EVALUASI MATERI BAHASA INGGRIS BERTUJUAN TERTENTU
PADA POLITEKNIK NEGERI UJUNG PANDANG

EVALUATION OF ESP MATERIALS USED AT
STATE POLYTECHNIC UJUNG PANDANG

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Abstrak

Kata kunci: Bahasa Inggris bertujuan tertentu, materi pengajaran, evaluasi materi

Abstract
With the fast development of economy and technology in the world, the demand for English application has been growing in all the professional areas where many professionals need to communicate with their work partners or to obtain information in English. This research is aimed to evaluate the ESP materials used by students of electronics engineering study program at State Polytechnic Ujung Pandang, Makassar, South Sulawesi. The data was obtained through questionnaires, interview and observation. The questionnaires were administered to 38 students and 5 lecturers. The questionnaires are used to gather information about students’ activities, skills, language type and grammar, levels, subject and content in the textbook/material. The data then were analyzed and interpreted by using quantitative and qualitative approach. Variables which are going to be measured become indicator variables by using Likert scale. These indicators then are used as a guidance to arrange the data instrument. The result shows that teaching materials being used at State Polytechnic Ujung Pandang had been decided by the teaching staff without conducting textbook evaluation and students’ need analysis. Moreover, number of the variables include in evaluation of ESP materials (activities, skills, language type and grammar, level, subject and content and evaluation) show that most of students choose ‘somewhat agree’ which are mean the existing materials are not fully relevant to students’ target need and learning needs.

Keywords: ESP, language teaching materials, textbook evaluation
INTRODUCTION

English has always been a vital means of knowledge and skill enhancement. This means that people who regard themselves as belonging to academic background are required to master English language skill. The need for enhancing engineering students’ communication skills and prepare them to the workplace has been addressed in a number of forums and questions regarding the effectiveness of the Engineering English language curriculum too have been raised. As a result, the teaching of English for Specific Purposes has become a major occupation. It is necessary to establish the needs of vocational training to serve the labour market with skilled manpower and technical studies need to be built to fulfill the requirement.

At State Polytechnic Ujung Pandang, English is offered in the second and the third grade. However, English at State Polytechnic Ujung Pandang still lacks in the context of engineering and in the area of ESP, so far, at least in the eyes of the researcher or based on the researcher’s preliminary research. The teaching of English is mostly in the grammar context and the design of the materials may the students’ need because need analysis has never been conducted.

Stanford in Hardiningsih (1998) stated that basically, the polytechnic system aims at establishing the foundation of system of education which parallels that of universities. The university system was regarded as primarily academic and scientific oriented whereas the polytechnic were to be skill and practice oriented. The materials used are related to the learners' specialized field of study. One of the important factors which is of utmost importance in language learning in general and ESP in particular is to see whether the books and materials are useful for the purpose of the teaching activities or not to meet the demands of the globalizing society and industrial sectors and to bring technological and vocational education to new heights.

Dudley-Evans dkk (1998) offered modified definition from Stevens’ to their own form by adding some characteristics of ESP. they said that ESP is designed to meet specific needs of the learner and for specific disciplines, therefore it may use specific teaching situation that is different from general English. They further said that ESP is likely to be designed for adult learners in intermediate and advance levels.
ESP has attracted more attention within the teaching of English as a foreign or second language. ESP is part of a more general movement of teaching language for specific purposes. Hutchinson dkk (1987) argue that ESP must be seen as an approach not as a product. It does not consist of a particular type of teaching material, nor is it a particular kind of language or methodology. The materials used are related to the learners’ specialized field of study. One of the important factors which is utmost importance in language learning in general and ESP in particular is to see whether the books and materials are useful for the purpose of the course or not.

From the explanation above, the researcher aimed to find out the types of teaching materials being used at State Polytechnic Ujung Pandang and to evaluate the existing teaching material; to focus on what has been going well and to ask what have been the most significant contributing factors so that less successful can be modified to meet the students’ need.

**INSTRUMENT AND METHOD OF RESEARCH**

**Research Location and Design**

The researcher used mixed methods research which combines quantitative and qualitative approaches by essentially mixing both quantitative and qualitative data in a single study. The purpose of mixed methods research is to build on the synergy and strength that exist between quantitative and qualitative research methods in order to understand a phenomenon more fully than is possible using either quantitative or qualitative methods alone. This research was carried out at electronics study program at State Polytechnic Ujung Pandang.

