

DESIGNING ENGLISH LANGUAGE TEACHING (ELT) MATERIALS FOR NON-ENGLISH DEPARTMENT

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ABSTRACT

This research intends to produce ELT materials specifically for Physics Education Department students at Universitas Islam Negeri Alauddin Makassar studying Temperature. Research and Development or RnD is used as the method and ADDIE is used as the model. ADDIE is an abbreviation for Analysis, Design, Development, Implementation, and Evaluation. Data of both the qualitative and quantitative varieties are analyzed. Documents detailing the findings of data need analysis and evaluation checklists are included as the research instrument. The research result showed that the syllabus' elements, the module's structure as well as the content satisfied the students' needs and were recommended to be implemented by the next researchers.

Keywords: ELT, ADDIE Model, Physics Education

1) INTRODUCTION

Students are taught English from primary school until higher education such as college and higher courses in Indonesia. Also, at the higher educative level, in this case in college or higher course, English exists in several majors. It is related to Indrasari (2016), who stated that English is considered one of the general subjects that must be taught in every major.

Teaching English as a prospective teacher candidate necessitates instructional learning resources, as we all know that instructional learning materials are the most important element of teaching and learning ELT (English Language Teaching). Instructional material is any equipment or devices that can aid the instructor in theoretical teaching in the classroom or practical assessment (Brown, 1992).

But during their school year, sometimes teachers did not teach the pupils based on their background and needs. Therefore, according to Fatmawati (2017), a teacher should understand ESP (English for Specific Purposes) since the teacher must understand the conditions of

students so that they can design an appropriate syllabus. According to Hutchinson and Waters in Rahman (2015), ESP is an approach to language learning and is based on learners' needs.

Based on the need analysis conducted by Rukmana (2021), the students of physics education did not get appropriate English instructional materials that cannot fulfill the students' needs. The students only learn about General English such as verbs and adjectives. While from the result of the need analysis the students need to learn four abilities in English (speaking, listening, writing, and reading), grammar, and vocabulary which focuses on their discipline. For Temperature itself, students choose it as the most important material in learning physics with 3.37%.

In consequence, the physics students only know about General English and had a lot of mistakes in spelling, lack of vocabulary, and difficulty in speaking English which can obstruct their knowledge about their discipline.

Based on the concerns stated above, the researcher believes that a good English learning module is essential to help physics education students grasp the English language in the context of their scientific fields. So, utilizing English for Specific Purposes (ESP) and the ADDIE model, the researcher will design and construct a new English module based on physics topics, particularly "Temperature" materials.

2) METHOD

The researchers utilized the design and development method or R&D in this research. R&D is defined as a research design that takes into account a variety of elements, including student status, classroom issues, studying recent theories of educational product creation, generating educational products, validating the product with experts, and field testing the product (Latief, 2012). In addition, Borg and Galls (2015) stated in their book entitled "Educational Research: An Introduction; third edition" that Educational research and development (R&D) is also a strategy for developing and validating instructional materials. The R&D cycle is the next phase in the research process, and it comprises previous research discoveries related to the developed product. Making a product based on previous research results, testing it at the research location, and then making changes to fix any problems.

To design and develop the English language teaching materials, the researcher utilized the ADDIE model. Alnajdi (2018) in research stated that the ADDIE approach is an abbreviation for the five phases, Analysis, Design, Development, Implementation, and Evaluation, but each

of the phases plays its role at every level to guarantee that the design is rising, developing, and rebuilding. This model provides a method for instructional designers, content developers, and even instructors to build an efficient and successful teaching design by using the ADDIE model's procedures on any instructional product (Aldoobie, 2015). Since the ADDIE strategy is meant to help the learners to reach their learning goals and objectives, the researcher utilized this ADDIE model design. It also enabled the evaluation of materials as well as the creation and development of tests using basic processes. It had a methodical framework and was basic and straightforward to learn.

In this study, the researchers used two kinds of instrument, such as evaluation checklist and document. This evaluation checklist was utilized to determine if the syllabus and prototype were suitable for addressing the learners' needs. Two validators from English Education Department were utilized as the assessment checklist in the validation product, in this case, the English module content and syllabus, which were submitted to the validator. And the document is a need analysis result conducted by the previous researcher.

