

## **DEVELOPING ELT MATERIALS FOR MANAGEMENT STUDENTS AT STIE YPUP MAKASSAR**

**Sitti Nurpahmi**

*Universitas Islam Negeri Alauddin Makassar*  
[sitti.nurpahmi@uin-alauddin.ac.id](mailto:sitti.nurpahmi@uin-alauddin.ac.id)

**Moh. Zukri Prasetyo Suhan**

*Universitas Islam Negeri Alauddin Makassar*  
[zukri.prasetyo@gmail.com](mailto:zukri.prasetyo@gmail.com)

**Muhammad Yaumi**

*Universitas Islam Negeri Alauddin Makassar*  
[muhammad.yaumi@uin-alauddin.ac.id](mailto:muhammad.yaumi@uin-alauddin.ac.id)

### **ABSTRACT**

This research aimed at developing Insurance and Budgeting Organization English Material for students of Management Department at STIE YPUP, Makassar. The research design used in this study was Research and Development (R&D). The development model used was ISD model. It consisted of three phases: needs analysis, instructional design, implementation, and evaluation. Types of data obtained in this study were quantitative and qualitative data. The instruments used in this research were questionnaire and observation sheet for two experts. In this research, two experts were involved in order to validate the product. There were three systematic aspects that they validated of the product: Materials Systematic Organization, Systematic English Teaching and Systematic Content of English. The development of English materials includes conceptual map, goals, materials sequence, English material and worksheet, and additional task. The product was tried out to the first semester of students of management department at STIE YPUP. Therefore, the result indicated that based on the experts' judgment as well as try-out design result, the developed ELT materials were applicable to be taught at the first semester of students of management department as topics in English for them.

**Keywords:** English for Specific Purposes, Research and Development, Instructional System Design (ISD) Model

### **INTRODUCTION**

**M**aterials development refers to all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research. Ideally, all of these processes should be given consideration and should interact in the making of language-learning materials (Tomlinson, 2012).

Good and appropriate ELT materials take a crucial part as it gives positive influences to the students' learning process. The materials itself come in several forms such as printed materials, audio, visual, multimedia, internet, etc. Good and appropriate materials aimed at support the students' competence in English study program. Thus, the materials should be based on the students' needs. In fact, most of the lecturers in many universities in Indonesia fail in providing

appropriate materials. ELT Materials can scaffold the work of both teachers and learners and even serve as agents of change, provided they act as guides and negotiating points, rather than straightjackets. In selecting materials, of course, practitioners need to look carefully at the principles underpinning such materials to ensure they contribute positively to the learning environment.(Crawford, 2002;Swales, 1995).

The reason why the materials considered as inappropriate for the students as some developers are not using English for Specific Purposes (ESP) in this case English specific vocabulary but general English instead, whereas it is assured that it much needed by the students for their future occupation (Harsono, 2015); the material should be developed based on need analysis (Nurpahmi & Hasriani, 2021; Nur et al., 2022;(Fatmawati et al., 2020; Nurpahmi, 2013, 2014, 2017). Moreover, the use of inappropriate materials might prevent the students to develop their skills to communicate using English in the target situation of their field of works. If such condition happens, the purposes of the English teaching will not be achieved. Therefore, developing appropriate one for students of Management Department is necessary.

In overcoming the problems encountered, developing English materials and worksheet by using English for Specific Purposes (ESP) (Hutchinson & Waters, 1987) and Instructional System Design (ISD) Model as the part of Research and Development (RnD) method are ways that could be used. Designing textbook using those mentioned is more effective in improving the students' achievement in learning English as much improving the quality of teaching English (Ghozali, 2011). In developing the materials, the developer should follow the students' current level of skills to avoid difficulties in adopting and transferring the ideas from one language to another in order to ease the students in understanding the materials and helping them to learn effectively and efficiently.

