# Development of the Learning Module Book of English for Specific Purposes Course to Realize Relevance and Meaningfulness

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## ABSTRACT

This research aims to develop Learning Moduls that support a learning model designed to integrate the theory and the implementation in which relevance and meaningfulness of English for Specific Purposes (ESP) course can be achieved. Therefore, the problem of this research is: What kind of learning module book of English for Specific Purposes course to realize relevance and meaningfulness? This research used Research and Development method that aims to develop and validate products in education. Steps of development method that will be used include (1) collecting pre-development data, (2) designing the product prototype, (3) verifying the product to experts who are competent at the product, (4) revising the product into the product prototype 2, (5) applying the product for obtaining qualitative evaluation, and (6) revising the product into the final product that has been validated after having steps of expert verification and implementation. The research data were qualitative and quantitative data that had been verified by experts and evaluated by students in terms of how the product designed can realize relevance and meaningfulness of the integration between theories and real implementation. The development research result is in accordance with the objective in which the result is an ESP learning module book for students of English Language Education Study Program of Sanata Dharma University.

**Keywords:** English for Specific Purposes, relevance and meaningfulness, learning module book

## 1.   INTRODUCTION

Relevant and meaningful learning is a necessity and an essential for learners experienced by students in lectures at higher education institutions. Relevant and meaningful learning is concrete learning connected to the reality in everyday life. To make it relevant, classroom learning requires the realization of relationship between knowledge learned by students in lectures and concrete problems in society, environment, and the world extensively. Relevant learning can also be defined as real learning that can be "an equipment" for one's life. Learning will be meaningful when what students have learned in their lectures can solve problems in society and the world (being relevant). Therefore,

there is a close correlation between relevance and meaningfulness of learning. Relevant learning will provide meaningfulness from the learning itself.

Such efforts are still required to realize relevance and meaningfulness of courses. These efforts require creativity, innovation, and breakthrough from both lecturers and study programs. It applies in all study programs, including English Language Education Study Program of Sanata Dharma University. The realization of creating relevant and meaningful courses is not easy. In fact, the efforts have been done in the class through reflections, discussions, sharings, simulations,

observations, and other learning assignments that have not shown a concrete and an obvious realization. Thus, efforts to create a relevant and meaningful course are still at the level of assumptions or sometimes simulative.

English for Specific Purposes course (called ESP) is one of the courses in English Language Education Study Program that requires a realization from concepts learned in a real implementation. The final objective of that course is to apply students' skills in developing various English language learning for particular purposes such as in academic, professional, and vocational fields.

In addition, students only get learning design tasks for specific necessity, not based upon real necessity and the result is also not the real learning design used. The development of learning design components such as formulation of necessity, objectives, learning stages, materials and evaluations is frequently no more than just students' imagination and assumptions from their discussions in the class. Thus, the necessity for English language teaching obtained by students is not the real one and is just an assumption instead. In fact, although absolute steps have been done, such as an interview task to conduct need analyses, the task does not originate from the real necessity for teaching English. Furthermore, learning designs made by students are also not implemented in a real situation.

In order to find out the breakthrough and the gap in realizing relevant and meaningful courses in English Language Education Study Program, the previous research has identified the integration of ESP course and Community Service (KKN) course that can be a concrete work to achive the objective. This learning model also can be implementend in other ESP developments, in addition to the necessity obtained in Community Service program, to provide an opportunity for students in developing concrete ESP. For further models that have been developed, a learning module book needs to be developed to support the learning model. This research and development aim to produce a learning module providing an opportunity for ESP students to design real ESP as the implementation of theories they have learned, thus, this course will become relevant and meaningful. This learning module will provide methods leading to students to turn knowledge learned from ESP course into real implementations. This material will cover theories about ESP and its development, integrated learning tasks that encourage students to implement the theories and design ESP required by particular group, community, or society based on real necessities. This learning module can also be used for integrated learning moduls of ESP and Community Service (KKN) that have been developed by researchers in previous research as well as other ESP development implementations conducted by students as the way to apply theories they have learned.

Based on the research background and research objectives described above, this research problem is formulated as follows: What kind of learning module book of English for Specific Purposes course to realize relevance and meaningfulness?

## 2. THEORETICAL REVIEW

### 2.1. *English for Specific Purposes* (ESP)

English for Specific Purposes emerges as a reality in which English language is developing in various parts of the world and is used in various sectors for diverse purposes such as in business, trade, technology, education, professional and other fields of work, as well as other sectors. The huge influene of English language role has made the language itself become an international language leading to the demand on English language learning and teaching. (Hutchinson, Tom., dan Alan Waters, 1994: 6)

According to Thomas Orr (2002: 1), ESP specifically refers to three things. First, ESP is a type of English that is required to perform specific tasks and purposes.

