
Designing Teaching Materials English for Agribusiness Through Students' Need Analysis

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Abstract: Teaching material is a complete elaboration of the main material written in the curriculum or syllabus. Choosing and developing teaching materials is a must that is done by teachers. So that learning is in accordance with the learning objectives to be achieved. Choosing teaching materials is not just about collecting teaching material, but it must fulfill what is needed by students so that an effective, systematic and interesting learning process will be created. Likewise for English for Specific Purposes class, teaching English at agribusiness major of the University of PasirPengaraian was still has problem in providing suitable teaching material. The purpose of this research was to describe Agribusiness students' goals in learning English. What do students' needs toward English teaching material. This research implemented research and development research design with the respondent of 52 students. The result of research showed that most of students expected that they could master English vocabulary related to Agribusiness and they needed in English teaching material discusses more about specific vocabulary but less portion for grammar. In addition, they also need the teaching material covered four English skills.

Keywords: Design, teaching material, students' needs

1. Introduction

Teaching planning is the key to the effectiveness of teaching. The planning includes the needs of the administration, curriculum, as well as the design of instructional materials involving instructional design components consisting of instructional objectives beginning with instructional analysis, learner and context analysis, formulating performance goals, developing assessment instruments, developing learning strategies, developing and selecting material, and developing and conducting formative and summative evaluations (Dick, W And Carey, L.2005). One form of teaching materials planning is the selection of teaching materials in accordance with the needs of students to create an effective learning process, systematic and interesting.

Based on researcher' experience, observation and interviews during teaching, it is known that the selection of appropriate teaching materials for learning needs for English for Specific Purposes (ESP) especially for agribusiness majors is very difficult. There are some obstacles faced by lecturers who teach English courses on agribusiness majors especially on teaching materials. First, so far in Indonesia, there has been no English book published specifically for the department of agribusiness. As a result of English learning often does not achieve the planned goals due to the absence of textbooks that students can learn. Secondly, due to the limitations of teaching materials, especially in the field of agribusiness, English teaching tends to be less communicative. They generally prefer to teach general English such as grammar rather than agribusiness-specific English. This makes learning English tends to be boring. Meanwhile, teaching English for ESP is different from general English teaching. English for Specific Purposes has different approaches and assumptions with General English (GE). The

purpose of ESP is to enable students to master English in the field they are studying. Third, there was an incompatibility of teaching materials that already exist with the needs of students. McDonough (1984) says that the ESP courses are the ones where the syllabus and materials are found in all essentials by prior analysis of the communication needs of the learners. Donough's opinion indicates that the material and syllabus and ESP objectives should be designed and developed based on the needs of students and graduate users.

Another factor that is not less important is in terms of layout. To improve student motivation, books should be more interesting. Layout and pictures in textbooks, not only make the book more interesting can also be a stimulus for the reader to understand the topic of discussion. From the material point of view, the ESP book difficulty level should be in accordance with the students' level of English proficiency. Because some text used so far has a very high level of difficulty for students.

Due to the limitations of English teaching materials especially for Agribusiness majors in Indonesia especially at PasirPengaraian University, this research is designed to offer an alternative way of composing English textbooks for Agribusiness majors and contributing to the graduation of Indonesian National Qualification Framework (KKNI). It is necessary to analyze the needs of Agribusiness students in English learning.

2. Literature Review

In teaching, a teacher needs to choose and develop teaching materials so that learning is in accordance with the learning objectives to be achieved. Teaching materials are a complete elaboration of the main material written in the curriculum or syllabus. Majid (2012: 173) defines teaching materials as all forms of material used to assist teachers/instructors in carrying out teaching and learning activities. So that students can learn a competency in a coherent and systematic manner, wherever and whenever, individually or in groups, even without the presence of the teacher.

Furthermore, by having teaching materials, students already have one reference to do the work that must be done at home. According to (Russell, 1974; Suryobroto, 1983; and Nasution, 2000) cited by Nurjaya (2012) that a well-prepared teaching material can provide benefits, namely: 1) Improving maximally the learning process, 2) making students more active in learning because it faces a number of tasks that must be done, 3) giving feedback immediately so that students can find out the learning outcomes, 4) making learning activities more systematic, because the module contains clear learning objectives, and 5) minimizes teacher involvement in learning.

