

TECHNIQUES FOR ESP STUDENTS IN TEACHING ENGLISH

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ABSTRACT

The purposes of this study are to find out the lecturers' technique in teaching English to Information Technology and Computer, describe the lecturers' material development, and the way of assessing to Information Technology and Computer students at State Polytechnic of Lhokseumawe. This is a descriptive qualitative study. Two English lecturers at the Information Technology and Computer Department were selected as the participants in this study. Instruments were employed by the researcher to obtain the real data. Observation, interview and documentation were used as the instruments of data collection. The data were analyzed by using descriptive analysis. The results show that varieties of strategies were used by the lecturers in teaching English including communicative language teaching, Contextual Teaching Learning, Problem Based Learning and Learner Centered Approach. The lecturers modified the strategies in the teaching depended on the materials, such as applied the discussion model and used the video as media in teaching. Then, they connected the strategies with students' experience; prior knowledge as well as the context of Polytechnic students such as the development of computer technology or others technology. The materials were developed by the lecturers to motivate students in learning English by referring to the syllabus and lesson Plan. The materials were developed from books, magazines, newspapers and internet, that involving four language skills: listening, reading, speaking and writing to suit the students' need of State Polytechnic of Lhokseumawe. Both written and oral test were used by the lecturers for evaluating the learning achievement as a formal assessment. The continuous assessment type was applied as the lecturers' way assessment to assess the Information Technology and Computer students. The students were not only given score but also feedback continuously.

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INTRODUCTION

English skills are becoming a necessity for the academic success. English is one of compulsory subject included in the school curriculum, English is also taught in every discipline either in teacher training, vocational, science, engineering or technology. The teaching English in every discipline is supposed to be different dependent on the specific needs of the language learning. This is often referred to as English for Specific Purposes (ESP).

According to Dudley-Evans (1998), English for Specific Purposes (ESP) is designed to meet specific needs of the learners that are related to certain disciplines use, and in specific teaching situations, different teaching methodologies from General English (GE) are employed. In ESP approach, both the subject matter and the language receive equal emphasis. As explained by Fiorito (2005) in ESP class, the teacher can give most of the knowledge that students' need in English which is expressed in the subject content. this helping them to learn english faster. Through ESP the students are not only taught the language but are also learning the subject matter relevant to their fields. Therefore, they acquire both the language skills and relevant knowledge in their field at the same time.

English for specific purposes (ESP) is different from general English purposes (EGP), in terms of both teaching methodologies and teaching materials. The difference between ESP and EGP is on the learning objectives. In ESP teaching and learning process, as Lamri (2016) said, there are some basic elements which should be considered. Among the most important are the needs, the goals, and the motivation of the learners. Furthermore, learners' attitudes toward learning and learning strategies are emphasized and considered in the ESP process. It means that the lecturers have to adjust between student' needs and the purposes of the language learning. However, many English lecturers who teach English for ESP students teach general English, which it is not suitable for the learning purposes. Those are the fact that often occur in the ESP field and it perhaps happened because of the lack of experiences, information, and miss understanding about ESP on the teachers' part.

Additionally, the role of ESP teachers is more than teaching in regular class. They should be a motivator to ESP students because most of ESP students are less fond of studying English. Most of them claim

that English is not important because it is beyond their field and thus is useless, ignoring the fact that English is very important for them to support their competence in the future. The lecturers need to have this awareness and have to get solutions, for example, by developing the authentic materials and using the techniques or strategies to motivate students in learning English. Teachers need to accommodate students' need for more specialized English teaching relevant to their background.

State Polytechnic Lhokseumawe is one of famous college and the first polytechnic in Aceh. English Specific Purpose is taught well by the lecturer in that college. One of the lecturers published the article related to teaching English Specific Purpose at State Polytechnic Lhokseumawe. Based on the preliminary study on April 2017 at the Information Technology (IT) Department of the State Polytechnic Lhokseumawe, the students also learn English for specific purposes. The researcher found that the lecturer had been applying ESP approach in teaching English and he was competent in the implementation of ESP approach.

The ways of teaching English at this department were different from the regular department. The learning material and strategy in this department were designed based on the students' needed to support their knowledge related to their department. During an informal interview, the lecturer talked about the student's achievement in English skill especially speaking or speech. The Information Technology students are expected to understand and communicate in English to support their skill in the real work. For example, they have to comprehend the English texts and technical terms that are found in textbooks and journals in their field.

