

DEVELOPING ESP TEACHING MATERIALS FOR VOCATIONAL STUDENTS

Nur Salam¹
State Polytechnic of Malang
nur.salam@polinema.ac.id

Aulia Nourma Putri²
State Polytechnic of Malang
aulia.nourma@polinema.ac.id

Sri Gustiani³
Sriwijaya State Polytechnic
srigustiani@polsri.ac.id

ABSTRACT

It is believed that a good ESP teaching material can help the vocational students achieve the curricular objectives of the English course. In order to get an appropriate material, English teachers should address it to their students' learning needs. Then, in developing it, the teachers should plan it carefully so that it is within the students' English mastery. By having this, the students will actively participate the teaching-learning activities.

Keywords: English course, ESP teaching materials, students' English mastery, students' learning needs, and vocational students

INTRODUCTION

Any educational institution, such as the State Polytechnic of Malang that plans to produce English teaching materials, must consider whether these teaching materials can help students achieve their curriculum goals, whether they can encourage them to study harder both inside and outside the classroom, and whether it can meet their learning needs. In other words, the teaching materials that will be used by the lecturers must really be able to arouse the enthusiasm of students in learning English. To do this, the lecturer must first explain the importance of student-centered teaching materials, discuss the steps to produce quality English teaching materials, also explain strategies for adapting the newly created material, and provide a brief explanation of the student participation approach in learning (Darsih, 2018)

One of the most important factors to consider when selecting ESP teaching materials is that they must meet the specific learning needs of students. This will be effective if the difficulty level of the teaching materials is within the language skills of the learners and allows them to actively participate in their own learning (Keiler, 2018). Furthermore, teaching materials, concepts, and teaching and learning processes must be planned according to the students' level of English mastery. This is because learning sequences that are built around the basic needs of learners are best done by organizing learning around the learners' own activities, contextualizing learning by drawing from learners' experiences, and involving learners in making decisions about their learning.

REVIEW OF RELATED LITERATURE

Teaching Materials

Teaching materials or instructional materials refers to the variety of resources and instructional materials that teachers can utilize to instruct students. These teaching materials are used to support learning objectives for all disciplines as outlined in the national curriculum. A teacher's lesson plan should include explicit learning objectives from the curriculum. In order to fulfill the chosen objectives, effective lesson planning will include a defined, differentiated sequence of learning that the students will follow. Teachers provide opportunities for learning as part of the learning sequence. Teachers can use teaching materials to create more interactive, intriguing, and engaging learning activities for their students. Textbooks, class reading books, dictionaries, e-books, stationery, worksheets, and science equipment are examples of teacher-made, pupil-made, and commercially-made teaching materials (Sorohtji and Aini, 2020).

The term teaching materials refers to anything that a teacher can utilize to help their students learn more effectively. Teaching materials are the instruments that children need to learn and achieve educational goals, ranging from low-tech to high-tech. The utilization of teaching materials allows a teacher to improve their students' learning experience. It's a departure from the traditional 'chalk and talk' method of instruction, in which the teacher

effectively lectures the students. A teacher can provide learning opportunities for the students by employing teaching materials.

Needs Analysis

Since the results of needs analysis are the main source of information about students' wants, needs, and shortcomings, they are a major aspect of ESP teaching materials (Nimasari, 2018). Although needs analysis is not a new concept in education, this technique is seen as a significant tool for developing program because it is a mechanism that can be used to integrate students' current academic learning with their future needs (Susana and Iswara, 2019). Furthermore, in the context of higher education, inclusion explores diversity and differences among students to better understand and accommodate their learning needs (Destianingsih and Satria, 2017).

For a long time English for Specific Purposes (ESP) has been a hot topic in the field of English Language Teaching (ELT) so it is very important to personalize English classes to the needs of students, especially those who study English for reasons other than academics, such as students in vocational programs. Furthermore, identifying teaching materials is the process of selecting, adapting, and evaluating teaching materials depending on the special needs of students so that a detailed needs analysis is needed to identify English teaching materials for specific purposes (Wulandari, 2019).

Developing Teaching Material

Textbooks are able to guide teachers through a predetermined set of activities from a pre-selected syllabus, which students do not have the authority to determine. Thus, most of the time students are used to pay attention to grammar or vocabulary contained in books so that they are not able to develop their language skills. Similarly, many educational institutions employ generic teaching materials that do not take into account the peculiarities of the students who would be using the book. Students will be unable to study optimally as a result of the content not being aligned with the material they require. As a result, it is recommended that every teacher produce teaching materials that are appropriate for the students' level of English ability and learning needs (Yundayani et.al. 2017).

