THE IMPLEMENTATION OF ESP TO THE STUDENTS OF FEB UNISMUH MAKASSAR

Nurjannah[1], Andi Tenri Ampa[2], Nur Qalby[3]

Universitas Muhammadiyah Makassar, Jl. Sultan Alauddin No.259, Gn. Sari, Kec. Rappocini, Kota Makassar, Sulawesi Selatan 90221 Indonesia
[1]nurjannahag1@gmail.com, [2]anditenriampa20@gmail.com, [3]qalbi@unismuh.ac.id

Abstract

The researcher wants to discover the learning materials of lecturers in Business and Economic Faculty at Muhammadiyah University of Makassar. For English lecturers, designing appropriate learning materials is always a challenge because they have to understand students' real needs and the choice of appropriate materials. The aims of this research were: (1) to find out the implementation of the content of English for Specific Purpose materials by students of Islamic Economic Department (IED) at FEB UNISMUH Makassar (2) to investigate the lecturer's strategy in teaching English for Specific Purpose. This study used a descriptive qualitative method. The subject of this research was the lecturer of IED at FEB UNISMUH Makassar. The results of this study showed that: first, the implementation of ESP materials focused on their academic studies and used absolute and variable characteristics, second, the lecturer's strategy used Direct Teaching Strategy and Mastery Learning Strategy of ESP for IED students. English materials needed by students of the Islamic Economic study program is an interesting and useful material for them in the future, especially in their future careers. Students also expect interesting material that is easy to understand and based on their needs. The researcher hopes that the results of this study can help lecturers to make ESP-based English teaching materials as they wish.

Keywords: English Learning Materials, Implementation, Islamic Economic Department, Teaching Strategy

INTRODUCTION

Implementing ESP especially in the EFL or ESL-speaking country is not easy. There were a lot of factors that influence the process of learning English specifically. English for Specific Purpose (ESP) has gained great attention in the teaching English as the second or foreign language. Based on the name, ESP is designed for particular people to teach a particular context which is related to learners' "majority of study" (Baleghizadeh and Rahimi, 2018). Unfortunately, this condition creates such a phenomenon where understanding general English becomes the main goal of the teaching and learning process by lecturers at the Faculty of Economics and Business of Muhammadiyah University of Makassar.

Muhammadiyah University of Makassar is one of the higher education in South Sulawesi. It is applied KKNI-based curriculum. KKNI-based curriculum applied was based on the issuance of Presidential Regulation No. 08 of 2012 and Higher education regulation No. 12 of 2012 Article 29 paragraphs (1), (2), and (3) have an impact on the curriculum and its management in each program. The implementation of the curriculum hopefully will create an outcome that let students be able to compete in the globalization era. One of the ways to create this outcome is by implementing an ESP course for Islamic Economics Department at Muhammadiyah University of Makassar.

Especially in Islamic Economics Department, English teaching and learning is designed to prepare students to be experts, practitioners and/or workers in the field of the Economics Department. They are expected to be able not only to access information (reading and listening) but also to communicate (speaking and writing) in Islamic economic English. Therefore, for this specific purpose, English courses and programs should be prepared based on the analysis of what students need for their future goals.

In fact, implementing ESP especially in the EFL or ESL-speaking country is not easy. There were a lot of factors that influence the process of learning English specifically. English for Specific Purpose (ESP) has gained great attention in the teaching English as the second or foreign language. Stevens (1988) defined ESP by identifying its absolute and variable characteristics. His definition makes a distinction between absolute and variable characteristics.

Despite the significance of the importance of need analysis, many studies show that in the Islamic economics context, ESP course which is designed for students seems to exclude students' needs as the foundation to design English courses or programs. The general English could not fulfill the whole specific needs of learners, especially the students of Economics Department. They need to learn specific English materials that were thought by lecturers in their learning field, moreover, they need to learn English to support their job. The ESP is needed to fulfill the specific needs of the learners, so they can be capable and successful English learners either in their academic studies or for their future careers.

Based on the explanation above, the researcher will do the research to analyze the implementation of English for Specific Purpose (ESP) in learning materials for students of Islamic Economics Department. Furthermore, the researcher wants to discover the learning materials from the lecturer in the Business and Economic Faculty at the Muhammadiyah University of Makassar. The research related to this study is Bellania Shinta Maynanda (2018) entitled "Analyzing the Implementation of ESP for Islamic Education Department". The subject of her study was Islamic education students and the sample of the study is the students from six classes who have passed the English subject. The result of the study is that most of the students in the Islamic education department are aware of their English proficiency in line with their targeted career, but the course in their department does not support the student's needs. The researcher also found out that the implementation of ESP in the Islamic education department is not well-applied. Both this study and the previous study have a similarity which is intended to find out the implementation of English for Specific Purposes at the university level and identify the implementation of ESP materials by the lecturer to the students.

