

**DEVELOPING ENGLISH LEARNING MATERIALS FOR THE 3rd SEMESTER
STUDENTS OF INFORMATICS ENGINEERING EDUCATION PROGRAM
AT YOGYAKARTA STATE UNIVERSITY**

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APPROVAL SHEET

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THE 3rd SEMESTER STUDENTS OF INFORMATICS ENGINEERING
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**Developing English Learning Materials for the 3rd Semester Students of
Informatics Engineering Education Program
at Yogyakarta State University**

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Abstract: This study is Research and Development (R & D). The subjects of the research were the 3rd semester students of Informatics Engineering Education program in the academic year of 2013/2014 at Yogyakarta State University. The data collection was carried out by distributing questionnaires. The data were analyzed using quantitative data analysis. The objectives of this research were (1) to identify the target needs of the 3rd semester students of Informatics Engineering Education program at Yogyakarta State University in learning English, (2) to identify the learning needs of the 3rd students of Informatics Engineering Education program at Yogyakarta State University in learning English, and (3) to develop the appropriate English learning materials for the 3rd semester students of Informatics Engineering Education program at Yogyakarta State University. Based on the research findings, the students learned English because they wanted to be equipped with sufficient knowledge of language functions used in informatics engineering context. Most of the students were at the level of beginner in terms of proficiency level. For the learning needs, most of the students wanted dialogue related to the topic of the unit and the same texts as given for the example as the input. For the learning activities, they liked to answer comprehensive questions, read dialogue, role play and write a text. The appropriate English learning materials for the students of Informatics Engineering Education program were developed into three units; each unit consists of 20-23 tasks. Every unit consists of several sections, namely introduction task, main task and reinforcement. For Unit 1, the topic is jobs, which consists of 23 tasks. The second unit is about social media, 20 tasks. The last unit, the topic is work place, 21 tasks.

Key words: English learning materials, Informatics Engineering
Education

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Abstrak: Penelitian ini merupakan penelitian pengembangan. Subyek penelitian ini adalah mahasiswa semester 3 jurusan Pendidikan Teknik Informatika Universitas Negeri Yogyakarta tahun ajaran 2013/2014. Penelitian ini menggunakan kuesioner sebagai instrumen penelitian dengan hasil analisa berupa data kuantitatif. Tujuan dari penelitian ini antara lain (1) mengidentifikasi kebutuhan tujuan belajar bahasa Inggris mahasiswa semester 3 jurusan Pendidikan Teknik Informatika Universitas Negeri Yogyakarta, (2) mengidentifikasi kebutuhan belajar bahasa Inggris mahasiswa semester 3 jurusan Pendidikan Teknik Informatika Universitas Negeri Yogyakarta, (3) mengembangkan materi belajar bahasa Inggris bagi mahasiswa semester 3 jurusan Pendidikan Teknik Informatika Universitas Negeri Yogyakarta. Hasil penelitian menunjukkan, siswa belajar bahasa Inggris karena mereka ingin mampu berkomunikasi dalam bahasa Inggris untuk kegiatan sehari-hari. Sebagian besar siswa berada pada level pemula. Input pembelajaran yang mereka inginkan berupa dialog yang berhubungan dengan topik di setiap unit dan teks yang sama seperti yang dicontohkan dalam unit. Sebagai aktivitas pembelajaran, sebagian besar siswa menginginkan menjawab pertanyaan, membaca dialog, mempraktikkan dialog dan menulis teks tertentu. Berdasarkan hasil penelitian materi pembelajaran bahasa Inggris yang sesuai bagi mahasiswa semester 3 jurusan Pendidikan Teknik Informatika Universitas Negeri Yogyakarta dikembangkan menjadi 3 unit, masing-masing terdiri dari 20-23 unit. Setiap unit terdiri dari beberapa sesi, yaitu pendahuluan, inti dan pendalaman. Unit 1 dengan topik 'pekerjaan' terdiri dari 23 latihan. Unit 2 dengan topik 'sosial media', terdiri dari 20 latihan. Unit terakhir dengan topik 'tempat kerja' terdiri dari 21 latihan.

Kata kunci: penelitian pengembangan, materi pembelajaran bahasa Inggris, mahasiswa Teknik Informatika

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Introduction

English is an international language. Hence, learning English forms a permanent part in Indonesian curriculum, from primary schools to universities. Therefore, to keep up with the pace of changing world, the Indonesian government requires students to learn English throughout their lifetimes.

English has become a means to communicate in this global world. Worldwide competition affects the competition among inside and overseas universities, so the graduates are required to survive in global competition. Education's orientation is no longer simply producing intelligent humans but also able to apply their knowledge in society's life. The students of Informatics Engineering Education program especially, being able to communicate in English spoken or written is an important need since their business related to information and technology used English as the main language. Almost all devices and terms of technology used English for their utilizing.

Informatics engineering is different from computer engineering. Computer engineering students study hardware computer, while informatics engineering students focus on studying computer software. In informatics engineering major, students will learn programming language, database, networking and computer graphic. Thus, most of their works are dealing with English as the language instruction. Written English skills must be mastered to be able to understand the terms and the purpose of the instruction. In addition, in the virtual world, communication in written English is important. They contact a lot of people from all over the world, and English is the language they need. Moreover, spoken English ability are also needed to communicate with others.