Second, ESP is a branch of English Language Education that develops and teaches various tpoes of English to help people who would like to learn English for particular purposes. Third, ESP creates proffesions and jobs in ESP field.

Meanwhile, ESP a movement is also stated by Ann M. Johns and Donna Prince-Machado (as cited in Celce-Murcia, Marianne 2001: 43) who argue that all language teachings must be adapted to specific language necessities and specific learning styles from particular group of people and are genuinely influenced by the socio-cultural context where the language is used.

## 2.2. Scope and Types of ESP

ESP has been developed in various fields such as English for Academic Purposes (EAP) including English for Medical Studies, English for Economic, English for Engineering, and the like. English for Professional Purposes includes English for Nurses, Doctors, Architects, Engineers, and the like. Meanwhile, English for Occupational has various scope in addition to proffesion. (Hutchinson, Tom., dan Alan Waters, 1994: 16-18)

In developing ESP, the first step is to analyze the target situation, a situation in which English is used specifically in tourism, in certain area by merchants, in certain fields of work or by professionals, and the like. After analysing such necessities, language skill analysis required in particular fields is conducted in which each field shows differences and different language teaching. For the next step, ESP developers should understand language and teaching concepts to develop a syllabus. After that, language materials and exercises focusing on language skills required are developed. Development of evaluation procedures to measure achievements of language learning is conducted as the last step.

## 2.3. Relevant and Meaningful Learning in the Progressive Education Paradigm

In the paradigm of education and curriculum development of Progressive model, educational emphases are on the relevance, meaning, self-actualization, and emancipation. The educational orientation had shifted from a curriculum development model in the Objective-reconstructionist era emphasizing an educational process that refers to learning objectives formulated and a measurement of the achievement goals. Meanwhile, in the older paradigm of education and curriculum development, Classical Humanism, educational emphases are on body of knowledge or teaching contents that should be provided to students. (Smith, 2000)

In the education adopting Progressive paradigm, the final objective of education is to achieve self-fulfillment of students. To achieve the final objective, education is not oriented towards the result measured as in objectivist-reconstructionism paradigm, but it is oriented towards process of project-based learning that aims to develop understanding, awareness, and something useful for further learning processes of one's life (life-long learning). (Richard, Jack C., dan Renandya, Willy A. 2002: 73)

In the previous description, it has been explained that educational emphases are on understanding, awareness and meaning for one's life. In achieving the educational objective, the education should show a link and match or its relevance and meaning in the real life. Education must be applicable in daily life so that the knowledge they learn is not merely an achievement of goals formulated at the beginning as in the objectivist-positivist paradigm, something mechanistic-superficial. Education is also not content-focused, something that aims to transfer knowledge recognized as a good useful thing by students as is the classical-humanistic paradigm. However, in the progressivism-reconstrucionism paradigm, education aims to have

involvement in solving concrete problems in life and the world.

Therefore, link and match between knowledge and the real world is a must. In the implementation of learning and teaching, the relevance between knowledge received by students and concrete experiences in daily life become one of the most important objectives.

When the learning is relevant to concrete daily experiences and when the learning has a contribution to solve real problems in life, it will be meaningful for others (society) or individual (students) who experience the learning process.

In line with the development of educational paradigm, the latest language learning approaches and models also emphasize relevance and meaningfulness. Communicative Language Teaching (CLT) approach is a latest language learning approach and language teaching models developed from the emphasis of relevance and meaningfulness so that language learning as means of communication become effective. (Richard, Jack C., and Rodgers, Theodore S., 2014: 160). In Task-based Language Learning, the relevance of what have been learned by students with the reality and meaningful learning has contributed the success of language learning. (Richard, Jack C., dan Rodgers, Theodore S., 2014: 223)

