

Developing English Materials for the Students of Information System Department at Technology and Information Faculty, Mathla'ul Anwar University Banten

Nur Azmi Rohimajaya¹

nurazmirohimajaya030@gmail.com

Ade Sudirman²

adesudirman03@gmail.com

Welliam Hamer³

welliamhamer@untirta.ac.id

^{1,2}Universitas Mathla'ul Anwar, Indonesia

³Universitas Sultan Ageng Tirtayasa, Indonesia

Abstract

The aim to be reached in conducting this study is to develop suitable English materials for the students of the Information System Department at Technology and Information Faculty of Mathla'ul Anwar University so that they can study what they need to learn. The development will produce an English textbook (module) that is relevant to the objective of curriculum and the needs of the students. It is expected that lecturers and the students can take advantage of the product of the development. The design of this study is categorized under Research and Development (R&D) with analysis, design, development, implementation and evaluation. From the research that has been done, it can be concluded that the module is developed which is more valid, practical and effective. The analysis of the validity of the module can be seen from the aspect of content and presentation. The future suggestion for other researchers is to develop an English language module specifically for education. Students need a special book that is more relevant to be a reference for using English in the context of teaching. Because English is an international language, English course in the Information System Department is expected to contribute to all aspects of life, especially when the students graduate from university

Keywords: English materials, research and development, English module.

INTRODUCTION

Since English is an international language, many people want to learn and master it. They can learn English both in formal and informal situations. In formal situations, students learn English at School; or University under the guidance of a teacher or attend a course program. English has been widely used as the language of science and technology. Many great books and technical procedures are presented in English. Teachers and students will be demanded to have English skills if they expect to understand the idea or the message of what they are reading. English has increasingly become more important for learning many subjects especially at

the university level which relies to a great extent on textbooks written in English. The need to master English seems to become a necessity for students to widen their insight.

The teaching of English is a continuous process. As far as this educational activity involves a great deal of students in it and it is determined by many factors for its success, there must be a systematic plan or program to improve its implementation. The task of the teacher is vital in planning courses, preparing teaching materials and teaching their class. Meanwhile, students can get benefits from the organized program in an attempt to master English. The mastery of English

is a strategic way to enter into the global era i.e. the era of openness in which the quality and the skills of using English whether in written or spoken are required to be able to professionally compete with other developed countries, especially in the process of transferring knowledge and technology. For those who have mastered English, becoming involved in the global era in which the association with foreign countries cannot be avoided, is not a problem anymore. With the English ability they have, of course, they can access information easily, they can make certain relationships easily and the most important thing is they can communicate easily with those who use English as a means of communication.

In the framework of Mathla'ul Anwar University (UNMA) Banten, it is stated that foreign languages, especially English is very important for the students to prepare them to communicate in that language. Information System is one of the departments at the Technology and Information Faculty (FTI UNMA), where English is also taught to provide students with larger opportunities to learn English, so that they can develop their English skills. In the curriculum of FTI UNMA, English as a foreign language is offered to the students so that they can communicate in English. This is intended to give larger opportunities to students to learn English. However, the teaching of English at FTI UNMA has many problems that need to be taken into account. The main problem is that there is no appropriate English subject material for students. Although the material is available now, it does not match with the characteristics and needs of the students. Other problems which currently arise are the motivation and interest of the students in learning English are still low, the learning activity is not supported with enough facility, and the poor understanding of the students about the benefits of learning English.

For those reasons, the students of the Information System Department need appropriate materials for English courses that meet their needs. Rima (2017) states that developing appropriate language materials for English for Specific Purposes (ESP) is an essential component of its

practice. They provide much exposure to vocabulary, technical terms and information related to a certain discipline. Through appropriate English materials, the students are exposed to learn and improve the language skills of English i.e. listening, speaking, reading, and writing as well as the components of language such as vocabulary, grammar, and pronunciation. Concerning the teaching of English, textbooks in English for university students are essential to help them learn English well. Dwi (2016) states that a good textbook is a book that serves as an effective learning tool. The contents to be learned must be contained in the textbook. Thus, material in the textbook is one of the important components of any classroom or language situation besides teachers and students. A set of suitable instructional materials for the students need to be developed. The students need the materials which fit their specific subject area. It is assumed that the use of materials from the student's content subject would motivate the students to learn English because of the appearance is relevant to their course of study.

