Edulanguage
English Education Journal
Vol. 8, No.1, April 2022

AN EVALUATION OF ENGLISH LEARNING MATERIALS INFORMATION AND TECHNOLOGY STUDENTS

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Abstract

This research was aimed to find suitable criteria of English Materials appropriately needed by Information and Technology students. This evaluation process was used to find suitability between materials and criterion in language area, content and methodology. This research was evaluation research. Questionnaire, interview guideline, and analysis format were used to collect analysis data. The result of the data shows: (1) some of the criteria of English Materials appropriately needed in language area was already suitable with for students need. On the other hand, in writing and reading were still need improvement. (2) In language area, the suitability between materials and criteria were 58%. (3) In content, the suitability between materials and criteria were 42%. (4) In Methodology, the suitability between materials and criteria were 42%.

Keywords: *English for specific purposes, need analysis, information and technology*

INTRODUCTION

English language has become international language. English language is used in every aspect of life, for example it is used as a part of get a job, TOEFL, interview and it also used for communication in this globalization era. For that reasons Indonesian students need to learn English language. There are two types of leaning English at education, general English and English for specific purposes. English in general purposes designed to teach English language in general. There are four aspects English in general, speaking, listening, reading and writing. Different from general English, English for specific purposes is the way to learn English specifically with specific method. English for specific purposes are generally constrained by limited time period, thus English for specific purposes have achievement in the end of the course based on the students need (Dudley Evans, 2008:3)

Materials are crucial part in learning English for Specific Purposes. There are four reasons why materials are important, first materials are used as a source of language, then materials are used a learning support, next materials are used for motivation and simulation, and last materials

are used for reference (Dudley Evans, 2008:170-171). Related to that reason, materials are used in information and technology students also important to achieve the target. The materials should be relevant to students, for example the materials should suitable with their carrier content, match with their reality, use clear rubric, and use effective layout.

In designing materials for English for specific purposes students, the lecturer must start with one question why the students need to learn English (Hutchinson and Waters, 1987: 53). For that reason, the lecturer needs to do need analysis in order to achieve the target. Evaluation is crucial part in designing the materials for English for specific purposes students (Tomlinson, 2013:21). The evaluation included making judgement between the materials and students. For that reason the researcher evaluates English materials that already use by Information and Technology students. The materials evaluated in three aspect, language area, content and methodology.

