DEVELOPMENT OF ENGLISH TEACHING MATERIALS FOR GUIDANCE AND COUNSELING STUDENT AT STATE UNIVERSITY OF MEDAN

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Abstract

The objectives of this study are (1) to know the English teaching materials taught in Guidance and Counselling at this time, (2) to know the skills needed by students in the Guidance and Counselling department in communication using English, (3) to know the English materials needed students to face the world of work, (4) the effectiveness of English language learning materials developed for improving students' English skills. The type of data obtained in the preliminary study is qualitative data and the results of the needs analysis of students' profile. This data is obtained by using interview and questionnaires. The type of data that results in the development of the model is qualitative data, which is the result of the validation of a team of experts; The results of individual test, and small group tests. The effectiveness test data is quantitative data. The results of this study are: (1) Descriptions of the needs of English language teaching materials, (2) Skills needed by students in communication using English, (3) English language teaching materials and (4) Effectiveness test results with T-Tests indicating that teaching materials English based on English for Specific Purposess developed in this field of research, effective; and the feasibility test of teaching materials shows the test results of 82, the results of the language feasibility test 87, the results of the feasibility test presentation 78, and the results of the feasibility test of decorative elements 75. It can be concluded that this ESP-based English teaching material is suitable for use in teaching materials that can improve students' ability to use English in academic and working activities.

Keywords: ESP, Guidance and Counselling, Material.

1. INTRODUCTION

English is a very popular language in this era of globalization. The language is used in almost all sectors of human life; education, work and social communication. Mastery of English today is one of the important prerequisites for someone in facing job competition and will determine one's career development. The need for mastery of English in the future is a challenge for higher education institutions as printers. If you want to win the competition in the world of work, universities must equip graduates with adequate English language skills. Besides that, for students, having adequate English language skills will be very helpful in completing college assignments, especially in reading English textbooks.

The quality of college graduates in general can also be seen from the ability to speak English. Mastery of English as a communication tool will actually be able to support other aspects of quality, such as aspects of professionalism, communication skills, and aspects of self-development. From this it is clear that English proficiency is still one of the important indicators of the quality of higher education. Today there are many international schools that use English as the language of instruction in teaching and learning activities. These schools need instructors who are graduates of Institutions Producing Education Workers who have good teaching skills and are able to use English both spoken and written in teaching and learning process. Unfortunately, the employment opportunity was actually filled by teachers who were not bachelor of education. This is due to the lack of a number of the bachelor of education who are able to teach using English as the language of instruction in the teaching and learning process.

Students of Guidance and Counseling department at the Science of Education Faculty, Medan State University are given English language skills through English courses with a weight of 3 credits. Teaching material that has been given to students is material that focuses on English grammar, which certainly does not touch directly with matters related to science Guidance and Counseling. Preliminary studies conducted by researchers through interviews with students and alumni of the Counseling Guidance Department of the Science of Education Faculty, Medan State University provide some information that can be used as a reference in this study, namely the number of alumni who are not accepted into International Schools due to their inability in English, lack of ability English language students majoring in Guidance and Counseling, and they are very difficult to understand the contents of books that use English.

Based on the results of the preliminary study described above, researchers need to conduct a study of the design of materials that are suitable for the needs of the students majoring in Guidance and Counseling. Linguistic studies that can solve other problems namely English for Specific Purposes (ESP). According to Mc Donough (1984) ESP is an English language teaching approach that has different approaches, perceptions, designs, materials, evaluations and objectives. ESP material refers to the needs of students (students' needs) and the graduates themselves. English teaching materials developed in this study refer to need analysis with the ESP approach so that students can have English language skills that relevant and needed in lectures and in the world of work. The purposes of this study are to find out the English Language Skills needed by Guidance and Counseling students in communication using English in the world of work, to Know the material needed to deal with the world of work and to find out the effectiveness of English language learning materials developed for improving students' English proficiency.