Therefore, the material developing should put need analysis as a starting up, Dudley Evans and Maggie Jo St John ((Dudley-Evans & St John, 1998) explain that needs analysis deals with concept of collecting, identifying and analyzing professional information about the learners such as activities and task of learners, it also gains and collects professional information about factors in learning, language skills, and so on. In shorts, they state that needs analysis commonly covers some aspects namely lacks, wants and necessities in teaching and learning. So, needs analysis is process to gather and collect information related to learners need. It also identifies and what students' capacity and need to acquire and learn particular skills related to their goal and needs

The procedure in developing instructional materials included selecting the theme, setting up criteria to serve as a guide in preparation of new instructional materials and as a basis for evaluation, preparing first draft of the materials, tryout the materials, and revising the materials for general use (Hills, 2000). While according to Hutchinson and Water (1987) materials design should start by determining their purpose or asking the question what the materials are supposed to

do. The model for ESP materials design they offer consists of four elements: input, content, language and task.

## **METHOD**

### **Instruments**

This research is mix method research with questionnaire and rubric as the research instruments. The data from students' need were gathered from the questionnaire and experts judgment were collected from the rubric. To get a clear understanding of students' need, the questionnaire was provided in Bahasa Indonesia.

### **Respondents**

The subjects of this research were the third students of Management Department of STIE YPUP, whereas the divided into two classes, the control class and the experiment class which used during the Try-Out.

### **Procedures**

In the first phase, the researcher conducted a need analysis by using questionnaire. It includes need assessment (goals), performance analysis (instructional requirements), and context analysis (constraints, resources, and learners' characteristics). The researcher came into to the class and bring questionnaire consists of several topics related to management major for the research subject or students. The researcher asked the students to answer the questionnaire during 30 minutes. After that, the researcher collected the questionnaire from the student. The result from the students' questionnaire about the topics will be the next topics for the next printed materials whose would develop by the researcher himself.

The second phase was instructional all steps related to design, development, and formative evaluation. The researcher conducted a pre-validation and past-validation after the researcher conduct the first try-out toward the expert content namely English lecturer in Management major and instructional design expert namely educational technology lecturer.

The third phase was implementation and evaluations include preparing training materials and offering training for users, creating support structures, doing a summative evaluation the instruction, and disseminating information about the project.

As mentioned, the researcher also conducted Try-Out i.e. Try-Out Design and Try-Out Subject. The try out design in this research means that the product which will try-out to the target subjects in the real learning and teaching situation in order to evaluate the quality of the development materials and exercises. Thus, from this try out, the main benefit which the researcher got is the researcher find out how far the materials fulfill for students' needs. Furthermore, in this phase, the researcher worked together with expert to evaluate the result of field try-out. The subject of this research was the new management students at STIE YPUP. In other word, the try out

subject in this research was the first semester of management students at STIE YPUP Makassar at academic year 2019/2020 where the researcher two classes as explained earlier.

**Data Analysis Technique**

The data analysis technique in this research followed several steps by Miles and Huberman. They are suggesting that in analyzing the data qualitatively consists of three procedures. First is data reduction. Second is data display. Third is conclusion drawing/verification (Bialystok et al., 2009).

**FINDINGS AND DISCUSSION**

**The English Materials Needed by the Students of Management Department**

*The Data on the Students Need Obtained Through Questionnaire*

**Table 1. Students’ Interest to Learn English in Management Department**

Question	Criteria				Average
	1 (Not Interesting)	2 (Less Interesting)	3 (Interesting)	4 (Very Interesting)	
Are you Interested to learn English in Management Department?	1	2	22	11	3.19
1 – 1.75	= Not Interested		2.56 – 3.25	= Interested	
1.76 – 2.50	= Less Interested		3.26 – 4.00	= Very Interested	

The table illustrated that the position of the total average score (3.19) refers to the interesting category, it described that most of the students in Management Department were interested in learning English.

