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Developing Appropriate English Learning Materials for Syariah Economic Law Study Program Students at IAIN Palopo, Indonesia

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Abstract

This research is concerning in developing English material for Syariah Economic Law Students at IAIN Palopo with ESP based. The research is aimed at (1) finding out the target need and learning needs of the Syariah Economic Law Study Program students at IAIN Palopo. (2) Designing the appropriate material of the Syariah Economic Law Study Program students at IAIN Palopo. This is a Research and Development project. The steps of doing this research are (1) need analysis (2) make syllabus (3) designing material and first draft teaching material (4) expert consultation (5) try out the material (6) evaluation (7) write a final draft. The subject of this research is the second-semester students of Syariah Economic Law study program at IAIN Palopo. the instrument used are a questionnaire for need analysis, interview guide, and observation sheet. The data were analyzed by using descriptive quantitative and qualitative. The results of the research recommend 3 units as teaching materials namely (1). Syariah Economic Law Matters (2) Halal food Product (3) Being A Syariah Bank Creditor. The materials were developed with a task-based approach and communicative approach. This research gives a contribution to the teaching and learning English at IAIN Palopo especially for Syariah Economic Law Students.

Keywords: Developing Material, English Learning, Syariah Economic Law Student

Introduction

Students of Syariah Economic Law Students at State Islamic Institute (IAIN) Palopo - Indonesia is required to have a knowledge and to be able to communicate in English. In reality, there are still many students have low skills in English. It happens since they are still rarely practice and lack of vocabulary in English. In addition, they have no many chances to use and exposure their practice in English. Furthermore, the available materials for students of Syariah Economic Law Students at IAIN Palopo are still in general English and mostly on grammar oriented. They need to have more specific materials on

English Specific Purpose (ESP) in order to support their career in the future (Masruddin, 2018).

A number of researchers have expressed ideas that the teaching of ESP requires to meet the target learners' needs (Saragih, 2014; Gatehouse, 2001; Hutchinson & Waters, 1987). In addition, ESP is a learning program, in which the purposes of the course developed based on the specific needs of the target group (Richards and Schmidt, 2010; Basturkmen, 2010). ESP prepares material for the target learners to be able to use appropriate and correct English for many purposes contexts of learners' possible future professions. ESP program needs to be developed since the important of the language courses with specific contents, language skills, motivations, and processes are collaborated into specialized courses.

Holme (1996) states that English for General Purposes (EGP), or also popular as TENOR (Teaching English for No Obvious Reason), is more like a typical secondary school English language course. Its syllabus is based on the construction of the kind of situation that the students have to deal with in English. On the other hand, Robinson (2011) states that ESP is an 'enterprise' involving "education, training, and practice", and drawing upon three major realms of knowledge: language, pedagogy, and students' specialist areas of interest". Hence, it can be seen how ESP is dissimilar from EGP. The fundamentally fluid nature of ESP is normally an extension of what is learned in EGP. As the names suggest, the English Language Teaching (ELT) continuum as in Dudley-Evans and St. John (1998:9), moves from general (EGP) to very specific (ESP) courses. There are two main parts which help to distinguish ESP contexts: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (Robinson, 2001:3).

The first part, EOP, consists of work-related needs and training, it is not for academic purposes. Dudley-Evans and St. John (1998:7) consider that it includes "professional purposes in administration, medicine, law and business, and vocational purposes for non-professional in work or pre-work situations". Dissimilar from EOP, English for Academic Purposes (EAP) refers to any English teaching that relates to a study

purpose (Dudley-Evans and St John, 1998). It is taught generally within educational institutions to students needing English for their academic courses. Since this study is specifically looking at an EAP course for law students, the discussion will focus on EAP in more detail.

ESP is an exciting movement in English language education that is opening up rich opportunities for English teachers and researchers in new professional areas. The ESP that is principally taught consists of spoken and written discourse in academic and workplace settings, which is unfamiliar to learners and thus needed special training. Specific-purpose English includes not only knowledge of a specific part of the English language but also competency in the skills required to use this language, as well as enough understanding of the contexts within which it has happened. In contrast to students learning English for general purposes, the ESP students are usually studying English in order to accomplish a particular role, such as foreign students to become flight attendant, mechanic, or doctor.