In this research, the researchers used four stages in gathering data which were the step of the ADDIE model (analysis, design, development, and evaluation). In the analysis stage, the researchers reviewed and analyzed the result of need analysis. Then in the design stage, the researcher gathered information from the document and create planned syllabus. The third stage is development where the researcher created a module based on the syllabus made. In the evaluation stage, the syllabus and the module were evaluated by the validators using the evaluation checklist to evaluate the validation of the products.

3) RESULTS

The Process of Designing ELT Material Unit Temperature for Physics Education Department Students at Universitas Islam Negeri Alauddin Makassar

The researcher conducted the analysis phase before starting the design and development phase. In this phase, the researcher analyzed the document which a need analysis result from the previous researcher in 2021. The information gathered in the document served as a guide for the researcher as the researcher created the learning objectives for the final syllabus output.

There are twelve important topics in the finding, such as Temperature, Gravity, Thermodynamic, Force, Kinematic, Equilibrium, Relativity, Energy Potential and Energy Conservation, Mechanic Quantum, Magnet, and Rotation. While for the students' needs and

wants for skill and language component, there are four skill components include reading, writing, speaking, and listening and three language components include vocabulary, pronunciation, and grammar. The detail information about students' needs can be seen as follows:

Table 1. Need Analysis for Reading Skill

Target Needs		Average Score
Reading	Able to guess the meaning of a word from a reading English text is the first priority	3.14
	Able to understand all types of reading is the second priority	3.06
	Able to find keywords and main ideas through scanning and skimming is the third priority	3.02
Learning Needs		Average Score
Learning Problem	Lack of vocabulary	2.80
Learning Style	Learning English through reading while taking Notes	3.16

Table 2. Need Analysis for Writing Skill

Target Needs		Average Score
Writing	Able to organize the paragraph correctly is the second priority	3.16
	Free writing is the fourth priority	2.80
Learning Needs		Average Score
Learning Problem	Difficulty writing text/sentences in English	2.31

Table 3. Need Analysis for Speaking Skill

Target Needs		Average Score
Speaking	Vocabulary is the first priority	3.17
	Pronunciation is the second priority	3.16
	Accuracy and fluency are the third priority	2,83%

Table 4. Need analysis for Listening Skill

Target Needs		Average Score
Able to identify the main idea from various types of listening material is the first priority		3.15

Listening	Able to understand listening material is the second priority	3.09
Learning Needs		Average Score
Learning Style	Learning English through audio	3.11

After analyzing the data, the researcher moved to designing phase. In this phase, the researcher using the information from the data previous need analysis to create and integrate a syllabus. The sort of syllabus created in this study is a skill-based syllabus since the focus of this research is English skills. In creating the integrated syllabus, the researcher followed Nunan's theory that the creation a syllabus involves a number of processes, such as creating goals based on data from need analysis, choosing and evaluating material in accordance with the goals, and choosing and grading learning assignments (1988).

According to the findings of the need analysis for the Physics Education Department, speaking, reading, writing, listening, vocabulary, pronunciation, and grammar were the top seven language component priorities in English learning. The following areas for the speaking component needed improvement: pronunciation (3.16%), vocabulary (3.17%), accuracy and fluency (2.83%), and grammar use (2.8%). For their learning, physics education students require the following writing abilities: the capacity to compose cohesive and coherent paragraphs (3.02%), the capacity to appropriately organize paragraphs (2.9%), and free writing (2.9%). Identification of the primary concept of the learning content (3.1%) and comprehension of the listening material were both areas of weakness and unmet student requirements in the area of listening (3%). Lastly, reading abilities required by students studying physics were the ability to deduce words' meanings from texts (3.1%), comprehend texts (3%), and identify texts' major concepts (3%).

After designing the integrated syllabus, the researcher then moved to the development phase. In this phase, the researcher then created the ELT material product based on the integrated syllabus which include English learning skills (reading, writing, listening, and speaking). In creating the ELT material, the researcher used Hutchinson and Water's theory, such as choosing from existing material, writing our own material, and upgrading existing materials.

The Result of Validator Validation of ELT Material

The developed material would be thoroughly assessed to validate whether it is appropriate for students' needs or not in evaluation phase. There are three kinds of evaluation, such as self-evaluation, peer evaluation, and validator evaluation.