University as a formal education institution is a good example to determine the quality of English teaching. The English learning materials taught in university must be designed to fulfill the needs of the students based on the context. The need of the students to English learning materials which can support their program is very high. In a fact, the materials they learnt did not support their program much. The English learning materials they learnt were the same as the other programs. There were no sufficient ESP materials provided for a certain program. They need materials which more specific to support their daily life activities.

Therefore, to facilitate the needs of the 3rd semester students of Informatics Engineering Education program in learning English, in the academic year of 2013/2014, English learning materials must be developed.

Research Method

The aim of the study was to develop a product that could be used effectively in educational program. Thus, this study is categorized as Research and Development (R&D). It is important to analyze the needs and validate the effectiveness of product in order to produce the product that can give a good contribution in educational fields (Gall & Borg, 1983: 772).

The subjects of this research were 20 students of the 3rd semester Yogyakarta State University students of Informatics Engineering Education program. The instrument for collecting the data was questionnaire. There was one questionnaire used in this research, the need analysis questionnaire. The purpose of this questionnaire was to find out the data about the learners' needs.

In developing the English learning materials for the 3rd semester students of Informatics Engineering Education classes of Yogyakarta State University, the researcher used some procedures; conducting the needs analysis, designing the course grid, developing the first draft of materials, and revising and developing the final draft.

Research Findings

To assess the target and learning needs of the learners, a needs analysis was conducted by distributing questionnaire in March 2014.

The first aspect of the questionnaire is target needs. The target needs were divided into three. Necessities are what the learners have to know in order to function effectively in the target situation. The research finding shows 50.70% of the students learn English because they want to be equipped with sufficient knowledge of language functions used in professional/informatics engineering context. They wanted to improve their English both spoken and written skills so that in the future they can continue studying abroad. In terms of English proficiency level, it was revealed that most of the students were at the level of beginner, in which they can not carry on a conversation, while only 5.63% of them were at the level of advanced. The research finding shows that 87.50% of the students wanted to be able to use formal or informal expressions to communicate well. Most of the students said that the problem they had was their limited vocabulary .

The second aspect of the questionnaire is learning needs. For listening input, most of the students wanted to have dialogue in the length of >200 words. They preferred to take notes and identify the detailed information by answering comprehensive questions based on the dialogue they listened to as the listening activities. For speaking input, most of them wanted to have dialogues. Making a dialogue based on a certain situation and doing role play were the speaking activities they wanted most. For the reading input, most of the students wanted to have texts provided with vocabularies in the length of 250-300 words. For the reading activity, they liked to read a text and answer the comprehensive questions and also arranging jumbled paragraphs or sentences. In terms of writing input, 73% of the students wanted to have model texts related to the topic of the unit. They liked to write the same text as given as an example and write a text based on pictures, table and diagram as the writing activity. For vocabulary activity, most of the students liked to find the new vocabulary and the meaning in Indonesia. As grammar activities, most of them liked to make sentences based on the pattern. In terms of pronunciation activity, most of the students liked to repeat after the teacher.

The syllabus covered the topic of the unit, title of the unit, language functions, vocabulary list, pronunciation aspect, grammar aspect and activities to carry out those aspects. Then, the syllabus was developed into three units of English learning materials. Each of the unit in the materials consisted of some tasks which covered all the skills. Each unit was provided with 20-23 tasks. The topic of first unit was jobs, with 23 tasks. In this unit, the students will learn how to ask and give information, answer and clarify a phone and write application letter. The second unit was social media with 20 tasks. In this unit, the students will learn about instruction, procedure and write an email. The topic of the last unit was work place, with 21 tasks. Through this unit, the students will learn about asking and giving direction, reading a map, and memo. There are three parts of the unit, the first is introduction part, main lesson and the last is reinforcement. In the introduction part, there is a unit title, a picture describing the title of the unit and the learning objectives the students were expected to be able to do after learning the unit. The main lesson consists of three main activities, i.e. pre-task, task cycle and language focus. The last part, reinforcement consists of homework, reflection, and summary and vocabulary list.

Conclusions

The final product of this research is English learning materials for the students of Informatics Engineering Education program at Yogyakarta State University. Based on the results of the needs analysis questionnaire, it can be concluded in some following paragraph.

In terms of necessities, the students learned English because they wanted to get equipped with sufficient knowledge of language function used in informatics engineering context. They wanted to improve their English both spoken and written skills so that in the future they can continue studying abroad. In terms of English proficiency level, it shows that most of the students were at the level of beginner, in which they cannot carry on a conversation. In term of wants, the students wanted to be able to use formal or informal expressions to communicate well. Most of the students said that the problem they had was their limited vocabularies.

For the learning need, most of the students wanted to have dialogues related to the topic of the unit for the listening and speaking input. Most of them wanted to practice the dialogue and answer the comprehensive questions as the listening and speaking activity. For the reading input, most of the students wanted to have texts provided with vocabularies. They liked to read a text and answer the comprehensive questions as the reading activity. In terms of writing input, most of the students wanted to have model texts related to the topic of the unit, then write the same text as given as an example as the writing activity.

Based on the result of the research, the developed materials for the Informatics Engineering education program are considered to be appropriate. The developed materials consists of three units, each unit consists of 19-23 tasks. There are three parts of the unit, the first is introduction part, main lesson and the last is reinforcement. The materials were revised based on supervisor suggestions.

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