Material Development

The success of instruction is often determined by the availability of material. Nikoopour and Amini (2011) state that materials include anything which can be used to facilitate the learning of a language. It may refer to any sources or information which can be used to write a book. Materials can come from literature, songs, newspapers, magazines, non-fiction books, and radio/ television programs. The use of material should consider suitability in this case learners, teachers, and situation. Besides that it should meet some criteria before it is used. To be able to develop the material which can improve the existing condition, there is a need to consider some functions of the material. There are some functions of the material according to Hutchinson and Waters (2010), they are providing a stimulus to learning, helping organize the teaching and learning process, embodying a view of the nature of language and learning and providing a model of correct and appropriate language use.

Concerning the functions of the material, the material that will be developed should have the characteristics such as the topic chosen should be familiar with students and not to be difficult to them to understand, the task should be designed to encourage the students to use the English knowledge and skill they have learnt in each unit and terms of format, the material should be presented in a series of activity that can provide a coherent framework for integration of the various aspects of learning. Concerning the development of reading materials, it should consider the students' needs and background knowledge. Reading as an attractive process constructs a meaningful symbol of text using effective reading strategies. (Abbas, 2016). In line with that, Nurhayati (2013) states that reading is one of the most important things other than listening, speaking and writing. It is an active process that needs an effort to understand something. Reading materials should fulfill the students' need because those materials will motivate the students to learn better and faster, while those materials relevant to the background knowledge of the students will help them achieve it. Beside the students' need and background knowledge, the reading materials also should suit the level of the students and offer a variety of exercises.

Material Selection

Material is an important need for the teaching and learning process. (Nisma, 2018). It can help both for teachers and students to achieve their teaching and learning goal. Besides, it also becomes a media for teaching and learning processes. According to Kemp (2004), instructional sources can fulfill the instructional objectives since they are carefully selected and prepared. In line with Kemp states that the criteria may be used in selecting the materials of a reading program for non-native English students are the objectives of the program, the nature of the students, time allotted provision for individual learners, the articulation status, the management in the classroom, the cultural content and cost. In non-native English students' programs or English Specific Purposes (ESP) class, the material should be designed with student's need. Paltried and Starfield (2013) in Kusumaningrum

(2015) state that English Specific Purposes (ESP) focuses on learner's needs and promotes their critical thinking. It strengthens that selecting and choosing appropriate material are significantly needed in developing materials for ESP.

English for Specific Purpose (ESP)

According to Paltridge and Satarfield (2013), English Specific Purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain. English for Specific Purposes (ESP) is an exciting movement in English language education that is opening up rich opportunities for English teachers and researchers in new professional domains. In ESP, Language and register are presented as input in the classroom are driven by the analysis of the target situation and the students' needs. Teachers need to be also aware of the students' desire and what moves them to learn. (Gracia, 2011). ESP has become more and more popular recently since the students' motivation to study English is higher than there is an immediate need for it in their studies. Different students have different needs and interests which would have an important influence on their motivation to learn ESP. The assumption that underlies the approach is that the clear relevance of the English course to their needs would improve the students' motivation that it finally makes learning better and faster.

Hutchinson and Waters (2010) distinguish ESP into two main branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Since the growing industry, the offshoot of the labeling has flourished widely such as EBP (English for Business Purposes), EEP (English for Educational Purposes), ERP (English for Recreational Purposes), etc. Thawarom and Singhasiri (2020) states that ESP materials, activities and assessments are imperative to be implemented in classroom practices. To sum up, ESP is an approach, which is based on the learners' need to understand the message, conveyed in the reading materials presented to them. ESP aims to develop the language potentialities of the students

who need the language to update knowledge in their specialist.

METHODOLOGY

As this study deals with the development of English materials, the design of this study is categorized under research and development (R&D). According to Borg and Gall (2003), R&D is a process used to develop and validate educational products. The objective of R&D is to produce a complete product that can be used effectively in educational program. The products of R&D can be textbooks, audio visual materials, training manual, equipment, and many others. In line with that, Latief (2013) stated that educational research and development is research design aimed at developing educational product like curriculum, syllabus, textbooks, instructional media, modules, assessment instrument, etc. The final product of this study is an English module for Information System students. The participant of this research is the students of Information System Department, FTI UNMA Banten, the first semester. The researchers used observation, interview and questionnaire as the instruments of the research. And the procedures of this research are: need analysis, design, development, implementation, and evaluation.

