

DEVELOPING A MODEL OF ENGLISH INSTRUCTIONAL MATERIALS USING ENGLISH FOR SPECIFIC PURPOSE (ESP) APPROACH FOR INFORMATION SYSTEM (SI) STUDENTS OF STMIK PALANGKA RAYA

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ABSTRACT

The lecturers of STMIK Palangka Raya were given the autonomy in developing the curriculum and syllabus of English subject so they must use English instructional material that related with the developed curriculum and syllabus. So that, the writer was interested in developing English instructional material and considering English for specific purpose as the approach in developing the material. The topics of the developed English instructional materials were about computer and technology. The subject of this R &D study was the Information System (SI) students of STMIK Palangka Raya. The research accomplished through the procedures of need analysis, first draft material development, expert validation, materials revision, material try out and final draft of material revision. The instrument used in this study consisted of observation, questionnaire and guided interview for the students, lecturers and also the expert validation. The data obtained were analyzed and described qualitatively. The result of the need analysis showed that the students were in the need of English Instructional Materials which were relevant to their major content course and their level of English proficiency. Related to this condition, the materials taken from some English for computer user books and some related websites. The data of try out showed that the effectiveness of the developed material in teaching learning process during try out, the observation and interview reflected that the students were very interested about the latest English Instructional Materials and they got involve actively in teaching learning process.

Keywords: *developing instructional material, English for specific purpose, English for computer user*

1. INTRODUCTION

The English instructional materials as an important part in teaching learning process had to be concerned carefully by the lecturer of English. The instructional materials that were given to the students had to fulfill the requirement in curriculum and syllabus. It also had to fulfill the learners' need. In line with that the lecturer had to be able to select the instructional material that was suitable for the learners. In fact, there were so many English instructional materials that were offered by publisher in printed or in electronic forms. Unfortunately for some specific fields of study the English instructional material was still difficult to be found. Even there were some textbooks that were focused on specific field of study; the level of language competence of the students was not sufficient to understand the instructional material itself, so that the learners found difficulties to follow the instructional material that was provided by the publisher. It was also caused by some students had different background knowledge of English. Regarding the prior observation, mostly the students of STMIK Palangka Raya, who was taking English course at the first year, had difficulties in understanding the grammar of the sentences and the vocabulary or the

special terminology that was related with their main course in college.

The lecturers of STMIK Palangka Raya were given the autonomy in developing the curriculum and syllabus of English subject. For English subject, the curriculum and syllabus was developed by the team teaching of English course. The specific objective of the developed syllabus could be developed by each English lecturer individually but it still had to refer to the curriculum and syllabus that had been stated. Regarding to this condition, the lecturers also had to use English instructional material that was related with the curriculum and syllabus that had been developed. In line with those conditions, the writer was interested in developing English instructional material for the students at the college who take specific field of study and considering English for specific purpose as the approach in developing the material. When the students were taught the English which was related with their field, it was expected that it would help them improve their knowledge from the textbook or any other source of information that use English written text. As for a broader definition of English for Specific Purpose, Hutchinson and Waters (1987:19) theorize, "English for specific purpose was an approach to language teaching in which all decisions as to

content and method were based on the learner's reason for learning".

Based on the general observation before the study was conducted, it was figured out the existing English instructional materials that used as the learning material for the students of Sekolah Tinggi Manajemen Informatika dan Komputer Palangka Raya was less appropriate for the students need. In general, it was caused by some criteria that were required in syllabus was not available in the commercial English instructional materials and the most important point was that the level of difficulties of the English instructional material cannot be reached by student capability. In other words, the students found so difficult to understand the material that was existing in the commercial English instructional material. The objective of this study was to develop English instructional materials based on English for Specific Purpose approach for the Information System (SI) students of Sekolah Tinggi Manajemen Informatika dan Komputer Palangka Raya. Thus, it could provide the students with the topics and tasks that enable them to develop knowledge, skills, and competence in English and also could help them learn their specific field of study that was about computer and technology.

Materials development was a complex activity that should be done by a lecturer in order to provide suitable material for the students. There were so many aspects that should be considered in order to develop material that expected suitable with the students' need and also could achieve the goal and objective in instructional itself. Beside of the external aspect, the lecturer also had to consider the internal aspects that come from the students. The lecturer had to consider the background level of the students toward English and also the background knowledge of the students. Based on those internal and external aspects, the lecturer had to be able and creative to develop the material for the students that were expected could attain the proficiency level that must be reached by the students. It was also in line with Qamariah (2010:9) who state that "material development to some extent was art rather than science. The ability to develop materials that were pedagogically sound and yet also show evidence of the writers' creativity and imagination depends on considerable skill and ingenuity."

