

Development of Self-Access Training Materials for English Proficiency Test Preparation

Rionaldi^{1, a)}, Boni Saputra^{2, b)}

¹*Department of Language, State Polytechnic of Bengkalis*

^{a)} Corresponding author: rio@polbeng.ac.id

^{b)} bonisaputra@polbeng.ac.id

Abstract. Self-access learning materials are essential for English proficiency test preparation to enhance learners' success in achieving desired language proficiency levels. This research explores the development of self-access training materials specifically designed for English proficiency test preparation. The research method used was Research and Development (R&D) with the ADDIE model, which includes analysis, design, development, implementation, and evaluation. Validations from experts in design, content, and language, alongside feedback from students and lecturers, confirmed that the developed training materials met established criteria for good quality training materials. The result of this research can later be employed as a resource material for learners and educators to support learners in achieving required English language proficiency.

Keywords: Self-access, English Proficiency Test, Research and Development

INTRODUCTION

In an increasingly interconnected world, improving English language skills has become a key factor for success in both academic and professional fields. In response to this demand, self-access teaching materials (SATM) have emerged as a valuable resource in language teaching; SATM are defined as educational resources that learners can use independently to improve their language skills. These materials are designed to facilitate self-directed learning and allow learners to engage with the content at their own pace and according to their individual needs. The development of SATM can be traced back to the learner autonomy movement in education that prevailed in the late 20th century. The shift from a focus on learner autonomy to a focus on learner autonomy in education can be traced back to the learner autonomy movement in education that prevailed in the late 20th century. This shift recognized the importance of empowering learners to take responsibility for their own learning, which in turn encouraged engagement and motivation.

The importance of SATM for English proficiency test preparation cannot be overemphasized, especially for vocational trainees with specific language needs related to their specialization. SATM plays an important role in promoting learner autonomy, encouraging independent learning and tailoring resources to learners by providing them with resources. By engaging with such materials, learners not only improve their language skills but also develop study habits and self-regulation strategies that are essential for academic and professional success [1] For vocational students, English language proficiency is often a prerequisite for further education or employment; effectively preparing for English language proficiency tests such as TOEFL and IELTS can significantly improve their prospects in the competitive job market [2].

A review of the literature reveals several key theoretical frameworks that support the use of SATM in language teaching. Constructivism, which argues that learners construct knowledge through experience and interaction, underpins the development of self-access materials. Furthermore, self-regulated learning theory emphasizes the importance of teaching students how to manage their own learning processes, which is essential when using SATM

(Zimmerman, 2002). Contextualized learning materials designed to meet students' specific needs and contexts are also important in ensuring the effectiveness of SATM [3].

Despite the growing body of research on SATM, there are significant gaps in the literature, especially regarding its application to vocational education. While many studies emphasize the benefits of self-access materials in the context of language learning in general, there is a lack of SATM specifically designed for the particular challenges faced by vocational students preparing for English proficiency exams. Furthermore, the design and validation processes necessary for these materials to effectively meet the needs of this population have not been adequately explored. This study aims to address these shortcomings by developing and validating SATMs specifically designed for vocational learners and ultimately contribute to improving language proficiency outcomes.

METHODS

2.1 Research Objectives

The main aim of this study is to develop self-access training materials (SATMs) specifically designed for vocational learners taking English proficiency exams. These materials aim to increase learners' independence, positivity and overall proficiency in English [4]. Focusing on vocational trainees, this study addresses a critical gap in language teaching, as this segment of the population often faces unique challenges related to job-specific language needs. The importance of these goals lies in their potential to provide targeted support to learners and ultimately improve their performance in proficiency exams such as TOEIC, TOEFL and IELTS.

2.2 Research design

This study adopted a research and development (R&D) approach using the ADDIE model, a widely recognized framework in instructional design [5]. The ADDIE model consists of five key stages [6], [7].

