Abstract

This study aims to develop practical materials for the staff in Sharia faculty IAIN Pontianak to improve their professional and communication skills. The material was produced in the form of module that focused on speaking skills in context and was designed to fulfill the learning need of the staff in Sharia faculty IAIN Pontianak. This study adopts ADDI model in developing the material; analyze, design, develop and implement. In collecting the data for this research, the writer interviews the staff. The results of the interview become the foundation for the writer to develop the material. The finding of this study is in the form of module that covers the daily English expressions that are used in work place. The material from this study can help the staff to express themselves in English in relation to their work. Since the evaluation phase from the ADDI model was not conducted, it is recommended for the future research to evaluate the product that has been developed in this study.

Keywords: Developing, ESP, module, staff, Syariah faculty
A. Introduction

As English continues to dominate in business, technology, media, education, medicine and research, the demand for English for specific purposes (ESP) is rapidly growing to fulfill people with instrumental purpose (Tsao, 2008, p.53) Communicating in a foreign language has become an essential requirement in the present job market. The trend of globalization has demanded higher education institution to set a higher standard in order to render professionals who can communicate effectively in a foreign language in their work settings.

University is a place where students not only gain knowledge but also interact can provide good opportunities for both learners, educators and staff to practice their skill in English in their daily interaction in university. Syariah faculty IAIN as an Islamic institute in Pontianak realizes the importance of English language in order to face the challenge and competitions imposed by globalized era. Therefore, the staff is now demanded to be able to speak English in order to develop their professional and communication skills in providing services to students and lecturers.

In addition, to increase the institutions performance, Sharia faculty IAIN has vision and mission to internationalize their institution by having at least 1% of foreign students in their campus. Thus, in order to serve the foreign students, the staff is required to provide services using English as the primary mode of communication. Besides, Sharia faculty IAIN Pontianak has now a program where the staff in campus are required to provide services to students and lecturers in English. This program is held twice a week where everyone from the lecturers, students, staff even the dean are required to speak English in the appointed days.

However, based on the researcher’s observation, there is no suitable ESP materials that could be found to address the need of the staff in Sharia faculty IAIN Pontianak to help them learn English in their context. Therefore, this study developed practical materials for the staff in Sharia faculty IAIN Pontianak to improve their professional and communication skills. The material was produced in the form of module that focused on speaking skills in context and was designed in a way that matches the need of the staff. It consists of conversation and terms commonly used in providing services for students and lecturers.

The research questions in this study are stated as follows:

1. What kind of materials do the stuff in Sharia faculty IAIN Pontianak need to support their professional development?
2. How is the design of ESP material for staff in Sharia faculty IAIN Pontianak?
3. How is the result of the implementation of ESP material for staff in Sharia faculty IAIN Pontianak?

B. Literature Review

The main purpose of ESP is to equip learners or in this case the staff with a certain English proficiency level for a situation where the language is going to be used (Agustina, 2014, p.37). Thus, this study employs the principle and concept in ESP in developing a material for the staff. Unlike ELT, “ESP courses are narrower in focus than general ELT courses because they center on analysis of learners’ need” (Basturkmen, 2010, p.3). Since ESP deals with preparing learners and employee to use English in either academic and workplace settings, the need of the learners and employees should become the foundation to develop materials (Aliakbari, 2014, p.176)

A vast majority of researchers in the field of ESP point out the significance of teaching/learning English for Specific Purposes (Ghany & Latif 2012; Alhuqbani, 2014; Lin, Wu, & Huang, 2013). Therefore, there is a growing number of research in field of ESP that focuses on developing of a material for specific needs of learners such as for accounting students (Sari & Atmanegara, 2018), for tourism and hospitality (Zahedpisheh, Abu Bakar, Saffari, 2017) for airport information desk staff (Ting, 2010), for science control system and robotic (Borisova, Nikitina, Shparberg, Borisov & Poletaeva, 2019) and medical record health information (Setiawati, 2016)

The preceding studies have varied from designing suitable materials for certain major to investigating needs and attitude. However, there hasn’t been any suitable ESP material that could be found to address the need of the staff in Sharia faculty IAIN Pontianak.
Therefore, this study developed practical materials for the staff in Sharia faculty IAIN Pontianak to improve their professional and communication skills. The material was produced in the form of module that focused on speaking skills in context and was designed in a way that matches the need of the staff. It consists of conversation and terms commonly used in providing services for students and lecturers. In addition, the module is designed in a way that promote self-use and self-direction in order for the staff to be able to learn from the module themselves.

