

DEVELOPING INSTRUCTIONAL DESIGN OF ENGLISH FOR SPECIFIC PURPOSES IN THE ENGLISH EDUCATION STUDY PROGRAM BORNEO UNIVERSITY OF TARAKAN

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ABSTRAK

Seperti kebanyakan perkembangan di era global, Bahasa Inggris untuk tujuan khusus (ESP) bukan merupakan gerakan yang disengaja dan dapat diprediksi, melainkan sebuah fenomena yang tumbuh dari sejumlah tren yang terkoneksi. Revolusi dalam linguistik dan fokus pada pemelajar adalah alasan inti berkembangnya tren pada ESP (Hutchinson & Waters, 1991). Fokus dari penelitian ini adalah meningkatnya kompetensi mata kuliah ESP bagi mahasiswa dan tersedianya RPS dan bahan ajar mata kuliah ESP yang sesuai dengan prinsip pembelajaran komunikatif (CLT) dengan kebutuhan mahasiswa di jurusan Pendidikan Bahasa Inggris Universitas Borneo Tarakan. Tujuan penelitian ini adalah: mengidentifikasi kebutuhan belajar mahasiswa dalam mata kuliah ESP; menganalisis deskripsi mata kuliah ESP sebagai acuan perancangan dan pengembangan rencana pembelajaran semester (RPS) mata kuliah ESP; serta merancang dan mengembangkan RPS dan bahan ajar mata kuliah ESP. Penelitian ini menggunakan desain penelitian dan pengembangan (Research and Development) sistem pembelajaran yaitu model 4D (Define, Design, Development and Dissemination). Luaran dari penelitian ini adalah tersedianya RPS dan bahan ajar yang sesuai dengan kebutuhan belajar mahasiswa di program studi Pendidikan Bahasa Inggris, yang diharapkan dapat memenuhi kebutuhan pembelajaran yang berhubungan dengan pembelajaran ESP.

Kata Kunci: Analisis Kebutuhan, English for Specific Purposes (ESP), Pariwisata

ABSTRACT

As with most development in global era, English for Specific purposes (ESP) was not an intentional and intelligible movement, but rather a phenomenon that grew out of a number of connecting trends. A revolution in linguistics and a focus on learners are the core reasons (Hutchinson & Waters, 1991). The focus of this research is to advance ESP courses and teaching materials based on Communicative Language Teaching (CLT) approach that fit the needs of students in the Department of English Education at Borneo University of Tarakan. The purposes of this study are: to identify student learning needs in ESP courses; to analyse the description of ESP courses as a groundwork for designing and developing lesson plans for ESP courses; and to design and develop lesson plans and ESP course teaching materials. This study uses the research and development design (Research and Development) of learning systems, namely the 4D model (Define, Design, Development and Dissemination). The output of this study is the availability of lesson plans and teaching materials that are in accordance with the learning needs of students in the English Education study program, which are expected to meet the learning needs related with ESP learning.

Keywords: English for Specific Purposes (ESP), Needs Analysis, Tourism

BACKGROUND

The use of language for communication and the development language learning are getting more multifaceted, it is the time to outline the idea of English for Specific Purposes. Diverse human activities need different communication skills and entail mastery of specific linguistic items. ESP is, principally, language learning that puts emphasis on all features of language relating to a specific field of human activity, while taking into account the time constraints imposed by learners (Wright, 2018). This general definition classifies two central aspects: content and methodology.

Content is associated with the range of scope of a particular course is, compared with the entirety of the language learning in general. As illustration, a course in English for Tourism Purposes will be focused on evolving all of the linguistic skills which are required in order to function at a professional level in the world of tourism sectors. For some people, even a course entitled "English for Tourism " will prove to have too broad a scope and for them, a course designed for their specialisation within the field of tourism will be appropriate, for instance in Hospitality, Tour Guide, Front Liner or Airlines.

According to (Sárosdy, Bencze, Poór, & Vadnay, 2006) Communicative language teaching is an approach that focus its goal and means on interaction. Communicative Language Teaching must have these characteristics:

- Content Language

language is a tool for getting information about the world. In this Pangkuh Ajisoko

approach message is more important than the form. Interdisciplinary or in another word: cross-curricular approach, by which content can be integrated into English teaching, is based on a lot of authentic materials taken from various text types such as newspapers, journals, pamphlets, guidebooks etc. These texts cover a wide range of topics, so in addition to broadening your students' minds, they will build up their vocabulary as well.

- Intercultural

Foreign language learning is often foreign culture learning. In order to understand just what foreign culture learning is, one needs to understand the nature of acculturation and culture shock. A person's world view, self-identity, and systems of thinking, acting, feeling, and communicating can be disrupted by a change from one culture to another

- Holistic

It means that the whole personality of the learner must be developed during language teaching. This term related to communicative language teaching, will focus teachers attention on the fact that students' ways of thinking should also be developed.

