

THE DEVELOPMENT OF ENGLISH LANGUAGE TEACHING MATERIALS BASED ON ESP PRINCIPLES IN INCREASING THE QUALITY OF TEACHING AT POSTGRADUATE PROGRAM AT UNIMED

Busmin Gurning¹, Sri Minda Murni¹

State University of Medan

Corresponding author: busmingurning@gmail.com

Abstract - This research is aimed at discovering a powerful teaching materials to be developed based on the principles of ESP in increasing the quality of teaching at postgraduate program at Unimed (State University of Medan). The results of this study are expected to produce (1) relevant English teaching materials for graduate students at Unimed in accordance with the principles of the English language, the principles of discipline and English for Specific purpose as well and (2) learning pattern which is capable to enhance critical thinking in English. This research was accomplished at Postgraduate Program at Unimed in 2016. To achieve this research goals, therefore through study by means of research and development method approach, the study commencement follows the procedures as: pre-survey, model design in preparing new materials and some exercises, validation of model development. To figure out if the effect of the relevant teaching materials enable students to upgrade English competence well and backed up by critical thinking skill in Reading and Speaking skills. This research requires at the first year, to find out English needs discovered as the foundation of teaching materials based on the principles of materials development that pushes students' critical thinking suitable with the world of academic competency in ESP in providing reading materials for Educational Administration department.

Keywords: Developing Teaching Materials, ESP, Systemic Linguistics, Students' needs, and critical thinking.

1. INTRODUCTION

1.1 The Background of the Study

English curriculum has undergone some changes in various educational level as preventive effort to reliable English skills fulfillment. Graduate school was not spared in this regard. Post graduate school of English applied linguistics (LTBI) prepares their graduates to be experts who can push new 'employment' on the basis of research. Skilled labours in the new field with English mastery both in spoken and written can support professionalism.

The change of curriculum drives students in various study programs at graduate school to learn English. Improving the quality of English language learning aimed at mastering English for communication purposes either oral or written. Unimed graduate school consisting of study program in S2 program has its own characteristic that is necessary to make improvement in the process or the provision of more adequate course materials. The role of spoken and written language enhancement equals to graduate education owned; to be able to communicate the knowledge in various national or international opportunities. It is supposed that the alumnae have English expertise both in written and spoken language.

There are numerous factors leading this case, e.g. selection tests that are less good, without considering the quality of the input. As a result, every prospective students accepted without a standard in taking test TOEFL. Other factor is the provision of teaching materials is inadequate to stimulate students to learn. The teaching materials still concentrates on *grammar oriented* and reading comprehension although sometimes the teaching materials have been mixed with material resources from journals. The presentation of such teaching materials is not capable to encourage the students to learn well.

The learning process is related to the materials, however, what is used is less appropriate to meet the needs of the students. Presentation of teaching materials has not been able to encourage the students to have English language skills, writing or reading as required in the world of work and for other social purposes (Brunton, 2009). Learning English without integrating the learning process and critical thinking skills will not except accomplishing it in togetherness. According to Slavin (1991) with cooperative learning students study together to resolve the matter and share their thoughts. Critical thinking is a mental process of analyzing or evaluating information.

As a result, based on the description of the background, the purposes of this study are to investigate the appropriate teaching materials by providing students English skills in both speaking and writing, and to discover the critical thinking in English language teaching materials that is able to improve the quality of learning.

1.2 English Skill for Students of Postgraduate Program

The development of science and technology directly affect the social situation of the community. Such development requires high quality human resources and intellectual in the form of thinking skills, scientific attitudes, and the skills to live together. Cooperation skills are determined by high language skills. English language skills are important in developmental cooperation. Therefore, the school graduates are required to have good English language skill mastery to be able to develop cooperation in the world of working or the world of science.

In connection with the foregoing purpose of learning English in school of study in particular is to employ and develop the communication ability both in spoken and written by paying attention related to norms and surroundings community. In order to make use of English language in the world of communication, there are a number of competencies required, namely: *grammatical competence, discourse competence, socio-cultural competence and strategic competence* (Celce & Murcia, 2001). In connection with this, the development of teaching materials was also carried out based on those four competencies. Development of teaching materials was based on functional communication in accordance with the principle of language use in context.