Hutchinson and Waters (1997) state that three reasons generally to the important of ESP: the demands of a new world, a revolution in linguistics, and focus on the learner. The second main reason cited as having an enormous impact on the emergence of ESP was a revolution in linguistics. Hutchinson and Waters (1997) mention that one significant discovery was in the various ways of spoken and written in English. In other words, given the particular context in which English is used, the variant of English will change. If the language in different situations varies, then resulting in language instruction to meet the needs of learners in a specific context is also possible. The final reason Hutchinson and Waters (1997) cite as having influenced the emergence of ESP has less to do with linguistics and psychology. Rather than simply focus on the method of language delivery, more attention was given to the ways in which learners acquired language and the differences in the ways language was acquired. Learners were seen to employ different learning strategies, use different skills, enter with different learning schemata, and be supported by different needs and interests. Therefore, focus on the learners' needs became equally paramount as the methods that employed to disseminate linguistic knowledge.

Designing specific courses to better meet these individual needs was a natural extension of the material designer's problem. To this day, the catchword in ESL circles is learning centered.

Dudley- Evans, and John (1998) describe ESP by classifying its absolute and variable characteristics. (1). Absolute Characteristics: ESP is described as meet specific needs of the learner; make use of the underlying methodology and activities of the discipline it serves; is concerned on the language parts (grammar, lexis, register), skills, discourse and genres appropriate to these activities (2). Variable Characteristics: ESP may be related to or designed for specific disciplines; may be used in specific teaching situations, a different methodology from that of general English; is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for secondary school learners; is commonly designed for intermediate or advanced students; most ESP courses assume some basic knowledge of the language system, but it can be applied to beginners.

Carter (1983) classifies ESP into three types. First, English as a restricted language. Second, English for academic and occupational purposes. Third, English with specific topics. The language that is used by air traffic controllers and waiters is an example of English as a restricted language. The second type of ESP identified by Carter (1993) is English for Academic and Occupational Purposes. In the "tree of ELT" from Hutchinson & Waters (1987), ESP is broken down into three branches: English for Science and Technology (EST), English for Business and Economic (EBE), and English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is English for Technician, whereas the example of EAP for the EST branch is English for Medical studies. The third type of ESP is English with specific topics. Carter (1983) notes this type of ESP anticipated future English needs, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. It is an integral component of ESP courses or programs which focus on situational language. This situational language has been determined based

on the interpretation of results from needs analysis of the authentic language used in target workplace settings.

Dudley-Evans (1997) divide ESP into three general features of ESP Courses namely (1) Authentic materials, (2) purpose-related orientation and (3) self-direction. ESP should be applied at an intermediate or advanced level, then, the use of authentic learning material is entirely feasible. The real feature of ESP related to its material especially in a self-directed study and research tasks is the use of authentic content materials and modified or unmodified in form. Purpose-related orientation refers to the simulation of communicative tasks required of the target setting. Finally, self-direction is characteristics of ESP courses in that the” ...point of including self-direction...is that ESP is concerned with turning learners into users” Carter (1983:134). In order for self-direction to occur, the learners must have a certain degree of freedom to decide when, what, and how they will study.

Flowerdew and Peacock (2001) state that it is commonly known there are many approaches to syllabus design. Hutchinson and Waters (1987) have developed the most popular approach namely the Learning-Centered Approach. This approach ‘concentrated not on the language items and skills students needed, but rather on what they had to do in class to learn these processes’ where ‘there is an emphasis on meaningful and appropriate content and on communication within the classroom. Another approach is The Genre-Based Approach. This approach uses materials and tasks based on authentic linguistic data in order to promote student awareness of the conventions and procedures of the genre in question. The final approach, The Content-Based Syllabus is also ‘a very influential approach’ (Flowerdew and Peacock, 2001). This approach relates language teaching to the eventual uses to which the learner will put the language. It requires attention to prior knowledge, existing knowledge, the total academic environment and the linguistic proficiency of the students.

