciences*, 2(1).
- Olayinkai, A. B. (2016). Effects of instructional materials on secondary schools students' academic achievement in social studies, Ekiti State, Nigeria. *World Journal of Education*, 6(1), 32-39.
- Rahimi, M., & Hassani, M. (2012). Attitude towards EFL textbooks as a predictor of attitude towards learning English as a foreign language. *Procedia-social and Behavioral Sciences*, 31, 66-72
- Rowntree, D. (1997). *Teaching through self-instruction: How to develop open learning materials* London: Kogan Page.
- Rozul, R. H. (1995). ESP materials development: The writing process, in A. C. Hidalgo, D. Hall & G. M. Jacobs (eds.) *Getting started: Materials writers on materials writing*. Singapore: SEAMEO Regional Language Centre, pp. 209-218.
- Sjaifullah, A. (2011). Developing speaking materials for the students of mechanical engineering at State Polytechnic of Malang. *Jurnal Linguistik Terapan*, 1(1), 10-18.
- Stephen, A., Adalikwu, & Torkpilgh, I. T. (2013). The influence of instructional materials on academic performance of senior secondary school students in chemistry in Cross River State. *Global Journal of Educational Research*. Vol 12, 39-45.
- Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45(2), 143-179.
- Tsiplakides, I. (2011). Selecting an English course-book: Theory and practice. *Theory and Practice in Language Studies*, 1(7), 758-764.
- William, M., & Burden, R. L. (2000). *Psychology for language teachers: A constructivist approach*. The People's Education Press, Foreign Language Teaching and Research Press and Cambridge University Press.