C. Methodology

1. Research Design

Considering the aim of this research and the problem statements, educational research and development is employed as the design in this research. Research and development is a type of study in which it focuses on designing particular lessons, products or programs (Branch, 2009, p.6) The product can be in the form of hardware such as books, modules, learning aids, dictionaries and/or lesson plan or can be in the form of software such as application, programs for classroom learning or libraries (Branch, 2009, p.9).

2. Participants

The selection of participants in this present research adapts the purposeful sampling. In this case, the participants are the staff in Sharia faculty IAIN Pontianak. There are eight employees who became the participants.

3. Technique of Data Collection

The first one was interview sheet. It was directed to the staff to gather information about their need in needing English for their work environment. The interview was to understand about the students’ target situation analysis, present situation analysis and learner factor analysis. Target situation analysis covered the identification of tasks, activities and skills learners would be using English for and what the learners should ideally know and be able to do. Present situation analysis covered the identification of what the learners do and do not know and can or cannot do in relation to the demands of the target situation. Lastly, learner factor analysis covered the identification of learner factors such as their motivation, how they learn and their perceptions of their needs.

The second one was checklist form. It was also directed to the staff after the implementation of the module. The purpose of checklist form was to understand about the opinion and suggestion of the module for the staff. The form was written in accordance to Tomlinson’ (2011, pp. 8-23) guidance. The form also regarded as one of the ways to evaluate products from the participants involved.

4. Instruments

The instruments applied in this research were interview sheet and checklist form. The interview was directed to the staff to gather information about their need in needing English for their work environment. In conducting the interview, the writer asked the staff one by one at lunch break. There were ten questions asked by the writer. In addition, the writer also collected the data on how the staff preference in reading the content of the module. This information provided the writer with guidance on the design of the module. The interview was to understand about the students’ target situation analysis, present situation analysis and learner factor analysis. Target situation analysis covered the identification of tasks, activities and skills learners would be using English for and what the learners should ideally know and be able to do. Present situation analysis covered the identification of what the learners do and do not know and can or cannot do in relation to the demands of the target situation. Lastly, learner factor analysis covered the identification of learner factors such as their motivation, how they learn and their perceptions of their needs.

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5. **Technique of Data Analysis**

The result of interview answers the first research question in this study in respect of the result of the need analysis. As for the second research question, it as answered once the product is designed and developed. The third research question as answered by the result checklist form after the implementation.

**D. Findings and discussion**

In designing the material, the writer took into consideration the results of the need analysis from the interview. Due to the purpose of learning English for the participants is mostly for communicating and the majority of the participants are struggling with speaking, the focus of the material that is developed in this study will focus on speaking.

Due to the participants that are employees, the material covers the daily English expressions that are used in work place, specifically for staff in university. In selecting the material, the writer consulted several English books for employee and resources from the internet. The writer also considered the staff’s English language level in designing the content of the material. Referring to the university’s rule, there will be an English training or course for the staff for a month. There will be two meetings held for a week with total eight meetings for one month. Thus, the material consists of eight unit. Each unit is for one or two meetings.

The first unit is greetings. This unit consists of formal greeting expressions, informal greeting expressions, responding to both formal and informal greeting expressions, opening a conversation, introduction and leave taking/parting. By the end of unit one there is an exercise and practice for the learners. The exercises were designed in accordance to the results of the need analysis in which the majority of the respondents said they prefer to work in group. Thus, most of the exercises and practices are designed accordingly.

The second one is asking for help, information and permission. This unit consists of the common expressions to ask for help, offer help, ask for information, ask for permission and give permission. There are also examples provided using those expressions. At the end of this unit, there are also practices provided.

The third unit is complaining, apologizing and complimenting. This unit consists of how to complain, how to respond to complain either positively or negatively, apologizing, accepting apologizing, complimenting appearances and personal quality. There are also examples provided on how to use those different expressions in different situations. There are practices provided for the learners by the end of the learning this unit three.

The fourth unit is noun, pronoun and articles. It consists of noun, noun categorization, singular and plural noun, countable and countable noun, irregular plurals. There are also examples of those nouns provided in each categorization and the examples of those noun used in sentences. Next is pronoun. It includes subject, object, possessive adjective and possessive pronoun. The last one is article. It consists of article ‘a’ ‘an’ and ‘the’. There are also examples provided for both pronoun and articles. At the end of this unit, there are exercises regarding the use of nouns.

The fifth one is adjective and adverb. It consists of the explanation on the difference between adjective and adverbs, and how they are used. There are examples provided in the form of sentences to see where those adjective and adverbs should be positioned. Last one is exercises and practices. The sixth unit is asking questions. It consists of asking yes or no questions, asking using where, when, why, what time, and who, whom and what. There are also examples provided on how to ask questions using those expression. There are also exercises provided.

