

## AN ANALYSIS ON TEACHING ENGLISH FOR SPECIFIC PURPOSES TO STUDENTS OF BAHASA INDONESIA UNIVERSITY OF MUHAMMADIYAH MALANG

**Very Kurnia Aditama**

University of Muhammadiyah Malang, Malang

ferry.14.kurnia@gmail.com

### Abstract

Since English language becomes a foreign language in Indonesia, it gives more challenge for EFL learners. Among all language skills, speaking is an important skill used in daily communication in the society. The reason is the purpose of learning a foreign language such as English language is mostly used for communication. This research discusses the teaching English for specific purposes to the students of Bahasa Indonesia at University of Muhammadiyah. The focus of research is the implementation of formative assessment done by an ESP lecturer in teaching speaking skill, the material used in teaching speaking for ESP students, and how an ESP lecturer administers the students' scores. The result of the research showed that an ESP lecturer has already implemented formative assessment well after she delivered the material. Individual presentation is chosen as a type of speaking test and it is considered as a performance task. The scoring rubric has also been prepared by an ESP lecturer to make the scoring of the students' performance easy.

**Keywords:** Teaching, English for Specific Purposes, University of Muhammadiyah Malang

### INTRODUCTION

Since English language becomes a foreign language in Indonesia, it gives more challenge for EFL learners. According to Pinter (2006), the ability of speaking fluently in a foreign language needs a lot of practice. He stated that speaking practice is started by practicing and drilling a set phrases and repeating models. In certain situation, fluent speaker also requires to learn how to manage conversation, speak and think at the same time. In more specific, English could be divided into general English and Specific purposes. As mentioned by Strevens cited by Anthony (2001), English for Specific purposes is defined to meet specific needs of the learners. It makes use of underlying methodology and activities of the discipline; and it is centred on the language appropriate to the activities in term of grammar, lexis, register, study skill, discourse and genre. Moreover, the variable characteristics of ESP are also stated by Dudley-Evan (1997). They said that ESP may be related to or designed for specific disciplines. ESP may use in specific teaching situation, a different methodology from General English. It is likely designed for adult learners; or it could be for learners at secondary school level. It is generally designed for intermediate or advanced students but most ESP course assumes some basic knowledge of the language systems.

One of the important elements in the teaching and learning process for English for Specific Purposes program is Assessment. Douglas as cited in Paltridge and Starfield (2013) stated that the principle of assessment in ESP is no different with the assessment of other areas of language assessment. Usually the language assessment practitioners must be aware on the test purpose, test taker characteristics, and also the target language use. Brown (2004) said that assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to the questions, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance. Assessment also could be classified into some types and its function. For example, two functions of assessment stated by Brown (2004) are *formative and summative assessment*.

This research will probably focus on how an ESP lecturer applies formative assessment to the students especially in speaking skill. What is the material used by an ESP lecturer in teaching speaking for Bahasa Indonesia students, and how to administer the score of assessment to the students. Most students are in second semester and an ESP program is obligatory program run by University of Muhammadiyah Malang.

## Literature Review

English for Specific Purposes (ESP) is the branch of English. Its development growth in the early 1960's and became an important area of English as foreign language. The absolute definition stated by Dudley-Evans (1997), ESP is defined to meet specific needs of the learners. It makes use of underlying methodology and activities of the discipline it serve, and it is centered on the language appropriate to these activities in term of grammar, lexis, register, study skills, discourse and genre. On the other hand, they also stated the variable of ESP definition as mentioned below:

- a. ESP is designed for specific disciplines.
- b. It may use in specific teaching situations, a different methodology from that General English.
- c. ESP is likely designed for adult learners, or it could be for learners at secondary school level.
- d. ESP is generally designed for intermediate or advanced students.
- e. Most ESP courses assume some basic knowledge of the language system.

Moreover, Swales in Knight (2010) defined an ESP as "...the area of inquiry and practice in the development of language programs for people who need a language to meet a predictable range of communicative needs." From those definitions, English for specific purposes is actually designed need-based than content-based. The goal tries to fulfil the learners need based on their disciplines or their workplace. Adapted from Lomperis and Naerssen (1992), Knight (2010) also explained that an ESP learner could be divided according to their need for English communication skills. For example, they are the language learners who are in the process of developing expertise in their fields; need an English communication skill as tools in their training. Then, they are the language learners who are already experts in their fields need English communication skill as tools in their work. So that, English for specific purposes could be divided into two areas; English for academic purposes in which the learners will focus on the language of academic performance in specific discourse communities, and English for Occupational purposes in which the learners will focus on the language of job performance.