2. IMPLEMENTATION METHOD
2.1 Definition of ESP
English for Specific Purposes (ESP) is a branch of English teaching and learning. It had emphasized the learners' abilities to use language as a tool for communication and concerned with the learners' needs.
Srabua (2007:7) states that ESP is an approach to language learning and teaching that is based on learners' needs to use language in specific learning contexts. All decisions for selecting content and teaching methods are based on the learner's reasons for learning. To be more precise, ESP is an approach to organize the contents of the English courses which is relevant to the specific needs of specific groups of learners.

Hutchinson and Waters (1987, 19) define ESP as follows: ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. Understood properly, it is an approach to language learning, which is based on learner need. The foundation of all ESP is the simple question: Why does this learner need to learn a foreign language? ...ESP, then, is an approach to language teaching in which all decisions as to content and method are based on the learner's needs for learning.

2.2 Needs Analysis
In general terms, needs analysis refers to the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students. In the case of language programs, those needs will be language related. Richards (2001:51) states that one of the basis assumptions of curriculum development is that a sound educational program should be based on an analysis of learners' needs. Procedure which is used to collect information about learners' needs are known as needs analysis. It was introduced into language teaching through the ESP movement.

Hutchinson and Waters (1987: 54) point out, what is meant by needs analysis here is ultimately the analysis of the target situation needs – the kind of language that the learners have to acquire to cope in the target situation. In other words, the analysis of the target situation needs points at a desired final destination of the course. However, before trying to set any objectives as to where one should arrive at the end of the course it seems logical first to determine where one is at the beginning of the course.

2.3 Target Needs
Hutchinson and Waters (1987:55) state that "target needs is something of an umbrella term, which in practice hides a number of important distinctions. It is more useful to look at the target situation in terms of necessities, lacks and wants".
1) Necessities
   Necessities is the type of needs determined by the demands of the target situation, that is, what the learners have to know in order to function effectively in the target situation. In other words, necessities is what the learner has to know in order to function effectively in the target situation.
2) Lacks
   Lacks are the gap between the target proficiency and the existing proficiency of the learners. Lecturer also need to know what the learner knows already, so that s/he can then decide which of the necessities the learner lacks. One target situation necessity might be to read texts in a particular subject area, Whether or not the learners need instruction in doing this will depend on how well they can do it already. The target proficiency in other words, needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learner's lacks.
3) Wants
   Wants are what the learners could be referred to the perception of the need of the learners, which is what the learners wanted or felt they needed.

2.4 Materials Design for ESP
Materials anything which is used to help to teach language learners. The core materials are usually paper based – a

textbook or a workbook, but it is possible for lecturer to use audio and video cassettes, overhead transparancies, computers and other equipment or real objects. Materials writing is one of the most characteristic features of ESP in practice. Dudley-Evans and St John (1998, 170) state that there are four reasons for using materials in the ESP context, such as source of language, learning support, stimulation and motivation and also reference.

3. RESEARCH METHOD
3.1 Research Design
This study was conducted by applying Research and Development (R & D) design. Gall (2007:589) state that research and development is a model in which the findings of research are used to- design new products and procedures, which are systematically field-tested, evaluated and refined until meet specified criteria of effectiveness, quality, or similar standards.

The development model adopted in this study is a development model according to Walter Dick, Lou Carey, & James O. Carey, better known as the Dick and Carey model. This development model consists of ten steps, namely: (1) Analyzing the need to determine learning goals; (2) Carry out learning analysis; (3) Analyzing the characteristics of students and the learning context; (4) Formulate specific learning goals; (5) Develop assessment instruments; (6) Develop learning strategies; (7) Develop and choose teaching materials; (8) Design and develop formative evaluations; (9) Revise learning material; and (10) Design and develop summative evaluations.

3.2 Techniques of Data Collection
The type of data obtained at the Model Development stage is qualitative data. This qualitative data is in the form of data from the validation of the expert team on curriculum development and teaching materials, and experts on the English for Specific Purposes (ESP) program development, the results of individual trials, and small group tests. The data used at the Model Development stage is obtained by using questionnaire instruments and interviews.