Textbooks

Cunningsworth (1995) argues in Richard (2001) that a good textbook must meet four criteria: (1) meet students' needs, (2) provide great benefits to students now or in the future after they graduate, (3) consider students' needs as learners and facilitate their learning process without imposing dogmatically rigid methods, and (4) textbooks must play a clear role as a supporter of

learning so that they can help them. Besides, a good textbook offers material that students require and is engaging, allowing pupils to gain knowledge and language skills. As a result, a good book must be able to push pupils to learn in order for them to develop their language skills.

Furthermore, the textbook must have activity stages that can direct students to where language elements are being discussed so that they can review the grammatical and functional aspects they have focused on. Harmer (1990) also advises that textbooks should be methodical in the amount of vocabulary they offer to students and should allow students to study independently outside of the classroom. Teachers can rely on good textbooks to relieve them of the stress of having to come up with new material for each lesson.

METHODOLOGY

This paper was written using library research from a variety of sources, including books on teaching materials, needs analysis, developing teaching materials, and textbooks. Since these ESP teaching materials will be used by students, the authors interviewed them about how useful English courses are for them, whether ESP teaching materials are important for them, what topics of discussion they most require, what length of teaching materials is appropriate for them, how important the appearance of English books is for them, what activities are most helpful in their English study, and what make-up they prefer. The results of the interview were then presented to senior English teachers and instructors of engineering disciplines for feedback.

DISCUSSIONS

Developing ESP teaching materials should be systematic. There are *four main stages* to develop them: *Planning, Preparing, Trying out, and Producing and evaluating the ESP teaching materials*. Then, there are a number of activities, which will be briefly explained in the following sections:

Planning ESP Teaching Materials

There are 6 (six) essential steps in the first stage, e.g. *Planning ESP teaching materials*: 1) Identifying the learners' English mastery, 2) assessing the needs of the learners, 3) analyzing the needs of the learners, 4) selecting and sequencing the teaching materials, 5) selecting the format which is suitable for the purpose of presenting the ESP teaching materials, and 6) developing the teaching materials.

The first stage in developing ESP teaching materials is to know the students' English mastery and needs. This is important because the contents must be tailored to their needs. Developers of ESP teaching materials must consider several factors, namely (1) students' mastery of the English language, (2) their previous educational background (whether they graduated from Public High School or Technical High School), (3) brand interest, and 4) their learning style.

ESP teaching material developers create various ESP teaching materials based on their own personal experiences, interests, and judgment rather than a systematic need assessment. As a result, while many ESP teaching materials appear enticing and exciting, they are rarely targeted and appropriately relevant to students' needs and challenges.

Students' problems, interests, and needs must be addressed in ESP teaching materials. To obtain good outcomes, ESP teaching materials developers must first comprehend learners' motivation to learn English, learners' common linguistic issues and their causes, learners' chosen learning methods, learners' learning skills, how they will learn, time, facilities, and resources. Data can be collected through observation, semi-structured interviews, group discussions, and case studies, among other methods. Material developers assess the demands of target students by (1) creating a list of problems and needs and prioritizing them according to the students' most pressing needs; (2) listing viable solutions to obstacles; and (3) determining the material's topic.

The content of effective teaching materials must be carefully chosen. Other elements that will decide how much information will be included in the teaching materials, in addition to time considerations, include the available time allocation, the students' demands and interests, the complexity of the subjects, and the students' level of English mastery. In order to have complete and effective ESP teaching materials, teachers need to discuss with the major subject teachers, ask experts' suggestions, read the books used in the students' major subjects, and consider the curricular objectives of the schools. Then, the ESP teaching material developers should select the topics needed by the students, identify the topics' learning points, and put them into priority.

Determining the format of the teaching materials that will be created is critical to consider since the appearance of appealing teaching materials has a significant impact on students' reading and learning interests. It's also important to remember that the appearance of teaching materials isn't the only thing that might draw students' attention. Perhaps the compatibility of the appearance of teaching materials with the knowledge and types of abilities required by students should also be examined.