According to McDonough as cited in Prasetyowati (2008) explained that as a skill that enables us to produce utterances which involve expressing ideas and opinions, expressing a wish or a desire to do something, negotiating, and/or solving a particular problem, or establishing and maintaining social relationship and friendship. By those kinds of definition, speaking is a vital skill to be mastered. People can express their idea, communicate to others and delivered the message. More practice is needed, in order to be fluently speaker as good as native.

Furthermore, Kayi (2006) in his journal, states that what is meant by "teaching speaking" is to teach ESL learners to:

- Produce the English speech sounds and sound patterns,
- Use word and sentence stress, intonation patterns and the rhythm of the second language,
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter Nunan as cited in Kayi (2003).

Teaching Speaking in ESP might be different than teaching speaking for English in general. The things that we should aware are from the need, want, and the purpose of learners. For ESP teachers, they definitely have to consider the topic or material given to the learners. The design of curriculum and syllabus has to fulfil the learners need related to their background of study or workplace in the future.

Assessment is one of an important part in teaching and learning process. Brown (2004 P. 6) said that assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to the questions, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance. Assessment also could be classified into some types and its function. For example, two functions of assessment stated by Brown (2004) are Formative and Summative Assessment. Formative assessment is how the teacher evaluates the students in the process of forming their competencies and skills with the goal of helping them to continue that growth process. In addition, the key to such formation is the delivery given by the teacher and internalization by the student of appropriate feedback on performance, with an eye toward the future continuation or formation of learning. By knowing those definitions, most of our classroom did this kind of formative assessment. The primary focus is the ongoing development the learners' language. In the

other hand, summative assessment aims to measure, or summarize, what the students has got, and typically it is done at the end of a course or unit of instruction.

Brown (2004) proposed that there are some common types of speaking performance; *imitative, interactive, and extensive*. Imitative speaking is repeating the stimulus; it could be a pair of words, a sentence, or a question (to test for intonation production) with items focusing on a specific phonological criterion. Next, *interactive speaking* will include long stretch of interactive discourse such as *interview, role play* etc. the last is *extensive speaking*; it is considered as a complex speaking activity because it has frequently variations on monologues, usually with verbal interaction from listeners or an interlocutor being either highly limited or ruled out altogether. *Oral presentation* and *retelling a story* are the example of this speaking performance.

## METHOD

According to Ary (2010), the most common data collections method used in qualitative research are (1) observation, (2) interview, and (3) document or artefact analysis. In order to gather the data, the writer tries to use those ways in analysing the teaching of ESP for speaking skill. First step is observing the teaching and learning process by using observation checklists. The focus of observation is to know whether the lecturer implements formative assessment which is important one to assess the students' speaking ability. Next, the writer wants to clarify about the teacher's performance in applying formative assessment. And the last, document in scoring students is needed to know the way ESP lecturer administer the students' score.

## FINDINGS AND DISCUSSION

Some instruments are used in order to gather the information and the data from the teaching and learning process. Firstly, classroom observation is important to apply in order to know how the classroom activity would run. The writer made the observation checklists to make easier to confirm the data from teaching ESP process. The topic learned during the observation was about "*Explore Indonesia*". In the beginning of the class, the teacher tried to stimulate the students by giving some questions related to the topic. By pointing out the student "*Students, Have you ever visited Bali Island? Did you know how many seashores we could find in Malang?*"; then the teachers explained the material by giving some language features. Some examples are showed below

**Table 1. Language features**

Expressions
I have visited tourism places in ...
So many places we could find in ...
How to get there?
It is a beautiful place to visit
The distance is about .... From ...
We could ride ..... to get there
The entry ticket is about ....

In order to test the students' pronunciation, the teacher asked the students to read the expression by drilling word by word or phrase by phrase. It aims at knowing the students' capability in pronouncing the expression. The result of observation also showed that an ESP teacher asked short questions to the students. For example, the lecturer asked the students opinion about tourism places in Indonesia; which place that they think more curious to visit. After delivering the material and checking the Students' understandings, then the lecturer gave the task to the students. The lecturer asked the students to promote and present individually about one of tourism places they think more interest. During the student's presentation, ESP lecturer has already prepare scoring rubric to make easier administer the score. Time allotment given during presentation was about five minutes for each student.