4. RESULTS
4.1 Data Analysis
The type of data obtained at the Model Development stage is qualitative data. This qualitative data is in the form of data from the validation of the expert team on curriculum development and teaching materials, and experts on the English for Specific Purposes (ESP) program development, the results of individual trials, and small group tests. The data used at the Model Development stage is obtained by using questionnaire instruments and interviews.

4.2 Needs Analysis
English language learning programs in the Department of Guidance and Counseling were developed to prepare students to be able to communicate English in accordance with the standards and demands of work in the field of guidance and counseling services. The findings in the analysis of learning needs are then used as the basis for developing English teaching materials. Descriptions of the needs of students and alumni based on questionnaires and interviews are explained in detail as follows:
a. The Data of student' needs.
   1. The need of English for Guidance and counseling Student (questionnaire item number 1). There were 23 students who stated that English courses were very important for students in the Department of Guidance and Counseling, 5 students said they were important and 2 people said they were not important.
   2. There are 5 types of learning objectives which according to student perceptions are in very important categories, namely; (1) As competitiveness in the world of work, (2) reaching scholarships abroad, (3) continuing education, and (4) finding references on English-speaking Guidance and Counseling.
   3. Item number 3 is students' perceptions of English language skills in lecture activities. In item number 3 there were 28 students who stated that reading skills (reading skills) were very important, there were 25 students who stated speaking skills, there were 27 students who stated that listening skills and there were 22 students stated that writing skills were important.
   4. The most needed learning materials based on the students' perception are; 1) Noun, 2) Adjective, 3) verb, and adverb, 4) Active and Passive Voice, 5) Passive Modals, 6) Noun Clause , 7) writinh Report Text, Descriptive text and Narrative text. 8) Verbal and non-verbal Communication in Guidance and Counselling, 9) Scientific Writing.
   5. Based on questionnaire number 5, the most common difficulties faced by students in using English are pronouncing English vocabulary (pronunciation), difficulties in understanding the use of English grammar (Grammar), difficulty in digesting English conversation (listening), and difficulties in translating English to Indonesian and vice versa.
   6. Based on questionnaire number 6 about the learning media that is most needed by students, it shows that the average student believes that audio and video media are very important media in learning English, but they also consider power point media important to be used as media in delivering teaching material.

7. Based on answers to questionnaire number 7 about the type of text they need to learn, it is concluded that the description text, official and unofficial letters, writing verbatim and recount are the types of texts that they consider very important to learn.

8. Based on the average student answer for questionnaire number 8 about the speaking situation they most need to learn, it can be concluded that there are 3 speaking situations that are very important to learn in learning English, namely formal conversations, non-formal conversations, and interviews.

b. Needs anlysis data of Guidance and Counselling departement alumnae.
Based on interviews that had been conducted by researchers toward 10 alumnaes of Guidance and Counseling department, the researchers concluded that alumnae who had now become a teacher of Guidance and Counseling needed more reading and speaking skills than other skills.

4.3 Development of Learning Design
The design phase of English language teaching materials for the Department of Guidance and Counselling consists of four stages, namely: (1) formulating learning objectives (2) developing assessment instruments, (3) developing learning strategies, and (4) selecting materials and developing teaching materials.

Furthermore, the general learning objectives are detailed in the formulations of specific learning objectives, which are developed based on the topics of teaching materials that have been set. The details of the formulation of learning specifically ESP-based English teaching materials are ;1) Understand and use the concept of subject and object in English. 2) Explain and mention the theme / content of each reading paragraph and can make simple sentences related to "Guidance and Counselling", 3) Understanding and being able to use pronuon forms in English, 4) Understand and be able to use forms of questions (Questions) in English, 5) Understanding and being able to use the concept of Capital Auxiliaries, 6) Understanding and being able to use the concept of time and tense in English - Simple Present tense and Simple Past tense, 7) Understand and be able to use the concept of time and tense in English - Present Continuous Tense and Past Continuous Tense, 8) Understand and use the Concept of Collective Noun, 9) Understanding and being able to use the concept of qualifiers and quantifiers in English, 10) Able to understand articles and English-language journals about guidance and counselling.

