Developing Students’ Workbook for English Profession

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Abstract: This study is aimed at developing English Profession material. In this case, the product is English Profession material in teaching English. To support the study, the appropriate design that the researcher applied was research and development (R & D). To support the study, the appropriate design that the researcher applied was Research and Development. The result of need assessment consists of 1) the College Need English Profession material, 2) the Students need toward English Profession material, 3) The Economics Graduates about English at Economics Department, 4) the Curriculum maker interview. After that the material mapping to develops the first draft of the material, then gave the product to the expert validation, after revised the result of the try out of the material, the researcher revised the product and got the final. The final product consists of the good cover, the material by using communicative approach which full activities of reading and speaking also the essential phrases for use in real-life situation.

Key word: Developing, English Profession Material, students’ workbook

INTRODUCTION

The global spread of enlightenment ideas and capitalism has been followed by the phenomenon “English as an International/global language. In the past few century the world has witnessed dramatic changes to human societies. New technologies and ways of thinking constantly alter how we live our everyday life. Most learners are also learning English, in school and via other channels such as tutoring, private English class, and self study.

Under Indonesia’s market economy, English language learning has been adopted as a strategy to promote the nation’s economic competitiveness in global economy. EFL is English as Foreign Language also as ‘teaching English for people who are learning the language for pleasure, work or educational reasons’ (Ceranic’s, 2009) so that English in university level specially non English department, such as English Profession is one of the subjects beside business English letter of Economics Department at Sekolah Tinggi Keguruan Ilmu Pendidikan (STKIP) PGRI Pasuruan – suggest to the four semester should learning English not just English as an International language but also English for works place, it remains of curriculum subject to be allocated two 50 minutes periods a week from the start with the focus on the knowledge and communicate with others outside of the classroom.

Economics is as the study of how scare resources are and can be used to satisfy wants and needs. Scare resources are such things as raw materials, energy and labor, that can be used to produce goods and
services to satisfy human wants and needs. Economics also attempts to answer questions about what kinds of goods and services we produce and how much, the manner in which organize production, how goods and service are distributed among all the people that want them, and how what we do today affect our ability to produce in the future. Or Economics is a science concerned with choosing among alternatives involving scare resources.

Since Indonesian has a variety of languages in which definitely influencing to their learning process of English, this study specifies identifying the learners’ needs of English Profession for Economics Department. By exploring relevant research and integrating information gained from interview with professionals in ESL (English as a Second Language) and Students of Economics Department, it is hoped a clear picture of the needs and challenges of Non Native English Speaker Economics Department.

In addition, based on the interview with the lecturers and students of Economics Department at STKIP PGRI Pasuruan it reveals that the teaching English at Economics Department can not reach the purpose of the lessons because, (1) the material provide compiled from many sources without knowing what the students’ need , (2) there are extra copies to every meeting, so that make the students feel boring. So, Developing English Profession Material for Economics Department is still needed because some reasons, first, the English lecturer who taught English should create a good environment, with the material that motivate students to learn. Second, they need more than just reading ability that they should master. What they had to master not only reading but also speaking skills.They need more experience related to teaching English for Economics.

Based on the problems above, the researcher proposes to develops interesting English Profession Material for the students of Economics Departments at STKIP PGRI Pasuruan. Thus materials are developed to provide students with reading and speaking skills. Based on the background stated earlier, the problem of this study can be stated as follow : What is the appropriate English Profession Material by using communicative activities that suitable for the students of Economics Department at STKIP PGRI Pasuruan ?

**METHOD**

**Model of Development**

The researcher developed the materials based on the model proposed by Borg and Gall (1983) propose ten steps to developed course materials. They are (1) research and information collection, (2) planning, (3) developing preliminary form of product, (4) preliminary field test, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, (10) dissemination and implementation. This model uses chosen because it periods the researcher with supplier
and clear steps in developing the materials.

To adapted model for developing material consists of seven steps, namely 1) need analysis and reference study, 2) material development, 3) expert validation, 4) revision I, 5) limited field testing, 6) revision 2, and 7) final product.

Figure 1. model of developing material (adapted from Borg and Gall, 1983)

Procedure in Developing the Product

Need Analysis and Needs Assessment to Reference Study

Richard (2001) identifies the needs survey or need analysis may be used for different purpose such as to find out what language skills the learners needs to perform in a particular role, to identify the gap between the students are able to do. In doing the needs survey and the data analysis method are very important for the success of the need analysis.