In the self-evaluation, the researcher chose, modified, designed, and created materials depending on the researcher's opinion. This evaluation is done to guarantee that the designed syllabus is appropriate for students' needs. As well as by research consultants' consideration and direction, which leads to the enhancement of designed syllabus framework.

Peer evaluation took an important role before the researcher go through to the validators' evaluation phase. In this evaluation, the researcher focused on comments and suggestion from the consultant since it helped the researcher in improving the quality of the product. The researcher only focused on the consultant's comments and suggestions. The consultant's suggestions were that the researcher should pay attention to the size of the layout, the font used, and numerous sorts of exercises that need to be updated or added. In addition, the consultant indicated that the syllabus should be created based on the results of the previous need analysis result.

The last evaluation is carried out by two validators. This sort of evaluation was conducted on two existing products: the integrated syllabus design and the ELT module. The result of the syllabus and ELT material evaluation, showed that all the products got 4.5 – 5.0 score in very good category. It means that, both of the products designed and developed well.

4) DISCUSSION

The Process of Designing ELT Material Unit Temperature for Physics Education Department Students at Universitas Islam Negeri Alauddin Makassar

In the designing process, the researcher adapted Brown's theory (1995) to make an appropriate syllabus design for teaching English in Physics Education. According to Tagg and Wood (2011), one of the key considerations in creating a curriculum is the background of the learners. Researchers need to do a need analysis in order to learn this. The creation of the syllabus must be based on a need analysis that has been completed in order for the syllabus' material to be relevant to the backgrounds or needs of the students.

The researcher reviewed all the data and information from Rukmana's need analysis before constructing the syllabus since it served as the researcher's reference. The researcher chose a

skill-based syllabus. Speaking, reading, listening, and writing are the four core competencies that make up a skill-based syllabus. To find out, the researcher needs to do need analysis. Brown's theory, which is widely used by researchers, supports the aspect of need analysis that assisted in the construction of the syllabus. As we know that the goal of establishing this syllabus was to help physics students in learning English in accordance with their areas, it is imperative that the material of the syllabus be in line with the backgrounds of the learners or based on their requirements.

In the developing process, the researcher developed the module based on the information from the designed syllabus and material related to the Temperature topic. It is supported with Toohey (1999) said that module is effective when the specified learning objectives or results line up with the instructional activity and the evaluation. The researcher then utilized Hutchinson and Water's (2015) theory in developing the material output. There were three processes, such as choosing from existing materials, writing our own materials, and upgrading existing materials.

The researcher created English language content with the Temperature topic by adapting information from a variety of sources, including books, journals, the internet, and other sources. The researcher then edits, enhances, or modifies the content to make it more fascinating and interesting before moving on to the evaluation phase. Furthermore, the ELT module can be seen in the findings section.

The Result of Validator Validation of ELT Material

The researcher conducted three stages of evaluation. First is self-evaluation, second is peer evaluation, and third is validator evaluation. Self-evaluation was conducted by the researcher. In this evaluation, the researcher look-through the content of the module, especially in Temperature topic, which was in line with the findings of the previous need analysis. While for the peer evaluation, the researcher enlisted suggestions from the consultants. This evaluation is done to help the researcher review the outcomes of her work. Items including content topics, learning objectives, learning activities, abilities, and the look of the material are reviewed once again. Then for the validator evaluation, the researcher needed help from two experts who was the lecturer of English Education Department at Universitas Islam Negeri Alauddin Makassar and used an evaluation checklist to evaluate the product.

5) CONCLUSION

This study was conducted to create an ELT material module for students in Physics Education Department who have integrated English skills for English for Specific Purposes (ESP). In this research, the researcher could finally take numerous conclusions, as follows:

1. The syllabus was created using the findings of the previous need analysis conducted by Rukmana (2021). The curriculum created comprises one topic, Temperature, and all English learning abilities, including reading, writing, speaking, and listening. These skills also include components such as learning objectives, exercises for those skills, and time allocation for learning the topic.
2. The prototype module material was created with the designed English teaching syllabus as a guide. The module included Temperature-related learning materials as well as a variety of tasks to assess students' comprehension. Fill in the blank on listening skills is one form of assignment that includes a QR code to make it easy for students to listen to the audio.
3. Two validators evaluated the ELT module content for Physics Education using an evaluation checklist. The syllabus and prototype materials created by the researcher were properly constructed after multiple changes based on the results of the expert evaluation sheet.

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