According to Widodo and Jasmadi (2008), a good and interesting teaching material if there are the following characteristics; 1) Self Instructional, namely through the textbook a student is able to self-teach. 2) Contextual, namely the presentation of materials in accordance with the context and environment of the user; 3) Self Contained; that is, all learning material from one competency unit or sub competency learned is contained in one module as a whole. 4) Stand Alone, which is a textbook developed not dependent on other media or does not have to be used together with other learning media, 5) Adaptive; textbooks should have high adaptability to the development of science and technology, 6) User Friendly; Each instruction and information

disclosure in teaching materials is helpful and friendly with students, including the ease of students in responding, accessing as desired.

Concept and Teaching of English for Specific Purposes (ESP)

In general, the teaching of English is divided into two: general English (General English) and English for specific purposes (Widodo, 2007). Different from General English (GE), English for specific purposes (ESP) is an approach to teaching English that aims to equip students with language skills and components in accordance with their fields of science. English for Specific Purposes (ESP) is an English language teaching approach where the content and methods used are based on students' needs for learning that are focused on making English classes more relevant to the needs of these students (Hutchinson and Walters, 1990; Syafar, 2018). This is in line with the opinion of Mohammed (2012: 249) who defines ESP as "a learning language for achieving a specific purpose of a learner, say, for being able to communicate with others (business purposes), to read and write in biology (biological purposes) ". In addition, Heredia (in Mohammed, 2012: 250) also states that "ESP is a branch of teaching English as a second language according to the needs of the learner and similar to this is the syllabus which must address the specific needs of the learner". In other words, at ESP, English language instructors must be able to prepare syllabi and teaching materials that are tailored to the needs of students' English as well as the fields/skills learned.

Based on the results of Handoyo's research (2007), in Indonesia, many English teachers who teach ESP have difficulty in designing the syllabus and teaching materials. In addition, the difficulties experienced by ESP teachers are in determining the theme or topic that is the expertise in the teaching field of students. Generally, English teachers do not master some specific or technical terms used in a field (register). As a result of these difficulties, some ESP teachers use teaching materials that are not appropriate and related to the needs of students both for academic needs and for professional or work needs. The materials were chosen randomly by the teachers without considering the suitability of the students' academic and world work needs later (Ratmanida, 2012).

To develop ESP syllabus and teaching materials, it is necessary to comprehensively analyze the needs of students by identifying what students need in English learning in accordance with the context and level of learners' English proficiency (Handoyo 2007). To find out the English needs, it is necessary to analyze the needs of the target through a needs analysis assessment or referred to as need analysis (Robinson, 1991), which by Munby (1982) called the TSA (target situation analysis). Casper (2003) states that need analysis is a series of activities to gather information about students' needs, desires, and learning expectations. In addition to paying attention to the needs of students, it is necessary to see also the expectations or desires of a teacher, management, and other parties that can have an impact on the learning process.

In terms of design and development of teaching materials for ESP, according to Hutchinson and Waters (1994), there are four elements that must be considered. First, Input: Input can be in the form of text, dialogue, recording (listening), diagrams and various types of communication data depending on the needs that have been analyzed. Second, Content Focus, in this case, teaching materials must be able to exploit meaningful communication in classroom activities. Third is Language Focus. The aim is how students get the opportunity to use (practice) English. Finally, the Task, which is teaching material that is compiled and developed by providing training in communicating with skills (English Skills) that is integrated with the field or expertise of

students. After the design and teaching materials are made, the next step is to implement it using the approach in class activities (Larsen-Freeman, 1986). In this case, using a contextual approach (contextual teaching-learning approach).

