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**Address:**

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Jl Kalimantan Jember

Telpon/Fax: 0331-330738 / Contact phone: 08155930172

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## **Designing ESP Learning Materials for the Accounting Program at Vocational High Schools Based on Hutchinson and Waters' (1987) Learning-Centered Approach**

Irene Rahmaniar, Sugeng Ariyanto, and I Putu Sukmaantara  
FKIP, the University of Jember

**Abstract:** Theoretically, ESP (English for Specific Purposes) focuses on providing the target language (English) materials that meet the students' learning needs, but practically the teaching of it tends to be underexplored in Indonesian vocational schools. This is due to the fact that the implementation of the 2013 Curriculum-based policy that generalizes the English to learn at both general and vocational high schools remains debatable. Therefore, this study aimed at designing appropriate ESP learning materials for the vocational students who major in accounting, and the materials design was based on Hutchinson and Waters' (1987) learning-centered approach. From the needs analysis, it was found that, the students with their low level of English proficiency requested the English learning materials that can help them learn accounting from the textbooks written in English.

**Keywords:** ESP materials, Learning-Centered Approach, Vocational High Schools

### **1. Introduction**

As one of the most important factors to consider in the learning process, language materials must be relevant for the learners (Tomlinson, 2011). For vocational high school students who learn vocational subjects to build their soft and hard skills for field work, ESP is needed for them to learn instead of the general English they have learned before. The official syllabus and textbook provided by the Indonesian Ministry of Education carry the learning materials for general English which are not relevant for the students of vocational high schools (Suyadi, 2016), particularly for those majoring in accounting. This gives the biggest contribution to the absence of ESP at vocational high schools in Indonesia in addition to the scarcity of ESP textbooks available in the market (Hutchinson and Waters, 1991), especially the

ones designed for accounting students of vocational high schools that also take account of the official syllabus.

The above mentioned issues of ESP suggest that the need to design in-house learning materials to meet the needs of particular students has been crucial (Hutchinson and Waters, 1991). This paper reports a sample of learning materials that were appropriate for students of the accounting program at vocational high schools. Hutchinson and Waters' (1987) learning-centered approach was used and students' target needs and learning needs, as well as the pre-determined syllabus were also used in the development of the materials.

## **2. Literature Review**

### **2.1 English for Specific Purposes (ESP)**

Despite targets specific learners with specific purposes of learning, ESP requires "relevance" as its number one characteristic which brings the idea of learning materials that match and reflect particular learners' communicative needs (Hutchinson and Waters, 1991; Hossain, 2003), ESP does draw on English language itself (Hutchinson and Waters, 1987; Basturkmen, 2010; Kusumaningputri, 2012). Being argued by Hutchinson and Waters (1991) as an approach to language learning rather than a product, ESP is learned by engaging learners' linguistic skills development and their acquisition of specific information all together, through specific materials and content (Safrizal, 2013). To develop ESP learning materials, teachers or materials developers may follow any approaches they understand and they should apply the principles and procedures of language teaching materials (Harsono, 2007).

The basis of ESP learning materials development is needs analysis (Hossain, 2003; Belcher, 2006 – 135) which seeks learners' target needs (what the learners need to do in the target situation, including learners' *necessities, lacks, and wants*) as well as their learning needs (how the language in the target situation is supposedly learned) (Hutchinson and Waters, 1991).

Nunan's (1988) learner-centered movement seemed to influence the development of ESP in the sense that rather than language *use*, *learning process* has become the focus of ESP (Hutchinson and Waters, 1987 as cited in Belcher, 2006:136). The term *learning-centered* is based on the view that learning is more than just a matter of presenting language items or skills strategies. Although inspired by *learner-centered* movement, the term uses the word *learning* instead of *learner* in the view that learner is not the only factor to consider in a learning process. The institution where the learning is held (such as the need to use pre-determined syllabus and the available classroom facilities) and the target situation where learners will use the language are also important factors to consider. Learning-centered approach to course design focuses on maximizing the learning and concerns on how learners can learn the language effectively through the use of learning materials (Hutchinson and Waters, 1991; Kusumaningpurtri, 2012).