4.4 Development of Assessment Instruments
Development of assessment instruments in this study emphasized speaking skills, listening (Listening) and Reading (reading), then all items in the first Objective Test will measure students' knowledge of the various language expressions used in English communication by a counselor in this case the guidance and counselling teacher in counselling service activities. In development of assessment instrument the researchers used 4 types of assessment instruments, namely: Entry Behavior Test, Pretest, Practice Test, and Posttest which are recommended by Dick and Carey (2009).

4.5 Establish The Topic of Teachings
ESP-based English teaching materials developed in this study consisted of 11 units. Each unit in the teaching material discusses 1 (one) topic, which is arranged based on the order of needs obtained from students and alumni. ESP-based English teaching materials developed in this study have additional units that function as periodic evaluation instruments that can be used by students to measure their level of achievement and by educators to see the success of the learning process.

Teaching topics developed based on the results of the analysis of the needs of students and alumni which include: The concept of subject and object, The concept of Pronoun, Reading Comprehension, Simple Present Tense and Simple Past, Continuous and Past Continuous Questions, Questions and Questions, The report text, How to write the Scientific Writing, Analyzing conversations between customers and Counselees, Verbal and Non-Verbal Communication, and Conditional sentences, formal and non-formal letters.

4.6 Product Effectiveness Test
This product effectiveness test was attended by 30 Guidance and Counselling students as a al group and 30 students of Guidance and Counselling as a control group.
a. Normality Test of Experimental Group
Tests were conducted to find out whether the data from the pre-test and post-test results of the experimental group were normally distributed or not. Based on the results of the average data processing pre-test and post-test value of the experimental group using the SPSS version 17 program, the data shown in table 1. Table 1 shows the difference in the average of the pre-test and post-test results of the experimental class namely Post-test is 78.42, higher than the Pre-test value is 75.48.

Table 1. Description of Average Data of Pre-test and Post-test on Experimental Class.

			Statistic	Std. Error
Posttest	Mean		78.4293	.85891
	95% Confidence Interval for Mean	Lower Bound	76.1974	
		Upper Bound	78.6884	
	5% Trimmed Mean		78.0317	
	Median		78.0000	
	Variance		25.820	
	Std. Deviation		5.08135	
	Minimum		65.00	
	Maximum		88.00	
	Range		23.00	
	Interquartile Range		7.00	
	Skewness		-.246	.398
	Kurtosis		.155	.778
Pretest	Mean		75.4857	.85245
	95% Confidence Interval for Mean	Lower Bound	72.7533	
		Upper Bound	75.2181	
	5% Trimmed Mean		74.6746	
	Median		75.0000	
	Variance		24.434	
	Std. Deviation		5.03416	
	Minimum		60.00	
	Maximum		80.00	
	Range		26.00	
	Interquartile Range		6.00	
	Skewness		-.583	.388
	Kurtosis		1.192	.766

Based on the different test, the average value of the pre-test and post-test then the normality test of the experimental group values was then carried out using the Kolmogorov Smirnov normality test results are shown in Table 2.

Table 2. Normality test results.

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Posttest	.081	30	.200[*]	.981	30	.789
Pretest	.112	30	.200[*]	.958	30	.196

The above normality test table shows that the Pretest value = 0.112 and Posttest = 0.081. The test results indicate that the data are normally distributed because p_value for the pretest and posttest is more than the value $\alpha = 0.05$. Because both data are normally distributed, homogeneity testing continued.

4.7 Establish The Topic of Teachings
Homogeneity testing is done to find out whether the data used is homogeneous or not. The homogeneity test had beet conducted by using the Levene test. The Result of homogeneity test shown in Table 3.

Table 3. The Result of Hogeneity Test of Experimental Group.

Levene Statistic	df1	df2	Sig.
.019	1	68	.893

Levene test results show that p-value = 0.893. If the value of Levene (α) is 0.045, then p value > α. (0.833> 0.045). Then it can be concluded that the data used is homogeneous.