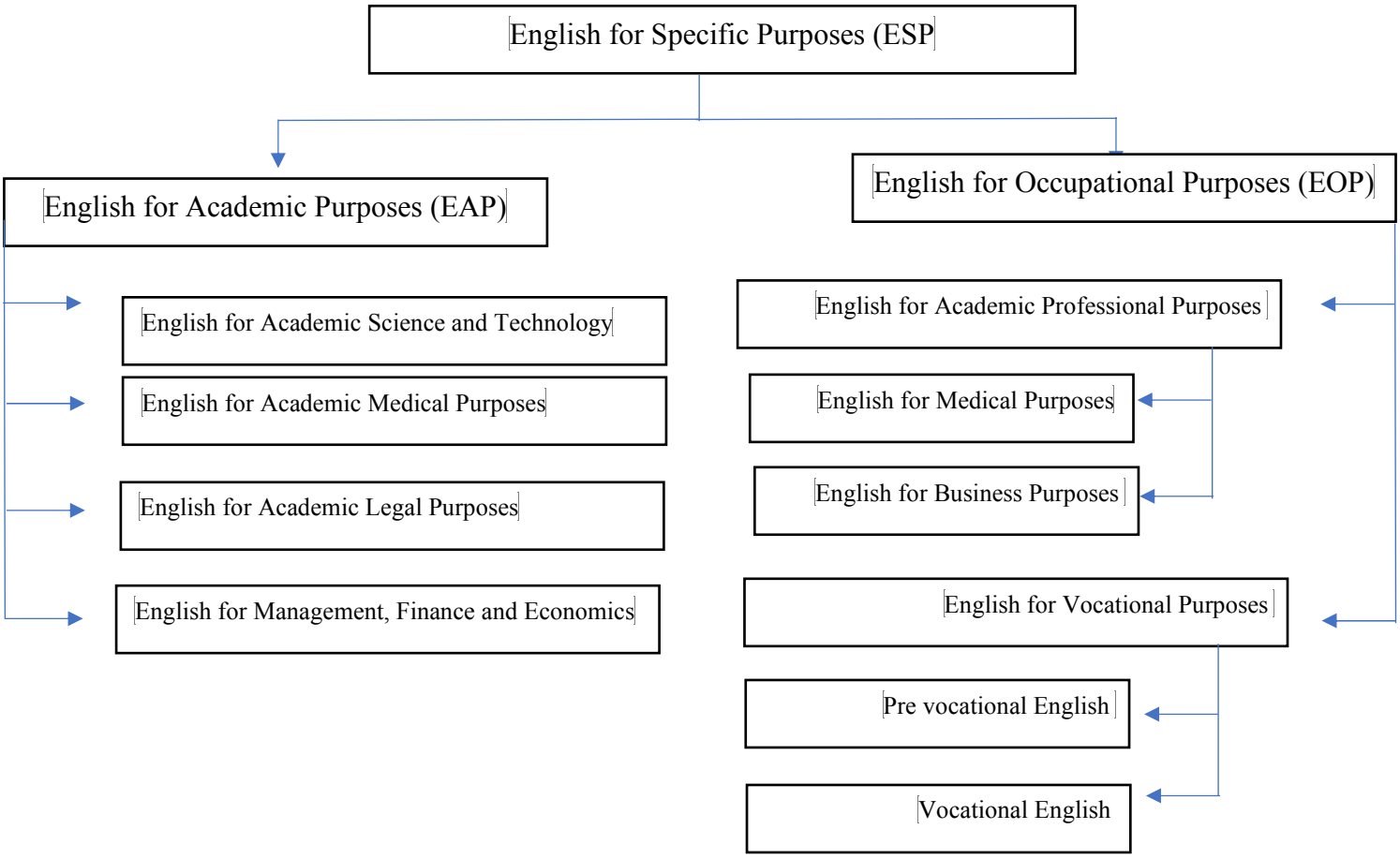
LITERATURE REVIEW

English for Specific Purposes (ESP) is a branch of English language teaching. English for Specific Purposes (ESP) is different from English for General Purposes (EGP). ESP is a program that designed to teach English based on student's need (Hutchinson, 2008: 16), meanwhile EGP is conducted based on student's general need.

There are two characteristics of ESP; (1) absolute characteristic and (2) variable characteristic. According to Dudley – Evans and St. Jhon (2008:4-5), the absolute characteristic in ESP is defined to meet specific needs of the students, ESP makes use of underlying methodology and activities of disciplines it serves, and ESP is centred on the grammar, lexis, register, study skills, discourse and genre.

Then in variable characteristic, ESP may be related to or designed for specific disciplines, ESP may use in specific teaching situations, ESP is designed for adult students, ESP is generally designed for intermediate and advance students, and most of ESP courses assume some basic knowledge of language system. The classification is generally presented in diagram below:

Figure 1. Classification of English for Specific Purposes (ESP)



English for Academic Purposes (EAP)

English for Academic Purposes are English teaching program that relate to specific communicative needs and practices of particular group in academic context. EAP is concerned with education and developing students' capacity which focuses on the actual tasks and specific works. There are three characteristic is EAP, (1) The program should use authentic materials, (2) EAP program should purpose-related orientation, and (3) EAP course is designed to meet student's need and to achieve the purposes (Bojovic, 2006).

Need Analysis

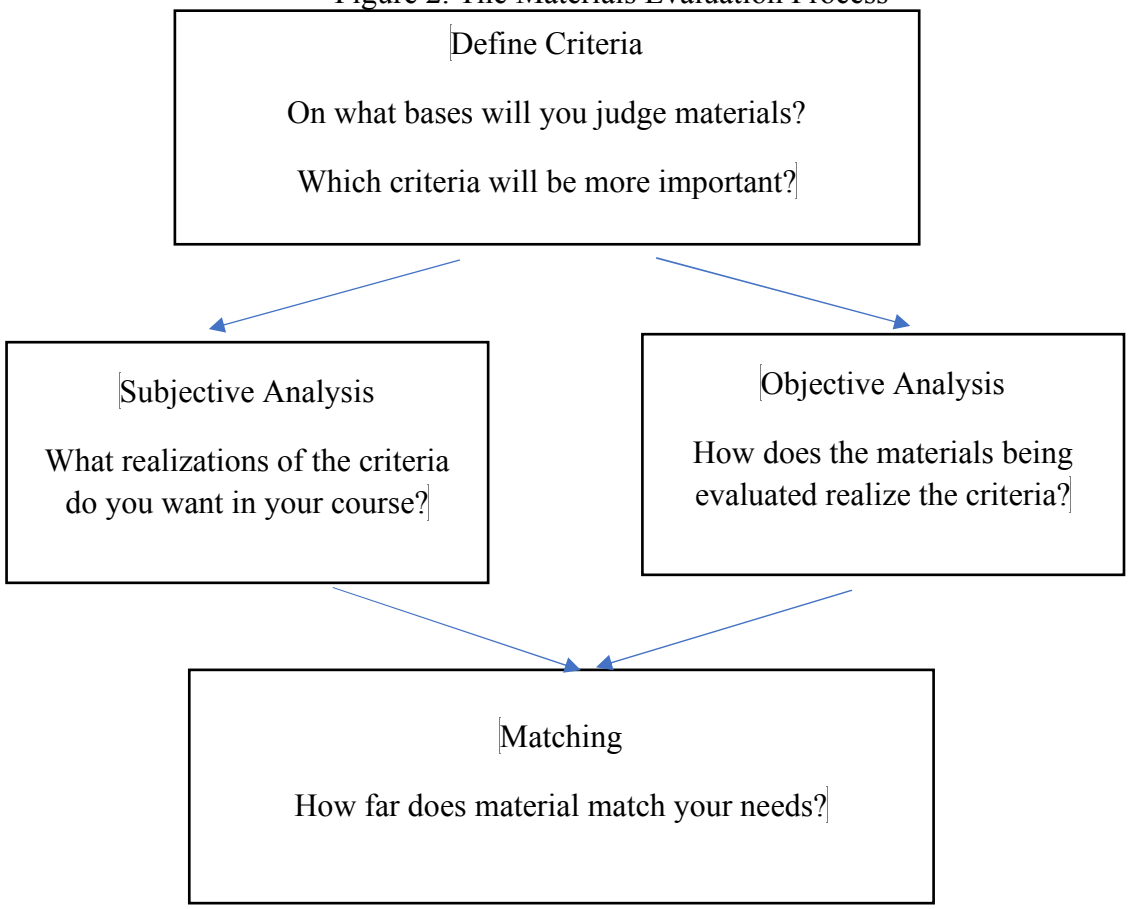
Need Analysis is crucial aspect in designing an EAP course. It is conducted to collect the information about the needs of a particular group of students in order to design suitable curriculum, syllabus and materials (Dudley-Evans and St. Jhon, 2008).