The orientation of English mastery in graduate school is the fourth language skills (Speaking/Listening, Reading, and Writing). This achievement can be accomplished on the basis of three Halliday's metafunction (2004) that is ideational function (*experiential and logical*), interpersonal metafunction, and textual metafunction.

1.3 The Development of English in ESP

Development of English for specific purposes specially is made based on need analysis. The situation analysis of targets and analysis of the current situation is an analysis performed to determine the development of teaching materials and packaging supplied to fit the needs and objectives of the academic and world of work. The desired target expressed in English for academic purposes is students who will have the skills to express thought in seminars and tutorials, be able to ask in lectures, to present their ideas orally, to explain the data, to give instruction in seminars and labs, and to have social interaction among students and teachers (Jordan, 2007). Besides, students can also use the functions of other languages, for example, *explaining, synthesizing, analyzing, deducing, critiquing other people's opinion, and reviewing opinions* from expert orally.

The English skill in the academic context will be different with the English for work-related needs. The students tend to use of appropriate language on their activity in the work, such as administration, business by putting in the function of language such as *asking someone's name, asking someone to do, suggesting, reminding, prohibiting, simulating, giving opinion, giving suggestion*, etc. Halliday (2004) stated that the functional concept of linguistic in the within of the three relations. *Firstly*, describing how the language is used in the language semiotic system. Language is not arbitrary, but naturally. *Secondly*, it is linked to the first point. All languages are formed and structured to convey the three of meaning which is known as metafunction in the linguistic system. They are (1) ideational meaning, (2) interpersonal meaning, (3) textual meaning. *Thirdly*, each of language elements is described by referring to the all of linguistic system. All units of language, such as clause, phrase, group and phoneme are configuration of the organic function.

Language functions in the social context or functional in the social context (Halliday, 2004). In this regard, Gurning (2006) found the different between Physic and History English text in the lexicogramatics. English Physic text is developed based on the highest grammatical intricacy, while

English History text is constructed by fully phrases. Consequently, the English History text has mostly phrases rather than English Physics text. Gurning, (2005) concluded that the development of information in the academic text tends to be more dynamic, because it is realized by linear progression. However the literary text tends to be more recurrence which is realized constant progression.

1.4 Relevant Materials Development

The learning model can be meant as a pattern of arrangement and decision of occasion which influences the students so the process of learning-teaching well implemented. Model is the concretization of theory which is aimed as analog from the process and variable in the theory (Gagne and Briggs, 1989). Therefore, the learning model based on genre means the setting of activity which covers teaching, introducing, presenting the materials, and evaluating of teaching.

The terminology of genre is mostly used in the text which relates the rhetoric, writing theory, media theory, and the kinds of text (Tomlison, 2006). Genre is language usage based on the setting. This explanation describes that genre has strong relation with the text. Text is consisted by the words related to the world. Swales (1990) defines genre as a structure of schematic text used to gain the purpose. Text is influenced by culture and situation setting. The type of text represent the group of the text such as *procedure text, anecdote, description, recount, discussion, explanation, analytic expository, hortatory exposition, news, narrative procedure, and review*.

The genre-based approach is influenced by functional theory. Martin (2004) and Paltridge (2001) agreed to develop the activity steps in the learning and teaching based on genre. In the written ethnography, Grabe and Kaplan's (1996) described the way of writing some useful thought. For teaching writing, students are required to analyze the social and culture context. The analysis can be implemented to the background of text writing, the background of knowledge, the purpose of text, the content of text, the reader of text, the correlation between the reader and the writer of text, the general expectation of text, the value of text, and the correlation between text and genre.

Context and Language Metafunction

Language metafunction is the function of language in the use of native speaker. The interaction between the users of language and the native speaker are using the language to tell or realize the feel, exchange the experience, integrate or organize the knowledge in the written text. To realizing the experience, the users of language involve the process and tie its up with the participant and circumstance. Besides the three function of language, language has function as *ideational function (experience and logic), interpersonal function, and textual function* (Halliday 2004 and Eggins, 1994). The involvement of the three aspects in metafunction makes them necessary to function in academic context.