1. **Analysis:** In this first stage, a needs assessment was conducted through surveys and interviews with stakeholders, including students, educators, and language professionals. This assessment identified the specific language proficiency needs and challenges faced by vocational learners, which in turn informed the design of the SATM.
2. **Design:** In this phase, a detailed plan of the SATM was developed. The design focused on creating materials in line with the requirements of the English Language Proficiency Test, taking into account the specific needs and preferences of vocational trainees. This included scenarios and vocabulary related to different vocational fields.
3. **Development:** In the development phase, interactive modules, practice tests, and supplementary materials were created. These materials were designed to appeal to a variety of learning styles, include multimedia elements, and facilitate independent learning.
4. **Implementation:** The materials were tested with a sample group of vocational trainees. This phase allowed participants to interact with the SATM for a period of time and provide real-time feedback on its ease of use and effectiveness.
5. **Evaluation:** The final phase involved collecting feedback from both professionals and users to assess the quality and impact of the training materials. This included assessing the relevance of the content, ease of comprehension, and overall effectiveness in developing English language skills.

2.3 Data collection and analysis

Multiple data collection methods were used to comprehensively understand the effectiveness of SATM. The main methods were:

- **Questionnaires:** Pre- and post-implementation questionnaires were administered to the vocational students to measure their improvement in language skills and engagement with the material.
- **Focus groups:** Focus groups with students provided qualitative insights into their experiences with SATM and identified strengths and areas for improvement.
- **Expert evaluation:** Language teaching experts reviewed the materials and provided feedback based on established criteria for effective language learning materials.

Data analysis used a combination of qualitative and quantitative approaches:

- **Evaluation criteria:** An evaluation rubric was developed to systematically assess the quality of the SATM according to criteria such as content relevance, instructional design, and user engagement.

- Qualitative coding: Feedback from focus groups and expert evaluations was analyzed using qualitative coding techniques to identify recurring themes and insights.
- Statistical analysis: Quantitative data from the survey was analyzed using statistical methods to determine the significance of changes in students' proficiency levels before and after the use of SATM.

proficiency levels before and after the use of SATM.

This comprehensive methodological approach ensures that the SATM is not only a quality resource but also effectively meets the specific needs of vocational trainees in preparing for the English Language Proficiency Test

RESULTS AND DISCUSSION

3.1 Development of Self-Access Training Materials

Comprehensive and interactive process-based on the ADDIE model was used to develop the Self-Access Training Materials (SATM). The final output consists of a series of interactive modules specifically designed for vocational trainees preparing for the English Language Proficiency Test. Each module is structured around the core language skills of reading, writing, listening and speaking, with particular emphasis on contextualized content relevant to different vocational fields.

1. The main contents of the SATM are as follows

- Interactive activities: Each module includes engaging activities that require active participation, such as professionally relevant simulations, role plays and case studies. These activities are designed to consolidate learning through practical application and self-assessment
- Practice tests: To prepare learners for the competency assessment, each module includes practice tests modelled on real exam formats. These tests provide immediate feedback so that learners can monitor their progress and identify areas for improvement
- Multimedia materials: Instructional materials include multimedia elements such as videos, audio recordings and visual aids. This diverse approach accommodates different learning styles, deepens understanding and makes language learning more accessible and engaging
- Complementary resources: Each module includes additional resources such as glossaries, language tips and recommended readings to encourage further exploration and self-study.

2. Validation process

The validation process involved rigorous evaluation by experts in design, content and language pedagogy. The experts evaluated the materials according to criteria such as clarity, relevance, ease of use and pedagogical soundness. Feedback showed that SATM effectively met the specific language needs of vocational trainees and was particularly appreciated for its contextualized content and interactive elements [8].

In addition, feedback was received from both students and lecturers during the piloting phase. Students reported that the materials helped them develop confidence in using English in both academic and professional contexts. They particularly appreciated the realistic practice tests and the multimedia materials that facilitated their understanding. Tutors provided constructive feedback and emphasized the potential of integrating this SATM into the existing curriculum. They noted that the material is well aligned with the course objectives and will serve as a complementary resource to enhance traditional teaching methods.

3. Implications for students and educators

The integration of SATM into the existing curriculum has several implications for both students and educators. For learners, SATM provides the opportunity to take control of the learning process. By promoting independent learning, SATM enhances learner autonomy and motivates them to engage more deeply with language (Zimmerman, 2002). This kind of empowerment is particularly important in professional contexts where effective communication skills have a significant impact on career prospects.

