

## Conference Paper

# Developing an ESP Module for English Course Participants at Unars: A Bridge to Creating Powerful Speakers

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### Abstract

University of Abdurachman Saleh Situbondo (UNARS) through its Language Center holds a General English (GE) course every semester for its lecturers. However, the lecturers as the course participants are not satisfied with the course. They claim that an ESP course is more suitable for them because they want to develop skills to be a good speaker in international seminars. Many lecturers at UNARS have never attended any international seminars because they feel unconfident to speak in English. They say that their public speaking skills are not enough to help them speak confidently. Essentially, English learning that is suitable for these lecturers is English for Specific Purposes (ESP). The Language Center of UNARS has never held any ESP course that focuses on becoming a presenter in international seminars. This is because of the unavailability of the suitable modules that really suit the participants' background and culture. Existing commercial books cannot be used as learning resources because of the gaps between participants' background and culture in the context and the content commercial books offer. Therefore, the purpose of this study is to develop an ESP module for the English course participants at the Language Center of UNARS. The module covers materials on basic principles of public speaking, how to create powerful power point presentation, and how to become a good speaker. With the development of this module, it is expected that the course participants, in this case UNARS lecturers, will have good presentation skills to present in international seminars.

**Keywords:** ESP, module, presentation skills, UNARS' lecturers

Language Centre at University of Abdurachman Saleh Situbondo (UNAR) facilitates its lecturers to improve their English skills through General English courses twice a year regularly. However, from the interview conducted, it was revealed that most of the course participants were not happy with the courses because the objectives and material coverages could not provide the participants the skills they needed to be a presenter in international seminars. Concerning the issue, English course that is suitable for these lecturers is English for Specific Purposes (ESP). UNARS Language Centre has never held any ESP course that focuses on providing skills to be a presenter in international seminars because of the unavailability of modules that can really suit the characteristics

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of the participants. In fact, we can find many commercial ESP books that can be used as teaching materials. However, the level of difficulty of the materials offered by these commercial books are not in accordance with the background of the participants. More specifically, several speech acts and linguistic functions in these books are not familiar to the participants.

Therefore, the purpose of this research was to develop an ESP module for the participants of English course held by UNARS Language Centre, particularly those who want to develop skills in public speaking in order to become a presenter in international seminars. This module must be completely appropriate with the background and characteristics of the participants. The module should be able to provide the skills the participants need by considering their basic English skills. Most of the participants did not have adequate knowledge on presenting in international seminars. They also had limited English range of vocabulary, mainly phrases commonly used in public speaking, such as how to open a Q&A session, invite questions, state an opinion, show agreement, and settle an argument. Besides, when asked to show how they presented a topic using PowerPoint (PPT) presentation, they could not use it optimally. Their presentation skill was lacking, and the content of their PPT was not well-structured either. In other words, what these participants needed were both skills in public speaking and skills in creating PPT presentation. One solution given was by developing a module that suited the participants' need. Hence, the tutors in charge of teaching were the one who knew the current skills of the participants well. This implied that the tutors were also the one who needed to develop the module. The course participants were vary in their first language and culture, learning need, and experience. Tutor-made module could incorporate these elements of the heterogeneity. In addition, such module enabled the tutors to provide a personal 'touch' in the material developed.

Researches under the topic of module development have been conducted as a solution offered to problems in ELT. Yet, few researchers developed modules that contained materials and guidances particularly on both public speaking and designing PowerPoint presentation. Mindari et al. (2016) developed a computer-based interactive module as Speaking learning materials for primary school students as the answer to welcoming AFTA and MEA. The skills provided to be taught in this module were speaking skills to communicate in informal situation. This module was developed based on the principles of teaching English to young learners that considers their characteristics, that were by using many moving animations, using animals as the characters, and selecting topics interesting and familiar to young learners. Abid et al. (2008) developed Speaking skills module for Engineering students. The module was expected to help

the students enhance their oral competency through various speaking activities based on workplace case scenarios and improve students' confidence when engaged in different types of communicative events. Mushtaq (2012) developed an ESP module to improve elementary teachers' speaking skills. The basis of the module development was these new, fresh-graduate teachers' lack of communicative skills or teaching English on functional basis. However, none of Mindari et al, Abid et al, and Mushtaq have developed a public speaking module for academic presentation. This current research focuses on developing module for lecturers who want to equip themselves with skills in public speaking in general and presenting in international seminars in particular. This includes how to create a powerful PPT as a tool to help deliver the presentation. An academic R&D method was employed in conducting this research since the objective was to develop an academic product. The research adapted ADDIE's (2015) model.

## 1. Literature Review

### 1.1. Module

Module is defined as a learning tool containing materials, methods, boundaries, and evaluation designed systematically and interestingly to achieve the expected competencies in accordance with the level of complexity. Module is usually designed to be independently studied by learning participants (Ditjen PMPTK, 2008). In particular, Opera and Oguzor (2011) state that module has several functions. First, module functions as instructions arranged systematically to facilitate the learning process. Module also helps learning participants interact individually and in groups. The learning participants are enabled to learn at their own pace and extend their own knowledge. In addition to being beneficial for the participants, module is advantageous to the tutors as well, for it eases them to transfer materials.