For English lecturers, designing appropriate learning materials is always a challenge because they have to understand students' real needs and the choice of appropriate materials. In addition, English is offered in different departments such as Applied English and Economics. English students and Islamic Economics students have different characteristics, strengths, and weaknesses. Therefore, it is important to discover how Lecturers rearrange or adjust the design of their English learning materials when their students are from different departments. Based on the reason above, the researcher

would like to discuss The Implementation of ESP Materials in Teaching English to the Students of IED of FEB UNISMUH Makassar.

METHOD

In this research, the researcher used qualitative method. Descriptive research is research which focused on the situation and condition to be explained in the research report. According to Cevilla (2003), qualitative descriptive research is a method of researching the status of a group of humans, in order to create an object, a picture or a painting, descriptive in a systematic, factual, and accurate regarding the facts or phenomena are investigated.

This research was conducted at the Islamic Economic study program in FEB at Muhammadiyah University of Makassar. This location was chosen because the same research has never been conducted there. Islamic Economics Department is a new program study on this campus. The subjects in this research are the lecturers of the Islamic economic study program who are majoring in economics at the Muhammadiyah University of Makassar.

In this research, the researcher used observation and documentation as the instruments. Thus, these instruments will help to describe how the researcher documents what happened during the research. The researcher analyzed the lecturers' book as the material for teaching and the strategies applied by lectures in teaching ESP for IED students at Muhammadiyah University Makassar. In collecting the data, the researcher applied the procedures as follows: a) interviewing the lecturers, b) analyzing the lesson plan and the strategy used by the lecturer, c) checking the implementation of ESP materials and the strategy used by the lecturer of IED at Muhammadiyah University of Makassar.

In the Implementation of ESP, the researcher used the theory Characteristic of English for Specific Purpose by Strevens (1988), the common Characteristics theory of ESP by Carver (1983) and to know the strategy used by the lecturer, the researcher used the theory of teaching strategy by Brown (2000) and the type of teaching strategies by Kindsvatter (1996).

FINDINGS AND DISCUSSION

The Implemented ESP Materials in Teaching Islamic Economics Department

Based on the result of the data analysis, it was found that the lecturers as the subjects of the study did some preparation before they went teaching in the classroom such as preparing the materials, methods, media, and evaluation. It is badly needed in order that the teaching and learning activities run effectively. The materials prepared by the lecturer were based on the students' major and needs. They are important to be prepared since ESP provided specific English rather than general English. Thus, the materials had to fit the specific needs. Besides, the lecturer also prepared the materials based on the topic given.

Based on teaching materials by the lecturer, there are twelve materials in the teaching and learning process in the Islamic Economics Department, University of Muhammadiyah Makassar.

Even though there are some materials already used ESP, the lecturer still applied general English in the first learning material and the second learning material. The first material is about "Greetings" and the second material is about "Introducing Yourself". The material taught in accordance with the books/teaching materials are:

Extract 1

Business Introduction (Material 3), There are three materials:

1. Formal Introduction, including; (a) I'd like to introduce you to my dear friend, Mrs. Pleasent, (b) Allow me to introduce myself/my colleague, Ms. Winters, (c) Let me introduce you to my colleague, Dean Richard, (d) Mr. Richard, this is David porter from Aerospace Inc. (e) How do you do? (f) It's a pleasure meeting you.

2. Informal introduction, including; (a) This is my boss, Mr.Stratfors, (b) Jared, this is my secretary, Barbara; (c) I'd like you to meet my co-worker, Collin Beck, (d) Collin, this is Susan Palmer, (e) Have you met, Jason? (f) Jason, this is Teresa, (g) Hi, I'm Jill Watson, (h) I don't believe we've met, I'm Greg, (i) Informal body language to remember; smile, eye contact, shakes hands