RESULT AND DISCUSSION

Analysis

The development of an English module suitable for students of the Information System department has been analyzed by observation and Interview. This analysis discussed how are the conditions and students' learning needs, student characteristics and material used in learning. The needs analysis stage is conducted by observing the class English course of the Information System department. Other than that, interviews were also conducted to find out the difficulties of students to learn English in their classroom. Based on the results of observations and interviews along with the results of the needs analysis on English learning; (1)

Learning activities are dominated by lecture and assignment methods. Students are asked to read the module and listen to explanations from the lecturer. Occasionally the lecturer asks students to ask questions to know the understanding of the material. (2) Most of the students who attend English courses are lacking active learning. Even though the lecturer had asked questions, however it does not provide a stimulus for students to discuss in class. (3) Learning outcomes are still low. This was conveyed by the lecturers who have checked the results of student assignments. (4) The lecturers stated that the existing teaching materials were not attractive enough in appearance or content. This makes students feel bored and not understand learning well. From the needs analysis, it is necessary to develop teaching materials in the form of modules that can stimulate student's motivation. More contextual teaching materials and according to students' needs, it needs to be developed so that they are more enthusiastic about learning.

Giving English language material related to their daily life or profession they will be more attractive to students. So that which module is necessarily developed is a module based on the specific needs of learners. The results of the material analysis show that in the teaching materials used less accommodate the needs of students in their real life and their academic real. The material only contains discussion of governance language and several themes about the English used in the workplace (workplace). For this reason, a principle-based teaching material needs contextual learning and contains material with specific themes. Then the module which is developed will accommodate the English material with the theme computer and education. English materials with an information and technology theme are arranged to support student learning where they study computers. Meanwhile, the education theme was prepared because following the characteristics of the output of the study program that prints the teaching staff. With these themes it is hoped that teaching English will be more relevant and useful for students of the Information System department.

Design

At this stage, the researcher has designed a device learning tools (RPS and Module) and questionnaire for the students of the Information System Department. RPS is designed as a guide for lecturers to implement products developed. The components in the RPS are learning objectives, indicators, materials teaching, teaching methods, time allocation and learning evaluation. Teaching which is designed is using a contextual teaching learning approach and teaching using the module being developed as learning media. The developed module includes components in the form of a front page, said introduction, table of contents, learning objectives, content of material and questions for learning evaluation. Modules are compiled using the principles of ESP (English for specific purpose). The principles used from ESP are the material used is authentic, the material connects students with the environment/ context, the material provides an understanding for what, why and how the material is useful for students. Therefore, the material developed includes related themes with students of the Information System department, namely the theme of education, technology and

information. Regarding the teaching of grammar and vocabulary, both are still taught however with the inductive concept. Grammar and vocabulary are delivered after students are awarded context in learning. To measure the effectiveness of the developed modules, researchers have developed research instruments in the form of achievement tests and motivation questionnaires. While the questionnaires for the students, the researchers would like to find students' response about the use of modules in their learning English.

Development

Aldoobie (2015) states that the development phase depends on the first two phases, which are the analysis and the design phase. The module from the design stage is in the form of a module design so that in the development stage, module development will be carried out following the design that has been implemented. From the design results, an English module will be developed for the students of the Information System department based on ESP which is oriented towards students' motivation. The following is the module design

Table 1
Module Planning

Theoretical Concept	Part of the Module	Description	Motivation Orientation
ESP principal Authentic materials Learning materials and student's environment The students get the benefits of learning materials	Snapshot	Giving the information English for information system as general	Giving motivation about the importance of English for information system study program
	Core activity	Describing the material as detail, focus on specific skill and using of authentic materials	Giving motivation to the students through authentic materials related to their future work
	Grammar	Describing the use of grammar in English materials	Giving motivation to the students through grammar
	Evaluation	Giving test and assignment to measure the students' ability in English	Giving opportunity to the students to evaluate their ability in English.