In developing a self-made modul, a tutor needs to consider the principles of a good module. Suparman (2012) mentions some characteristics of a good module. First, module should be self instructional. This means that the materials must have clear and specific objectives. Module should also be self-contained, meaning that module should cover all subject matters in one unit competency. Teaching materials developed should not depend on other teaching materials. A good module is also characterized by its adaptive nature. It should have high adaptive power to the development of science and technology. Module's user-friendliness is another typical of a good module. Each instruction and exposure to information must be helpful and friendly to the users. Such

a good module should be able to make the learners learn teaching materials at a pace that suits them without the need to wait for other students who are slower or feel left behind from students who are faster. Another characteristic of a good module is the presence of individualized learning material. The materials in a module are designed according to the abilities and characteristics of students who are studying it. The materials in a module should be flexible. In other words, the materials can enable the learners to study it anytime, anywhere. Teaching materials in a module are designed in accordance with effective communicative principles and involve the process of interaction with students who are learning them. This implies that module should be interactive and communicative. Besides, a module will be more effective and meaningful if it is computer-based. To optimize the use, a good module, should be supported by tutorial and user guide.

Other requirements are issued by Howard and Major (2005) to support the principles in designing self-made teaching material like module. These include the consistency in font usage, space, and layout, the shape and size of letters, page view formats, paper format, and icons. Academic products, including modules, should be validated and tried out to measure their quality and applicability. Nieven in Hobri (2010) points out that validation and try-out are done to see if the materials are *valid, practical, and effective*.

## 1.2. English for Specific Purposes (ESP)

English for Specific Purposes (ESP) is an English teaching approach where the things taught and teaching methods are based on the reasons why learners want to learn English (Hutchinson and Waters, 1987). Paltridge & Starfield (2013) say that the content and the aim of ESP are oriented to the learners' specific needs. Hence, ESP focuses on the language, skills, and genres that are suitable to the specific activities the learners need to carry out. ESP is used in foreign language teaching in certain fields of science and professions to achieve certain goals. This goal is understood as a benefit in the role of English itself as a means of communication. Therefore, ESP must be seen as a concept and method that is different from General English (GE). In relation to the need of English course participants at UNARS, it was revealed that they want to acquire skills in public speaking, particularly in presenting their papers in international seminars. Thus, ESP course was the appropriate course they had to take.

### 1.3. Contextual Teaching and Learning (CTL) in Teaching Speaking

Sears (2003) defines Contextual Teaching and Learning (CTL) as a concept that helps teachers relate subject matter to real-world situation. The learners can see the meaning of the academic material they are learning by connecting it with the context in their daily life. CTL approach has been used widely in the process of teaching speaking. In relation to this, Johnson (2002) proposes some methods to relate the process of teaching to the real-life context, they are: connecting the academic content to learners experiences, connecting study material to learners' life context, introducing materials from other disciplines the learners study, linking courses by combining separate courses and sharing with other classes, integrating courses by bringing into the class two or more disciplines to learn, combining school and work to help the learners cope academically, grow personally, and service learning that aims for learners to get specific knowledge while learning.

### 1.4. Teaching English for Adults

Some methods of teaching English for children may also be applied to adults. The cognitive abilities of adults who are clearly higher than children do not guarantee their confidence is higher in learning English. Therefore, the role of the instructor/tutor is very important in dealing with problems like this. Brown (2001) provides several suggestions about English for adults. Even though adults can understand abstract concepts, too many abstract concepts are not good, either. Adults have a long enough duration to pay attention to intrinsic material. Still, this does not mean that the process of activities in the class must always be long. Sensory input in some activities will make classes with adults as the learners more lively. Adults may not be as sensitive as children in ego problems, but do not rule out the possibility of students having emotional factors that we do not know.

## 2. Method

This research was conducted under the umbrella of R&D, aiming at developing a module by adapting development model ADDIE. According to Nawi et al. (2015), this model is very organized and well structured. The steps in development model ADDIE are: analyze, design, develop, implement, and evaluate. Stage 1, *analyze*, was used by analysing the need and potential of the course participants. The problems found were

number of the lecturers at UNARS who had been a presenter in international seminars was very small. This was because they did not have any ideas about how to deliver a presentation using English. Many of the lecturers were also unable to create a well-structured PowerPoint presentation. The second problem found was the unavailability of ESP module that focused in discussing guidance on being a presenter in academic context like in international seminars. However, basically the course participants had a basic on conducting a research, so they knew what made a good research. What they lacked was presentation skill in English. Stage 2 was a stage named *design*. At this stage, the layout of the cover and the instruments of the research were designed. The instruments were book evaluation checklist, questionnaire, and observation checklist. Book evaluation checklist was used by the experts when validating the product. The questionnaire was used to see how the users' responses when using the module. The observation sheet was used during the try-out of the product to see the applicability of the product when used by the tutor and the course participants. *Development* was the third stage of the research. At this stage, the module was created so as to produce a prototype. This module in the form of prototype was then validated first by three expert validators in the fields of language and ESP. The results of validation were used as the basis for product improvement. Two of the validators were lecturers. An illustrator was also hired to help design the cover of the module and the layout of the module. The next stage was called *implementation*. This was the stage where the product was tried out. The product was tried out twice. After the product was validated by the expert validators, it was tried out in a small scale. Five course participants were invited to try using the module. Then, the second try-out was done after the product was revised. The finalised product was tried-out in a more relevant situation, that was in the real ESP course. Fifteen participants participate in this activity. There was a stage called *evaluation*. Essentially, this stage was carried out at each stage so it was called formative evaluation.