According to Howard and Major (www.paaljapan.org/resources/proceedings/PAAL9/pdf/Howard.pdf), there were ten guidelines that should be concerned by the lecturer in order to develop effective English teaching instructional material;

- a. English language teaching materials should be contextualized.
- b. Materials should stimulate interaction and be generative in terms of language.
- c. English language teaching materials should encourage learners to develop learning skills and strategies.
- d. English language teaching materials should allow for a focus on form as well as function.
- e. English language teaching materials should be authentic.
- f. English language teaching materials should link to each other to develop a progression of skills, understanding and language items.
- g. English language teaching materials should be attractive.
- h. English language teaching materials should had appropriate instruction that related with re requirement in syllabus.
- i. English language teaching materials should be flexible.

In developing English instructional materials, there were some points that had to be concerned by the teachers who were going to develop it as stated by Dubin and Olshtain (1986:29-30):

- a. The compatibility of the materials with the syllabus.
- b. The materials need to provide the alternatives for the learners in order to develop the students' needs and personal preference. For example:

students-task, learning style, presentation technique, expected outcomes, etc.

- c. The language skill that was covered by the materials.
- d. The authentic text that was included in the materials.
- e. The respond of the students toward the instructional materials.

In designing instructional material there were some characteristics that also had to be concerned. As stated by Gagne, Briggs and Wager (1992:4-6) as follows:

- a. Instructional design must be aimed at aiding the learning of the individual.
- b. Instructional design had phases that were both immediate and long-range.
- c. It had to be assumed that in this work it that systematically designed instruction could greatly affect individual human development.
- d. The instructional design should be conducted by means of a system approach.
- e. Designed instruction must be based on knowledge of human beings learn.

1.1 The Importance of Instructional Materials

Instructional material was an important part in teaching learning process. It was impossible to achieve the objective of learning if there was no instructional material. The teachers were

helped by commercial publisher which publishes material in form of textbook or any other media, to teach their students. Unfortunately, the materials in these textbook sometimes were not suitable for the level of the students. In addition side, the teachers who teach students that had certain specific study field had difficulties in finding commercial textbook that related with the main study field of their students. In order to solve these problems, the teachers had to develop their own materials that were relevant with the syllabus, characteristic of the students, and the need of the students.

There were still some reasons why materials development was needed to be done by the teacher, as stated by Howard and Major in (www.paaljapan.org/resources/proceedings/PAAL9/pdf/Howard.pdf) as follows:

1. For many teachers, designing or adapting their own teaching materials, enables them to take into account their particular learning environment and to overcome the lack of 'fit' of the course book.
2. Another aspect of context was the resources available.
3. A further aspect that was not often mentioned in the literature was the cost of commercially produced resources. For many schools, teacher-produced materials could be the best

option in terms of both school and student budget.

4. English language classrooms were diverse places not only in terms of where they were situated, but also in terms of the individual learners within each context. Teacher-designed materials could be responsive to the heterogeneity inherent in the classroom. This approach encompasses the learners' first languages and cultures, their learning needs and their experiences.
5. In designing their own materials teachers could also make decisions about the most appropriate organizing principle or focus for the materials and activities. And this could be changed over the course of the program if necessary.
6. A further advantage of teacher-designed materials was timeliness (Block, 1991). Teachers designing their own materials could respond to local and international events with up-to-date, relevant and high interest topics and tasks. The teachable moment could be more readily seized. By doing materials development it was expected the problem that happened in classroom during teaching learning process could be solved. It was in line with Hutchinson and Waters (1991:107)

who state the importance of teaching material as follows:

1. Materials provide a stimulus to learning.
2. Materials help to organize the teaching-learning process, by providing a path through the complex mass of the language to be learnt.
3. Materials embody a view of the nature of language and learning.
4. Materials reflect the nature of the learning task.
5. Materials provide models of correct and appropriate language use.

1.2 Need Analysis

In order to find out what should be developed in materials, the need analysis need to be conducted for the students and the school institution. According to Qamariah (2010:21) “need analysis included all the activities to collect information about the students’ learning needs, wants, wishes and desires in teaching learning process”. The process of the need analysis could be formal and informal. It depends on how it was conducted. Needs analysis was the first step in course design and it provides validity and relevancy for all subsequent course design activities. Hutchinson & Waters (1992) defined needs analysis on the basis of “necessities” and “wants” in order to classify between what the learners

had to know and what the learners feel they need to know. The focus here was on the “lacks” that represent the gap between the required proficiency in the target situation and the existing proficiency of the learners. This definition views language needs as a process of negotiation between the learners and their society.

By conducting need analysis, it would help the lecturer to decide what point that should be emphasized in materials and also what kind of teaching technique that was desired by the students.

1.3 Material Selection

Material selection was the first step that should be considered in developing instructional materials. It was very important since the material was the base in teaching learning process and it had to be suitable with the students’ need and the requirement of the English objective. Such as stated by Dubin and Olshtain (1986:29) significant feature of effective material should provide alternative for the teachers or lecturers and the learners in term of learner-tasks, learning styles, presentation techniques, and expected outcomes. If there were no built-in alternatives which allow teachers and learner to choose what suit them in particular situation, then the material could be imposing and restricting rather than allowing expansion and enrichment. Effective materials should

enable experienced teachers and autonomous learners to develop their own alternative according to their needs and personal preferences.