## Discussions

As mentioned by Brown (2003), formative assessment is how the teacher evaluates the students in the process of forming their competencies and skills with the goal of helping them to continue that growth process. Based on the observation to the ESP class, the result showed that an ESP lecturer has already implemented formative assessment to the students. Because the skill is speaking, the goal is how the student could practice their ability in constructing their idea through presentation. As mentioned by McDonough as cited in Prasetyowati (2008), speaking as a skill that enables us to produce utterances which involve expressing ideas and opinions, expressing a wish or a desire to do something, negotiating, and/or solving a particular problem, or establishing and maintaining social relationship and friendship. After delivering the material, an ESP lecturer wanted the students to express their knowledge in promoting tourism place through individual presentation. Based on the theory stated by Brown (2003), the speaking activity in the class is recognized as *extensive speaking* activity. Because it is an individual presentation, it is considered as a complex speaking activity because it has frequently variations on monologues, usually with verbal interaction from listeners or a speaker being either highly limited or lined out completely. During interview, the writer also asked to ESP lecturer about the language elements and criteria used in scoring rubric. She said that she modified the elements and criteria based on the student's level. Thus, the rubric score is simple rather than a complex one.

Formative assessment is done in the process of teaching and learning process. It aims at knowing the students' capability and understanding every topic discussed in every meeting. Furthermore, presentation activity also consider as subjective type test, it is required for students to write and present an original answer, including short answer essay, extended-response essay, problem solving and performance task like students presentation. The lecturer wants to know how the students are capable to express their knowledge and idea through this activity.

## CONCLUSIONS

Speaking skill becomes one of important roles to mastery. The reason is that the purpose of learning a foreign language such as English language is mostly used for communication. It is a big challenge for many EFL learners to be able to speak English fluently so that the ability to speaking English as foreign language needs a lot of practice. As mentioned above, the purpose of ESP is to make the students to be able to use the target language for their specifics needs. Usually one of the specific needs of the students is to use the target language in their work environment.

The result of observation and interview showed that an ESP lecturer has already been teaching for about 3 years ago. She tried to take every challenge faced in teaching and learning process. The background and characteristic of students are different; the students' desire in learning English is also different from each other. It is required for an ESP teacher to be more creative in order to have joyful learning activity in the class. The result also showed the as ESP lecturer has implemented such kind of assessment process to the students. By knowing the teaching and learning process during observation, an ESP lecturer tried to use type of formative assessment. She asked the students to present about the topic given. When the lecturer wants to know the students' performance and ability to speak English in relevant with the topic, the appropriate assessment used is formative assessment.

Formative assessment could be done in various ways; and one of them is performance task. Because the students' mastery in speaking is heterogonous, ESP lecturer should aware about the assessment activity chosen. Individual presentation will give challenge for students. Once, they should be able to speak in front of the class, the other hand they will feel more anxiety and embarrass that affect their performance. It is better for ESP lecturer to guide and support when the students do presentation, so that they will be confidence and struggle to speak using English.

## REFERENCES

- Ary, Donald. Jacobs, Cheser, L. (2010). Introduction to Research in Education 8th Edition. USA: Nelson Education, Ltd.
- Anthony, L. "ESP: what does it mean? Why is it different?" Okayama University of Science. Dept. of Information and Computer Engineering, Fac. Of Engineering

- Brown, H. Douglas. (2004). *Language Assessment: Principles and Language Practices*. New York: Pearson Education, Inc.
- Chaney, A.L. Burk, T.L. (1998). *Teaching Oral Communication in Grades K-8*. Boston: Allyn & Bacon.
- Dudley-Evans, T., (1997). "An overview of ESP", The Japan Conference on English for Specific Purposes Proceedings, Aizuwakamatsu.
- Kayi, Hayriye. (2006). *Teaching Speaking: Activities to Promote Speaking in a Second Language*. University of Nevada. USA.
- Knight, K. (2010). *English for Specific Purposes (ESP) Modules in the Self-Access Learning Center (SLAC) for Success in the Global Workplace*. *Studies in Self-Access Learning Journal*, 1(2), 119-128.
- Paltridge. B. Starfield. S. (2013). *The Handbook of English for Specific Purposes*. John Wiley & Sons, Inc.
- Pinter, A. 2006. "Teaching Young Language Learners". New York: Oxford University Press.
- Prasetyowati, Oktavi.D. (2008). *Techniques Used by the Teacher in Teaching Speaking Class at the Daffodils Course, Pare-Kediri*. Unpublished Thesis. Malang: University of Muhammadiyah Malang.