The researchers arranged this module based on the student's need analysis, design and material development. And after arranging the module

planning, the researchers tried to arrange themes in the module. The themes are divided into 12 sections. The following sections are as follows

Table 2
Module Themes

Section	Theme
1	<i>Introduction</i>
2	<i>Asking One's Identities</i>
3	<i>Information Technology</i>
4	<i>Telling about Family and Relatives</i>
5	<i>Computers</i>
6	<i>Telling about Things to Wear</i>
7	<i>Internet</i>
8	<i>Telling about House</i>
9	<i>Shopping Online</i>
10	<i>Telling about Time and Days</i>
11	<i>Fast Food Restaurants</i>
12	<i>Grammar Focus</i>

Implementation

In the implementation stage, the module implementation is conducted four times in the online class of the first semester in the Information System department. The researchers did the implementation stage along with 15 students. The first meeting on implementation discussed chapter 1 in the form of an introduction section. For the second meeting, it talked about section 2 in the form of asking one's identities. Meanwhile, the third meeting dealt with section 3 in the form of text about information and technology. At last, in meeting 4, the researchers together with the students reviewed section 4 in the form of telling about family and relatives. After the fourth meeting was held, the researchers conducted an effectiveness test in the form of a learning outcome test and filling out a motivation questionnaire. The result of this stage is data taken from the student's responses about modules.

Evaluation

In this stage, the researchers would like to discuss how the developed modules are implemented and what the test results are implemented. The evaluation results are an elaboration of the results

of product trials in the form of validity, practicality, and effectiveness. This section discussed the results of expert validity related to learning devices in the form of RPS and Modules. In the module development stage, expert validation is carried out before implementing or testing the module. Validation experts saw how the validity of a learning tool as well as whether the device feasible or not to be tested. Expert validator consists of three roles, namely English language expert, ESP expert in teaching and learning media as well as practitioner. Overall, the result of the validation of the validators shows that the learning device developed is suitable to be used in learning. The data from the student questionnaire analysis were taken by asking the student who was the subject to try to fill out the student response sheet. After the students followed four meetings discussing the module, the researchers asked the students to fulfill their responses dealing with the module through the questionnaire. The response requested is related to the easiness, attractiveness, and benefit of using the developed module.

Final Product Assessment

The module is one of the learning media that guides learning activities for both teachers and

learners. Therefore, the module plays a very important role in the success of a lesson. A good module is a module that is able to lead learners to achieve specified targets. In addition, a good module is also able to make it easier for teachers to deliver material in class. In contextual learning, goals, and results are not the only targets of learning. There is a process that is passed and the learner's ability to connect the material understood with the context of his life is a reflection of the success of learning. As stated by Iqdami (2011) that in principle, students will learn more effectively if they are able to connect what they learn with learning activities in class. Therefore, the modules developed in this study should provide students with competency, not only material about English, but also how the material is related to their lives in the real world. The English Module for students of the Information System department has been developed and tested using the R&D principles. All stages of analysis, design, development, implementation, and evaluation have been carried out. In the final stage of this research, it will be discussed how the level of validity, practicality, and effectiveness of the developed English module. The following is a discussion of these three aspects.

Validity

To determine the validity of teaching materials, the assessment aspects used were material, language, and layout. For material aspects which are developed is classified as very good. Meanwhile, aspects of language can be said to be good. The material presented in the module not only touches on English but also discusses how English is used in the context of the Information System. The trial subjects in this study were students of the Information System department. Therefore, the scientific fields they study are about some terms of the Information System. English courses as a general basic course are expected to provide a foundation and support so that students can more easily master the scientific fields of the study program. Therefore, the material is designed with educational and information system contents. Referring to the questionnaire given, the material presented was considered very good by students. This shows that the English material presented is

in accordance with the expectations and the scientific field being studied by students. The developed module is designed as not to be boring and tedious. However, in the assessment aspect, the layout of the module is in the good aspect.