Hutchinson and Waters, (1994) state that all ESP courses is based on a perceived need of some sort. In addition, Robinson (2001) describes the need for the syllabus design stage to be preceded by developments in materials design and methodology so that the

process of the course design can take place. This is only done when the theoretical decisions about the objectives and syllabus are put together. Thus, Robinson (2001) states that need analysis is regarded as critical to ESP. According to Robinson (2001), there are two key defining criteria which Dudley-Evans and St. John (1998) found to be true of ESP. Firstly, ESP is normally goal-directed, the learners learn English because they need it for study or work purposes; Secondly, it is developed based on a needs analysis which intends to get the exact details of what learners really need through the medium of English.

Hutchinson (1993:21) states that the beginning stage of designing an ESP course as mentioned earlier is to answer questions like: 'Who is going to be involved in the process? Why do students need to learn this? Where is the learning to take place? When is the learning to take place? Is it of a particular target or situation?'. In addition, Cunningsworth (1995:7) reviews the role of materials (particularly course books) in language teaching as: a) a resource for presentation materials (spoken and written). (1) a source of activities for learner practice and communicative interaction., (2) a reference source for learners on grammar, (3) vocabulary, pronunciation, and so on. (4) a source of stimulation and ideas for classroom activities. (5) a syllabus (where they reflect learning objectives that have already been determined. (6) support for less experienced teachers who have yet to gain in confidence.

Dudley-Evans and John (1998) have given suggestions for teachers of ESP courses, materials serve the following functions: as a source of language, as learning support, as motivation and stimulation, and as a reference. ESP materials may therefore seek to prepare exposure to the specialized genres and registers of ESP, to support learning through stimulating cognitive processes and providing a structure and progression for learners to follow, to motivate learners through providing achievable challenges and interesting content, and to provide a resource for self-study outside of the classroom To those who are uninitiated to ESP, the approach and materials can seem unfamiliar and inaccessible. However, this is a misleading impression probably created by the specialized and often technical nature of the subject content in ESP books. The range of ESP books on the market is large and covers many disciplines and occupations. Although the content

of ESP books may look very different from that of general books, and the skills being developed may be different from those in general book, the guidelines for the evaluation of general materials also apply to ESP materials.

Cunningsworth (1995) states that the basic ideas of selecting ESP materials include: analysis, interpretation, evaluation, and selection. First, the analysis is more or less neutral, seeking information in a range of categories, and provides the necessary data for the next step of the process. This is the interpretation of the data obtained. Here a good deal of professional judgment and experience comes into play as the implications of being worked out. The third step is the evaluation. It involves value judgments on the part of those involved. Such value judgments will inevitably be subjective to some will describe the views and priorities of those making them. They will tend to be based on a number of factors such as learner and teachers expectations, methodology, the perceived needs of the learners, syllabus requirements, and individual preferences. The last step is a selection. This process involves matching the features identified during the previous steps against the requirements of a special learning/teaching setting.

Insan Jalil (2009) states that ESP materials meet learners' needs and that the language taught matches the language that the students use are important things in ESP. The materials should take into account learner expectations and should have a clear role in the teaching-learning process. If meeting learners' needs were concerned, ESP materials have been in advance of general materials. They have been developed specially for students who were perceived to have specific needs which could not be met fully by general materials. These needs were originally seen mainly in terms of subject content, for example, doctors need the language of medicine, engineers need the language of engineering, pilots need the language of aviation, etc.

Therefore, this research and development on material development for Syariah Economic Law Students are expected to help the students and the lecturers in English classroom. Hopefully, it can strengthen the Syariah Economic Law students' motivation

in the learning process. Then, it is expected to support the profession of students in the future.