1.5 Critical Thinking in Language Learning

Krulik and Rudnick (1999) stated that the ability of critical thinking is the highest activity in the thought. Critical thinking activates the potency of analysis and proof evaluation, question identification, logic conclusion, understanding of argument implication (Friedrichsen, 2001). Mc.Murray *et al* (1991) said the critical thinking is valuable to be developed in the school. In this case, Ordonez (1996) explained that the learning to develop the critical thinking can be meaningful in learning process. The implementation of critical thinking in the language learning can be realized by referring to begin and guide into the critical thinking itself. Dietz-Uhler & Lanter (2009) quoted from Alexander *et.al* (2010) concluded that the development of critical thinking in education can develop the critical thinking. Through the techniques, such as analyzing, reflecting, relating, and questioning offer the technique of learning effectively to develop the critical thinking.

The main aim to develop the critical thinking in learning is changing the paradigm of teaching into the paradigm of learning, from the behaviorist into the constructivism, from the teacher centered into the students centered. Another purpose to critical thinking in the learning is to activate and empower students to learn actively, creatively, and innovatively as the realization of student-centered learning. Critical thinking means making reasoned judgments.

1.6 Needs Analysis in ESP Setting

The implementation of need analysis at first is realized in the industry and teaching in other aspect to decide the gaps between skills, knowledge and staff ability and stuff is needed by the organization to function something in the required level. According to Robinson, (1991) that need analysis is generally regarded as critical to ESP, although ESP is by no means the only educational enterprise which makes use of it. Strevens (1999) suggests that need analysis is a necessary first step for specific purposes language teaching; it is more concerned with the nature of scientific discourse. Hutchinson and Waters (1987) argue that any language course should be based on needs analysis. It is fundamental to an ESP approach to course design (Hamp-Lyons: 2001).

Need analysis tends or focus on business strategy and learning material available today. *Secondly*, the need of learning focuses into the department, team and function or occupation in the organization. *Thirdly*, learn requires the individual need. The analysis of learning and training is sometimes assumed connected by the gaps between what is happen and what will happen. The three of this area is conected each other (Dudley-Evans dan St John, 1998).

Learning is positive activity and relates to the identification and satisfaction into the development need, supporting for someone to be responsibility, upgrading the competence, and preparing someone to be responsible to the highest level in the future. Relating in this discussion.

1.7 Learning Materials Based on Need Analysis

There are some principal or criteria should be considered in arrangement the material of learning, they are:

1. Relevant Principle

The principal of relevant means interrelation. The material should be relevant and had the interrelation with the achievement of standard competence and basic competence. For instance, if the expect competence mastered by students such as memorizing the fact, then the learning material which is thought must be factual or memorizing material.

2. Consistent Principle

The principal of consistence means regularity. If the basic competence must be mastered by students have four kinds, then the material should be on four. For instance, the basic competence should be mastered by students are number operations such as addition, subtraction, multiplication, and division, then the material should be addition, subtraction, multiplication, and division technique of addition, subtraction, multiplication, and division.

3. Adequacy Principle

The principal of sufficiency means the matter which is taught adequacy for students to master the teaching basic competence. The material must not be too little, not too much. If it is too little, it less helps to gain the standard and basic competence. However, if it is too much, it wastes the time and energy in learning.

1.8 Some Steps in Choosing Learning Materials

Learning materials are selected to be taught by lecturers and students should contain material or teaching materials that really support the achievement of standards of competence and basic competences. Broadly speaking, these steps include the selection of teaching materials.

1. Identifying the aspects in the standards of competence and basic competences becomes the reference of the teaching materials selection.

In line with the various types of aspects of competency standards, learning materials can also be divided into types of cognitive, affective, and psychomotoric material aspects. Cognitive aspects of learning material in detail can be divided into four types, namely: *facts, concepts, principles and procedures* (Reigeluth, 1987). Material type of fact is material in the form of *object names, place names, people's names, symbols, historical events, names of parts or components of an object*, and so forth. The concept of materials is understanding, definition, the essence, the core content. The principle material, *theorem, formulas, postulates paradigm*. Procedural material consists of as steps to complete something in order, such as steps to make a *telephone call, ways of making salted eggs or ways of making the electric bell*.