3. Research Methodology

In the design of English for Agribusiness teaching materials, researchers used the research and development (R & D) method proposed by Sugiono (2010). According to Sugiyono (2010: 407), research and development methods (R & D) are research methods used to produce certain products and test the effectiveness of these products. This research method is a modification of Borg & Gall's R & D model with a slight adjustment according to the research context. This study's ultimate goal is to develop a product that can be used in learning. This research was carried out in three stages of research. They are

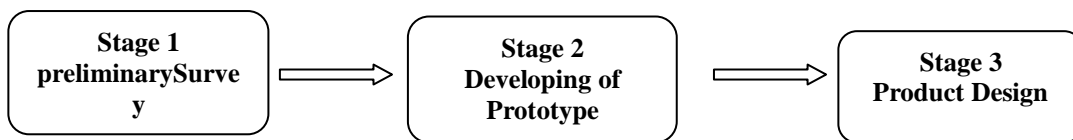


Diagram 1. Stages of research.

This research was begun with a preliminary survey to the sample 52 students of agribusiness students of University of Pasir Pengaraian. At this stage, the researchers conducted initial data collection consisting of a literature study that sought relevant theories in the implementation of teaching material development research "English for Agribusiness" and linked it to previous research related to this research. The next step is analyzing the needs of students for teaching materials "English for Agribusiness". After knowing students' needs, the next stage is the development of teaching material prototypes by compiling text, format, and forms of teaching materials according to the results of the preliminary survey. This arrangement is in the form of designing the contents of the book in accordance with the theory and needs.

4. Research Findings

This section describes the result of research from questionnaire distributed to respondents about students' goals and needs towards teaching material design in learning English for Agribusiness based on contextual approach. They were divided into some aspects involving students' goals in learning English and students' needs towards vocabulary proficiency, grammar mastery, speaking skill, reading comprehension, writing skill, and listening comprehension.

1. Students' Goals in learning ESP

There were six questions that should be answered towards students' goals in learning English for agribusiness. Table 1 showed the frequency and percentage of students' goals in learning English.

Table 1. Students' goals in learning ESP

Question	Frequency	Percentage
Master English vocabulary related to students' major	18	34.62
Master the use of grammar	4	7.69
Able in using simple English to communicate orally in agribusiness context	14	26.92
Understanding the text related to students' major	12	23.08
Able writing the text about agriculture and business	8	15.38
Master in comprehending listening material	6	11.54

The table 1 shows that there were six goals of students in learning English. Here is the description of table 1. First, 18 students or 34.62 % said that they learn English because they want to master English vocabulary that related to their major. It was the most chosen respondents. It means that students argued that vocabulary related to agribusiness was important to be mastered. Second, 4 Students or 7.69 students wanted to master of English grammar. It was the less chosen respondents. Contrary with vocabulary, grammar was assumed as the uninterested material for students. Third, 14 students or 26.92 % students of agribusiness wanted to be able to communicate in agribusiness context. Among other skills, students of Agribusiness tended to prefer learning speaking. Fourth, 12 students or 23.08 % students expected they could understand the text related to agribusiness. Fifth, 8 students or 15.38 % students hoped that they could write the text related to agriculture and business. The last, 6 students or 11.54 % students wanted to master in comprehending listening materials. From table 1, it can be concluded that the students preferred mastering vocabularies related to agribusiness and less interested to learn grammar. The results were considered in designing teaching material English for Agribusiness based on contextual approach.

2. Students' Needs towards Vocabulary proficiency

There were five statements towards students' needs in vocabulary proficiency. The needs involved students' activities that included in teaching material English for agribusiness. Table 2 showed the frequency and percentage of students' activities in vocabulary proficiency.

Table 2. Students' needs in vocabulary proficiency

Statements	Frequency	Percentage
Matching vocabularies or expressions with their meanings	17	32.69
Finding the meaning of words, phrase or sentence	12	23.08
Finding the meaning of words or expressions based on the context	25	48.08
Identifying class words in the texts	23	44.23
Repeating teachers in pronouncing words or sentences	50	96.15