However, any format that will be used by lecturers in delivering teaching materials will be very effective if students participate actively. There are several formats commonly used to develop teaching materials, including: (1) Printed books; (2) Non-printed books; (3) Games and plays; (4) Audio-Visual Material, and (5) others.

The following factors must be considered by ESP teaching material developers when determining the suitability of formats: (1) the learning objectives; (2) the most user-friendly format for the students; (3) the formats that are likely to be particularly useful in achieving any goals; (4) the students' requisite skills in using the format, (5) the low cost, (6) the material developers' skills in creating the format, and (7) the availability of teaching aids in the classroom.

Preparing the Text

The second stage of developing English teaching materials consists of three steps: (1) text preparation, (2) text illustration and layout, and (3) text revising and editing. Writing the text for the English teaching materials is the most important part of the entire process. To make teaching materials effective, English teaching material developers should consider the following factors: (1) content, (2) presentation, and (3) activities.

The content should be relevant to the students' academic background, interests, and difficulties. To make the notion clear to the learners, the message should cover the entire concept. The content should also be organized such that knowledge, skill, attitude, and values can be developed through time. While the presentation of English teaching materials must be engaging in order for students at the State Polytechnic of Malang, who are always preoccupied with their major topics, to enthusiastically study them. Furthermore, the resources must be appropriate for the learners' degree of linguistic difficulty.

When it comes to activities, it's important to note that English teaching materials should always encourage active learning. To keep students engaged, there must be opportunities for them to participate in activities before, during, and after class. In general, all students are required to put what they've learned into practice. If students participate in learning activities, they will be able to confirm or improve their comprehension. Learners can respond and participate in the learning process in a variety of ways.

The preparation of the text and its illustration should be done in tandem. These must be precise, accurate, and consistent, and they must be tied to the text directly and meaningfully. To put it another way, it should be beneficial to clarify the content. At the first stages of material production, illustration should be given more space than text. The materials' design and layout should be appealing. Materials should be lightweight and easy to transport. It should include a lot of white space to assist readers' eyes relax. Pointers should be utilized at times to highlight essential messages. After preparing the first draft, rewriting is essential to have the accomplishment.

In order to prepare the text, the teaching material developers need recheck whether the teaching materials to be presented to their students are in line with the curricular objectives, whether the content has been in accordance with the objectives, whether the examples provided are relevant to the context, whether all activities prepared can help the students comprehend the teaching materials, and whether the presentation can interact the students to read it.

Trying-Out the Text

Preparation of teaching aids, field testing of materials, data collection, and modification of materials are all activities in the third stage of ESP teaching material development. A crucial milestone in the development process is material field testing. It is necessary to ensure that the materials are suitable. Field testing also helps to ensure that the materials are focused on real-world issues.

The materials generated through field testing have proven to be straightforward, appealing, and engaging. The users (learners) and facilitators are placed in a teaching-learning

environment to determine if the steps and contents in the materials have been drawn correctly. The planners, material creators, and facilitators must be well-prepared for the field experiment. Studying the profile of the sample English class and preparing a feedback form are examples of preparatory exercises. During field trial, steps for use of the selected materials require to be followed as planned. The findings, problems, suggestions by the learners on the content and the process should be noted in the feedback sheet and at relevant place of the materials.

As previously said, feedback must be collected in terms of clarity, simplicity, language, illustration, theme and issue relevancy, message transmission, style, and format. A field trial can be conducted in multiple locations at the same time with a similar set of students. The findings are collated and analyzed once the team returns from the field. The materials are changed based on the results of the survey. The updated materials may be sent for a second round of field testing if necessary.

Producing and Evaluating the ESP Teaching Materials

The material developers can change the instructional materials if they have not already done so once they have been verified to see if they are appropriate for the learners. However, if they have, the material developers may go ahead and provide the teaching materials. The time it takes to create the texts varies based on the type of educational materials, their format, and volume. Another factor to consider when creating teaching materials is how appealing they are to the eye. Although the material developers are not responsible for this task, they must participate in the design of their appearance so that they can match the features of the users to be.