Method

This was a research and development project. The study used the ADDIE model standing for Analysis, Design, Develop, Implement, and Evaluate (Taylor, 2004). Need analysis was conducted by distributing questionnaire and interviewing some students, graduates, lecturers, and practitioners in Syariah economic law. Then, based on the need analysis, materials development was starting with the syllabus making and designing material. Following the analysis and materials development is expert consultation, which involves experts in material development, Syariah economic law practitioners, Islamic bank clerk, and English lecturers. The consultation covers the evaluation of the content, language, and style of delivering in the teaching process. Following expert, validation is the limited tryout materials. It was conducted to get feedback on the developed material, to eliminate the weaknesses. Therefore, the developed materials can meet the intended quality. The subjects of the try-out were 20 students of Syariah Economic Law Students study program. The results of the tryout were used as basis final revision of the product.

Findings and Discussion

The final product of this development is the English material for Syariah Economic Law study program. The result of need analysis shows that the target needs of students at Syariah Economic Law Students study program IAIN Palopo in learning is to be able to communicate in English and can be able to access information related to Islamic economic field. Furthermore, in the content of language skills, they need vocabulary exposure to increase all the main skills in English. Then, for the listening skills, they need to learn more on pronunciation. They need to have a specific topic such as (1). Syariah Economic Law Matters (2) Halal food Product (3) Being A Syariah Bank Creditor, etc, in order to increase their topic in writing about their professional career in the future.

The material has the characteristic of Task-Based Language Teaching (TBLT). Based on the need analysis, the ESP material was proposed to mostly use task-based instruction. The learners involved in tasks with integrated approach skills in English. Tasks are more focused on the meaning or the context-oriented (Nunan, 1989). TBLT is appropriate to help students to solve their problem in learning. In the process of their learning, the student of Syariah economic and Syariah banking Study Program wants to have material in speaking activities such as an interview in pairs in English. They want to have some texts in Syariah economic and Syariah banking context. Then, for writing activities, they want to have some example of legal documents in English. For the listening activities, they want to have a listening material in the form of monolog and dialogue in which they should listen and find out the main ideas and main information.

The experts considered that the product was good. The experts suggested some aspect such as the color, the size of the writing, the instruction. Then, the implementation of limited tried out ran very well. The students enjoy and can understand the material and they can get some new vocabulary about banking through the materials. In addition, the experts also suggest creating more interesting designs of the book in order to catch the attention of the target learners.

The results of the research recommend 3 units as teaching materials namely: (1). Syariah Economic Law Matters (2) Halal food Product (3) Being A Syariah Bank Creditor. The materials were developed with the task-based approach and communicative approach. This research is expected to give the contribution to the teaching and learning English at IAIN Palopo especially for Syariah Economic Law Students.

The first part of the units in the book is *let's get ready*. In this part, it presents the specific pictures which related to the topic in every unit. Those pictures describe some vocabularies related to the task that will be given in the next parts of the unit. Then in the next activity, is the vocabulary list with specific pictures. This can be a good understanding for students about the next task. Following the *let's get ready* is the *let's act* part. In this part, the first task is *listening and speaking*. The students are given activity to listen and to speak based on the Syariah economic law context. It also introduces some expressions that

are needed in the context of syariah economic law. Then next part of the *let's act* is the *reading and writing task*. In this part, some tasks with reading text and writing activities about economic and banking activities. Then, the final part of each unit of the book is a reflection sheet as evaluation on the topic of the unit.

Those materials in the three units of the books show the appropriate materials with the needs of students in Syariah Economic Law Study Program. It has some colorful pictures of Syariah economic activities. It also has a good design with appropriate order of each unit from the easier to the more difficult parts. In addition, it also has facilitated the student to communicate and interact with one another through group tasks with appropriate contextual activities. Then, this research is expected to answer the challenge to arrange the material based on the identified needs (Long, 2005) and the call of presenting the needs-based documents (Richards, 2001).

Conclusions

The product of this study is English material book for Syariah economic law study program. The product was developed by following ADDIE. The materials of the book are 3 units as teaching materials namely (1). Syariah Economic Law Matters (2) Halal food Product (3) Being A Syariah Bank Creditor. The materials were developed with a task-based approach and communicative approach. This research is expected to give the contribution to the teaching and learning English at IAIN Palopo especially for Syariah Economic and Syariah Banking Students. It is suggested for further researchers to conduct a study about the efficacy of the material.

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