Materials commonly reflect the developer's choice for some language skills at the expense of other. In contrast, the material cannot be selected by using intuitive of the developer's thought. Developer had to determine whether the material was teachable or learnable and to get the authentic information, the developer could get the information by giving questionnaire or informal interview for the learners and peer teachers or lecturers.

1.4 Material Adaptation

Material adaptation could be done when the lecturer found some materials that was considered important for the students but there were some points in that material that should be adapted in order to make it suitable with the students' condition. It was in line with Salas (2004:3) who stated when teachers adapt an activity or exercise from a textbook... they could use old textbooks to take text and ideas and adapt them to their current teaching needs. There were some techniques that could be used in material adaptation, those were omission, addition (adding extra material), reduction, extension (lengthening an activity to draw

attention to other language features), rewriting or modification, replacement, re-ordering and branching (offering alternative ways to did the same activity, e.g. drawing, writing, preparing a speech, looking for a song).

Instructional material, in this study was in form of textbook, and the syllabus played important role in language course. Both of them could be said as "bread and jam" for the students in learning language formally at classroom. Regarding that condition, there was no doubt that both of instructional material and syllabus had to be connected each other. Every single topic that was discussed in instructional material had to be listed in syllabus and every requirement that was listed in syllabus had to be reflected in instructional material that was given for the students. It was very important in order to keep the stability of teaching learning process so the objectivity of the course could be achieved perfectly. In line with that condition, the lecturer who had right and duty to give the material for the students had to use the material that was relevant with the syllabus. The lecturer also had to consider the students' need and interest toward the topic that was given in the material. Salas (2004:4) stated that "many times a textbook presents the material in away that did not fit the reality of the classroom of the

current need of the students. It was in this moment where the lecturer had to define what to change, eliminate, add or extend.” While the lecturer were facing such that condition, the lecturer were obligated to make adaptation toward the material that was taught for the students.

1.5 Principle in Materials Evaluation

After the material was selected and developed, it was very important to evaluate the material in order to find out whether the developed material had fulfilled the required criteria or not. In evaluating instructional material that had been developed by the lecturer there were some guidelines that could be used, as suggested by Cunningsworth (1995:5) as follows:

1. Relate the teaching materials to the aims and objectives
2. Be aware of what language was for and select the teaching materials which would have equipped the students to use language effectively for their own purpose.
3. Keep the students’ learning need in mind.
4. Consider the relationship between language, the learning process and the learner.

These aspects were bounded in one unity that would help the students in

achieving the aim and objective that was purposed.

1.6 Theory of English for Specific Purpose Approach

Teaching language for specific purposes was determined by different professional or occupational, social and other – needs of the learner. Therefore English for specific purposes (ESP) included specialized programmes which were designed to develop the communicative use of English in a specialized field of science, work or technology. To be able to speak on a professional subject was not enough to know general vocabulary. However, a great part of professional vocabulary consists of general words, which either had a shift of meaning or make a new unit, usually becoming a compound word or a combination of words.

In the case of ESP language teaching learning was purposeful, i. e. predetermined by the need of the student not only to get familiarized with both the language of science and technology, thus with the English language of the subject he studies but also with the subject itself. The primary goal in teaching ESP was to provide the student with practical use of English revising the knowledge built earlier. ESP concentrates not only on the recognition of particular structures of

sentences or word combinations, but also on the choice of terms and meanings of words in different kinds of texts. Grammatical competence was the domain of linguistic studies proper, while specific competence included interdisciplinary field together with the understanding of the particular context the language was used in. In line with the explanation above and relating with this study, ESP was very needed as an approach in developing instructional material that was suitable with the students' need and interest and also requirement in curriculum and syllabus.

1.7 Material of English for Science and Technology

The student who was learning English not in general one had to be given specific material which was focused for their field of study. The students with this condition commonly not only learn how to use English but also how the usage the English in their field of study. Student in technology who speaks English as a foreign language commonly understand the English term or English vocabulary that they found while operating computer or studying their major study because they get used to with that words not because they know the meaning of it in

Indonesian. That was only one problem that was found by the writer while teaching her students. In addition, according to Tomlinson (2008:59), the lecturer also had some problems with choosing topics for the students to do their learning activities with.

Regarding with the problem that commonly faced by the lecturer in selecting and using the English material for teaching their student the teachers were required had to choose the topic that was really related with the students' field of the study, and the topic also must be interesting. In addition, the text that was used also had to be given clear explanation and limited topic. It was really needed to avoid students' boringness in learning an English text. Finally, the lecturer also had to consider the language that was used in the material. The lecturer had to realize the condition of the student who was learning English as a foreign language. The students did not use English in their daily life so they were not get used to use English, even for the daily English some of the students could found difficulties in understand it. So that, the lecturer had to be able to choose and select the appropriate level of the language that was suitable for the student so they could understand in easily.