Collecting the data of this study is conducted in two sections. Firstly, it is conducted before the development material in order to get the basis for the development. Secondly, it is done after the development of the material to verify the product. While a structured interview addressed to the English lecturer, the curriculum maker, students and graduates to gather the qualitative data about their expectations on the English course.

The subject involved in the needs surveys are the four semester students of Economics Department of STKIP PGRI Pasuruan, the English lecturer, the curriculum maker, the graduates and the students. The subjects involved in this needs analysis stage give valuable inputs as the basis for developing material. This study applies a series of structured interviews to an English lecturer, the curriculum, the students and the graduates. The structured interview is a way of gathering the qualitative data by asking individual questions about their behavior. This method allows the respondents to answer in
their own words and either briefly or at length (Ary et al, 2002)

There are eight questions addressed to the English lecturer for obtaining data about the lecturers’ expectation and the previous teaching of English Profession. Whether the interview for the curriculum maker, the graduates and students are consists of ten questions covering the expected outcomes, the topics to be covered in the material and their expectations of the teaching of English.

**Developing Material**

The first step is developing of the purpose of the course, after that examining the goal and objectives of the course. The facts that, the goal of the course before only leading the students to read economic articles in English also speaking but most of the material exposed to role play. After decided the goal and objectives, the researcher mapping the material and collecting some existing materials to drafting the contents of the materials. The last is designing and arrangement of the activities also important to get the balanced of four skills that should be taught.

**First Revision**

The subject involved in the try-out stage are the expert and the English lecturer also the students. The subjects involved in the try-out stage give valuable input in validating the product to ensure the quality of the product.

**Limited Field Testing (Try-Out)**

Trying the product to know the applicability of the real classroom activities by distributed the material to the students, the lecturer, so that they will answer some questions related to the content of the material, the exercises, the assessment.

**Second Revision**

After feedback from the try-out questionnaire, so that, the researcher will know whether the product should revised based on the limited field testing result.

**Final Product**

The improved materials are the final product, after second revision.

**Research Instrument**

In doing the research into the field, the researcher used different instrument to gather the data, as the object of these two instruments were the interview, the questionnaire also field note.

**Data Analysis**

The data from the need analysis, the data from the expert validation and the data from the field try out were analyzed descriptively. The data gathered from questionnaire and interview in the need survey is analyzed to describes the actual need in the target situation. The data that gathered from questionnaire, discussion and consultation in the expert judgment was analyzed to describe evaluations, comments and suggestion of the expert on the
developed materials. Furthermore, the data from questionnaire and interview in the try out was analyzed to describe the applicability in terms of effectiveness, usefulness and attractiveness of the developed materials and it is used to make revision.

FINDING

The Result of Need Assessment
The College Need English Profession Material

Based on the interviewed with the English lecturer was April 1st 2013, that the researcher gave some questions related with the topics, difficulties during teaching English in Economics Department, how does the lecturer implemented attitude, skills knowledge in teaching learning process, to know whether he used specific material or textbook and also wanted to know whether he motivated the student to learning English.

The English lecturer is 37 years old, and he is a doctorate candidate of TEP (Technology of Learning ) at University of Malang. The lecturer explained that he taught English at Economics Department for a few years. The topics are export import, selling, costumer services, but sometimes English language in general. The lecturer found some difficulties during teaching learning English, such as the students have not background of English language so that the lecturer used bilingual (Indonesian- English) or sometimes reviewed many times to certain words related to economics field. Another things that the students purpose is they can read and write in English. The lecturer gave articles of economics then students read aloud after the lecturer modeling, then they discussed the difficulties words, after that they answers some questions based on the reading to get the students comprehension. Even the lecturer motivated students to learn and never laughing their friends mistakes, but they still do it. The students got the material from the lecturer regularly by copies for every meeting.

The Students Need Toward English Profession Material

Based on the interviewed with some students of Economics Department was April 2nd 2013, the researcher gave them some questions in a group discussion with 15 students. Related to teaching English, some students (10 students) said that English is difficult to learn, a few students (5 students) said ok for sometimes. Another thing that the lecturer sometimes using English language while teaching and learning in Economics Department. While instruction is sometimes clear enough, the lecturer always check their mistakes for their reading. All the students agree that English subject is interesting but sometimes boring because the way they learning in monotonous. Even they like learning English but they wish English will more attractive, fun enjoyable. The most important think is that the lecturer sometimes motivate them to learning English and never afraid to make a mistakes.