3. Conversation Practice (percakapan ditaruh di tengah)

Aidil	: *Hi, Farhan. Have you met Mr.Jack?,*
Farhan	: *No, I Haven't actually)".*
Aidil	: *Mr.Jack, this is Muhammad Farhan from Makassar*
Maju	: *Cooperation.*
Mr Jack	: *Hello, Farhan. I am Jack from Canada Economic Project. Nice to meet you.*
Farhan	: *Nice to meet you too, Mr. Jack. Is it the first time you come to Indonesia*
Mr Jack	: *No, it is the third. I have some business in Makassar*
Farhan	: *its sound great. I hope we can cooperate sometime.*
Mr. Jack	: *Yes, I hope so. It's my business card*
Farhan	: *Thanks so much. It is mine*
Aidil	: *Well, Mr. Jack. We have to go now, the meeting will be started. See you, Farhan next time*
Farhan	: *See you too. Bye!*

(Adopted by: English for Economics and Business Book: 2015)

Based on Extract 1, Introducing the topic together with its purpose and possible application in practice provides good motivation for the student and prepares them to focus on the given subject. Although this commonly used social skill can already be mastered in the student's mother tongue, starting from the easiest and most crucial content creates a good start for every language course. The introductory observation holds an important aspect for the teacher attempting to tailor the most suitable business language course for the particular student. As already mentioned earlier, a gradual rise in difficulty supports the student's successful foreign language development. Providing essential

vocabulary and phrases always creates useful support for the acquisition of a new learning area and a helpful tool for later revision.

Material 4 is about Blackberry. Blackberry is one of the world's leading smartphone and e-mail devices. It currently enjoys a 20% market share of mobile phone sales, but that is under pressure from Apple's iPhone and similar phones. This material is about practicing the reading by the students and it is general English.

Extract 2

Economic Activity (Material 5)

List of words:
Essential   : penting
Provides   : menyediakan
Food   : makanan
Shelter   : tempat bernaung(tinggal)
Probably   : mungkin
Satisfy   : memuaskan
Enjoyable   : menyenangkan

The economic activities are taken together and make up the economic system of a town, a city of the world. Such an economic system is the sum total of what people do and what they want. The work people do either provide what they need or provides the money with which they can buy essential commodities.

Most people hope to have enough money to buy commodities and services. We need food, clothes, and shelter. We probably would not go to work if we could satisfy these basic needs, we may still want other things, such as television, radio and many others. Our lives may be enjoyable if we have such things.

Answer the following questions based on the text.
1. *Why do the people work?*
2. *Do the economic activities systems of town take together not make up the economic system, a city or the world?*
3. *Why do most people want to have enough money?*
4. *What the people need?*
5. *Can the people satisfy their basic needs without working?*
6. *How the people are live if they have satisfied their needs?*
(Adopted by: English for Economics and Business Book: 2015)

Extract 2 explains the development of modern communication and information technologies generally affects all economic activities. Therefore e-mail and Internet communication is rather taught than traditional economic activities as they were used in the past.

Extract 3

Tabel 1 Common Phrasal Verbs for Business English (material 12)

PHRASAL VERB	DEFINITION	EXAMPLE
To ask around	To ask many people the same question	I need a good real estate agent. Could you ask around the office and see if anyone knows one?
To back (someone) up	To support	Thanks for backing me up in the meeting
To call (someone) back	To return a phone call	We have a bad connection. I'll call you back in a few minutes
to call (something) off	to cancel	Management is going to call the meeting off because so many people are out sick today
To not care for	To not like (formal)	I don't care for team building activities. I think they are a waste of time
To check in	To arrive and register at a hotel or airport	We checked in at 5 PM and then went to get something to eat
To check out	To leave a hotel	We checked out a few hours late and had to pay an extra fee
To check (someone/something) out	To look at carefully, investigate	I'm not sure why the copier isn't working. I'll check it out
To chip in (also to pitch in)	To help	We should be able to finish quickly if everyone pitches in
To come across	To find unexpectedly	I was reading last night and I came across a couple of phrasal verbs I had never seen before
To count on	To rely on	We have a great team. I can count on everyone to do their best
To cut back on	To consume less	It's a tough economy. We're trying to cut back on unnecessary expenses.

(Adopted by: English for Economics and Business Book: 2015)

Extract 3 focused on Phrasal verbs which are very common in English, especially in more informal contexts. They are made up of a verb and a particle or, sometimes, two particles. The particle often changes the meaning of the verb.

The Strategies of Teaching ESP for IED Students

According to the result of observation and documentation conducted by the researcher, the researcher found the dominant teaching strategy used by the lecturer based on the observation. Those two dominant teaching strategies were direct teaching and mastery learning.