## **2.2 Hutchinson and Waters' (1987) Learning-Centered Approach in ESP Materials Development**

ESP course design is a negotiated process which is reflected from consideration of contributing all factors of learning (including the learners, learning situation, and target situation) as well as all factors that affect the ESP course itself (language description, learning theory, and needs analysis) in all stages of the design process.

The theoretical view of language which, according to Hutchinson and Waters (1991:37), needs to be taken into account that the syllabus for ESP learning materials must contain both description of language use and description of language learning. As for the the theory of learning, Hutchinson and Waters' (1991:49-51) view of learning takes account some learning theories all together is said to be a practical source of reference to design ESP learning materials. This theory explains that: 1) learning new knowledge items must engage the learner' existing knowledge, 2) learning new knowledge must be processed through activities that vary from easier to harder ones to enable further learning to happen, 3) problem-based learning will make learners' progress better, 4) the learning must be well-planned not to make it difficult for learners to learn, and 5) "In learning, a need to acquire knowledge is a necessary factor, but of equal, if not greater importance, is the need to actually enjoy the process of acquisition."

According to nature of learning-centered approach, ESP learning must engage learners' interest, enjoyment, and their involvement all together (Hutchinson and Waters, 1991).Therefore, in designing learning materials teachers should followsome principles of good materials proposed by Hutchinson and Waters (1991) as the guide for the design process.Hutchinson and Waters (1987) propose a model to material design which integrates the aspects of learning and at the same time, enables creativity and variety to arise. The model consists of four parts: *input, non-linguistic content focus, language focus, and task*.In line with this model of ESP learning materials, Ibrahim (2010:202) notes the nature of such materials that "General English language content, grammar, functions and skills acquisition are the dominant aspects in any core course plan, while terminologies and specific functions of a particular content are integrated in the course to meet the learners' specific needs."

As for the text used in the materials, the difficulty level of the vocabularies must suit students' English proficiency and consider students' communicative needs. Belcher (2006), by referring to Johns (1997), states that teacher may link the language and the subject area of the students to meet more suitable and easy to access ESP learning materials for specific students. In line with the statement of Belcher above, Ibrahim (2010:202) writes "Designing a course for any ESP system need a considerable amount of general English along with an integrated functional terminological language matted in the targeted ESP course which is based on the needs analysis."

### **2.3 Review of Previous Studies**

There were three previous studies underlying this research. The first was a developmental study by Jiajing (2007) which provide a guided approach to ESP course design for Chinese senior business students at tertiary level in the form of a framework of ESP course for senior students of International business in Guilin Institute of Technology.

The second study was a study by Malika (2013) that seeks the effectiveness of learning-centered approach proposed by Hutchinson and Waters (1987). It was found that the learning-centered ESP course had positive effects on the subjects of this study that they were more enthusiasts and encouraged to learn English more. The third was a research and developmental study conducted by Rohmah (2015) to develop three units of learning materials that involve pair and small-group works which focuses on improving the students' four language skills and knowledge of English components.

In comparison to the previous studies, the design of ESP learning materials in this research took account the 2013 Curriculum-based syllabus from the Indonesian ministry of education since the subjects of this research were students of a formal public institution and that the results of this research were intended to be used by the English teacher at the school as a reference to design learning materials for the students.

### **3. The Study**

#### **3.1 Research Context**

The context of this research was ESP (English for Specific Purposes). The research was conducted at a vocational high school located in Jember, Indonesia. This school is a public school that applied the 2013 Curriculum and the English taught there was not ESP. Six different study programs were offered and one of those was accounting. Eleventh grade students of accounting program at the school were divided into three different classrooms.

As accounting program at vocational high schools in Indonesia belongs to business and management area of expertise, the subjects of this research learned various vocational subjects related to accounting and business and management. One of the vocational subjects they learn in the even semester is ‘Accounting for Trading Company’. This subject, *purchases journal* in particular, was used as the main discussion for the ESP learning materials designed for the target students to help them learn the subject thus, prepare them to be able to cope with the situation of real work field where they will possibly get chances to work on accounting, especially purchases journals, in English.