The data in this research were analyzed quantitatively and qualitatively. The results of book analysis utilizing book evaluation checklist were analyzed quantitatively. Each aspect evaluated was scored using *Likert scale*, ranging from 1 to 4 to see the total score. Score 1 was for *strongly disagree*, score 2 is for *disagree*, score 3 is for *agree*, and score 4 was for *strongly agree*. Then, the results were converted into percentage by using the following formula:

$$Falce = \frac{\sum \text{total score}}{\sum \text{maximum score}} \times 100$$

The product evaluated was considered effective and suitable for the students in terms of its general appearance attributes and contents if the final score was above 80. The

score was categorized based on some criteria. The process of categorizing the results of product validation was adopted from Akbar (2013:41)

TABLE 1: The Categorization of Expert Validation Results

No	Final Score	Criteria	Description
1	> 85,01%	Very good	No revision
2	70,01-85%	Good	Partial revision
3	50,01-70%	Fair	Major revision
4	≤50%	Poor	Total revision

The data gained from product try-out were gained through the use of questionnaires for the course participants and observation checklist. Questionnaire items dealt with the quality and applicability of the product. The questionnaires and observation checklist were also analyzed by utilising *Likert Scale*. The score range of each item in questionnaires was between

1 to 4. Score 1 to 4 described the responses given, whether they were *strongly agree* (4), *agree* (3), *disagree* (2), or *strongly disagree* (1). If 80% of the course participants chose *agree* and *strongly agree* on a certain criterion, it meant that this criterion would not be revised. The categorization of the results of the questionnaire, which was adopted from Hobri (2010:64), is shown in Table 2.

TABLE 2: The Categorization of the Results after Product Try-out

No	Final Score	Criteria	Description
1	> 80%	Very good	No revision
2	66-79%	Good	Partial revision
3	56-65%	Fair	Major revision
4	≤56%	Poor	Total revision

The results of the classroom observation utilizing observation checklist were analyzed quantitatively and quantitatively. The variables consisted of some criteria: materials' attractiveness, clarity of instruction, students' activities, and instructor's teaching activities. The score of each criterion was ranging from 1 to 5, depending on the results whether each criterion never appeared (1), appeared in few parts (2), appeared in some parts (3), appeared in most parts (4), or appeared in all parts (5) of the teaching and learning process. The product needed no revision (minor revision) if the score reached was at least 80% of the total maximum score of total meetings.

### 3. Results and Discussions

Having been validated and tried out twice, the module was finally ready to use. The first revisions on the content and layout were made based on the suggestions given by the expert validators. The second revisions were made based on the results of the first try-out, and the last revisions were made based on the results of questionnaire and observation during the second try-out. In this case, the module has been through these two stages, so it is considered valid, practical, and effective. The module is valid since it is developed based on strong rational theories on ESP and material development, and was validated by experts on language and ESP. The module is practical because of its user-friendliness, meaning that it is able to facilitate both the course tutor and participants with its clear instructions. Then, the module is also effective, for it provides what the course participants need: skills, activities, and tasks on being a presenter in international seminars. The contents and layout of the module are able to attract the course participants. Briefly, the positive responses given by the tutor and participants reflect that the module is effective in promoting a fun teaching and learning process.

This module, though, has some strengths and weaknesses. The language use in this module really suits the level of the course participants, since it is specially developed for them. Thus, the difficulty level of the language use was really considered. Another strength of this module is its complete, detailed explanations about becoming a presenter in international seminars. Besides, this module also provide ample examples of phrases that can be used for a presentation. Briefly, this module is really for those who have a little ideas (or not at all) about presenting in international seminars. Still, despite its potentials, the module has some drawbacks. Since this module is developed based on the results of a need analysis, it is not always applicable for other course participants at different institution because their knowledge and skill level may be different. Then, limited time and financial did not enable this module to be equipped with professionally-manufactured audio and audio visual media.

### 4. Conclusion and Suggestion

Tutor-made module is the best choice when commercial modules cannot provide what learners need. The content and language use can be carefully chosen to suit the learners' level. However, the tutor should be well-prepared before using the module because what happens in class is sometimes unpredictable. We cannot expect that the course participants will easily comprehend everything they have in the module even



though the module is developed based on the result of need analysis. Hence, tutor is always welcomed to modify and improve the materials and activities in the modul to suit the participants' condition. The tutor should also be ICT- literate, for the module also has a sub topic on creating a PPT presentation.

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