The last two units, unit seven and unit eight are tenses. Unit seven consists of present tense and past tense. It explains on the basic use of those two tenses, the rule, and when and how those tenses are used for different occasions. Just like the previous units, there are also practices and exercises for each tense. Unit eight consists of present future and present perfect. It has the same outline as the unit seven. It has explanation on the basic use of the two tenses, the rule, and when and how those tenses are used. There is also practice provided after the explanation for each tense.
In making the design for the module. The writer uses an application. The application is ‘canva’. It is an online application that allow users to design various things such as books, presentation, pamphlet, brochures etc. The writer also consulted with a friend who works with a design company for suggestions and opinions.

The material in this study is used as a supplementary English material for the staff. There will be an English course running at the IAIN Syariah Faculty office in order to prepare the staff with English language skills especially in speaking and communicating with students, lecturers and other staff. The course will run for about a month with total eight meetings. After the training, the staff are advised to learn themselves through books or internet.

The writer argues that the module developed in this study can offer various benefits for the staff. The module can be used a reference for the staff to learn by themselves once the English course training is over. They can use the module to study and memorize useful expressions that they need at their work place without teachers’ guidance. In addition, the module is ready-use and practical for the staff because it developed based on their own need and also based on the guidelines on writing education module and training as has been discussed in chapter two.

This study confirms previous studies by Ghany & Latif (2012) and Lin, Wu, & Huang (2013) that point out designing English for specific purposes is very significance especially for employee who need English specifically for that purpose. Furthermore, Evans (2012) and Greer (2012) also confirms that English for occupational purposes needs to be design for employees who will use English in their immediate environment. The language and the tasks should also cover the context of their work such meeting, presenting, customer/client relations and so on.

This study also confirms various other studies that argue designing material for certain employees should be based on learners need analysis because they have specific learning goals (Marcu, 2020). This specific learning goals then mark the divine line between ELT and ESP courses. Furthermore, this study also employs the claims by Tomlinson (2011) who states the importance of designing material with the teaching points that are relevant and useful by relating them to known learners’ interest and to real-life tasks which learners might need to perform in the target language.

In designing the material, there are several challenges that the writer encountered. The first one is the content. Because there are only eight units, the writer needs to carefully select what should be included and what shouldn’t in the content. In deciding this, the writer had to consider many things such as the learners’ communicative competence, the situation at the work place and in what situation the participants might need English for. The second one is the exercises and the practices. The tasks should be designed in a way that it is not too easy nor too difficult due to their language competence. Because the majority of the participants prefer to study in group, the writer also had to consider this without dismissing the individual works in order to help them to study independently.

Although, various benefits can be offered by the module, the product in this study is not without limitations. There are several limitations in the product. The first one is relating to the ADDIE phase. Though the implementation can be one of the ways to evaluate the product, the evaluation from the experts are perceived as even more valuable. The second one is the participants. The participants in this study can be considered too small in numbers, there are only eight participants. The last one is the need analysis. Due to the limitations of the participants, the need analysis might not be able to cover other staffs’ need from different faculty.

**E. Conclusion**

Students in ESP situation has different objectives in comparison with those students who learn English as general purposes. ESP itself has several sub-division under its umbrella. English for Occupational purpose being one of the divisions is intended for work-related needs and training. Need analysis become the dividing line between English for general purposes and English for specific purposes. Thus, material used for students in ESP situation needs to be designed based on need analysis of those students.

For this reason, the writer designs and develops the material based on their need. There are several factors for the writer to take into consideration in developing the material
such as personal information of the students, previous learning experience, their current skill and language use, the tasks and activities students will be using English for and their reason for learning English.

Once the material has been developed, the writer implement the material by trying out the material to the staff and have discussion with them about the material. The purpose of the implementation is to understand about the staff’s opinion and impression in regard to the material. The result of the implementation reveals positive feedback from the staff. They claimed that the material will be useful for them to practice and speak English at their workplace.

There are several limitations in this study. The first one is regarding the need analysis. The need analysis was only limited to eight participants in one office. Therefore, the material was developed based on those participants’ need. Although, the material in this study can be used for other employees, chances are they might have different need. Second is in regard to the phases employed in this study which is ADDIE model. There are five phases in the model. However, due to time constraint, the writer could not conduct the last phase which is evaluation. Thus, it is suggested for future research to fill the limitations of this study by having a wider participants from different work-place and also to include the evaluation phase.

F. References