The steps of ESP development are not a new concept in language teaching. Generally, those steps are similar to the steps for developing learning tools that had been developed. However, many writers have made specific purposes of ESP development. One of the procedures of ESP development is Skill-centered Approach that is specifically designed for ESP development by Tom Hutchinson and Alan Waters (1994: 69-71). The steps are as follows:
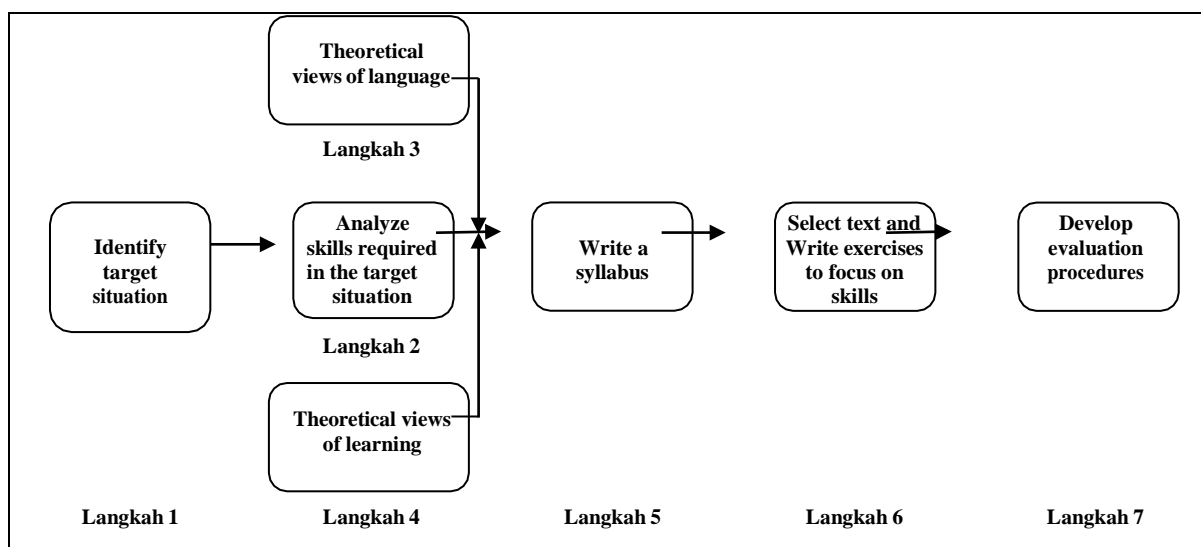


Figure 1: Steps in developing ESP by Hutchinson and Waters

In developing ESP, researchers provide seven steps to facilitate steps identification. In this development research, the first until the sixth step (producing module book) will be conducted.

## 3. RESEARCH METHOD

This research was an applied research that aims to develop learning product through a learning module book. Therefore, this research used research and development method. The purpose of this method was to develop all products in educational sector and validate the products to be appropriate and right on target.

In this research and development, the final outcome was a learning module integrating theories and ESP development with learning tasks so that the implementation

could be done in the task for designing concrete ESP. This aimed to realize relevance of this course to the real world and meaningfulness for each student.

## 3.1. Research Procedures

In this research and development used, the development model would adapt steps of learning program design with system approaches proposed by Dick, Carey, and Carey (2003). Steps for development procedures are as follows:

1. Collecting pre-development data.
2. Developing research instrument.
3. Developing the initial product in form of prototype 1.
4. Conducting validation by involving experts who are experienced in developing materials and in English Language Education especially English for Specific Purposes.
5. Revising the product to produce prototype 2.
6. Conducting product trials. This integrative learning model will be tested on students who take ESP course.
7. Evaluating the product. Product evaluation aims to obtain feedback related to second research problem in this research, how does the learning module realize relevance and meaningfulness of the course for particular group, community, or society.
8. Revising the product to be the final product.
9. Conducting product dissemination in local or international seminars.
10. Writing articles to be published in national journals.
11. Organizing research report.

Research steps conducted for 2 years are presented in Diagram 3.1.
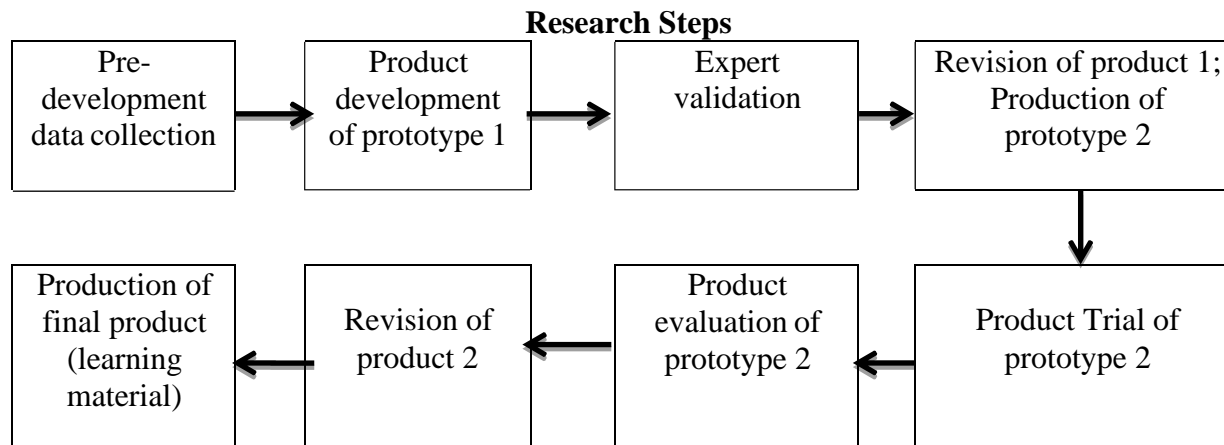
**Research Steps**



