

## Developing of English Teaching Materials for the Communication Study Program

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### ABSTRACT

*The objective of this study is to construct a communicative language that may be used to preserve the existence and to measure the quality of English for communication science students. The preparation of this design is intended so that learning English in communication sciences can run according to the initial goals and objectives. Data collection was carried out in three ways, namely: observation, questionnaires and focus group discussions (FGD). From the data obtained, there is a fact that 100% have never attended English training in communication sciences, 80% have difficulty applying communicative English, and 100% very often find things difficult in finding English vocabulary in communication sciences. The design of learning English in communication science is as follows: looking at factual conditions, learning by analysis, design, development, implementation, and evaluation, or ADDIE and the output is the implementation of communicative English in communication science for students.*

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### 1. Introduction

The ability to speak English is one that is needed in the academic and professional work. The 2021 English Proficiency Index report released by the English First course center states that there are 2.5 billion English speakers in the world. However, there are only 400 million people who are native speakers. The report presents an analysis of the English proficiency of 2 million adults from various countries, after they took a test organized by EF in 2020 (Ahmad, 2016; Prihandoko et al., 2022). One of the results of this report shows that English can improve economic competitiveness.

Their findings align with research showing that companies with international management teams earn more revenue from innovation than their competitors with less diverse members. Based on the world ranking, Singaporeans are classified as having very high English proficiency (Gotti, 2021). Then, the Philippines and Malaysia are categorized at high proficiency.

Meanwhile, Vietnam and Indonesia are included in low proficiency. Meanwhile, Myanmar, Cambodia, and Thailand are categorized in very low proficiency. Of the 2 million adults who took the test, their average age was 26. As many as 96 percent of participants were under 60 years old. English proficiency is a very important skill to master. Thus, the Organization for Economic Co-operation and Development (OECD) starting in 2025 will also add this aspect to the Program for International Student Assessment (PISA) assessment.

In addition, the function and role of English is very important, and mastery of English in Indonesia is still relatively low. According to the 2016 English First English Proficiency Index (EF EPI) survey, Indonesia ranks 32 out of 72 countries ("Professional Writing and Technical Communication" 2020) (Vettorel and Antonello 2022). In addition, the average TOEFL (Test of English as a Foreign Language) score for Indonesians remains in the 470s, even though many scholarships require a score of 500 or 550 for foreign countries. According to the data collected, Indonesian people in general do not have a strong mastery of English.

Communication English is one of the many forms of English used in academic English (Ningsih, 2021; Hasnia et al., 2022). That is, it is a technical language that specifically originates as English for experts or professionals in the field of communication such as journalists, content creators, or other fields of communication (Rahman & Weda, 2019). Legal English is not the mother-tongue for these professionals, so they are required to learn this language from a highly technical context in order to work well in the field of communication (Phan, 2020; Rahman et al., 2019)

A communicative English learning model is needed so that learning English can achieve its goal of creating reliable communication science practitioners in English (Prayogi, 2014; Amir P. et al, 2023). The communicative learning model will also foster the enthusiasm of communication science practitioners in learning English for beginners because it definitely suits their needs. The model will be effective and not boring.

Students who are enrolled in the communication study program at Universitas Muhammadiyah Buton are also identified as lacking in English. The findings from observations and intensive interviews with 32 students revealed that they really tried to master English with great enthusiasm, but sometimes the material presented in the learning process did not accommodate their abilities as beginners. Data shows that at least 5% of students in the 2022/2023 even semester did not pass their English course, and 20% of students got a grade of C or lower. This explains why there are still many communication study program students at the Universitas Muhammadiyah Buton who need to improve their English mastery.

Based on the interviews with several students of the communication science study program at the Universitas Muhammadiyah Buton, they realize that English is very important for their learning and future career success. Although students receive academic English materials, students experience difficulties accessing knowledge resources written in English, including books and journals. The researcher knows from initial observations that the teaching materials for the communication science study program at the Universitas Muhammadiyah Buton are still not well designed. The teaching materials used are still based on general English modules, not specifically for communication science. As a result, English lecturers and students struggle to find teaching materials that suit their needs.

Learning English in the communication science study program at the Universitas Muhammadiyah Buton is expected to support the achievement of the study program curriculum and graduate characteristics. English material is expected to support students' needs to become researchers in the field of communication (Phan, 2020). As a result, the English material prepared must be adapted to the context of student studies in the field of communication and training to become reporters, broadcasters, content creators, journalists, and others.

Universitas Muhammadiyah Buton was used as a research location because in addition to the affordability of researchers, Universitas Muhammadiyah Buton has students from various backgrounds and previous knowledge. Each department, including the Communication Studies study program, has a vision to prepare students to face the competition in the world of work, so that all learning is oriented towards work skills. Therefore, the focus of this research is on making English teaching materials for the communication study program. The researcher proposes a study entitled "Development of English Teaching Materials for Communication Study Programs" based on these various backgrounds.

## **2. Methodology**

This research is a development research. Learning by Analysis, design, development, implementation, and evaluation, or ADDIE (Nita et al., 2022). The first stage is the analysis stage, which includes: needs analysis, student analysis, and material analysis. The purpose of the needs analysis is to find a problem to focus on in an English course (Inayah et al., 2020). The material in the study was determined using material analysis based on the English syllabus for the communication science study program (Almelhi, 2021). The second stage is designing syllabus and English teaching materials for communication science study programs, as well as evaluation instruments (Hapsari & Zulherman 2021). The third stage is the stage of developing the syllabus and teaching materials that have been prepared, validated and revised by experts in the first stage. Furthermore, the third stage, namely implementation, or product development, was tested in class and revised in the second stage. the fourth stage is evaluation, which is used to measure the usefulness and effectiveness of the developed English communication science teaching materials.