2. Identifying Materials Relevant to the Standard and Basic Competences

The material that will be taught to be identified whether they are facts, concepts, principles, procedures, affective, or compilation of more than one type of material. By identifying the types of material to be taught, the teacher will find it easy to teach. Having this type of learning material been identified, the next step is to opt the type of the material in accordance with the standards of competence or basic competence that must be mastered by students. Identify the types of learning materials also play important role for the purposes of teaching. Therefore, every kind of learning material requires different *learning strategies or methods, media, and system evaluation/ assessment*. For example, methods for teaching or memorizing facts are to use, "bridge of memory" (*mnemonics*), whereas the method to teach the procedure is "demonstration".

3. To select the suitable or relevant teaching material to standard competency and fundamental competency that has been identified.

The material that will be given to the students will be relevant to the competency, whether in standard competency or basic competency. In this case, the selection of material is needed in order to make the materials relevant to teaching materials.

4. Teaching Material Selection

Having the type of material been determined the next step is to decide the source of teaching material. Learning material or teaching material can be discovered from various sources such as textbooks, magazines, journals, newspapers, internet, audiovisual media, etc.

1.9 Some Criteria in Choosing Materials

Teaching materials are within the scope of the curriculum content. Therefore, the selection of learning materials should be in line with the measurement or the criteria used to select the curriculum content concerned. Selection of the learning materials should meet the following criteria, ie a) selected learning materials are intended to achieve specific instructional objectives, b) describing learning objectives, c) relevant to the learners needs, d) accepted for the society need, e) considering the prevailing norms, f) composed in the scope and sequence systematically and logically, g) taken from the standard book, teacher discipline, society, and natural phenomena

Teaching materials are compiled systematically. The materials are used by teachers and learners in learning process. The teaching materials should be based on the analysis of the students needs. The availability of appropriate materials are 1) characteristics of the target, it means teaching materials developed can be tailored to the characteristics of students as the target; these characteristics include social, cultural, geographical and developmental stages of students, and 2) teaching materials development must be able to alternate some problems or difficulties in learning.

2. METHOD

2.1 Research Approach

To achieve the objectives of this study, the study thoroughly uses methods of research and development (R & D) (Borg, Gall, and Saldana: 2014) in three phases. Based on the research and development approach, the implementation of this study follows the three phases in three years. Phase one concerns with a preliminary survey, phase two also concerns on the planning of model development of teaching materials, phase three is on model validation and dissemination. The research steps to be taken are as follows.

In the first stage (*phase one*) an analysis of the learning model would be conducted in this study. Also in this stage needs analysis on students would be accomplished as to find out competence and appropriate learning materials to the needs of ESP. In the first stage of the needs analysis results in a model of teaching materials development is to improve competence in English that must be owned by the students, and to align critical thinking in teaching materials development.