## 3.2.    Research Subject

Subjects of this research were two experts in developing learning materials and in ESP who would be asked to verify product prototype 1 in form of Learning Modul for ESP course.

## 3.3.    Data Collection Technique and Research Instrument

Questionnaires and interviews were used in data collection techniques and instruments validated by experts or using

product application. Questionnaires aimed to identify feedback by experts or product users, who are students, so that product improvement can be implemented. Interviews would be recorded using professional digital audio recorder to ensure the quality of recording. Emphasis on product evaluation was given especially on how the product produced in form of learning modul book can realize relevance and meaningfulness of the course for what

community, the world, and every member need.

## 3.4. Data Analysis Techniques

The data of this research was verification results by experts who provide evaluation on product prototype 1 and evaluation results by students of ESP course on product prototype 2 implemented. The data consisted of qualitative and quantitative data. In this research, the quantitative data was assessment scoring of product prototypes and the qualitative data was feedback for improvement of product prototypes. The data has emphases on how the product can show relevant and meaningful course. The data would be analyzed using descriptive analysis method.

## 4. RESEARCH RESULT AND DISCUSSION

This chapter presents the research result of Learning Module Book of English for Specific Purpose to Realize Relevance and Meaningfulness. The research result is presented to answer one research question, "What kind of learning module book of English for Specific Purposes course to realize relevance and meaningfulness? The answer to the research question is presented in this chapter in two parts; (1) Components and contents of Module Book and (2) Evaluation results of Validators and Revision of Module Book.

## 4.1. Components and Contents of ESP Learning Module Book

A learning module book developed in this development research is not only a collection of learning contents and materials for ESP course. A learning module book is basically developed as one of the learning components that aims to achive learning outcomes formulated step by step.

A learning module mainly contains learning contents or materials. Learning module cannot also be separated from concrete learning process through learning activities. Choices of learning contents and processes is developed to achieve the objective of relevant and meaningful learning module and ESP course in general. Therefore, the presentation of Learning Module Book developed in this development research covers formulation of learning coutcomes in form of the competence developed, contents or materials, and learning activities in the learning module to achieve the competence that has been formulated.

### 4.1.1. Competence Developed Kompetensi yang Dikembangkan

A learning module book, as mentioned in previous description, contains learning coutcomes that will be achieved. The first thing developed in this learning module development is learning outcomes formulation to be concrete formulation. Learning outcomes formulation is outlined in the competence formulation. As a reference for the competence, syllabuses and Semester Learning Plan (RPS) of ESP course developed in previous research is used.

There are two competence categories that will be achieved in ESP course including the module book developed. First is competence formulation categorized as Hard Skills. This category covers knowledge and understanding of ESP-related concepts that students need to master. Second is competence formulation categorized as Soft Skills. This competence category refers to students' attitudes, intrapersonal skills, and interpersonal skills as individual that are developed through and related to ESP course. The following table contains Competence formulated that consists of Hard Skills and Soft Skills formulation.