#### **3.2 Research Design**

This study used Educational Research and Development (R&D) since the purpose was to design new learning materials based on the need of a particular group of learners (Borg and Gall, 2003). This particular design is commonly used in study where the results of the research (needs analysis) done earlier become the basis to develop learning materials for the subjects of the research. The design of learning-centered approach to ESP course design is based on Hutchinson and Waters' (1991:74) learning centered approach (see appendix 1)

### **3.3 Research Participants**

The subject of this research was a group of eleventh grade students of accounting program at the vocational high school. An ESP lecturer and the English teacher who taught those students regularly also participated in this research.

### **3.4 Instructional Procedures**

The procedure of this research was adapted from the system approach model design, which originally involves ten steps and commonly used for educational R & D, proposed by Walter Dick and Lou Carey. However, considering the scale of this project and the available time to undertake it, the number of the steps was limited (Borg and Gall, 2003), as follows: 1) conducting needs analysis, 2) writing the syllabus by describing the results of the needs analysis and following some essential points of the official English syllabus that the school used, 3) developing the materials, 4) evaluating the materials through an evaluation questionnaire done by an ESP lecturer and the English teacher evaluated, and 5) writing final draft of the materials.

## 3.5 Data Collection and Analysis

The data for this study were gathered by means of questionnaires and interview. Two different questionnaires were administered and the results were analyzed by means of descriptive statistics. The first questionnaire was to analyze the students' target needs and learning needs while the other one was used for the English teacher and the lecturer to evaluate and validate the designed learning materials. The needs analysis questionnaire was structured and adapted from Nurefendhi (2013) and based on Hutchinson and Waters' (1991) and Hall and Crabbe's (1994) frameworks of needs analysis. The results of this questionnaire were analyzed by means of *frequency* and *percentages*.

The evaluation questionnaire was used to evaluate and validate the materials designed for the students. This questionnaire used rating scales to assess the quality of the materials that have been designed. The degree of accomplishment for each item in the questionnaire were measured by using number scale 1 to 5 ranged gradually from poor, weak, average, good, and excellent (Sudijono, 2009). The items asked in this questionnaire were adapted and modified from Baleghizadeh and Rahmini (2011) and were based on principles of materials proposed by Hutchinson and Waters (1991). The results were analyzed by means of *mean* and *intervals*. The *mean* of the final score of the designed materials was then described into one of the categories based on Wiyoko's (2009) table of *mean* conversion as cited in Saliman *et al* (2013).

The Interview was semi-structured and done with the English teacher to identify the students' target needs and learning needs from the teacher's perspective. The questions asked in the interview were pre-determined and adapted from

Nureffendhi's (2013). To analyze the results, *questions analysis* and *content analysis* were used as subset regarding the type of interview administered in this research, which is semi-structured interview (Morse and Field, 1996).

## 4. Research Findings and Discussion

### 4.1 Research Findings

Based on the results of the needs analysis, it was known that the students' English proficiency for reading and writing skill were low. The students thought that in addition to the irrelevant learning materials, the monotonous learning activities (memorizing the answers of the questions in the official textbook to be restated to the teacher and translating texts in the official textbook) that were done in most meetings and the lack of practices contributed to their difficulties in learning English at the school. It was also revealed that the students wanted to learn English to help them learn their content subjects from textbooks written in English. For reading materials, they preferred text with picture and new related vocabularies and liked to have discussion in groups for the follow up tasks. As for the writing activities, the students liked to have a simple activity such as arranging sentences into paragraph for the task followed by writing a text through a group project. The teacher had positive attitude towards the teaching of ESP at the school. However, he revealed that one of the constraints for him to do so was that English teachers could not push away the official syllabus and the textbook.