2. METHODS AND PROCEDURES

The data needed in this study was taken from the result of questionnaire and interview gained from Sekolah Tinggi Manajemen Informatika dan Komputer Palangka Raya. The data were classified into:

1. the data was taken from curriculum and syllabus,
2. the data was be collected from the needs assessment,
3. the data was given by the expert in validation process, and
4. the data was gathered during the try-out

The first data was used as the basis to develop the materials. The second data was used to determine whether the materials were suitable with the students need. The third data was used to determine whether the material had been developed in accordance with theories underlying it. Then the fourth data was used to determine the applicability or the materials for the Information System (SI) students of Sekolah Tinggi Manajemen Informatika dan Komputer Palangka Raya.

The data of the study were admissible if follow the criteria below:

1. The primary data were taken from questionnaire, interview and observation. The questions of questionnaire were related with the

factors and method that was considered by the lecturer in order to develop English material. The question of interview was constructed based on the result summary of questionnaire. The result of the questionnaire response will be converted into score by using following formula:

$$\frac{S}{n} \times 100 \%$$

Note:

S = total score of each option of each item

N = number of participant

(adapted from Sugiyono, 2008:134-138)

2. The supporting data were only taken from documentation of archive needed; they were copy of material and copy of original sources in developing material.

In collecting data, oral and written method was used to find out information needed. Steps that were done in order to do collect the data were as follow:

1. The writer would confirm first to the lecturers of English and for the Information System (SI) students of Sekolah Tinggi Manajemen Informatika dan Komputer who was taking English subject that the writer would like to give them questionnaire that should be filled honestly. The writer would do some interview based

on the result of the questionnaire's response.

2. The interview was conducted at least a week after the questionnaire were returned back by the teacher, in condition the writer had already analyze the response of the questionnaire.
3. The observation was conducted at least a week after the interview result was analyzed by the writer and then followed by collecting documentation needed.
4. All data was analyzed by the writer and was concluded in specific result.
5. The specific result of the analysis was in form of English teaching material that was developed based on the data gathered.

Social Situation

In this study, the place which was taken was Sekolah Tinggi Manajemen Informatika dan Komputer Palangka Raya. The actors in this study were the lecturer of English who was teaching first year students of Sekolah Tinggi Manajemen Informatika dan Komputer Palangka Raya and also the Information System (SI) students of Sistem Informasi Department. The activity of the actors in this study was developing English material to be taught for the students of

Sekolah Tinggi Manajemen Informatika dan Komputer Palangka Raya.

2.1 Instrumentation

Instrument was a tool that was used to collect the data needed. In order to get the sufficient data needed for the study, the instruments such as observation, questionnaires and interview was used. The explanation was as follows;

1. Questionnaires were used to collect the information or data about the school demand toward English and students' needs. It was given to the lecturers and students. The content was aimed, the design of the materials, skills, topics, methodology, and teacher's book, while for the students consist of design of the material, topics, skills, and exercises. In developing the questionnaire there were some indicators that was focused on; the background of the students in learning English subject, the motivation and interest of the students toward English subject, the difficulties that was faced by the students in learning for skill of English, the content material in English subject and suggestion from the students in English instructional material.
2. Unstructured Interview was used in this study in order to find out the

needs of the students toward the material that was developed. The topic in interview was about the red line that becomes focus in this study, which was about the need of the student for English material. The curriculum and syllabus of the English subject for college was also used in this study as a reference of the materials to be developed.

2.2 Subjects

The subjects of this study were the English lecturer and the Information System (SI) students of Sekolah Tinggi Manajemen Informatika dan Komputer Palangka Raya. For the try-out of the materials, there were two classes that consisted of 75 students. The number students were considered adequate to be a representative of the Information System (SI) students of Sekolah Tinggi Manajemen Informatika dan Komputer Palangka Raya, in the try out activity.

2.3 Research Methodology

Regarding some varieties of models in developing materials using the R and D approach, the models were basically had same goal, but different in the procedures, depending on some factors such as, educational system, condition of teachers and students, learning situation and so on. In line with the stages in R and D steps that were suggested by Sugiyono (2008: 409) and Hutchinson and Waters (1990),

there were only some stages that were applicable in developing English instructional material for the Information System (SI) students of STMIK Palangka Raya. The stages of research design of this study could be seen clearly in following figure adapted from Sugiyono (2008:409):