Table 1: Competence Formulation of ESP Course

| Hard Skills | Soft Skills | Learning Content |
|---|---|---|
| 1. Define what ESP is and describe the position of ESP in EFL<br>2. Describe the origins of ESP and its development<br>3. Explain the concept of ESP<br>4. Differentiate ESP from EGP<br>5. Explain factors of the emergence of ESP<br>6. Exemplify the characteristics of ESP<br>7. Draw branches of ESP with examples | 1. Work in a team on the nature of ESP<br>2. Develop appreciation towards ESP | What and Why is ESP? |
| 1. Explain steps of instructional design for language learning<br>2. Implement model of instructional design to develop an ESP | 1. Individually and in teams learn models of instructional design for language learning<br>2. In teams make plan for ESP development program | ESP Program Design |
| 1. Define needs analysis,<br>2. Explain the elements of needs analysis, and<br>3. Develop needs analysis framework | 1. Work individually and with others in understanding needs analysis<br>2. Work with others in developing need analysis instrument<br>3. Work with others in conducting need analysis | Need Analysis in ESP |
| 1. Describe different kinds of syllabus,<br>2. Select a suitable syllabus type for the planned ESP program.<br>3. Develop a syllabus for ESP | 1. Work individually and with others in understanding some types of syllabuses in ESP.<br>2. Work in a team in developing an ESP syllabus | ESP Syllabuses |
| 1. Explain the concepts in ELT materials and material development<br>2. Explain how to develop ELT materials for ESP<br>3. Adapt and design learning materials | 1. Work individually and with others<br>2. Work in a team to develop a sample unit of ESP learning material | ESP Material Developments |

The table above indicates that all competencies, hard skills or soft skills, can be grouped into several categories based on the content of developing ESP that will become the category of learning topics in developing contents of Module Book.

### 4.1.2. Contentes of ESP Learning Module Book

In the previous description, it is stated that learning contents or materials are developed to achieve competencies formulated as a realization of learning coutcomes. There are five content scope in presenting competencies that will be achieved from learning. Furthermore, those competencies will be used as a reference to develop learning topics and materials.

As a consequence of the objectives of material development; to support competencies achievement, scope of learning materials in this Module Book also refers to those competencies. However, arrangement of this learning materials refers to hard skills achievement rather than soft skills achievement because material scope is more required to fulfill knowledge aspects of ESP course. Meanwhile, soft skills development is more relevant with learning activities development. Nevertheless, in this ESP Learning Module Book development, the development of learning contents and activities are integrated and cannot be separated. The table below is material scope developed for ESP Learning Module Book.

Table 2: Learning Topics and Material Scope

| Learning Topics | Material Scope |
|---|---|
| What and Why is ESP? | 1. Definition and concept of ESP and the position of ESP in EFL<br>2. Origins of ESP and its development<br>3. Differences of ESP from EGP<br>4. Factors of the emergence of ESP<br>5. Characteristics of ESP<br>6. Kinds and branches of ESP |
| ESP Program Design | 1. Models of instructional design for language learning<br>2. Specific model of instructional design for ESP |
| Need Analysis in ESP | 1. Definition and concept of needs analysis,<br>2. Elements of needs analysis, and<br>3. Needs analysis framework |
| ESP Syllabuses | 1. Definition of syllabus<br>2. Kinds of syllabus,<br>3. Functions of syllabus in an ESP program. |
| ESP Material Developments | 1. Concepts in ELT materials and material development<br>2. Principles of ELT materials development for ESP |

### 4.1.3. Integrated Learning Activities in The Module Book

The learning Module Book is different from raw materials, reference books, and other material resources that are not written specifically for learning purposes. In addition to learners, learning objectives, learning contents, and other learning elements, a learning module book also has integrated learning activities. All of the components are connected and collaborative in achieving learning objectives. The Learning Module Book developed in this development research, as the consequence, also cover integrated learning activities.

Learning activities developed are integrated in this module book that have several objectives as follows:

1. Learning activities are developed to realize relevant and meaningful ESP course for students.
2. Student-oriented learning activities that define as students who are actively involve in the process of knowledge construction and application of the knowledge.
3. Learning activities integrated to module book materials are developed for soft skills, while learning materials are more related to hard skills development.
4. Learning activities include the process of constructing the knowledge and implementing the knowledge to real skills, which is designing an ESP program.

In general, learning activities developed are as follows:

1. Reading (=learning) materials from module books or other resources individually (individualized learning).
2. Constructing knowledge collaboratively in group discussions.
3. Communicating knowledge in plenary discussions
4. Designing an ESP program and its components collaboratively.
5. Stimulating several ESP development processes such as need analysis process to visualize the processes to be obvious.
6. Developing learning elements or examples of learning elements such as syllabus, lesson plans, material samples, and the like.

As the output of the learning activities, students are required to produce an ESP program with the components based on theories they learn through a series of continuous tasks in form of portfolios. This indicates that program assessments are designed holistically, because the assessments are problem-based or probably project-based (Williams, 2015).

A holistic assessment, according to Sastrikirana (2015), is an authentic assessment because it is designed to resemble the reality they will face in their work as ESP teachers and designers.