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The Economics Graduates about English in Economic Department

Based on the interviewed with some Economics graduates was April 4th 2013, the researcher gave some question to 5 graduates, they worked for educational sectors (3 teachers), entrepreneur (2) and staff (1). Related with the English use in their real life or workplace they said that they mostly used for formal situation such as in the meeting and presentation, telephone and virtual contact (e-mail).

Usually they used English with non native speaker (their boss, friends), all agree that they sometimes used all skills of English language and they also agree that they very often difficulties in using four skills of English language. They all said the very important as the professional they need to learning all skills (listening, speaking, reading and writing). When they entered new job, they felt surprised that they haven’t much experience of English language.

They hope that English will be more enjoyable, fun and easy to understand. The language teaching be oriented more toward specific economics and professional language not in general. And the last, they wish that English will be given to the students at least 2-3 hours per week.

The Curriculum Maker Interview

Lastly, based on the interviewed with the curriculum maker was April 5th 2013, the researcher gave some questions to the curriculum maker, he was 45 years old and graduated from S2 degree. He explained about vision and mission of Economics Department, then he said that the course description of English Profession need to developed based on the students’ need because usually they only got reading ability toward economics and ideas. Related to the syllabus also need to revise because the lecturer using selected articles and students to copies. Hopefully the material will be developed based on the objective of the course, and matched with the curriculum.

The researcher concluded that teaching English is still needed for Economics Department because some reasons, first, the English lecturer who taught English for Economics Department should create a good environment, material to motivate students to learn. Second, as Students of Economics Department, they need more than just reading ability that they should master. If the business English letter, they focused on writing ability, but for English Profession they hope that they will understand the job or careers opportunities after they graduated from Economics Department. Third, as the present graduates of Economics Departments, they need more experience related to teaching English for Economics. What they have had only mastering in reading but not for communicative skills. Fourth, the curriculum maker can revised what the students’ need based on the student analysis, he should revised periodically to know whether the lesson need to develop or not.

As the researcher we try to identify the students need, also gathering information from the curriculum maker, revised the
The English syllabus of Economics Department, and the last design the way to developed material of English Profession for Economics Department.

The Material Mapping
The researcher wanted to developed of the purpose of the course. As stated before that the purpose of the course is to develop the students reading ability to the articles of economics, and the researcher developed the purpose of the course is to develop the students communication ability. After that the researcher sets the goal and objectives of the course. So that the researcher maps the material from many textbooks and articles related to English Profession and collects some existing materials. Then continued to drafting the contents of the material. The researchers designs 12 units which are consists of various topics. The last is designing and arrangement of the activities.

The Development For The First Draft of Material
The first unit is Whole Sale Trade. The second unit is Business Capital. The third unit is Delivering Goods. The fourth unit is Packing. The fifth unit is Transportation. The sixth unit is Making Reservation. The seventh unit is Advertisement. The eighth unit is Offering Good. The ninth unit is Budgeting. The tenth unit is Tourism. The eleven unit is Flow of Goods. The twelve unit is Travelers Cheque.

The Results of The Expert Validation
Textbook Evaluation for Expert Related to Content and Exercises
The expert validation from the lecturer of Economics Department at STKIP PGRI Pasuruan, he was graduated from S2 degree at University of Malang. For the content, they consist of eleventh questions, for the questions about topical, logical, organized manner.

In conclusion, the researcher develops the content and the exercises more attractive to gave some opportunities to the students knowledge by emphasizing critical thinking skill. So, the researcher creates more design of lay out, also more exercises and tasks.

Textbook Evaluation for Expert and English Lecturer related to Communication and Communities
The English lecturer of English Department at STKIP PGRI Pasuruan as the expert related to communication and communities. He was graduated from S2 degree from University of Malang.

In conclusion, the researcher develops reading and speaking skills in balance for each unit, also the researcher need to add more tasks to make the students active and they can practice outside classroom.

Textbook Evaluation for Expert and English Lecturer related to General Elements
The English lecturer of English Department at STKIP PGRI Pasuruan as the expert related to general elements. She is studying at
S2 degree at Islamic University of Malang.

In conclusion, the researcher develops the language skills balance for each unit, the researcher also should create the easier lay out to follow, then make the students more interest to learn English.

Textbook Evaluation from Students
The students in a group of 5 students discussed about the content, exercises, and communication.