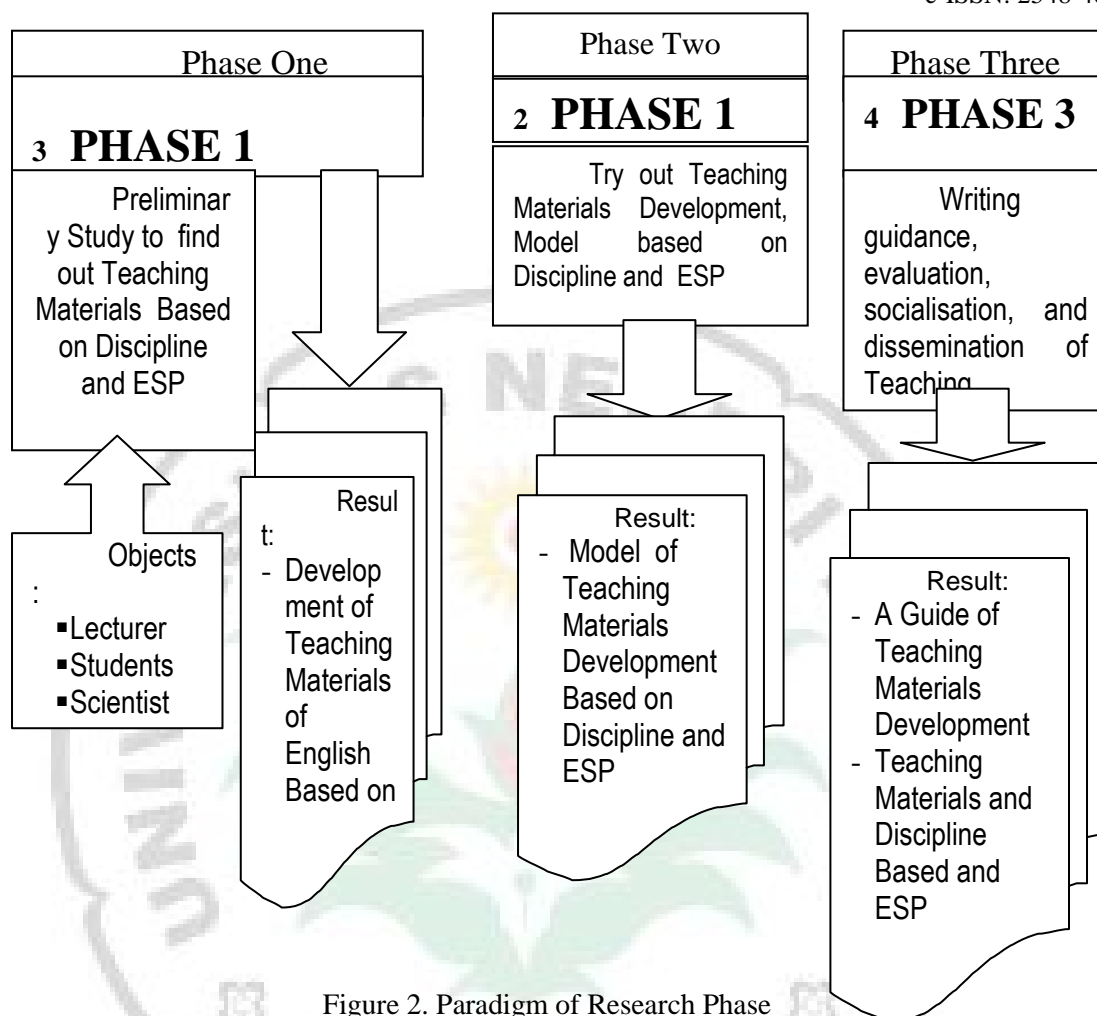


Figure 2. Paradigm of Research Phase

2.2 Object of Research

The object of this study was taken from study programs of graduate school program that organizes English materials. The study program that organizes English materials is Education Administration study program.

2.3 Data Collecting Technique

Instruments of collecting data developed in this study pertains to the technique of collecting data at each stage of research: a) questioner and check list are used to ask questions and observations on the preliminary stage, b) a list of questions and check list are also used to use to ask questions and observations in the development stage (*broader trial*), c) objective and action test in the control group and the experimental group will be applied at each validation stage to measure the improvement of students' competencies after learning model employment.

2.4 Technique of Data Analysis

Analysis of the data in phase one (1) was preliminary data. The analysis procedures presented is to define need analysis and develop materials. At the stage of preliminary findings was about the implementation of learning which is currently implemented and described in the form of data presentation qualitatively. On the second stage (*phases 2*) the data would be analyzed according to the type of data, (3) Data would be then analyzed descriptively and in the form of quantitative, and (4) the presentation of data analysis is restricted to the things that are factual. In this paper the analysis focus on the first stage.

2.5 The Phases of Doing Research and Development

This phases of doing research including: 1) finding out needs analysis of the develop an appropriate teaching materials, 2) the need for the development of teaching materials in learning Educational Administration, 3) the preparation and development of teaching materials by considering

the learning objectives, analyzing the field of study, creating syllabus and lesson plans which covers: pre-learning activities, presentation of information, the participation of students, giving the test, a follow-up activity, designing needs time, and learning resources, designing evaluation tools, (4) the implementation of learning, and (5) learning evaluation.