The interest in learning English is very important because it could increase the students’ motivation when they learnt. An example of why learning English is interested because it is challenging to be learnt. This reason is supported by some followed statements:

“I choose very interested because in my opinion, first I like to learn English although I have not mastered it. Second, because English is related to my major; Management”. (The Interview of S1)

This statement is supported by other students who said:

“I am interested because at the end of my study I will enter the business world so I must master English in order to go abroad so that I could interact with new people”. (The Interview of S2)

**Table 2. Students’ Perception Towards the Importance to Learn English**

Question	Criteria				Average
	1 (Not Important)	2 (Less Important)	3 (Important)	4 (Very Important)	
In your opinion, is it important to Learn English in			8	28	3.77

Management Department?			
1 – 1.75	= Not Important	2.56 – 3.25	= Important
1.76 – 2.50	= Less Important	3.26 – 4.00	= Very Interesting

From the students' perception, it was found that learning English was very important in Management Department with average score 3.77.

Most of the students see English is very important because it could help the students whether to increase their knowledge or implement it for their future job. The reasons were proved in followed statement:

“It is very important to learn English because there will be some materials or objects that contained English in Management Department whether in learning program or job environment”. (The Interview of S1)

This statement is supported by other student who said:

“Learning English is very important because we need to learn and understand it for operating some programs that using English which related for my future job”. (The Interview of S2)

**Table 3. English Learning Purposes**

English Learning Purposes	Criteria				Average
	1 (Not Important)	2 (Less Important)	3 (Important)	4 (Very Important)	
The success of present education		1	23	12	3.30
Job (future career)			9	27	3.37
Personal development			10	20	3.72
Visiting other countries	1		11	23	3.52
Examination	1		16	17	3.27
Pursuing advance study			13	22	3.52
Communication with native English speaker	1		14	20	3.44
Communication with Non- Native English Speaker	3		19	12	3.08
1 – 1.75	= Not Important		2.56 – 3.25		= Important
1.76 – 2.50	= Less Important		3.26 – 4.00		= Very Interesting

Through the data, it was found that there were three main purposes of the students of Management Department in learning English; they are personal development (3.72), visiting other countries (3.52), and pursuing advance study (3.52).

To be much concerned why learning English is important, it will guide to several aims for future planning. English could be used as the media to communicate or it could be a reason to get a job easily. These aims are proved by followed statements:

“By mastering English, it would be easier to get a job” (The Interview S1)

This statement is supported by other students who said:

“Get success in education is good for now, we can get some achievement. If I and my friends keep improving to master English, it will be easier to get a job someday, moreover in accounting. We also can continue our magister in abroad, because I myself dreamed to visit many countries, do business with many people and get success”. (The Interview of S2).

**Table 4. English Skill Components**

English Skill Components	Criteria				Average
	1 (Poor )	2 (Fair)	3 (Good)	4 (Excellent)	
Reading	2	12	20	2	2.61
Speaking	6	22	6	1	2
Listening	2	15	14	3	2.38
Writing	1	12	18	3	2.52
1– 1.75 = poor		2.51 – 3.25 = good			
1.76 – 2.50 = fair		3.26- 4.00 = excellent			

The data showed that most of the students thought that, their ability in reading and writing were in the good level which the highest average scores were 2.61 and 2.52. Then, their ability in listening and speaking were in the fair level which the lowest average scores were 2.38 and 2.

The four skills that integrated with English language competence are very important to be learnt. Students sometimes found difficulties in vocabulary or speaking. Although students found some obstacles when they learnt it, but they still have one favorite skill as motivation to keep learning English. This is proved by followed statements:

“I think it is very important because if you cannot read English correctly, you will get problems in the meaning. Moreover, if you don’t master English, you will difficult when speak with native speaker. So, all skills are very important, it’s all related each other.” (The Interview of S1)

“In my opinion, it is very important to master all the skills. I love learning English since childhood, even if I have not mastered it well but I try to master it until the completion of my study so that I can be success in the future. The importance of Reading skill, if we read some paragraph in English, the way it was written is different when we read it. When we can read it correctly it will be good, but when we do not know how to read it correctly people will be laughed because the missed-meaning. Speaking skill is also important because some word in Indonesia is different with English, for example the “R” word. That’s why learning Speaking skill is important in order to speak like a native speaker. Listening skill is important to be learn too, because we can find some obstacles in what we hear with what we write because of less ability, so I think all skills are very important” (The Interview of S2).