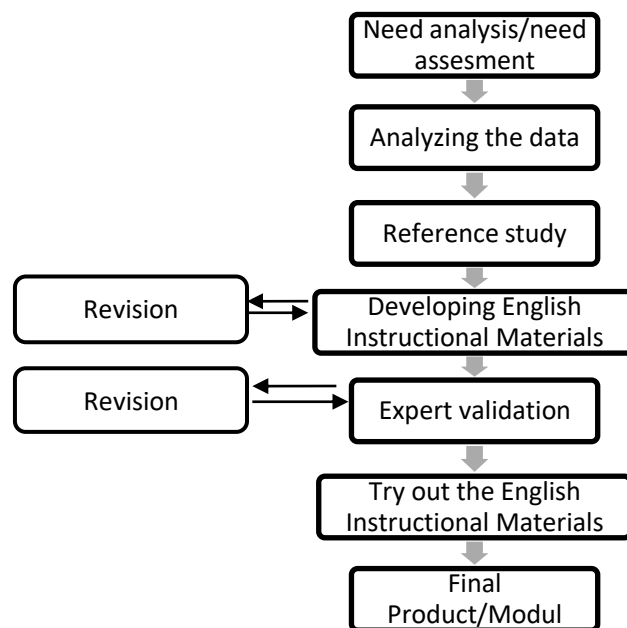


Figure 2.1 The procedure of the English instructional material

The steps that were done by the writer in developing the instructional material could be clearly seen as follows:

2.3.1 Need Analysis/Need Assessment.

Ideally, the material that was developed should reflect the students' need in learning English. Each student had different background knowledge and it would influence their need in learning English. So the materials that were taught had to be restricted based on what their need.

2.3.2 Reference Study. In this study, some theories about material development and relevant previous study was explored as the basis for the development. It was done in order to develop the qualified materials and to select the appropriate materials than could be used in English instructional material that was developed.

2.3.3 Material Development. After the reference study was done, the third stage of this development process was the material development. In this stage, the theories that had been studied in the previous stage and the information that had been gathered was used as the basis in developing material.

2.3.4 Expert Validation. The term of validation, according to Esseff in Qamariah (2010:41) means a process of try out and revision of the developed material. In this stage what did mean by validation was expert validation. It was caused there was a person who was considered as an expert in the material development would give the evidence whether the developed materials had fulfill the required criteria that had been set for the purpose of this study or not.

2.3.5 Revision. In this stage, the revision was done when the data was collected during the expert validation indicates that the material that was developed did not fulfill the criteria that was reflected in the purpose of the study and the data that was collected from the try-out of the revised materials still indicates difficulties or problem that could be experienced by the students in their effort to achieve the teaching learning objectives that was stated in each unit of the material.

2.3.6 Try-out the Material. The material was tried out in order to know whether it was suitable for the students, whether it really help the students in achieving the English competence that was expected in the objective of the learning.

2.3.8 Writing Final Product/Module. At the final stage, after the material was revised and tried out, the writer could make the evaluation toward the material that was developed. The evaluation here was measured based on the achievement of student competence in learning English. After the evaluation was done, the writer would write the final product of English instructional material.

2.5 Validity of the Study

In order to support the internal and external validity of this study; the writer had some efforts as follow:

1. Descriptive method was used to give real description factors and method that considered by the lecturer of English in developing English material.
2. All the instruments in this study was consulted with the writer's advisors in order to make sure the content of questionnaire sheet, interview question and observation note field was relevant with the theory and condition in field or not.
3. All data that was gathered and analyzed was only original from the instrument of the study.
4. The writer did not manipulate any quotation to support her statements, explanation and opinions.
5. In constructing this study, the writer always consulted her thesis proposal, thesis and developed English instructional materials to her advisors.

3 RESULT OF THE STUDY

English instructional material that was developed in this study was based on the idea that the students need them in

order to comprehend their major study, such as stated earlier on this study that the main study on the student was related with computing and information and technology. This material also was based in the requirement that was stated by the school authority, which was expected that the students were able to master English passively and actively.

3.1 The Result of the Need Assessment

The data of the need assessment covered about of information of what students need to learn. The data were collected by using questionnaire on students and English lecturer. Based on these data, the first draft of the material was developed.

3.1.1 The Questionnaire about the School Demand Toward English Instructional materials in STMIK Palangka Raya

The questionnaire was given to the English lecturers who teach in the first and second semester. It was used to collect information about the applicability of the book in terms of level of difficulty, effectiveness and attractions, usefulness, the topic, the design, the skills, the exercise, the method of teaching. The data could be identified and analyzed as follows:

1. The Objectives and Topics. Based on the teacher's responses on the

questionnaire, the current book actually had been in line with the curriculum of STMIK Palangka Raya, Considering the students' needs, toward teaching and learning. They agreed that the material that was given for the student had to be selected and developed based its own criteria for the topic the difficulty level of the materials itself. In this term, English instructional materials in STMIK Palangka Raya should align with the curriculum goals and objectives of the English learning and the learning outcomes that expected from the students. The topic that was used in materials also expected related with the main study of the students.