**Population and Sample**

The population of this research is the second and the third grade of students of electronic engineering State Polytechnic Ujung Pandang. The total number of the students is 150. In this case, the researcher randomly took 38 students from the total population (Arikunto, 2009) and 5 electronics engineering’s lecturers to gather additional data by using as samples became representatives of a given population.

**Data Collection**

Three instruments used are questionnaire, interview and observation. The questionnaire was distributed by the researcher to the students during their normal class
sessions. Questionnaires are used to gather information about students’ activities, skills, language type and grammar, levels, subject and content in the textbook/ material. Some students interviewed to ensure the data validity and to get additional information. In obtaining data through observation, the observer sat and looked at the learner activities in the classroom, using the check list.

**Data Analysis**

The researcher collected the result of the questionnaire and compare with the material to see the relevance of the material to the students’ needs. The last is the researcher processed the data in finding whether material is relevant or not to the students’ needs. The researcher used Likert scale as a technique of data analysis in this research. This rating scale that is applied to data can be divided into various groups and we can make a ranking among the group. The classification falls into five categories (Sugiyono, 2009) they are: strongly agree: 5, agree: 4, somewhat agree: 3, disagree 2 and strongly agree: 1.

**RESEARCH FINDINGS**

The textbook is closely fulfilled the students’ need in learning English as specific purposes. The materials cover most of their need and it is a good resource for them and the lecturers. It allows students to learn ESP in different learning style; they are in pair, individual and in group work.

The four language skills in the materials integrated students’ skill work. Reading passages and associated activities suitable for students’ interests. This can be seen in figure 1; unfortunately, listening material is not well recorded as authentic as possible, accompanied by background information, questions and activities which help students to comprehend. Material for spoken English language is well designed to equip students to their interaction. Writing activities is suitable for students in terms of organization of longer pieces of writing and use of appropriate style.

The content of the materials is not really well organized but the components can make up the teaching learning. The materials have reference sections for grammar and suitable for students to study individual, pairs and group work. The instructions in the textbooks make students easy to find out the way around it because the layout is clear, especially because there are many figures and tables.
The textbook covers grammar items appropriate to students’ level, especially because it used general English to describe electronics engineering components. It has been shown in table 2. The contents of the material is challenging, motivating and interesting, in addition it provides the function of instructions in English which appropriate to students’ need and discipline.

DISCUSSION

This research indicated that the teaching materials used at State polytechnic Ujung Pandang are still not suit to the students’ target and learning needs. It turned out to be very difficult to supply materials for the English for Electronics syllabus. There are only two ESP textbooks for students of electronics available commercially - “English in Electrical Engineering and Electronics” by Eric Glendinning which is part of Oxford “English in Focus” series, and “Oxford English for Electronics” by Eric Glendinning and John McEwan (Siderova, 2009). The first one is available at the institution and it has been used during the last four years in spite of all its disadvantages. The textbook is focused on developing students’ reading and, to some extent, writing skills. Speaking and listening practice is not available. The exercises contain so much new terminology that the students cannot concentrate on the given task.

Students’ evaluation toward their encouragement of using the existing materials shows that their communicative competence by using the existing material increased. The students studied English due to communicate and expand their knowledge in engineering and it is covered by the activities shown in the materials. This explains that most of students think that they have got materials which are suitable with their expectation. If the existing material is in line with students’ expectation, it will make easy for students to reach their target in learning English. This supported by Fergina (2010) that it is important to develop relevant materials for the target learners, it is also important to evaluate the quality of materials being developed. Nowadays, many language teachers are encouraged to evaluate classroom materials to determine whether the books they are using meet students’ needs.

The existing materials have fulfilled the students’ need but not optimally. This condition is caused by the students’ need is not matching with their evaluation toward the balance between theoretical and practice of ESP textbook. If it always shows during the
teaching learning process, it will make an output that cannot be applied students’ English ability to workplace. It is supported by Robinson in Dudley-Evans dkk (1998) that students study English not because they are interested in the English language but they need English for some specific purposes, for example for work purposes, as lecturers stated that students interested in describing tools or components which usually find in their study.