***Reviewing Needs Inventory from the Linguistic Needs***

***a. Learning Ability***

The process of identification was first of all carried out by analyzing the students’ learning ability in English material. Learning ability was measured based on the results of analysis of the students’ proficiency level in the area of the integrated skill such as speaking, writing, reading, and listening.

The result of analysis indicates that the students’ proficiency level of all the integrated skill ranges around level “Good and Fair “as indicated in the following average scores achievement.

**Table 5. Students Learning Ability**

No	Skills	Average score	Proficiency Level
1	Reading	2.61	Good
2	Writing	2.52	Good
3	Listening	2.38	Fair
4	Speaking	2	Fair

Even if the students speaking skill average score was felt fair, the lecturers should not give priority to this component due to the students’ tendency to have less attention to learn speaking skill in English material. However, speaking may not totally be ignored in the English material. The lecturers should prioritize writing and reading in teaching English material and strengthened out the speaking skill after English material practices in the classroom.

**b. Learning Priorities**

Determining learning priorities was conducted by analyzing the respondents’ perceptions on their leaning problems of the integrated skill such as speaking, reading, writing, and listening. The results of the analysis recognized as follows:

**Table 6. Students Learning Priorities**

No	Skills	Average score	Proficiency Level
1	Speaking	3.47	Important
2	Reading	3.45	Important
3	Listening	3.35	Important
4	Writing	3.30	Important

The findings above illustrate that the material designed need to give four priorities; (1) speaking, (2) reading, (3) listening, and (4) writing.

**c. The Need for Learning Integrated Skill**

Integrated skills were the items conducting of English materials which have been the priorities to learn with regard to learning the integrated skill, almost all respondent think it was very important to learn English material by enriching the student’s English comprehension for Management comprehension from topics that related with their vocational with average score between 2.51– 4.00. Fourteen topics were then selected based on the analysis of the respondent perception according to the level of importance as follows:

**Table 7. Topics in Learning English**

No	Topics	Average score	Importance level
1	Banking	3.75	Very important
2	Budgeting Organization	3.52	Very important
3	Official Travel	3.41	Important

4	Export-Import	3.41	Important
5	Business Law	3.41	Important
6	Business Organization	3.33	Important
7	Business Letter	3.30	Important
8	Taxes	3.25	Important
9	Insurance	3.19	Important
10	Macro-Micro Economic	3.16	Important
11	Advertising	3	Important
12	E-Commerce	2.97	Important
13	Bargaining	2.91	Important
14	Islamic Economic	2.72	Important

Conclusively, all the topics of English material and worksheet as listed above included since they are considered important or very important for the students to be learnt in English course at the Management Department study program.

***Reviewing Needs Inventory from the Learning Needs***

The students learning needs in this study were identified by analyzing the students’ learning problems and learning attitudes. The students’ learning problems were described based on the analysis of the respondents’ perceptions on the obstacles to the students learning success to be able to effectively in English comprehension. While to explain the students’ attitude, the researcher analyzed the students’ learning preferences and learning styles based on the respondents’ perceptions since these two factors were believed able to affect the students’ attitudes in learning.