Furthermore, evaluation is seen as an important aspect of the development of teaching materials. Materials that have been developed require ongoing evaluation of their usefulness, particularly in terms of the needs of learners and curricular objectives. Periodic evaluation of teaching materials would enable them to be kept up to date and tailored to the needs of the students. The materials can be evaluated on a continual basis as well as at the end of the program in which they were employed. Material evaluation should include both quantitative and qualitative factors. Quantitative aspects may include the number of items delivered, the frequency with which they are supplied, the cost, the frequency with which they are used, the agencies engaged in delivery, and so on. The most crucial is a qualitative assessment of the materials' acceptability, which includes gathering feedback from users on the content, format, facilitator's role, and availability of extra materials, among other things.

The research and production of newly constructed materials requires enormous effort. There are several options for adapting existing materials to meet the demands of future learners. One method for adapting one material may not be suitable for adapting other materials. All of this is dependent on the nature of the materials to be modified and the goals of the English classes in which they will be utilized. The following are a few common approaches: (1) Supplement the

existing content with additional media. (2) Create more self-instruction sheets to enhance the current contents. (3) Adjust the existing images to fit the situation. (4) Tailor the language used to the degree of comprehension of the audience. (5) Modify the presentation mode. (6) As an alternative to more expensive materials, use low-cost materials.

A lot of factors must be addressed while developing teaching materials. These pertain to content illustrations, format, title, and language, among other things. The questions that must be answered while deciding on adaptation are similar to those that must be answered when designing new materials. (1) Whether the content is appropriate for the target audience. 2) Whether the illustrated workshops, laboratories, and tools are familiar enough to the intended learners. 3) Whether the format is the most appropriate for the intended audience. 4) Whether the title is appealing to the intended audience. And 5) whether the language is too simple for the intended audience to comprehend.

When the focus of English teaching material production is on creating learner-centered materials, the relevance of including learners and developers in the materials development process becomes clear. The ability of learners and facilitators to produce content has been well established through many experiences. A number of classrooms have been identified where learners and developers can both actively participate. They can make a similar contribution to the development of new materials or the adaptation of existing materials to meet their needs. Learners and developers can contribute considerably to the development of new materials by collecting ideas, producing texts, offering pictures, and advising on the arrangement of the materials based on their expertise.

Learners have a greater understanding of their current needs, which allows them to identify topics. They can produce ideas from their own thoughts and experiences based on a given topic. Developers can participate in the process by strengthening talks and listing ideas on a piece of paper. The students can work together to categorize the ideas into themes. The developers advise the learners to write or dictate as many ideas as they can without judging them at this point. After the brainstorming phase is over, the ideas are discussed together, and selected themes are chosen to begin writing about thoughts related to that theme.

Learners can create their own texts based on their favorite themes or topics. They can discover English texts from their key topics, such as Material Science, Concrete, or Technical Drawing, even if they have weak English skills. These chosen texts are helpful complements to the texts to be utilized by the learners for their practice because of their simplicity and need-based content.

Language experience approach, in addition to the previous strategy, can be used to involve learners in the preparation of texts. This method is utilized to take advantage of learners' capacity to tell tales and turn them into a collection of rich experience-based content. Learners who are talented but have little writing ability might contribute to the construction of books or manuals for skill improvement. The developers use this strategy to invite learners to share an experience, copy exactly what they say, read it back to him/her, and ask for corrections. This

method can also be used to collect real reading, which can then be turned into materials. These can be reproduced as texts for items to be generated utilizing the language experience technique.

Learners prefer to see their own choices in the learning resources they utilize. Some students can draw the objects and add the texts in the appropriate places on the drawing. Learners' potential can be leveraged at both the illustration and try-out stages of the materials. Learners can recommend the suitability of a person's format in the same way that they may recommend the suitability of a person's format. The format should always be user-friendly, and the best judge of whether it is is the learners themselves. The judgment of learners about the format is very valuable during field trials of material. They can offer observations from the standpoints of theme handling, utility, and communication.

The importance of material in any educational institution cannot be overstated. As a result, material development is critical to achieving educational goals. The process of learning is just as important as the content in accomplishing learning objectives. Because learning does not occur through passive involvement, learners should have an active role in the material selection and process determination. That is the only way to assure learner-centered learning.

CONCLUSION

The difficulties of developing ESP materials should not deter a developer from attempting to create his or her own ESP course. The most significant criterion for starting the task appears to be effective coordination between the field-study specialist, the teacher, and the decision maker. Furthermore, producing ESP materials necessitates a significant amount of time, effort, and collaboration. A previously established guideline will greatly assist the developer in doing his or her duties. This guide is meant to serve as a general outline for creating ESP materials.

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