The table 2 shows that there were five activities that students' needs towards vocabulary proficiency that should be included in teaching material of English for Agribusiness. Here is the description of table 2. First, 17 students or 32.69 % said that the activity that they need toward

vocabulary proficiency in form of matching vocabularies or expressions with their meaning. Second, 12 Students or 23.08 %students said that they need the activity of finding the meaning of words, phrases or sentences. It was the least chosen respondents. Third, 25 students or 48.08 % wanted the activity of finding the meaning of words or expressions based on the context included in teaching material. Fourth, 23 students or 44.23 % students argued that identifying class words in the text had to be considered in English for Agribusiness teaching material. The last, 50 students or 96.15 % students needed repeating teachers in pronouncing words or sentences as the activity in increasing students' vocabulary proficiency. It means that from respondents' response towards activities needed included in English teaching material, they mostly need repeating teacher in pronouncing vocabulary. However, they also considered that the activity of finding the meaning of words, phrases or sentences was the least interested for them.

3. Students' Needs towards Grammar Mastery

There were four statements towards students' needs in grammar mastery. Table 3 showed the frequency and percentage of students' activities in learning grammar.

Table 3. Students' needs in grammar mastery

Statements	Frequency	Percentage
Identifying grammatical errors	23	44.23
Correcting grammatical sentence errors	32	61.54
Constructing sentence based on the tense formula	16	30.77
Identifying part of speech	20	38.46

The table 3 shows that there were four activities that students' needs towards grammar mastery that should be included in teaching material of English for Agribusiness. Here is the description of table 3. First, 23 students or 44.23 % students said that the activity that they need towards grammar mastery was in form of identifying grammatical errors.. Second, 32 Students or 61.54 students said that they need the activity of correcting grammatical sentence errors. It was the most chosen respondents. Third, 16 students or 30.77 % students wanted the activity of constructing sentence based on the tense formula. It can be caused that for Indonesian learners learning tenses is boring. The last, 20 students or 38.46 % students argued that identifying part of speech had to be considered in English for Agribusiness teaching material. It means that from respondents' response towards activities needed included in English teaching material, they mostly need correcting grammatical sentence errors activity. While, constructing sentence based on the tense formula was not interested for students.

4. Students' Needs towards Speaking Skill

There were seven statements towards students' needs in speaking skill. The needs involved students' speaking activities that included in teaching material English for agribusiness. Table 4 showed the frequency and percentage of students' activities in speaking.

Table 4. Students' needs in speaking skill

Statements	Frequency	Percentage
Practicing dialogues in pairs	30	57.69
Telling the pictures	17	32.69
Role play	20	38.46

Exchanging information	26	50.00
Academic discussion	32	61.54
Presentation a product	27	51.92
Describing something	34	65.38

The table 4 shows that there were seven activities that students' needs towards speaking skill that should be included in teaching material of English for Agribusiness. Here is the description of table 4. First, 30 students or 57.69 % students said that the activity that they need toward speaking skill was in form of practicing dialogues in pairs. Students perform the dialogue in pairs in front of the classroom. Second, 17 students or 32.69 % students said that they need the activity of telling the pictures. This activity is conducted in the beginning of class activity where students will be asked to tell about pictures. It was the least chosen respondents. Third, 20 students or 38.46 % students wanted role played included in teaching material. Fourth, 26 students or 50.00 % students argued that exchanging information had to be considered in English for Agribusiness teaching material. Fifth, 32 students or 62.54 % students needed academic discussion, where a teacher prepares an up to date topic and lead the discussion about that topic. Sixth, 27 students or 51.92 % students agreed that presentation a product was included in the teaching material. The last, 34 students or 65.38 % students wanted describing something included in the teaching material. It was the most chosen respondents. From the table 4, it can be seen that students mostly describing something activity in speaking material.

5. Students' Needs towards Reading Comprehension Skill

There were seven statements towards students' needs in reading comprehension skill. The needs involved students' reading activities that included in teaching material English for agribusiness. Table 5 showed the frequency and percentage of students' activities in reading.