3. RESULT

3.1 Revision Preparation of Teaching Materials

Preparation of teaching materials tryout was conducted to discover the form and scope of teaching materials given in applied linguistics department of English and Educational Administration to improve the English language competence of students according to the learning objectives. Trial preparation of teaching materials focused on their lessons process that lecturers effort to improve the English competence to express what is felt, be held and done. As a result the expected learning outcomes could be performed well through English.

Preparation trial was conducted to decide whether the design of teaching materials developed enables to be employed well and to explore any blockages found in the learning process. To achieve these objectives, then the test was conducted for observing, recording purposes and to assess its strengths and weaknesses. Results of recording and observations are also used to make improvements. Teaching materials trial was implemented periodically, so a ready-implemented teaching material was obtained

Here is a description of the learning test results using the teaching materials that had been developed. the test results assessed by instructional materials experts, including the planning feasibility, implementation, and evaluation were shown as follows:

Table 1: Revision of Teaching Materials

Before Revising	After Revising
The Appropriateness of Teaching Planning	The Appropriateness of Teaching Planning
Learning purposes had not been focused on the expected competency.	Learning purposes had been focused on learning competency.
Time necessity had not been design well yet.	Time necessity had been designed well.
Worksheet had not been designed well.	Correction results in instructional sheet, operational sheet, job sheet, evaluation sheet in detail.
Teachers had not equipped evaluation tools.	Evaluation tools had been completed and suitable with the assessed cognitive aspect.
The appropriateness of Teaching Planning	The appropriateness of Teaching Planning
The assessment was not fully undertaken	The result of improvement was corrected based on the sphere
Teacher truly was not perform the process of work practicing, work properly based on the teacher competence, but less in the practice	The result of improvement included truly teacher who practices the process of great work based on the competence
The assignment did not result the maximum competence	The result of improvement is exercised based on load of work which is suited by the aim of the competence which is competence-oriented
The report of progress was not maximum	The result of improvement had the better effort for the report
The Appropriateness of Learning Evaluation	The Appropriateness of Learning Evaluation

There was no consistency in the lecturing of using the formative test and the teacher does not do the improvement	The result of improvement was well done by the teacher
There was a few of teachers do the evaluation based on their field	The result of improvement included cognition, affection and psychomotoric aspects.
the assignment of student creation was not used well	The assignment of student creation was used well oriented to the product based on societies students' need

3.2 The Condition of English Learning Materials

Finally, the teaching materials had been completed by researcher as illustrated at the following part. English teaching materials had been compiled in accordance with the approved criteria at part II previously. The teaching materials presented were relevant to authentic lecturing or English subject in Educational Administration. Teaching materials developed students' cognition, affection and psychomotor. It was developed based upon the *ESP* and *metafunction principle (ideational, interpersonal, and textual functions)*. The integrity of the four skills became the main symbol of English learning process although, in fact, the four skills showed different proportion. However, the proportion of speaking skill was the priority, which is followed by critical thinking.

Teaching materials were designed to fulfill specific needs for students. Teaching materials required methodology and students' engaged activities. Teaching materials pushed students to master grammar, vocabularies, register, passage and genre suitable with the activities in delivering the objectives. These teaching materials were suitable to Educational Administration study program in which it is distinct from the general one. In addition, students were able to retell the content of the text, was able to express the text content, was able to answer questions well, was able to adjust the text content with the present situation.

3.3 The Condition of Materials Developed

Before being taught, teaching materials that were developed, firstly needed validating results by experts. This activity would be carried out to test the teaching materials to be used or developed. This was done in such a way to get the teaching materials input in accordance with to the learning outcomes, with design experts and instructional design experts for analysis and subsequent revision of learning outcomes as well.

After this validation completed, the assessment was carried out through an instrument that can demonstrate a device directly or component planned learning, prepared, and used in the development of teaching materials. Some of the aspects would be reviewed in accordance with what is suggested by experts compiled in the form of fundamental questions of the analysis of material development plan based on learning objectives (*general and specific objectives*).