In learning process most of students can perform the activities from materials individually, in pair and in group work. Based on the students’ interview below:

“berpasangan lebih dari satu jadi..eee..terjadi interaksi, lebih spesifik...individual bisa mandiri..atau bisa mencari sendiri jawaban yang dicari sehingga lebih tercerna..lalu secara berkelompok..kita bisa saling sharing apabila terdapat kesalahan atau keganjalan dalam mengerjakan soal” (Indonesian translating)

“In pair is more than one, so there is interaction, more specific...individual is independent..or..can find out the answer that made it more comprehend..then in group..we can share each other if there are mistakes or odds in doing the exercises” (English translating)

The students tend to do the exercises on the material in pairs and group work so that they can share the knowledge each other than spend time alone to search something that needs other students to solve it. The learning activities they had in the classroom not only quite interested but also motivated them to encourage their English language ability. Nevertheless, Jacobs and Ball in Litz (2005) have pointed out, not all group work promotes learning as stated that in some textbook, group activities appear to have been created merely by putting the words in group work or in pairs front of what were formerly individual activities, without making any changes to encourage learners to cooperate with one another.

Most of students are hardly agree with authentic material for their. This condition is not suitable with the students’ need showing that most of them want to fulfill their hope for authentic material that should be included in the existing material. It leads to the ineffective of teaching and learning process. Tomlinson (2010) argues that it should make sure the texts and tasks are as interesting, relevant, and enjoyable as possible so as to exert a positive influence on the learners’ attitudes to the language and to the process of learning it.

The unsuitable of material impact to the ineffective of teaching and learning process in the classroom. Sadeghi (2005) suggested a carryover from the existing situation in his paper. He considered ESP in terms of student, teacher, materials, and methodology, He highlighted the inadequate language skills of students upon entering university and most ESP teachers' incompetence with respect to either language or subject knowledge. He
attempted to highlight the importance of communicative and learning-centered approaches to ESP practice and material production. The students’ comprehend and the teaching method of the lecturer itself, nowadays to path the using of the material was not optimal.

The grammar rule is one of the materials needed by for students in addition; their knowledge of electronic terms is very effective to promote students’ language skills because of their field terms as authentic materials are remembered and reviewed by students easily. Students like the existing grammar presentation; it is proven by the findings, moreover, a good presentation of the material can make students easily to learn.

After attending the class most of students come to agree that students’ English ability increased after attending the class. This is indicated that most students are still doubt with their self assessment toward the class using the existing materials, thus the revision of the material is needed to encourage students’ English ability. This is similar to White (2009) who stated that for learning to take place, students need to exert effort and be engaged and involved as active participants in the learning process. This is especially true in the communicative language learning environment where the target language is both the object of study and the medium of student interaction.

Most of students claim that there is sufficient variety in the subject and content of the materials which conclude that existing materials deal with the structuring and conventions of language use for example how to structure a piece of extended writing and how to identify the main points in reading passage. They claim that subject, content and material discussions are appropriate to English culturally, which means subject, content and material discussion are less in relate to the social and cultural contexts presented in the materials. Even though, these somehow helped students to understand technical terms and provide the functions of instructions in English, for example how to make a job instruction, assemble components and explain the tool’s functions. It is supported by Ismail (2010) who stated that interaction exercises give students opportunities to practice talking about some interesting topics, role playing, etc. In additions, students respond that English instructions function in the textbook is appropriate to their needs and disciplines.

Since most of students almost agree to the existing materials encouraged their interest which means the materials is relevant to their needs of study English engineering. The lecturers raised their students’ interest in further language study and would voluntarily
choose to use the textbook again while the majority of students reported that the textbook was somewhat stimulating and useful for their purposes.

Liao dkk (2011) has indicated in their study that the teaching material has basically met the needs of the target learners, who were engineering students mostly with basic level of English proficiency. It has different with the result of Baleghizadeh dkk (2011) which their findings indicated that the book, despite having merits, was not very suitable for the course; and this study that the existing materials based on the explanation of activities, skills, language type and grammar, level, subject and content and evaluation are not fully met the target needs and learning needs.

CONCLUSION AND SUGGESTION

The existing materials are suitable with students’ expectation or students’ target needs, but the balance between theoretical and practice of ESP textbook is not like what most of students expected. The four language skills (reading, writing, speaking, and listening) and the authentic materials are not balanced in the existing material because the availability of them is still sanctioned by the students. The materials are brief and easy to understand which affecting the students to encourage their current ability. It has encouraged the right level of students’ current ability. Even though subject, content and material discussion of the textbook is less relevant to students’ needs as a technician, students claimed that material discussion is interesting, challenging and motivating, especially in the area of the subject and content which conclude that existing materials deal with the structuring and conventions of language use for example how to structure a piece of extended writing and how to identify the main points in reading passage, in addition the activities of the material can be performed by students individually, in pair and in group work as expected by them.