Practicality

In terms of practicality, the modules developed are generally very good. It can be seen from all the components of the assessment. The practicality component is seen from student's responses, lecturer assessments, and observations of implementation. Of all these components, the module shows an indication that the module is suitable in practical terms. In the student response component, the assessment aspects showed that easiness and attractiveness. Meanwhile, the benefit aspect was considered good by students. The modules developed are tailored to the needs and abilities of the students, therefore the material taught will not feel too difficult to understand for students. Meanwhile, the various chapters that are presented are arranged so that they have value for their benefit, such as the third section about Information Technology. In the lecturer and learning implementation components, the module is included in easiness, attractiveness, and benefits. Implementation is important because it will determine whether the developed module can be implemented properly or not. Lack of implementation will reduce the practicality of the module.

Effectiveness

The effectiveness of learning tools is seen from student achievement and student motivation. For student achievement, all students fall into the complete category. Meanwhile, student motivation is in the high category. All indicators of motivation, willingness to learn, enthusiasm and persistence as well as pleasure in learning show high categories. Therefore, the developed English module can be said to be effective. The English materials for students of the Information System Study Program based on ESP context and motivation-oriented is a module designed not only to improve English language skills but also student motivation. Modules are designed with a contextual concept,

meaning that the material presented must relate to daily life and student's needs. With contextual material, students feel motivated to learn more.

CONCLUSION

Development of English language modules as teaching materials for students of the Information System study program requires not only deep in material but also suitable with the context of the material theme. In this research, there are fundamental things that need attention to achieve, they are validity, effectiveness, practicality, attractiveness of the display module, suitability of English material, and suitability of material themes of what the students need. From the research that has been done, it can be concluded that the modules developed with the Analysis, Design, Development, Implementation, and Evaluation models can be said to be valid, practical, and effective. The analysis of the validity of the module seen from the aspect of content and presentation. The future suggestion for other researchers is to develop an English language module specifically for education. Students need a special book that is more in-depth to be a reference for using English in the context of teaching. Since English is an international language, English course in the Information System study department is expected to contribute to all aspects of life, especially when the students graduate from university.

REFERENCES

- Abbas, P. (2016). How can students improve their reading comprehension skill. *Journal of Students in Education*, 6(2), 229–240.
- Aldoobie, N. (2015). ADDIE model. *American International Journal of Contemporary Research*, 5(6), 68–72.
- Ardani, D.W. (2016). *Content analysis of "when English ring a bell" an English textbook for eighth grade junior high school students relevancy to curriculum 2013*. [Final Project Universitas Nusantara PGRI Kediri]. http://simki.unpkediri.ac.id/mahasiswa/file_artikel/2016/09.1.01.08.0290.pdf
- Bielousova, R. (2017). Developing materials for English for specific purposes online course within the blended learning concept. *TEM; Technology Education Management Informatics Journal*, 6(3), 637–642.
- Borg, W. and Gall, M. D. (2003). *Educational Research: An Introduction*. Longman, Inc.
- Garcia, J.L. (2011). Revisiting materials for teaching language for specific purposes. *3L; The Southeast Asian Journal English Language Studies*, 17(1), 102–112.
- Hutchinson, T. and Waters, A. (2010). *English for Specific Purposes: A Learning-Centered Approach*. Cambridge University Press.
- Kemp, J.E. (2004). *Instructional Design: A Plan for Unit and Course Development*. Fearon-Pitman.
- Kusumaningrum, W.R. (2015). Genre-based approach to promote learner's critical thinking. *Transformatika: Jurnal Bahasa, Sastra dan Pengajarannya*, 11(2), 96–107.
- Latief, M.A. (2013). *Research Methods on Language Learning: An Introduction*. UM Press.
- Nikoopour, J. and Amini, F. (2011). English language teaching material development. *Journal of Language and Translation*, 2(2), 1–12.
- Nisma, A. (2018). Exploring Student's need for developing material of english for civil engineering. *METATHESIS Journal*, 2(1), 1–11.
- Nurhayati, D. (2013). The development of moodle based english reading material. *Language Circle Journal of Language and Literature*, 8, 35–44.
- Paltridge, B. and Satarfields, S. (2013). *The Handbook of English for Specific Purposes*. Wiley-Blackwell.
- Thawarom, T. and Singhasiri, W. (2020). Lexical richness of one-minute speaking task by science and technology university students. *The Journal of Asia TEFL*, 17(1), 70–86.