Direct Teaching Strategy

It can be concluded that the lecturer used a direct teaching strategy because of some prominent characteristics of its teaching strategy. The researcher found some characteristics of the direct teaching strategy were applied. Those characteristics can be presented as follows in line with the lecturer's performance in carrying it out to the students: 1) Explaining the material in a detailed description after introducing the material, 2) Using interesting teaching media, 3) Giving the students chance to practice or to participate in the class activity by using the teaching media in order to comprehend the material, 4) Measuring the students' understanding by asking the relevant questions based on instructional material, 5) There were many interactions or communications between the lecturer and the students.

Mastery Learning Teaching Strategy

Those characteristics can be presented as follows in line with the teacher's performance in carrying it out to the students:

1) Presenting the information about the material by demonstrating the material to the students,
2) Teachers do the task analysis, thereby becoming better prepared to teach the unit,
3) Lecturers has a role as facilitator and monitor.

CONCLUSION

The English lecturer used some printed learning materials in conducting the lesson with the subject matters related to Islamics Economics Department. In addition, the teacher could integrate the textbook content and other supporting learning materials as well as appropriate learning activities. There are two kinds of teaching strategies used by the English lecturers in teaching ESP to the students of the Islamic Economics department, they are 1) Direct Teaching Strategy and 2) Mastery Learning Strategy. The English lecturers used the direct teaching strategy at the beginning of the learning process in order to build the first knowledge of the students about the material, and they use direct teaching and mastery learning teaching strategy in the main activity of the teaching and learning process.

REFERENCES

Adler, C.R. (2003). Put Reading First: The Research Building Blocks of Reading Instruction . Kindergarten Through Grade 3, Second Edition. The National Institute for Literacy

Aswan. (2010).Foundations of programmed instruction.Journal of Teaching and Learning.3(2).

Aajmc. (2010). Effectives teaching english. University of North Carolina at Chapel Hill Chair, Teaching Committee Press.

Branch, M. A. (2005). Current perspectives on assessment. Journal of Learning and Teaching, 12(2).

Brown, H. D. (2000). Teaching by principle: An interactive approach to language pedagogy (4nded.). New York, NY: Longman.

Ghazo, A. A. (2015). The assessment of reading comprehension strategies: Practices of Jordanian public teachers at secondary level. International Journal of English Language. Volume III, Issue V, July 2015 – ISSN 2321- 7065

Gog, B., & Paas, E. (2015). Data collection and analysis. High-Impact Journals, 6(4) 767-825.

Harmer, J. (2001). How to teach English. England: Associated Companies Throught of World.

Harmer, J. (1998). The Practice of English Language Teaching, Associated Companies Throught of World.

Harsono. Y. M. (2007). Developing learning materials for specific purposes. Jakarta: Universitas Katolik Atma Jaya.

Kader, C. C. (2008).Teaching Reading In The Foreign Language Classroom Ensinar Leitura Na Sala De Aula De Língua Estrangeira", Journal teaching reading, VIDYA, v. 28, n. 1, p. 105-112, ISSN 0104-270 X

Mukhroji. Muhammad. (2011). The Teaching of Reading: A Theoritical Review. In Techniques and Strategies to Enhance English Language Teaching. Malang: State University of Malang Pres.

Mulyasa. B. J. (2004). The role of instructor interactivity in promoting critical thinking in online and face-to-face classrooms.Journal of Online Learning and Teaching, 5(1).

Mansel, J. (2011). Structured observational research in services for with learning disabilities. London: Social for Social Care Research.

Mittag, W. (2011). The role of intrinsic motivation for teaching, teachers" care and autonomy support in students" self-determined motivation. Journal for Educational Research Online, Volume 3 (2011), No. 1, 122–140.

Mahmud, Q. (2008). Teaching reading strategies by ESL Teacher That Facilitate Teaching and Learning Reading. University Sarawak.

Morrill, (2000). Qualitative data analysis. Chennai: College Road.

Mukhroji, M,(2011) The Importance of Teaching Reading Strategies to Improve Students Reading Comprehension. Malang: State university of Malang Press

Nunan (1999). Practical English Language Teaching PELT Young Learners. united stated of America PB publishing.

Richards, J. C., & Renandya, W. A. (2002). Methodology in Language Teaching An Anthology of Current Practice. New York, NY: Cambridge University Press.

Shapes, K. (2003). Teaching and learning strategies. New York, NY: The California Academic Press.

Smithmco, T. (2005). Perception. New York, NY: Sage Publisher