Table 5. Students' Needs in Reading Comprehension Skill

Statements	Frequency	Percentage
Loud Reading (speed Reading)	42	80.77
Silent Reading	30	57.69
Pair Discussion	37	71.15
Small Group Discussion	20	38.46
Analyzing of Word Meaning Based on the Context	12	23.08
Finding the Explicit and Implicit meaning	14	26.92
Scanning and Skimming	16	30.77

The table 5 shows that there were seven activities that students' needs towards reading comprehension skill that should be included in teaching material of English for Agribusiness. Here is the description of table 5. First, 42 students or 80.77 % students said that the activity of loud or speed reading was important included in teaching material. This activity can improve students' pronunciation. Second, 30 students or 57.69 % students said that they need the activity of silent reading. This activity is conducted in order to comprehending the reading text. Third, 37 students or 71.15 % students wanted pair discussion included in teaching material and implemented in the classroom. Fourth, 20 students or 38.46 % students argued that small group discussion had to be considered involved in reading activity at English for Agribusiness teaching material. Fifth, 12 students or 23.08 % students chose analyzing of word meaning based on the context needed in reading activity. It was the least respondents respond toward students' need in reading comprehension activity. Sixth, 14 students or 26.92 % students agreed the activity of finding the explicit and implicit meaning into reading activity. The last, 16 students or 30.77 % students wanted scanning and skimming included in the teaching material.

It means that the data from the table 5 showed that most students wanted the activity of loud reading (speed reading) included in teaching material.

6. Students' Needs towards Writing Skill

There were seven statements towards students' needs in writing skill. The needs involved students' writing activities that included in teaching material English for agribusiness. Table 6 showed the frequency and percentage of students' activities in writing.

Table 6. Students' Needs in Writing Skill

Statements	Frequency	Percentage
Writing sentences	45	86.54
Arranging sentences into good paragraph	32	61.54
Identifying and correcting punctuation and capital letters	34	65.38
Writing an Essay based on chosen genres	25	48.08
Writing business letters	42	80.77
Paraphrase	23	44.23
Filling missing words to make a good sentence	17	32.69

The table 6 shows that there were seven activities that students' needs towards writing skill that should be included in teaching material of English for Agribusiness. Here is the description of table 6. First, 45 students or 86.54 % students said that writing sentences was important included in teaching material. This was a basic in developing writing skill. Second, 32 students or 61.54 % students said that they need to know how arranging sentences into good paragraph. Third, 34 students or 65.38 % students wanted in teaching material should include identifying and correcting punctuation and capital letter. Fourth, 25 students or 48.08 % students argued that writing an essay based on chosen genres was also important in learning English such descriptive or procedure text. Fifth, 42 students or 80.77 % students expected writing business letters taught to agribusiness students. Sixth, 23 students or 44.23 % students agreed paraphrase was taught to students especially when writing an academic text. The last, 17 students or 32.69 % students said that need to the activity of filling missing words to make a good sentence while learning writing.

7. Students' Needs towards Listening Skill

There were four statements towards students' needs in listening skill. The needs involved students' listening activities that included in teaching material English for agribusiness. Table 7 showed the frequency and percentage of students' activities in listening.

Table 7. Students' Needs in Listening Skill

Statements	Frequency	Percentage
discussing the content of monologues or dialogues	27	51.92
Filling the gap	17	32.69
Identifying characters, time and setting of dialogue or monologue	20	38.46
Identifying explicit and	15	28.85

 implicit meaning

The table 7 shows that there were four activities that students' needs towards listening skill that should be included in teaching material of English for Agribusiness. Here is the description of table 7. First, 27 students or 51.92 % students said that discussing the content of monologues or dialogues was important included in teaching material. Second, 17 students or 32.69 % students said that the activity of filling the gap needs to be included in teaching material. Third, 20 students or 38.46 % students wanted in teaching material should include identifying characters, time and setting of dialogue or monologue. The last, 15 students or 28.08 % students argued that in listening activity, they also need to learn how to identify explicit and implicit meaning.

5. Conclusions

In designing teaching material for agribusiness major, researcher proposed two research questions as the guide for researcher in order to match with the objectives of teaching materials. They were what are agribusiness students' goals in learning English and what students' needs toward teaching materials. The result of research showed that most of students expected that they could master English vocabulary related to Agribusiness and they needed in English teaching material discusses more about specific vocabulary but less portion for grammar. In addition, they also need the teaching material covered four English skills.

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