This research involved 32 second semester students of the Communication Studies study program at the Universitas Muhammadiyah Buton in the 2022/2023 academic year. The research data includes quantitative and qualitative data. Expert validation, lecturer assessment, student assessment, observation of lecture implementation, and English learning motivation questionnaire produce quantitative data. Criticism and suggestions about the product development process, as well as the results of converting quantitative data, provide qualitative data. The techniques used include tests and non-tests. Furthermore, the data collection instruments included (1) validation sheets, (2) lecturer assessment sheets, (3) student response sheets, (4) observation sheets, and (5) student motivation questionnaires in English communication science. The information collected is used to assess the validity, practicality and effectiveness of the product. This research follows the product quality criteria stated by Nieveen (Walliman, 2021).

**Tabel 1. Data Conversion Criteria**

Interval Score	Category
$X > i + 1,8 S_{bi}$	Excellent
$i + 0,6 S_{bi} < X \leq i + 1,8 S_{bi}$	Very Good
$i - 0,6 S_{bi} < X \leq i + 0,6 S_{bi}$	Good
$i - 1,8 S_{bi} < X \leq i - 0,6 S_{bi}$	Average
$X \leq i - 1,8 S_{bi}$	Poor

Information:

$X$  = maximum score + ideal minimum score)

$S_{bi}$  =  $1/6$  (ideal maximum score - ideal minimum score)

$X$  = empirical score

### 3. Result and Discussion

The stages to be completed in this research are Analysis, Design, Development, and Implementation. The stages are described further below:

#### a. Initial Product Development Results

Product development in this stage begins with an analysis to determine what and how the product will be manufactured. Draft 1 was the initial concept module of English language teaching materials in this study. The analysis phase served as the foundation for the creation of draft 1. Needs analysis, student characteristics analysis, and material analysis were all investigated during the analysis phase. The translation in the phase analysis comes next.

The purpose in develop English learning module for a specific purpose, the researcher uses a SWOT analysis or strengths, weaknesses, opportunities and threats (Schimdt, 2010). SWOT analysis evaluates internal strengths and weaknesses, as well as external opportunities and threats in the organizational environment. Internal analysis is used to identify the resources, capabilities, core competencies, and competitive advantages inherent in the organization (Abdillah & Mujtahid 2015). External analysis identifies market opportunities and threats by looking at competitors' resources, industry environment, and general environment. The purpose of the SWOT analysis is to use the knowledge that the organization has about the internal and external environment and to formulate an appropriate strategy (Sulistiani 2014). This article provides a template toolkit for conducting a SWOT analysis and discusses practical insights on how to formulate strategic decisions (Kooij et al., 2015).

#### b. Results of Need Analysis

Based on the results of observations and interviews conducted, it can be concluded that the results of the analysis of the needs of learning English in communication science:

- 1) Lecture methods and assignments dominate learning activities. Students are more often directed to read modules and listen to lecturer explanations. Furthermore, the lecturer will occasionally ask questions to students to measure student understanding of the material provided.
- 2) Low student motivation to ask questions or discuss
- 3) The teaching materials used are still very general, not specifically for learning English for communication science
- 4) The average learning outcomes were still low, and remedial was even given several times.

**c. Results of Student Analysis**

The following are the results of the student characteristics analysis performed using observation methods:

- 1) Students are less enthusiastic about learning English.
- 2) Students are overburdened with lecturer-provided material.
- 3) Students are more interested in hearing information about their profession.
- 4) Students are more motivated to learn material that they believe will be useful in their lives

**d. Development Stage (Development)**

Module from the design stage is in the development stage (Richards, 2010), it means that they will be created in accordance with the design that was implemented in class. The revised from the validator results are analyzed and reflected on in order to develop the module that will be implemented. Based on the design outcomes, an English language module for communication Study Program based design is as follows:

**Table 2. English Language Module for Communication Study Program**

<b>Theoretical Concept</b>	<b>Module Section</b>	<b>Description</b>	<b>Motivation Orientation</b>
ESP and the concept	Snap Shot	Providing unique facts in communication fields, acting as an icebreaker and adding information	Motivate people by describing unusual facts.
Material	Core Activity	Describe the material in detail, emphasizing skills. The promoted material contains genuine content.	Motivate employees by presenting authentic material related to the workplace in a good manner.
Correlation of Learning Materials to the Student Environment.	Core Grammar	Brief review of grammar to improve language effectiveness.	Motivate students by describing grammar material in bright displays.
Students should understand the form what, why and how material advantages for life.	Evaluation module	set questions and tasks to assess students' knowledge.	Allow students to make a self-evaluation to build their motivation.

#### 4. Conclusion

The factual condition of the English language skills of communication science students is that 80% is still very low and 100% often has difficulty finding certain terms in communication science. So they need and are interested in learning English communication science. After knowing these conditions, the learning process is carried out with the collaboration of researchers and English teaching experts to provide English learning in communication science through learning by analysis, design, development, implementation, and evaluation, by developing modules for learning English in communication science. Finally, the output directed by the researcher is that they are able to independently use communicative English and are able to remember specific vocabulary in the field of communication science.

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