4.8 Different Test of the Pre-test and Post-Test Results of Experimental Group
The hypothesis in product effectiveness testing in this study is that there are differences in English language skills of students before and after using ESP-based English teaching material. The different test results of pre-test and post-test scores using paired t-Test shows in Table 4.

Table 4. The Result of paired t-Test.

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Posttest - Pretest	3.45714	2.88345	.48739	2.46664	4.44764	7.093	29	.000

Table 4 above shows the results of t-count is 7.093 and t table with df 29 at α = 0.05 is 1.699, it can be concluded that the value of t-count > t table. = 7,093> 1,699. Thus it can be concluded that there are significant differences between students' English skills before and after being given treatment.

4.9 The Post-test Results of Experimental Groups and Control Groups
The Tests on the control group were conducted to clarify that there were differences in learning outcomes of students using ESP-based English teaching material and student learning outcomes using conventional teaching materials. The Post-test results of the experimental and the control group in this study are shown in Table 5.

Table 5. The Post-test results of the experimental and the control group.

Rata-Rata Skor Posttest	N	Minimum	maximum	Mean	Std. Deviation	Variance
Eksperimen	30	65.00	88.00	78.688	5.08135	25.820
Kontrol	30	60.00	80.00	70.257	4. 24312	28.342

In table 5 above can be seen the comparison of the average (Mean) of the post-test value of the experimental group is 78.68 and the control group is 70.25. Based on the comparison of these results, it can be concluded that the average value of students' English proficiency taught with ESP-based material is higher than the value of students taught with conventional teaching material.

4.10 The Different Test Of Post-Test Resutl Of Experimental Group And Control Group
T-test statistics with independent data were used to test the difference in the mean between the post-test of the experimental group and the control group. Different test data from the results of the post-test control class and experimental class are shown in Table 6 below.

Table 6. The T-test of the post-test results of control class and experimental class.

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.013	.909	-3.001	58	.004	-3.68571	1.22802	-6.136 20	-1.23523
Equal variances not assumed			-3.001	58	.004	-3.68571	1.22802	-6.136 22	-1.23521

Table 6 above shows the results of the t-test of the experimental group and the control group. Based on the results of data processing, obtained t count is -3,001 and t table with df 58 is 1,672. Because the t-count is smaller than t-table, namely -3,001<1,672. This is reinforced by the Sig (2 tailed) = 0.004 smaller than the probability of 0.05, it can be

concluded that there are significant differences in the English language ability of experimental group students taught with ESP-based teaching material with students' English skills taught with conventional teaching material.

5. CONCLUSION

In accordance with the principle of developing ESP learning, in developing English language teaching materials learning needs analysis (Need Analysis) must be carried out, the purpose of which is to identify and formulate; (1) English language skills that need to be emphasized to be mastered by students; (2) language skills that need to be prioritized for students if they have the opportunity and time to take part in learning English; and (3) differences between what has been received by students, skills mastered by students during lectures, with English language skills that students need in the world of work.

The teaching topic developed was based on the results of the analysis of the needs of students and alumni which included: The concept of subject and object, The concept of Pronoun, Reading Comprehension, Simple Present Tense and Simple Past, Continuous and Past Continuous Questions, Questions and Questions report text, How to write the Scientific Writing, Analyzing conversations between counsellor and Counselee, Verbal and Non-Verbal Communication, and Conditional sentences, formal and non-formal letters. The researcher also had been conduct the effectiveness test of the product to make clear that the English material based on the English for specific Purposses able to improve the students' achievement in English. The results of the t-test of the experimental group and the control group. Based on the results of data processing, obtained t count is -3,001 and t table with df 58 is 1,672. Because the t-count is smaller than t-table, namely -3,001<1,672. This is reinforced by the Sig (2 tailed) = 0.004 smaller than the probability of 0.05, it can be concluded that there are significant differences in the English language ability of experimental group students taught with ESP-based teaching material with students' English skills taught with conventional teaching material.

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