Furthermore, to help students to improve their English skills, the college facilitated an English club called Improving English Club of Polytechnic (IECLOP). Many students were interested and joined the club where they practice and demonstrate their skills in English under the supervision of lecturers.

In the interview, the lecturer also explained that the students actively participated in English-based competition locally and nationally. Their achievements include a 2nd Runner-Up on national seminar best practices on debating, 2nd Runner-Up on Aceh internal debating competition at the Pade Hotel in 2016, and 3rd Runner Up on national university debating championship (NUDC) kopertis 13 Aceh in 2017.

Some studies have been conducted in the area of ESP. One of them Nasir's study (2008) on self reflection in ESP classroom found that the problems that ESP students have lack of interest to study English especially in listening and speaking, and they thought it was unimportant

and waste time. He concluded that a professional lecturer should organize a good syllabus, lesson plans, and the teaching material should be natural, relevant, interesting and fun to stimulate student's desires in learning English. Then it is essential that the lecturer makes effort to motivate the students, for example, by informing the importance of learning English for them in getting learning achievement of the study, in the future either for finding a job or for real working.

Based on Nasir's findings (2008) and the preliminary observation of this study, the researcher intended to investigate the lecturers' technique in teaching English to ESP students at Information Technology and Computer Department of the State Polytechnic Lhokseumawe.

LITERATURE REVIEW

Definition of ESP

Based on linguistic terminology, ESP means what learner needs in the target situation or what s/he wants about his function of language usage (Khan et al, 2011). In other words, ESP is not restricted to one specific context but it focuses on how learners use English in that context. Learners' needs, then, limit the set of skills, texts, linguistic forms, and communicative practices (Hyland, 2009, p. 78).

Swales (1992, p. 300) termed English for Specific Purposes (ESP) Language for Specific Purposes (LSP), which is defined 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 this definition English for specific purposes is emphasized to the target language learning or language usage to the field, not knowledge of the field.

According to Hutchinson and Waters (1987, p. 19) defines that all decisions of content and method based on the learner's objective of learning are called ESP approach. They pointed out that ESP has its own way in terms of materials, teaching methods, assessments, and so on that adjust to students' need and aims of learning. ESP is a specific approach that is used to motivate learners to study English and practice it well.

Characteristics of ESP

Strevens' (1988, as cited in Javid, 2013) identifies absolute and variable characteristics. He makes distinction of the definition between four absolute and two variable characteristics of English language teaching. Absolute characteristics are: a) designed to meet the specific

needs of the learner; b) related in content to particular disciplines, occupations and activities; c) centered on the language appropriate to those activities in syntax, text, discourse, semantics, etc; and d) designed in contrast with General English (GE). Variable characteristics are: a) restricted as to the language skills to be learned (e.g. reading only) and b) taught according to any pre-ordained methodology.

Dudley-Evans and St. John (1998, pp. 4-5) have presented a modified definition of ESP which is also comprised of absolute and variable characteristics of ESP. According to them, absolute characteristics include: a) ESP is defined to meet specific needs of the learner; b) ESP makes use of the underlying methodology and activities of the discipline it serves; and c) ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

Then, variable characteristics are modified into: a) ESP maybe related to or designed for specific disciplines; b) ESP may use in specific teaching situations, a different methodology from that of general English; c) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level; and d) ESP is likely to be designed for intermediate or advanced students (Dudley-Evans and St. John, 1998, pp. 4-5). Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

Types of ESP

ESP is divided into EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). According to Hutchinson and Waters (1987, as cited by Chalikandy, 2013) ESP is divided into three: English for Science and Technology, English for Business and Economics and English for Social Science, each of which is subdivided into EAP and EOP. They also contend that there is no significant difference between EAP and EOP. This means the aim of both EAP and EOP is the same but the way to achieve it is different.

However, EAP and EOP are two different terms. EAP is required in an educational institution like school, college and university and concerned to communication skills in English which are required for study purposes in formal educational system, while EOP is required for professional communication in professional contexts such as medical, engineering, business, and aviation.

The Differences between ESP and General English (GE)

English for specific purposes and general purposes has a great difference in practice, while less in theory (Hutchinson and Waters, 1987, p. 53). It implies there is no significant difference between the two in the theory for example about the grammatical rules, pronunciations, and so on, but when it comes to practice, they are different, for example regarding the topics choice for reading and issues for speaking. The ways are not the same.