For educators, SATM is a valuable tool to complement traditional teaching methods. By integrating them into the curriculum, educators can offer students a variety of learning opportunities that cater to different learning styles and preferences. This creates a more dynamic and interactive classroom environment, increasing students' overall motivation and learning outcomes [9]. [Click or tap here to enter text.](#)

In addition, the potential impact on student confidence and English language proficiency test scores cannot be overlooked. By providing structured and relevant practice opportunities, SATMs enable students to develop the

skills they need to succeed in important test situations. As shown in the pilot study, students who participated in SATMs reported increased self-efficacy in their language skills and there was a positive correlation between the use of the materials and their performance in mock exams.

In conclusion, the development and validation of these SATMs is an important step towards meeting the specific language needs of vocational trainees. By providing targeted materials that promote learner autonomy and active participation, these materials have the potential to improve English language outcomes and prepare students for academic and professional success.

CONCLUSION

In conclusion, the development and validation of Self-Access Training Materials (SATMs) is an important advance in meeting the specific language needs of vocational trainees taking English proficiency exams. Using the ADDIE model, the materials are carefully designed to develop the necessary language skills through engaging and contextualized content adapted to different vocational fields. Carefully designed to develop the necessary language skills through engaging and contextualized content tailored to different professional fields. The combination of interactive activities, practice tests and multimedia resources not only adapt to different learning styles, but also promotes an immersive learning experience.

A rigorous validation process, including expert evaluations and feedback from both students and instructors, has shown that SATM is effective in increasing students' motivation and confidence in learning English. Positive evaluations from students indicate that the materials not only help students develop practical language skills but also enable them to take the initiative in their learning. This kind of autonomy is particularly important in a professional context where effective communication has a significant impact on career trajectories.

For educators, integrating SATM into the existing curriculum is an opportunity to enrich traditional teaching methods and create a more dynamic and interactive classroom environment. Pilot studies show a clear correlation between the use of these materials and increased student performance on proficiency assessments and thus improved overall learning outcomes.

In conclusion, SATM stands out as a promising resource in the field of vocational education, bridging the gap between language teaching and real-world applications. By equipping learners with the tools and confidence they need to succeed in their academic and professional endeavours, they contribute to the development of a more prepared and competent workforce able to meet the demands of an increasingly globalized world. The success of SATM is a result of the strengthening of language skills and learners' empowerment, underlining its importance in promoting contextualized and innovative educational resources.

REFERENCES

- [1] Zimmerman B J, "Becoming a Self-Regulated Learner: An Overview," *Theory Pract.*, vol. 41, no. 2, pp. 64–70, 2002.
- [2] S. D. Huda, H.N. & Sulistyningrum, "The Impact of Self-Directed Learning on Students' English Reading Comprehension Ability," in *The Impact of Self-Directed Learning on Students' English Reading Comprehension Ability*, 2022.
- [3] Afdillah D N & and Arrasyid F I, "Self- Access Materials Needed for Autonomous Learning in the 21st Century at Senior High School," *Int. J. Educ. Humanit.*, vol. 1, no. 3, pp. 113–123, 2021.
- [4] Brady I K & Coy M N., "Promoting Learner Autonomy in Self-Access Centres: The Key Role of Material.," in *Estudios de lingüística inglesa aplicada (ELIA)*, vol. 4, 2003, pp. 69–86.
- [5] Szabo D A, "Adapting the ADDIE Instructional Design Model in Online Education," *Stud. UBB PSYCHOL.-PAED*, vol. LXVII, no. 1, pp. 125 – 140, 2022.
- [6] Kathryn A and Greer K, "Designing for Engagement: Using the ADDIE Model to Integrate High-Impact Practices into an Online Information Literacy Course," *Commun. Inf. Lit.*, vol. 10, no. 2, 2016.
- [7] Shakeel S I, "Instructional design with ADDIE and rapid prototyping for blended learning: validation and its acceptance in the context of TVET Bangladesh," *Educ. Inf. Technol.*, vol. 28, pp. 7601–7630, 2022.
- [8] Supardi, "Integrating websites to self-access language learning: a strategic way to facilitate the autonomous



- learning,” *Leksika*, vol. 13, no. 1, pp. 1–11, 2019.
- [9] Honarзад R, “The role of EFL learners’ autonomy, motivation and self-efficacy in using technology based out-of-class language learning activities,” *jalt call J.*, 2019.