***a. The Students’ Learning Problems***

Based on the analysis of the respondents’ perceptions on the students’ learning problems, it was founded that the students learning difficulties can apparently stem from many causes. These include:

1. Problems in Speaking such as do not know what to say, afraid if the other people listen when she/he speak, too much thought but cannot speak, the difficulties in pronunciation, and worry too much to do mistakes.
2. Problems in Listening such as difficulty in receive a message from what they listen, difficulty in understanding a speaker, difficulty in distinguish a sound which is similar, and the situation and condition which is not right.
3. Problems in Reading such as less the vocabulary, difficulty in understanding the meaning from the text, and the text is too long.
4. Problems in Writing such as difficulty to get an idea, fixated on the using of grammar/structure, and less the vocabulary.



**b. *The Students' Learning Preferences***

The students' learning preferences in English course were specially focused on describing the students' preferences in learning speaking, reading, listening and writing. From the analysis results of the respondents, it was found out that the students prefer to learning speaking by techniques report back, simulation, and interview.

The students prefer to learn reading by read faster and intensive reading. Then, the students prefer to learning listening by listen and write, watching video, fill in the blank based on audio, and guess picture. The last, the students prefer to learning writing by write reports, developing the main idea, formal and informal letters, and last making up arrange word or paragraph.

**c. *The Students' Learning Style***

The results of the data analysis associated with the students' learning styles indicate that the students at the management department study program can mostly be categorized as communicative and concrete students: a) Learning English by doing task; b) Learning English by talking in pairs; c) Learning English by self-learning; d) Learning English by picture; e) Learning English by large group; f) Learning English by small group; g) Learning English by movies and videos.

**The Result of English Materials Development**

The implementation of the overall procedures of English language Competence is conducted by an idea of formulating a conceptual Framework for English language competence based on syllabus. The conceptual framework illustrates the key elements which underline the syllabus content.

In order to create learning opportunities based on students' needs, the syllabus must be contained of three main pedagogical procedures.

***Providing Language Skill***

In this procedure, the researchers prepared the learners with English integrated skill namely; speaking, reading, listening, and writing which composed English language ability for later English material and worksheet. Afterwards, a set of activities to make the students able to know and to practice the knowledge (skill getting methodology) must be given such as preparing a topic to be read and then answered associated with the management department, arranging the words to complete sentences for writing drill, providing a dialogue script to practice their speaking within specific language grammar rules in pair, and getting the student watch or listening to the audio for listening comprehensiveness skill. These activities may be viewed as skill getting methodology.

### ***Giving Opportunity to Use the Integrated Skill***

In this phase, the researcher tried to connecting between the students' needs and their potential functional and social interactional activity. Therefore, the functional activity and interactional activity must be given. Functional activity aimed at equipping students with the ability to function the integrated skill in conversation, intensive reading, arrange word, and fill in the blank.

On the other hand, the social interaction activity is intended to give the students stimulus for implementing the integrated skill with several methods such as role play and discussion in which the students must interact each other using a certain situation provided by the researchers. These activities function as skill using methodology.

### ***Reviewing Learning Outcomes***

This procedure is aimed at reviewing the students' achievement in English language competence by giving them an interactive for each unit e.g., "word search puzzle". Through this game, the students will have opportunities to express their knowledge of language in a particular topic, ability to know specific vocabulary for management department.

Conclusively, the organizational structures of the syllabus framework have been used to develop English materials and worksheets. The English materials and worksheets are planned by units in which unit represent topics and consist of three pedagogical procedures. This procedure identified as skill setting, skill using and review.

### ***Stating Goals***

In developing the materials, it is important to stating the goals in order to prepared the students to be able to mastering the four skills effectively and confidently in apply the English language.

This lesson can increase the students' ability in Speaking, Reading, Listening and Writing. After learning this lesson, the students expected to be able a) Practice the conversation effectively with their friend; b) Understand the passage and answer the question related with the passage; c) Fill in the blank test based on the recording audio; d) Arrange the provided words into the correct sentence.

### ***Material Sequence***

In each topic that the researcher develops, the material sequence consists of four skills. They are speaking, reading, listening, and writing. As a learning method, the researcher used one kind of a learning method in each skill. In speaking material, the researcher use conversation between two speakers, aimed to develop the student's speaking ability by practicing the conversation effectively with their friends. In reading material, the researcher use passage which is consists of vocabulary and comprehension to increase the student's reading ability by understanding the passage and answer the question related with the passage.