- Experiential

The students are supposed to experience that the target language acquired is very useful in life. Authentic texts such as brochures, instructions, cookery books etc. make students feel how practicable their knowledge in English is.

- Learner-centred

Learners' needs are very important in communicative language. Activities are chosen according to the various learning styles and they also must be age relevant.

Developing Instructional Designs

The goal of communicative language teaching is to make students communicatively competent. Let us examine what the term communicative competence means.

ESP course for English Education students is aimed specifically at tourism. The aim of ESP is to explore specific and potential English language skills in the tourism sector. In other words, English at ESP can support students' knowledge of the tourism sector that is potential for career development after they graduate. Therefore, the lesson plan and teaching materials in ESP courses must be in accordance with the needs of students (Dudley-Evans & John, 1998). In the English Language Education study program, ESP courses are still general in nature and have not adapted to the context of their living environment, Tarakan city. In addition, the teaching materials available so far are still not centred on learners and have not used communicative teaching methods.

From the explanation above, it appears that the urgency in developing ESP learning is strong. ESP learning for tourism is a preparation course for students that aims to develop English language skills in working in the tourism sector later. This requires lecturers to get to know their learners and their needs for English language skills in the tourism sector. By conducting a needs analysis, the lecturer can know clearly what kind of learning program students need (Long, 2005).

In the process of preparing a language learning program, needs analysis is the first step that must be done. The results of this needs analysis are then transformed into material, approaches, determination of teaching methods, and determination of the Pangkuh Ajisoko

form of evaluation in the language learning program. According to (Nation & Macalister, 2010), needs analysis aims to find out what learners already know and what learners need to know. By knowing this, the course can be arranged with relevant topics. Nation and Macalister also divide needs into two, namely target needs related to learner's needs and learning needs.

After needs analysis and getting the results, these results can be used to determine the objectives of the learning program. These objectives can then be expressed in the form of specific instructional objectives which in turn make it as basis for making lesson plans, teaching materials, assessments, assignments and activities (Khan & et al, 2011). This is consistent with what (Songhori, 2007) said that information collected through a process of needs analysis can be used to define learning objectives. This goal can be in the form of specific learning goals which can then serve as a basis for developing learning plans, materials, tests, assignments and other learning activities.

According to (Richards, 2001), "making lesson plan is known as the composition of the content that selected and arranged for orderly and practical sequences for learning purposes". Richards states a definition for making lesson plan as follows: a) the development of things that have been acquired; b) appropriate activities; b) teachable; c) creating a conducive learning environment for students.

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METHOD

This study used research and development design (Sugiyono, 2014) by applying the 4D model (Define, Design, Development and Dissemination) The description of the 4D model is illustrated in Figure 1.

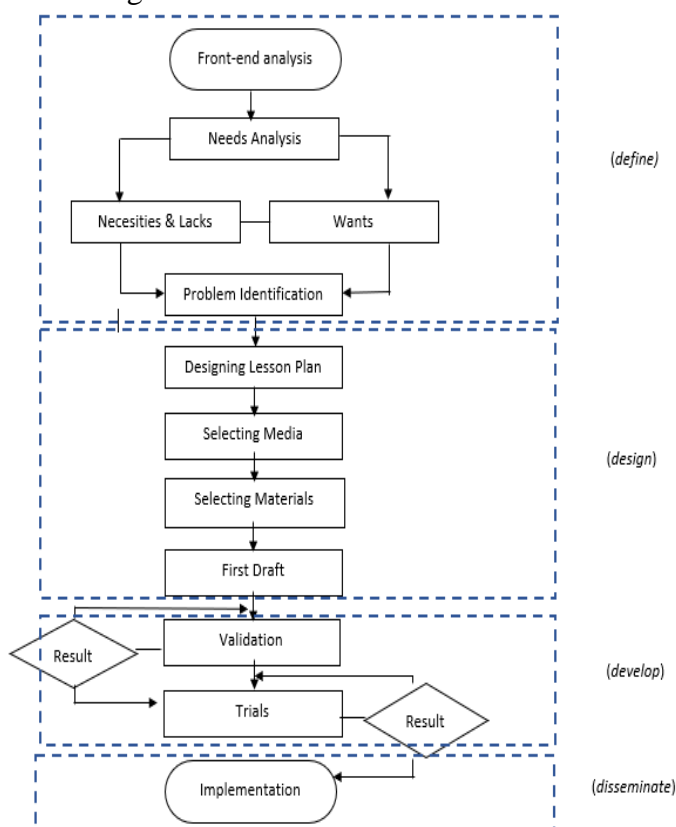


Figure 1. 4D Model

The first data from this study is the learning needs of English students which were identified using a questionnaire. Second, curriculum documents of English Education Study Program were analysed in order to reformulate the lesson plans. The data collected is a basic reference in designing ESP lesson plans and teaching materials. The results of data analysis in this study will be presented in descriptive form.