Assessment was also provided in accordance with the learning aspects, the feasibility of teaching materials, planning, implementation, and evaluation of teaching materials that cover the appropriateness, clarity, accuracy, completeness of the learning model developed by some rules to be run, for example, a) *eligibility lesson planning*; in formulating learning objectives, analyzing obstacles and characteristics of expertise, preparing a syllabus, preparing lesson plans, b) *eligibility implementation* of learning in terms of learning resources needed, orientation/teaching preparation, the authenticity of the products, c) *the eligibility of learning evaluation* in the form of formative test.

3.4 Learning Materials Development

a. The Concept of Learning Materials

Learning materials are the materials, information, text used by the teacher/ instructor in teaching and learning activities. The learning materials or curriculum materials are curriculum content that should be mastered by students in obtaining the curriculum objective. Instructional materials in guide lines consists of *knowledge, skills, and attitude* that must be learned by the students in obtaining the target of competence. Practically, learning materials are *knowledge (fact, concept, principles, and procedure), skills, and attitude* or *value* that should be learned by the students in getting the standard

of competence. The learning materials involved must be relevant with critical thinking principle. As a result the materials can be in metafunctions that drives students to be much better in writing and speaking.

b. Function of Learning Materials

According to the reference of learning materials development (Depdiknas, 2007) that learning materials functioned as: (1) the guideline for teacher which guide them to control all the activities in learning activities. They become a substantial competence to teach, (2) The guideline for students which control all the activities in learning process. It is a substantial competence to acquire by the students, (3) As a result the function of learning material is connected to the teacher competence in providing decision on planning, learning activities, implementation, and assessment.

c. Curriculum Development on Learning Materials

It is reasonable to say why a lecturer needs learning materials development. Some reasons were based on the availability of learning materials based on curriculum need, characteristics, and the need for solving problem needs. Besides, learning materials development has to take into account the curriculum target, learning materials developed must be relevant to the curriculum. The learning materials also invited students to be more critical deals with their environment.

d. The Benefit and Role of Learning Materials Arrangement

It is beneficially for some lecturers to develop learning materials, such as *firstly*, obtaining learning materials based on curriculum and student need, *second*, the learning process were not depended on text books which are sometimes difficult to obtain, *thirdly*, learning materials was more relevant to develop by using some reference, *fourthly*, increasing the horizon of knowledge and experience in writing learning materials, *fively*, learning materials would be able to develop effective learning communication between students and lecturer. Some role of learning materials were in education such as: 1) reflecting a sharpen perspective and innovative, 2) presenting rich resource, easy to read and diversity, 3) preparing a rapid and step arrangement source, 4) presenting learning materials, 5) supporting media for some exercises and practical exercises, dan 6) presenting material of evaluation which are good and practical remedial.

e. Principles in Preparing Learning Materials

The principles of choosing learning materials were such as (a) consistent, (b) relevant, and (c) available. Relevance principle meant learning materials must be relevant and have the connection between standard of competence and basic competence as curriculum representation. In basic competence there was implicit material to teach and its concept characteristic. If the concept referred to types of concept, it needed specific teaching strategy, then students was given concrete facts and they could help themselves to interact with facts as the teacher proposed.

f. Some Steps in Choosing Materials

The chosen teaching materials consist of materials which really support the learning objective based on standard competence and basic competence. Some steps really support teaching materials: (a) identifying the aspects found in standard of competence and basic competence which mainly refers in choosing teaching materials, (b) identifying types of teaching materials, and (c) identifying teaching materials relevant to standard of competence and basic competence, and (d) choosing teaching materials. Some steps of teaching materials can be described in the following completely. The materials developed are related to: 1) expose the learners to language in authentic use, 2) help learners to pay attention to features of authentic input, 3) provide the learners with opportunities to use the target language to achieve, communicative purposes, 4) provide opportunities for outcome feedback, 5) achieve impact in the sense that they arouse and sustain the learners' curiosity and attention, and 6) stimulate intellectual, aesthetic and emotional involvement.