There are two ways to obtain the data, (1) target needs and (2) learning needs. Target need refer to what the learners' need to do in the target situation, meanwhile learning need refer to what learner needs to do in learning process (Hutchinson and Waters, 2008).

Material Evaluation

There are three types of material evaluation, (a) Pre-use Evaluation, (b) While-use Evaluation, dan (c) Post-use Evaluation. Pre-use evaluation involves making prediction about potential value of material used. While-use evaluation is measured the value of materials While-use d by students and then observed it. Post-use Evaluation is measured the actual effect of the materials used. The material is evaluated by three criteria (a) Language area, (2) Content and (3) Methodology. There are four major steps in doing evaluation process, the steps can be seen in the following figure:

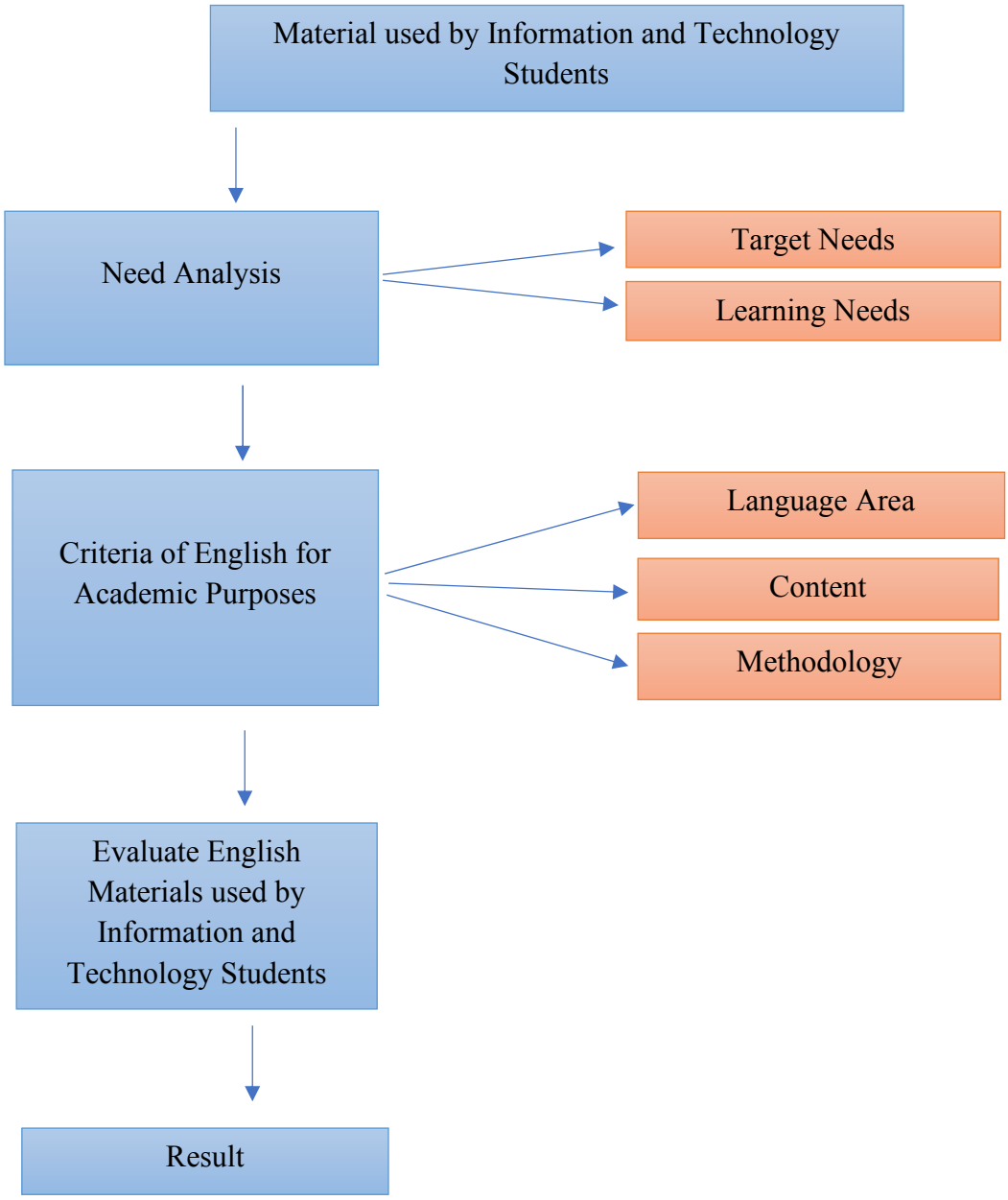
Figure 2. The Materials Evaluation Process