2. The Design. Related with the design of instructional materials, based on the lecturers' responses, all kind of picture and illustration could invite the excitement of students in English learning. It was proved good for conveying concrete images and providing support material when teaching a concept. Besides, they were also good for explaining ideas that need to be considered simultaneously.
3. The Skills. Related with these questions, the lecturers respond that the developed material should be

integrated with all four skills; listening, speaking, reading and writing. In each meeting, the students need to be given two language skills that were related to each other. These skills also had to be related with the topic. This strategy could increase their motivation to learn English. In addition the school authority also stated that the students should be able to use English actively and passively. It meant that all language skills had to be taught for the students intensively.

3.1.2 The Questionnaire about the Students' needs toward English Instructional Materials

The questionnaire that was given for the students was in form of close-ended type. It was consisted of twenty items. Eight items were asked for students' background, four items were asked for students' interest and motivation in English subject, and eight items were asked for the needs of materials. One open-ended question was given for their opinion and suggestion.

The whole items in the questionnaire sheets that were conducted were responded by choose one of the four options that were given. The measurement scale that was used in this study was Likert one and the option were adapted from Sugiyono (2008:135) as follows:

- 1 = strongly agree/very often/very interesting, strongly sure/highly motivated
- 2 = agree/often/interesting/sure/motivated
- 3 = doubtful
- 4 = disagree/never/not interesting/not sure/motivated

Open ended responses, which were related with the question in the items, were selected to support the analysis.

The unstructured interviews for triangulation were done to the lecturers of English and the lecturers of major content subjects of the Sistem Informasi Department, Sekolah Tinggi Manajemen Informatika dan Komputer Palangka Raya and to the expert of material development at the Graduate Program of English Education Department of Palangka Raya University.

The questionnaire for the students was firstly tabulated. Every component was evaluated by using percentage, thus, it was converted into qualitative data such as follows:

Table 3.1 The Criteria of Percentage toward Questionnaire Response

Percentage	Criteria
100%	All
90-99%	Mostly
80-89%	A lot of

50-79%	Many
30-49%	Some
1-29%	Less
0%	None

(adapted from Qamariah, 2010:46)

3.1.3 The Objective of Formulation

The objective of the English instructional material that was developed in this study based on the English for Specific Purpose approach, the school's demand, the result of the questionnaire about the background, the motivation and interest, and also the needs of the students.

Table 3.2 The Objective of the Study of Developed Materials

Unit	Unit Title	Objectives of the Study
1	Graphical User Interface	Students can understand some information from a reading text Students can write some short definition from certain term
2	Buying a computer	Students can express their idea in oral communication Students can understand some information that they listen
3	Word Processing	Students can give instruction

		Student can follow instruction
4	Networks	Students can understand some information in the reading text Students can write a descriptive text about LAN
5	The Internet and Email	Student can be actively express their idea in a small discussion and conversation Student can be actively giving question in a small discussion and conversation Student can be actively answering question in a small discussion and conversation
6	The web	Student can understand the information and the meaning of some terms in a reading text Students can understand some information and take several note from the conversation by the native
7	Chat and	Students can

	conference	understand the information and the meaning of some terms in a reading text Students can write IM chat by using correct abbreviation Students can write IM chat in formal written English
8	In the future	Students can understand some information in the reading text Students can write a report text
9	Graphics and design	Students can express their idea in oral communication Students can understand some information that they listen
10	Desktop publishing	Students can understand some information in the reading text Students can write a formal letter
11	Web design	Students can express their idea in oral communication Students can understand some information that they listen

12	Multimedia	Students can understand some information in the reading text Students can understand some information that they listen
13	Careers in computing	Students can understand some information in the reading text Student can write curriculum vitae

3.1.4 The Selection of the First Draft of the Materials

Regarding the data that had been collected based on the need assessment; the first draft of proposed English instructional material was developed. The draft was developed mainly on the basis of English for specific purpose approach.

It was divided into fourteen topics where the topic was used as a heading in each unit. The topic were chosen and ordered according to the complexity. The topics of the material were taken from books entitled; Basic English Computing and InfoTech: English for Computer Users. By using these materials, there were many topics that really accordance with their major content subject and their daily activity that always related with computing. These authentic materials

could provide precious support for the student to comprehend their major content subject that they had to study.

In developing English instructional material, the first draft was arranged and developed by combining four language skills, whereas for each meeting there was given two integrated skills. In each meeting, there was also given language focus that was given specifically related with their needs. For listening sections, the students were given the real conversation or extract from the native speakers. In addition, this conversation or extract were taken from the digital recoding audio of InfoTech: English for Computer Users.

There were three phase methods in teaching learning process, they were: pre-activities, whilst activities and post activities. In pre-activities, the students were greeted, checked their present list and explained the specific objective of the study. In whilst activities, student were given “warming up” question in order to arise their interest toward the materials that was given and then they were given the main material related with the language skills and language focus that have been prepared. The last was post activity. Here the students were given home work related with the topic that had been given. The home work was very

important for them in order to make sure that they had already about the material.