Doing Need Analysis before Deciding Teaching Materials

Before deciding appropriate teaching materials relevant to the students of postgraduates (S2) program, firstly carry out need anlysis on teaching materials. This need analysis carried out on

students of postgraduate program for their differences in choosing and teaching materials based on the students needs.

Identifying Aspects of Writing Competence Skill Found in Standard Competence and Basic Competence

In relation with each aspect of basic competence, materials of teaching can also be classified into cognitive, affective, and psychomotoric. The materials of teaching can also be classified into four types they are fact, concept, principle, and procedure (Reigeluth, 1987). *Fact materials* are related to materials to name objects, places, persons, symbols, part or whole, and things. *Concept materials* are related to definition, comprehension, definition, nature, and content. *Principle materials* are related to postulat, paradigm, and theory. *Procedure materials* are related to some steps in doing certain procedure of telephoning, doing electric bell. *Affective materials* are related to give respond, appreciation, internalization, and evaluation. *Motoric aspect materials* are related to initial motor, semi routine, and routine.

Selecting materials relevant to Standard Competence and Basic Competence

Materials given to the class are very necessary to identify whether they are *fact, concept, principle, procedure, affective, or the mixture* of many elements. By identifying the types of teaching materials, so that the teacher will get easiness in teaching. After teaching materials identified, the next step is to choose teaching materials relevant to standard competence and basic competence. Each type of teaching materials need strategy of teaching or method, media, and evaluation. Method teaches fact materials or remembering uses 'brigde' to memorize or 'mnemonics' or use method or approach of teaching as 'inquiry'.

Choosing Teaching Materials Resources

Learning materials can be found from many sources such as book, magazine, journal, newspaper, internet, media and audiovisual. Teaching materials resources depend on the appropriate and analysis carried out. Selecting materials requires in-depth knowledge: not just of students' backgrounds and learning experiences, but also of their abilities and interests; not just of educational objectives, but of the best practices and range and quality of materials for meeting them; not just of the particular work being considered, but of its place within the medium, genre, etc., it represents.

Procedures for Selection of Instructional Materials

Materials selection and challenged materials policies are important parts of that framework. Well-established procedures for selecting instructional material ensure public involvement and professional guidance. Therefore, it is essential that materials selection policies clearly describe the steps involved in the selection process and the personnel responsible for each step. The example is reducing the number of *complexes clauses* and simplifying *noun phrases (as a subject or as an object)* and *adjective phrases* in one sentence. The materials development are based on many consideration, such as *needs analysis, relevant topic and content, and difficulty level in grammar and vocabularies*.

4. CONCLUSION AND SUGGESTION

4.1 Conclusion

The development of teaching materials are concerned with students' needs in ESP and critical thinking and genre. The ESP was related to the principle of language teaching which is related to way of developing materials relevant to the student's problems in Education Administration study program.

The results of this study are expected to produce (1) relevant English teaching materials for graduate students at Unimed in accordance with the principles of the English language English for Specific Purpose as well and (2) learning pattern which is capable of enhancing critical thinking in English. To achieve this research goal, therefore through study by means of research and development method approach, the study commencement follows the procedures as: pre-survey, model design in preparing new materials and some exercises.

The development of materials deals with metafunctions, critical thinking creates meaningful in learning process. The activities of students' potency in the learning is implemented by cooperative

learning based on learning-oriented. Developing and implementing the information of knowledge logically, critically, creatively, and innovatively should be applied by students to take decision.

4.2 Suggestion

Based on teaching materials development, learning design is set in the study program including to some aspects of learning principle of ESP. The description of learning activities using teaching materials included *lesson plan, learning implementation, and learning evaluation*. The teaching materials were developed based on the principles of teaching and learning. Hopefully, the teaching materials have to be settled and ready to serve in increasing the quality of teaching.

The teaching materials or curriculum materials are curriculum content that should be mastered by students in obtaining the curriculum objectives. Teaching materials in guide lines consist of *knowledge (fact, concept, principles, and procedure), skills, and attitude* that must be learned by the students in obtaining the target of competence. The materials could be taken into account by teachers, institution, and other researchers to make the teaching process more successful.

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