The teaching method should be changed to fulfill students’ target needs and give more attention to the learning process. It not only gives much attention to language needs but also to how the students learn. The suitable material to students’ needs should be maintained and improved to make it easy to learn.
REFERENCES


Ismail, L.S. (2010). *Choosing ELT Materials to meet the Challenges of Globalizations*. TEFLIN International Conference, Bandung


Figure 1. Students’ needs analysis
Table 2. Textbook evaluation result

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>RESPONSES</th>
<th>SA</th>
<th>A</th>
<th>SWA</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIVITIES</td>
<td>The textbook provides a balance of theoretical and practice</td>
<td>0</td>
<td>8</td>
<td>19</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>The activities encourage sufficient communicative</td>
<td>2</td>
<td>24</td>
<td>11</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>The activities can be performed individual, in pair and group work in learning material.</td>
<td>6</td>
<td>22</td>
<td>7</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>The activities promote the students to be creative, original and independent responses</td>
<td>8</td>
<td>14</td>
<td>12</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SKILL</td>
<td>The materials include and focus on the skills that students need to practice</td>
<td>0</td>
<td>12</td>
<td>23</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>The materials provide an appropriate balance of the four language skills (reading, speaking, listening, and writing)</td>
<td>2</td>
<td>3</td>
<td>21</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>The textbook pays attention to sub-skills – i.e. dialogue in workshop, note-taking, skimming for information</td>
<td>0</td>
<td>6</td>
<td>17</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>The listening, speaking, reading and writing materials in the textbook which are provided appropriate to students needs as engineer</td>
<td>2</td>
<td>5</td>
<td>17</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>LANGUAGE TYPE AND</td>
<td>The language used in the textbook is authentic – i.e. like real-life English</td>
<td>2</td>
<td>10</td>
<td>20</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>The language used is at the right level for students’ current English ability</td>
<td>2</td>
<td>13</td>
<td>16</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>The grammar points and vocabulary items are introduced in motivating and realistic</td>
<td>1</td>
<td>12</td>
<td>18</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>The grammar points and vocabulary items are at the right level for students’ current English ability</td>
<td>0</td>
<td>9</td>
<td>22</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>The grammar points were presented with brief and easy examples and explanations</td>
<td>2</td>
<td>20</td>
<td>11</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>LEVEL</td>
<td>The materials encouraged the right level of students’ current English ability</td>
<td>3</td>
<td>17</td>
<td>12</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>General discussion of materials is appropriate to the level of students’ English ability</td>
<td>0</td>
<td>15</td>
<td>20</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Students’ English ability increased after attending the class</td>
<td>4</td>
<td>12</td>
<td>16</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>SUBJECT AND CONTENT</td>
<td>Subject, content and material discussion of the textbook is relevant to students’ needs as a technician</td>
<td>2</td>
<td>5</td>
<td>24</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Subject, content and material discussions of the textbook are interesting, challenging and motivating</td>
<td>2</td>
<td>13</td>
<td>15</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>There is sufficient variety in the subject, content of the materials</td>
<td>2</td>
<td>16</td>
<td>14</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Subject, content and material discussions are appropriate to English culturally.</td>
<td>1</td>
<td>13</td>
<td>19</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Subject, content and material discussion in the textbook helped students to understand technical items – i.e. understand the technical books, make electronic tools</td>
<td>2</td>
<td>15</td>
<td>19</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Materials in the textbook provide the functions of instructions in English, i.e. how to make job instruction, assemble components and explain the tool’ functions</td>
<td>3</td>
<td>12</td>
<td>17</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>The English instruction function in the textbook is appropriate to students’ needs and discipline</td>
<td>1</td>
<td>9</td>
<td>19</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>EVALUATION</td>
<td>The materials in the textbook raise my interest in further English language study</td>
<td>2</td>
<td>8</td>
<td>19</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Students would choose to study this textbook again</td>
<td>3</td>
<td>8</td>
<td>16</td>
<td>8</td>
<td>3</td>
</tr>
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