## 4.2. The Evaluation Result of Validators and Modul Book Revision

The main objective of this development research is to design or develop an educational product. The educational product can be one of the learning components such as materials or module books, learning approaches or methods, strategy and evaluation techniques, and learning media. In the development research, educational product has several steps in the development process. Product validation is the most essential step compared to the development without research.

In this development research, the product validation is conducted by two experts of material development and ESP. Both experts who were asked to validate the product have Doctoral qualification. An expert has Doctoral qualification in English teaching while another expert has Doctoral qualification in applied linguistics. In terms of teaching, both experts often teach ESP course in English Language Education Study Program of Sanata Dharma Univeristy. Meanwhile, in terms of scientific studies, a validator is expert in applied linguistic while another validator is expert in language teaching including learning development such as material developments and other developments.

The product validation in this research aims to provide assessment on the product developed and provide evaluation and recommendations in revising the product that has been developed. Validation points given to the product developed include: competence formulation in form of hard skills and soft skills, material scope, learning activities integrated to materials, level of material support for competence achievement, and module capability to

facilitate students in designing ESP programs.

The validation result quantitatively shows high conformity among assessors. Besides, it shows that the module designed has met six criteria. The quantitative result can be seen in the following table.

Table 3: The Score of Experts' Evaluation and Validation Result

| No | STATEMENT | Average Score |
|---|---|---|
| 1. | Competence in the form of Hard Skills has been well formulated | 4.5 |
| 2. | Competence in the form of Soft Skills has been well formulated | 4 |
| 3. | Scope of learning materials are adequate | 4.5 |
| 4. | Learning activities support the achievement of target competence | 4.5 |
| 5. | Learning materials support the achievement of target competence | 4.5 |
| 6. | Overall, the module facilitates students to design a real ESP program | 4 |
| | TOTAL AVERAGE | 4.33 |

### 4.2.1. Competence Formulation in Form of Hard Skills

Competence formulation in form of hard skills is judged to be good because it reflects learning activities developed and to be objective with soft skills formulated. Feedback from experts in adding hard skills competence reflecting Higher Order Thinking Skills (HOTS) is very relevant and applicable. There are some comments on grammar mistakes and those have been revised.

### 4.2.2. Competence Formulation in Form of Soft Skills

Competence Formulation in form of soft skills included in the module is judged to have implemented values in learning activities and to be objective with hard skills. A recommendation from one of the experts is to complete one of the formulations of soft skills to make it clearer.

### 4.2.3. Material Scope

The material scope is complete. However, it is recommended to add a short title for each unit to provide readers macro overview of the content on each unit from the modul that has been designed. This will be very helpful to provide an understanding of the connection of each unit and an overview across units.

### 4.2.4. Integrated Learning Activities in the Materials

Although it is judged to be excellent, each learning activity is suggested to be implemented explicitly in learning outcomes. Therefore, the target competence of each unit can be measured in terms of level of achievement. The suggestion in providing variation of activities can also be done to prevent boredom.

### 4.2.5. The Level of Material Support for Competence Achievement

In terms of material support for achieving competence, experts' judgement has been very good. Feedback by experts aims to identify important components in developing ESP design so that any types of materials required for each unit can be determined or selected.

### 4.2.6. The Module Capability to Facilitate Students in Designing ESP Program

Although the overall validation results show that the module can help students in designing their own ESP program, it is necessary to add example of existing ESP design models to provide clearer conception for students. It is also suggested that relevant links can be added so that students can learn those links together. Those suggestions can be accommodated in the revision.

Overall, the module revision is made based on feedback by experts. In ESP, learning models and activities always consider learners' necessity (need-driven) and learners' characteristics. After conducting the process of expert validation and revision, the module design is ready to be used in lectures.

### 5. CONCLUSION

There are two conclusions of this reseach development result aiming to develop ESP learning module book. Those conclusions lead to learning module book production. The learning module book is the answer to the development research question that has been formulated earlier.

First, the result of this development research is an ESP Learning Module Book containing competencies of hard skills and soft skills, integrated learning activities, and learning materials. The module book developed consists of five learning topics determined based on the scope of knowledge required by students and based on this knowledge, they are required to develop an English for Specific Purposes program as the final target of learning outcomes for ESP course.

Second, validation process of the module book that has been developed is recognized to be good by expert validators with the average score of 4.33 out of 5 for all components. In addition, expert validators also provide recommendation for module book revision for each evaluation component. Therefore, the final product of this development research is an ESP learning module book that has been revised based on evaluations and recommendations by expert validators.

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