Based on the findings stated above, four consecutive units of ESP learning materials under the topic "biography" was designed to be processed through various learning activities that were enjoyable and at the students' capacity regarding their English proficiency level. The learning materials in this study were designed by reflecting to the results of needs analysis, the constraints of teaching English at the school, and

the syllabus of English learning used at the school. The materials included the learning of *purchasesjournal* in English and the learning of accounting terms in English through a biography text of the world father of accounting. The theory of language learning and the theory of language, as well as the methodology or strategy to teach the materials were decided prior to the development process. The learning materials were also designed to meet the principles of learning materials for ESP proposed by Hutchinson and Waters (1991).

The model of the materials follow the one for ESP which is also proposed by Hutchinson and Waters' (1991), therefore the materials have *input*, *content focus*, *language focus*, and several *tasks* in them. Based on the results of the evaluation and validation, with *mean* 4.78 of the total score gotten from the two validators, the designed materials were categorized as *Excellent* (>4.2) based on the conversion of mean from the score for validation by Wiyoko (2009).

## 4.2 Discussion

The results of this study proved that learners' needs and interests are not the same from one group to another. Hutchinson and Waters (1991) consider that argument the idea behind the needs to develop ESP learning materials for certain group of learners. This also explains whythe hardly available 'English for Accounting' textbooks could not be applied to the students of accounting program of the vocational high school. Those textbooks which were mostly available onlinetarget learners who are already accountants or accounting students at college and this aim can be predicted from the difficulty level of the materials and types of the materials that mostly job-related topics, whereas, from the results of the needs analysis, it was revealed that the subjects of this study wanted to have English learning that could

help them learn their accounting-related subjects from textbooks written in English with their low proficiency in the language for reading and writing skills.

The results of the evaluation and validation showed that the materials designed in this study were excellent. This means that the materials were appropriate for the students since it met students' needs, featured the official English syllabus, answered the English teacher's constraints, followed principles and model of good ESP learning materials, and in line with Hutchinson and Waters' (1991) argument that appropriate and attractive materials should be provided through various ways by engaging language skills and components to enhance the motivation of learning. All these characteristics owned by the designed learning materials showed that the materials did put the weight on the learning process, just like what materials designed based on learning-centered approach are supposed to have.

## **5. Conclusion**

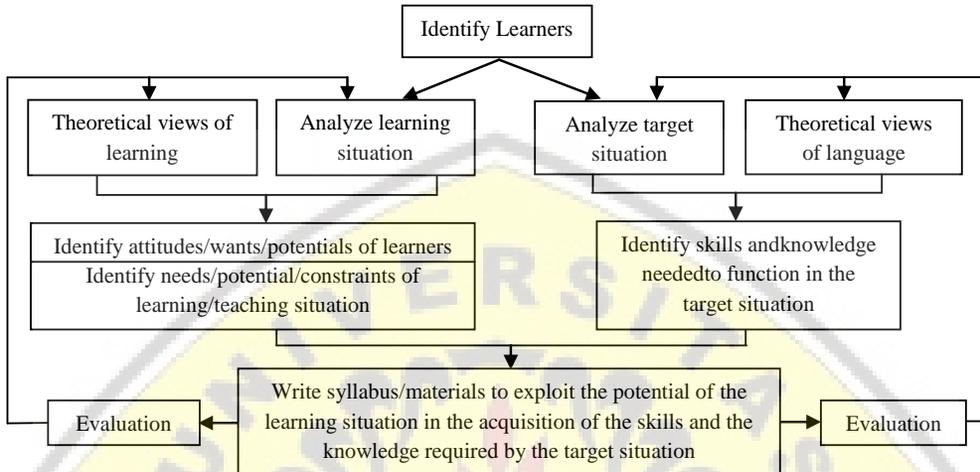
Based on the results of the evaluation and validation, the materials designed in this research were categorized appropriate to the extent that the materials designed meet the students' needs. The principle of good materials proposed by Hutchinson and Waters (1991) validate that the materials were appropriate regarding the students' low English proficiency. This suits the students' accounting learning at the school. Unfortunately, there was not much time to conduct this study which resulted to the absence of try out for the designed learning materials. Therefore, it is suggested for future researcher of similar study to try the designed materials out to the students in addition to evaluating and validating the materials through the English teacher and an ESP expert for the sake of the better-developed learning material.

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## Appendix 1: The design of ESP learning materials



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