These phase method that was used relevant with Engage Study Activate (ESA) method. It was caused this method could expose the English language for the students, so that, it could motivate and give them opportunities for language use, and acknowledgement of language. The students were engaged emotionally with the English instructional material by giving the material and practices that related with their daily activity and their major content subject. In the developed instructional material, there were also provided some practices that required students to be active in answering the questions, not only in written but also spoken language. The practice was divided into two kinds, the first one should be done individually the second one should be done in pairs.

3.2 Analysis of the Development of Instructional Materials

3.2.1 Development of Instructional Materials

The purposes of the development of instructional material for the Information System (SI) students of STMIK Palangka Raya were:

1. to give the students English instructional material that were relevant with their major content

study and needs and also suitable with their level of English proficiency.

2. to provide activates and practices that could stimulus students' comprehension in English easier.
3. to provide the topic and tasks that could expose students in developing more knowledge, skills and competence in English.

3.2.2 Validation of the Developed Materials

Validation of the developed materials was done by giving the developed materials to the expert of material development to be commented and evaluated. In order evaluate developed material; the researcher had arranged a validation sheet to be filled by the expert. The result of validation process showed these following points:

1. General appearance. In general appearance aspect, the expert strongly agreed that; the font size and type used in developed instructional material were appropriate for the college students, every unit was given appropriate title and the developed instructional material has a complete bibliography.
2. Design and illustration. In design and illustration aspects, the expert strongly agreed that; there was

- consistency in the use of headings, icons, labels, italic, etc., the illustration that was used was functional and the illustration used facilitated students' visualization without imposing complete visual image. Then the expert agreed that the illustration used were varied and attractive and it stimulated students to be more creative. In addition, the expert stated that the pictures that were used have to be more colorful.
3. Objectives. In objective aspect, the expert strongly agreed that in general; the developed instructional materials fulfill the general objectives of teaching English in STMIK Palangka Raya, the developmental objectives are specified at the beginning of each lesson in module, the objective in developed English instructional material were clear and precise and the objective in developed English instructional material suitable with the level of first year college students.
 4. Topic content. In topic of the content aspect, the expert strongly agreed that in each topic in the developed English instructional materials relevant with the field of the study of the students and the topic allowed students to think critically. The expert agreed that the topic could encourage students to express their own opinion.
 5. Language content. In the language content aspect, the expert strongly agreed that; the developed English instructional materials covered the grammar items for students of ESP, and it included adequate for teaching vocabulary and specific term. The expert agreed that the developed English instructional materials included adequate for pronunciation work and the material for teaching grammar, vocabulary and pronunciation were graded in an appropriate manner.
 6. Language skill. In the language skill aspect, the expert agreed that the four skills were adequately covered and the material was for integrated skills work. The expert strongly agreed that; the listening materials were well recorded, as authentic as possible and accompanied by background information, question and activities. There was sufficient reading material (there was a range varied and interesting reading text that could engage students cognitively and actively), there was sufficient material for spoken English (e.g. dialogue, role-plays, etc) and the writing activities were suitable in terms of length, degree of accuracy, and amount of guidance.

7. Teachability. In teachability aspect, the expert agreed that the developed English instructional materials minimized the preparation time before teaching learning process and it catered for mixed ability students and classes of different size. The expert strongly agreed that the developed English instructional materials exploited the activities to meet students' need and expectation.
8. Flexibility. In flexibility aspect, the expert agreed that the developed English instructional materials catered different level of the students. The expert strongly agreed that the developed English instructional materials were appealing and useful for the students.
9. Teaching method. In teaching method aspect, the expert strongly agreed that; teaching method used in developed English instructional materials were the latest one, the methods used were students-centered and allowed student to talk more than teachers and also allowed various class activity.
10. Practice and testing. In practice and testing method aspect, the expert agreed that; the developed English instructional materials provided communicative exercises and activities that helped students carried

out their communicative task in real life. It also provided a variety of meaningful and mechanical exercise and activities to practice language skills. There were reasonable and appropriate numbers of exercises. Every exercise had a clear direction; in addition, the expert suggested giving example for the exercises. The tests used were valid and contained correct language. The expert also agreed that the developed English instructional materials provided model for final achievement tests.

3.3 Try Out of the Developed Instructional Materials

After the English instructional materials had been being selected, developed and validated, the drafts were tried out. The try out was given during the second semester. Therefore, there were some revisions in the draft that was about the exercises and the questions items in problem solving sections that had to be fixed with the material and the time given for the students to do it.

The researcher, as the key instrument observed the process of try out and noted down every relevant thing happened during the process. Then by the end of try out, a questionnaire were distributed to gain supporting and additional data

connected to instructional material applicability and revision.