While in the listening skill the researcher uses filling in the blank style to increase the students' listening ability by filling in the blank test based on the recording audio. In writing material, the researcher use arrange word to increase the students' writing ability by arranging the provided words into the correct sentence.

The learning method which is used by the researcher aimed to enhance the students' skills in English (speaking, reading, listening and writing).

## CONCLUSION

English materials for students of Management Department at STIE YPUP was developed based on need analysis regarding the information of the students' present situation, target situation, and learning needs. Based on inventory need, the material was developed to fulfill the students' need. The development of material includes conceptual map, goals, materials sequence, English materials and worksheet, and additional task. The product was tried out to the first semester of students of management department at STIE YPUP. Therefore, the result indicated that based on the experts' judgment as well as try-out design result, the developed ELT materials were applicable to be taught at the first semester of students of management department as topics in English for them.

## REFERENCES

- Bialystok, E., Craik, F., Green, D., & Gollan, T. (2009). Bilingual Minds. *Psychological Science in the Public Interest*, 10(3), 89–129. <https://doi.org/10.1177/1529100610387084>
- Crawford, J. (2002). CHAPTER 8 The Role of Materials in the Language Classroom: Finding the Balance. *Methodology in Language Teaching: An Anthology of Current Practice*, 80–92.
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge university press.
- Fatmawati, A., Nurpahmi, S., & Nur, M. J. A. (2020). Developing elt reading skills material for pharmacy at uin alauddin makassar. *Proceedings of the 2nd International Conference on English Language Education (ICONELE) 2020*.
- Ghozali, I. (2011). *Pengembangan Buku Teks Bahasa Inggris Integratif untuk Sekolah Menengah Kejuruan: Penelitian Pengembangan Pendidikan di Sekolah Menengah Kejuruan Jurusan Usaha Jasa Pariwisata di Yogyakarta*. UNS (Sebelas Maret University).
- Harsono, Y. M. (2015). Developing Learning Materials for Specific Purposes. *TEFLIN Journal - A Publication on the Teaching and Learning of English*, 18(2), 169. <https://doi.org/10.15639/teflinjournal.v18i2/169-179>
- Hills, R. (2000). Developing Instructional Material in the Sloan Experiment. *University of Kentucky, Washington*.
- Hutchinson, T., & Waters, A. (1984). How communicative is ESP? *ELT Journal*, 38(2), 108–113.
- Hutchinson, T., & Waters, A. (1987). ESP A learning centred approach. *Cambridge: Cambridge University Press. Civilacademy*, 7(1), 27–46.

- Nur, N. A., Syamsi, N., Nurpahmi, S., Handayani, A., Fitri, N. F., Rahman, I. F., Azhar, S., & others. (2022). Designing english language teaching material for physics education department students at uin alauddin makassar. *Proceedings of the 2nd International Conference on Social and Islamic Studies (ICSIS) 2022*.
- Nurpahmi, S. (2013). *An Introduction to English for Specific Purposes*. Makassar: Alauddin University Press.
- Nurpahmi, S. (2014). *English for Specific Purposes: Integrated Approach* (A. Sardian Maharani Asnur, Ed.). Alauddin University Press.
- Nurpahmi, S. (2017). Esp course design: an integrated approach. In *Lentera Pendidikan* (Vol. 19, Issue 2).
- Nurpahmi, S., & Hasriani, H. (2021). Elt material for biology education department students: what are the students' needs? *English Language, Linguistics, and Culture International Journal*, 1(2), 73–84.
- Swales, J. M. (1995). The role of the textbook in EAP writing research. *English for Specific Purposes*, 14(1), 3–18.
- Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45(2), 143–179. <https://doi.org/10.1017/S0261444811000528>