The study was conducted in English Education Study Program, Borneo Pangkuh Ajisoko

University of Tarakan. The participants were 70 students that took ESP courses in tourism. The participants were from two different classes.

RESULT AND DISCUSSION

The questionnaire consists of 2 parts. The questionnaire was adopted from the concept of (Nation & Macalister, 2010) which classify needs analysis into necessities, lacks and wants. Each part has 5 open-ended questions about linguistics items that learners need.

The first part was to seek information about learners' necessities and lacks toward English for tourism. The result reveals that learners tend to expect to learn English for communicating with tourists with high articulatory while the others claimed that they need to communicate formally related to serving people, guiding tourists, promoting places and traveling plan. Learners prefer to read and write letters concerning tourism business correspondence such as offering letter, promotion, reservation and ticketing. Learners need to learn various expression and vocabulary for service conversation in tourism activities.

The result identifies learners necessities and lacks, as follows:

- Serving use formal language
- Asking for personal information
- Asking and giving information on the phone
- Expressing apologies
- Handling complain
- Describing places and attractions
- Making reservation
- Checking in/out
- Offering services

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- Writing CV for tourism job
- Reading ticket/reservation/personal information

The second part was to seek information about learners' wants. The result reveals that (80%) learners expect to be able to have fluency in spoken communication especially speaking. They expect to have good rapport with the tourist through communication strategies in English. The result reveals the learners' wants for ESP course, as follows:

- Communicating transactional and interpersonal with tourists
- Bargaining
- Promoting tourism
- Presenting places in social media/blog/website
- Reading tourism magazine
- Writing blog

From the results above, it seems learners need plenty of subjects to learn in ESP course. Moreover, learners' want affect their expectation and motivation in learning ESP. However, some of those necessities, lacks and wants identified above are still missing in previous lesson plan being used by lecturers. This result may be beneficial as a basis for developing the lesson plan.

The needed skills carried out by the questionnaire have different portion. Table 2 shows the result of skills priority needed by learners in English Department UBT. The questionnaire inquired the skills needed by using priority scale from the most and the least. The following table shows its percentage:

Spoken		Written	
Listening	Speaking	Reading	Writing
18%	52%	17,5%	12,5%

Table 2. Skills Percentage

The data revealed that spoken language especially speaking takes the first priority in creating the lesson plan and course for learners. Most of learners need speaking for interaction and communication skills in working for tourism industry. While on the other side, written skills seem have least priority for learners due to the use of which is still little in tourism sector. Learners need writing for creating written communication to the customers or tourists. However, learners still perceive written skills as hard skills to learn.

The second instrument of this study was check-list for the evaluation of language-teaching materials that was adopted from Cunningsworth in (Hutchinson & Waters, 1991). There are 3 parts that consists of several lists of evaluation point for the materials such as language, methodology and general.

The result reveals that the language being taught in the course is formal in approach but less communicative. The occupational register has been sufficient but needs more exposure in vocabulary and expression. The methodology of the lesson uses subject-centred instead of student-centred. The activities were communicative in nature but still have least time of language practice especially in written language. The general point from materials shows that supporting materials like teachers book and visuals were not provided. Although, the general objective

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of lesson has appropriate idea with learners needs.

According to the results above, researcher designed and developed the lesson plans and teaching materials. Needs analysis is the basis in deciding the objective, material, methodology, language, content, media and activities. The checklist was used as a track in developing the appropriateness and completing the weakness of previous lesson plans and materials. The lesson plans and teaching materials were validated by 2 validators consisted of 1 Borneo University of Tarakan lecturer and 1 English teacher from vocational secondary school. The results from the validation stated that the materials and lesson plans are decent to try out.

All of suggestions given by validators in the previous validation phase were very valuable for the researcher to get development of the materials. The researcher did all the revisions to make the materials fit to learners need. There were some required reviews after the validators giving their assessment. The revision related to the content, the language, the exercise, the context and the lay out arrangement of the English material.

However, due to the lack of time, the lesson plans and teaching materials that have been designed for ESP tourism development will be implemented in the next academic semester. For this reason, the further experimental research will be valuable in seeing the success of the lesson plans and teaching materials.

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CONCLUSION

The study reveals some linguistics items the learners need in order to learn ESP for tourism. Necessities and want may have different directions but they have the same goal in nature that is to improve English language proficiency for tourism. The results of need analysis were still missing in previous lesson plans. Therefore, the development of instructional design takes important role.

The results from material evaluation checklist shows that the materials were still lack of communicative language teaching, student-centred approach, supporting materials. With this effort, the material designed for learners will be complete in fulfilling learners needs.

This study results will be advantageous for ESP teachers in designing a suitable ESP course especially for tourism. With this study, it is hoped that ESP learners can learn the language according to their needs. The development of instructional design of other ESP courses remain fertile ground for further research.

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