METHOD

This research was conducted by evaluation research. The focus of evaluation research is making decision and judgement about the quality, effectiveness, merit value of educational program, product or practice (Gay and Airasian, 2003:7). The concept of this research can be seen in the following figure.

Figure 3. Conceptual Framework



There were two kinds of data in this research, quantitative data and qualitative data. The quantitative data were obtained from questionnaire and analysis format. The qualitative data were obtained from interviewing lecturer of Information and Technology students.

Technique of Data Analysis

In this research, there were two type of data analysis. In quantitative data, the data was analyzed by formula from Sudjana (2001):

Tabel I. The Convertion of Avarage Score into Description

Average Score	Percentage	Description
3.51 – 4.00	91 - 100	Very Good
2.51 – 3.50	51 - 90	Good
1.51 – 2.50	11 - 50	Poor
1.00 – 1.50	0 - 10	Very Poor

Then in qualitative data, the data were evaluated by data reduction, data display, drawing conclusion and verivication (Miles, 1994).

FINDINGS

Need Analysis

Based on need analysis result, the criteria of English materials appropriately need for Information and Technology students at Politehnik Negeri Padang were obtained. There were focused on three criteria, language area, content and methodology.

Language Area

From analysis data, Information and Technology students need to learn speaking skills for communicate. The variation of Information and Technology students' skills were variated. The materials should suitable for students' objective in learning English. The materials should be related to Information and Technology students. The level of materials should be suitable for medium level.

Content

The materials of Information and Technology students should give more opportunity to students to practice their English speaking skills. Therefore, listening and speaking were skills which should need improvement in the materials.

Methodology

The activities must emphasize on speaking skills. Therefore, the exercises and task do not only assess students' comprehension. The materials should focus on the students and guide them to actively involved in learning process. Lectures need to guide the students with various activities in learning process.

Criteria of English Materials Appropriately Needed for Information and Technology Students

The criteria of english materials appropriately needed for information and technology students are;

Language Area

Materials that needed by Information and Technology students should suitable for students. Then the materials should be related to Information and Technology terminologies. The difficulties of materials should suitable to medium level of students. The suitability between materials and criteria were 58%. Many English materials used by Information and Technology students match to indicator of audience.

Content

Speaking was most needed skills for Information and Technology students. The topic presented should be related to Information and Technology students' terminology. The suitability between materials and criteria were 42%. Many materials were used match to the indicator vocabulary. Meanwhile, there were only some materials match the indicator microskills and text type.

Methodology

The exercise and tasks should not only assess students' comprehension. However, they should be more focused to students' production. The suitability between materials and methodology were 52%. Many of English materials used match to indicator flexibility. Meanwhile only some materials matched indicator teaching learning technique, kind of exercise, task, and guide or support.

CONCLUSION

English lecturer is expected to design English materials or syllabus based on need analysis. The materials should suitable to students age, English proficiency, and specialism that needed by students. English lecturer is expected to do some revision and improvement in English materials in content and methodology. English lecturer also expected to analyse periodically. It will be more useful and effective to achieve students' objective in teaching learning process**.**

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