3.3.1 Analysis of the Try Out Instructional Materials

Based on the observation while trying out of the developed English instructional materials, it was found that the topic that was used and selected was familiar with the students' background knowledge so they could understand the topic easier. At the first time while the listening and reading sections were applied, the students a bit surprised and when they were asked to present their idea in front of the class some of them were doubt to do that. Some of students stated that they were not familiar with the accent of the native speaker in recoding so they found difficulties to hear and understand what speakers say. Fortunately, after the third meeting, while they had got used to with listening and speaking section, they could follow and enjoy listening and reading sections, more over if there was a role-play practice. Even there some students were shy and unconfident to speak up in front of the class but it could be handled because they did it in pairs and the other students also gave positive support for them. The pictures that were inserted in the developed English instructional materials also helped students to arise their interest about the topic that was given and it really helped

them to understand the material that was given.

3.3.2 The Result of Interview

There were two kinds of interview that was conducted by the end of the try out. The first one was given for the students who involved in try out, and the second one was given to the colleague English lecturer. In the interview, there were used interview guidelines that were used in order to give additional data about the applicability of the developed English instructional materials. The results of the interview were described as follow:

1. The result of colleague English lecturer interview

In line with the general purpose that was stated by the STMIK authority, the colleague English lecturer stated that the students were expected could master four English language skills. The students were expected could speak English and could understand English commands that probably they found while they were operating a computer or while they were studying their major content subject.

The colleague English lecturer stated that the topic that was given still in teachers' capability to teach it. The tasks, exercises and practices that were given for the students in the developed English instructional materials were step by step could

increase student will and interest to do it. It was also believed step by step could improve the English proficiency of the students. The order or command that was used in the developed English instructional materials should be given in the language that was easy to be understood by the students, so the students could do practice in no doubt and effectively. The developed English instructional material that was given for the students was generally good enough. It was suggested to give more practices for the students in writing sections so the students could express their idea not only in good oral communication but also in the written one. The developed English instructional materials that taught were arranged in good order. The level of difficulty of the language in developed English instructional materials was fair enough for the students; even so, the English lecturer still had to guide the students during teaching learning process. The grammatical feature that was taught for the students was useful for the students. Finally for the assessment method used was good enough; the English lecture was expected could do the assessment objectively.

2. The result of the students interview

Related with the topic of the material that was given for the students, the students stated that it was interesting and also closely related with their major content subject so that it really could help them to study their main major content subject. The practices, exercises and tasks that were mostly like by the students were doing a role-play. They also liked to fill blank spaces in listening section. Unfortunately, some of the students had an aversion to do some writing task while they were asked to compose a text. The students stated that the developed English instructional materials that was given for them were really help to operate computer and browse the Internet, because most of the topic in developed English instructional materials related of the Internet and computer software. They also stated that by doing the practices, exercises and tasks given, it could help them to develop their English ability. The order and command that was given in the material was clear enough but for fewer students, they still had to make sure the order for the teacher. The students was really enjoying the task that was given for them, because the task was so interesting and different with the common task, for example

when they were asked to make an Instant Messaging chat by using common English abbreviation. They still had fun by chatting with their friends but they still could do their home work well.

3.3.3 Revision of the Try Out Materials

The revision of developed English instructional materials was done based on the result of the expert validation and the result of the try out section. In line with the suggestion by the expert, first, the illustrations and the pictures that were embedded in the developed English instructional materials should be more colorful and attractive. Second, it was important to give example of how to answer each exercises or practices that were given in each meeting.

3.4 Final Version of the Instructional Material for the Information System (SI) Student of STMIK Palangka Raya

After going through several revision and adjustment, the development of the instructional materials in this study resulted the final version was in the form of second semester English Instructional Material for Information System (SI) students of STMIK Palangka Raya in Sistem Informasi department. The materials were developed based on the data collected from the need analysis

which then revised based on the data given by expert, colleague lecturers and the students in the validation process and try out section. Finally the module was expected could give contribution in creating meaningful English learning since it was developed based on the students' needs, interest and subject content.

The final version of the English instructional materials for Information System (SI) students of STMIK Palangka Raya after being selected, developed, validated, and revised was presented in appendixes.

CONCLUSION

The purpose of the development of the English instructional material for the Information System (SI) students of STMIK Palangka Raya was (1) to give the students English instructional material that were relevant with their major content study and needs and also suitable with their level of English proficiency, (2) to provide activates and practices that could stimulus students' comprehension in English easier and (3) to provide the topic and tasks that could expose students in developing more knowledge, skills and competence in English. The developed English instructional materials in this study could be used as alternative of English instructional materials to solve

English teaching learning problem in STMIK Palangka Raya. The material was developed based on the needs, interest, and motivation of the Information System (SI) students of STMIK Palangka Raya, so it was considered appropriate and applicable for them. The material was developed in accordance with the principle of English for specific purpose approach; consist of some tasks, practice and exercises for the students and also inline with the context of students' major content subject. In addition, the topic in the material were exploited into several tasks, exercises and practices that enabled students to develop their listening, speaking, reading and writing skill of English as well as their skill in English grammatical structure which expected to lead them to the mastery of language according to their level.

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