In conclusion, firstly, the researcher develops the language skill balanced. Secondly, the researcher develops the interactive new vocabulary to communicate, the instruction in the textbooks tell the students to read for comprehension, the text make comprehension easier by addressing one new concept at a time. Thirdly, the researcher develops the language skill that gave some opportunities for learners to communicate with each other, of the teacher in the target language in meaningful and authentic situations, the communicative activities set in a real-world context or represent a real-world task, the text activities developmental appropriate.

Results of the Try-Out of the Material
The Try Out of the Material on Economic Content
In conclusion, the researcher develops the English Profession materials in general are good enough but the researcher should develops the Book Map related to the material which unsuitable to each other. Otherwise, the expert also adds criterion of assessment for try out to all unit, after assess to each unit.

The Try Out for the Material at Design Expert
In conclusion, the researcher develops the material to add a few pictures to each topics that make the material consistent. Also selecting the fonts related inconsistencies to unit.

The Try Out for the Teacher/English Lecturer
In conclusion, the researcher develops the material more easily to be learned by the students of Economics Department, so that, they have enough experience to learn English, at least they have ever learned English before they entered their new job.

Try Out from the Students
In conclusion, the researcher develops the material with more various pictures related to topic to make the material more interested to learn.

The Revision of the Product
In conclusion, that all they need is to make the material more interested in using many kinds of pictures, gave more exercises that up to date, the consistencies of fonts to each units and sub topics, and the last, how built the students motivation to learn English because their major is Economics Department.

The Final Product
The final product consists of the good cover, the material with using communicative approach which full activities complete with the Book
Map, also the essential phrases for use in real-life situation.

**DISCUSSION**

**The Need Assessment**

Based on the interview result of the college need English Profession material, the students need, the Economics graduates, the Curriculum maker, the researcher concluded that teaching English is still needed for Economics Department because the students graduates more opportunities at job vacancies if they have English well. So, the researcher gathering information to revised the English syllabus, and develops the English Profession material.

Since known that the language and discourse of Economics have been the subject of considerable analysis, although it is not clear whether it is the specific discipline or the broad disciplinary area that is under discussion. (Dudley-Evans, 1998:50) have shown that these are differences between academic articles in economics and those in EST in terms of how authors present, this again shows how ESP has a role in influencing debate within discipline and demystifying the processes of communication. So, the researcher found that the materials does not suitable with the students’ need and also there is gap between the students’ level and materials presented in the textbook.

**The Material Mapping Before Develops The Material**

The important is the materials objectives such as good material contains of interesting texts, enjoyable activities which engage the learners’ thinking capacities, opportunities for learners to use their existing knowledge and skill, content which both learner and teacher can cope with by introducing teachers to new techniques, also the materials provide models of correct and appropriate language use as stated by Hutchinson (1987)

In developing the material, the research adopted the communicative approach which stressed the significance of language functions rather than focusing solely on grammar and vocabulary. Huda (1999:93), communicative competence is not restricted to the acquisition of linguistic knowledge and ability to produce grammatical sentences, but it involves the ability to produce those utterances for an appropriate context in which it is used and evaluated. Activities in CLT typically involve students in real or realistic communication, where the accuracy of the language is less important than successful achievement of communicative that they are performing. The examples of those activities are role play, simulation, information gap. It is important to be aware that meaning based instruction is advantageous, but it does not mean that form based instruction. The fact that, the Economics Department learn English need to develop both accuracy and fluency in order to use the language effectively. It is proved by the
finding that the interesting activities can enrich their ability.

**The Expert Validation**

The expert validation for content and exercises from the lecturer of Economics Department at STKIP PGRI Pasuruan, otherwise the expert validation for communication and communities aspect, also the expert validation for general elements aspect from the English Lecturer of English Department at STKIP PGRI Pasuruan. And group of students discussed about the content, exercises, and communication aspects.

Related with expert validation, Latif (2012:175) argue the expert are selected to help improve the quality of the product. So, anybody who expertise is needed to improve the quality of the product can be selected as the expert for the validation. Again, the expert may be experienced teachers, those knowledgeable about the related curriculum, those good at picture drawing, those good in instructional assessment, etc.

**The Final Product**

The final product consists of the good cover, the material with using communicative approach which full activities complete with the Book Map, also the essential phrases for use in real-life situation.

**CONCLUSIONS**

The researcher concludes that the research and development of the English Profession material is appropriate by using communicative activities for the students of Economics Department at STKIP PGRI Pasuruan.

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