Basturkmen (2006, as cited by Lamri, 2016), stated that general English language teaching tends to set out from a clear indication to an uncertain one, though ESP is expected to speed learners and direct them through to a known goal keeping in mind the end goal to achieve particular targets.

English taught to special learners by several vocational objectives and specific education. It is the learner-oriented learning to a concept and a preference for communicative competence in ESP. Therefore ESP is different from GE. Besides, to give brief explanation, the researcher tries to conclude that the differentiations among GE and ESP are the learners, aims and concerns. ESP is designed for adults, meanwhile general English learnt by high school students. The aims of ESP are to meet the needs of particular learners and communicative competence. Meanwhile, General English purposes to improve overall English competence involving a range of skills (reading, writing, speaking, listening, vocabulary, grammar, pronunciation, etc.). Finally, the concern of ESP to design appropriate courses for various groups of learners according to their needs and general English concerns on vocabulary work, spelling, grammar, pronunciation, language functions.

ESP Teaching Methodology

To meet the students' need, the methodology of ESP should be based on the fundamental principle of core language needs of target learners and be facilitated with adopt teaching material and practice (Bhatia et al., 2011, p. 144). ESP teaching learning purposes is communicative competence, so that learner-centered and more communicative activities should the emphasis in ESP approach. ESP teaching learning process in the classroom is learner-centered, in the way that the learner's reasons for learning to use a specific area of the English language in the shortest term possible become the basis of the teaching.

Curriculum and Syllabus Design

Curriculum means a set or system plan and arrangement about the content and the learning material which will be a compass in teaching learning process. Curriculum is a theoretical document that is guided by study programs in educational systems or institutions. Hence, curriculum is a program which must be referred to by teachers and students in teaching and learning process to achieve national education goals.

Designing a syllabus to a specific group in a particular situation is not simple task, it is about designing the goals of learning a language based on the needs of learners and the target. The syllabus tends to represent, reflects the idea of the originator of language learning. the syllabus is a representative of current knowledge and a certain ability that made by designer's view of language and how it is to learn, how the language can be taught or properly presented to learners, and how it can be produced productively during learning (Breen, 1987, p. 83, as cited in Tahir, 2015).

Developing ESP Materials

ESP Practitioners have to choose the suitable materials based on the need analysis and syllabus design, accordingly to the content of the course. The appropriate materials are providing a stimulus of learning and could be a good motivation factor. Teaching materials are small parts that are cut and rearranged to suit the needs, abilities and interests of students in the lesson (Graves, 1996, p. 27).

The most common ESP teachers use existing textbooks as their handbook in teaching rather than uses self-generated materials because the ESP teachers are not the expert of specialist subject. Teachers have to develop the materials from an authentic material because suitable materials to ESP course are not easy to find.

Baleghizadeh and Oladrostam (2010, as cited in Lamri, 2016) said that “one of the main types is the authentic materials, to be constantly used in order to contextualize language for students.” Authentic materials will present the subject specialist content into activities to make students perceive the relation between content of the course and their necessity.

Assessment

Assessment is the processes to getting know how far the students acquire the course given by the teacher. Assessment is a tool to measure the students' quality in learning. It is the way to know the students'

achievement at the end of study. The result of an assessment procedure could be presented in a score or a verbal description as pointed out by Ketabi and Ketabi (2014). Huhta et al. (2008, p. 469) declared that assessment is used to assess individuals that involved e.g., informal observations, self-assessments, quizzes, interviews, and tests. Test is shown certain formal types that usually organized carefully.

The assessment is not used only to determine the students' ability in acquiring skills and knowledge but also to evaluate the effectiveness of the teaching. Ketabi and Ketabi (2014) mentions that teacher should consider the following roles of assessment in ESP course. They are it measures progress, achievement/outcomes in terms of knowledge and skills; provides the basis for decisions on whether a student is ready to proceed, enables students to obtain feedback on their learning helps students to improve their performance and enables staff to evaluate the effectiveness of there.

RESEARCH METHODOLOGY

This is a descriptive qualitative research. The researcher described all important events that naturally occur in the classroom. In the present study, the researcher observed and described all events occurring naturally in teaching and learning process in the classroom which was taught by the lecturers. The researcher also interviewed the English lecturers about their syllabus, lesson plans, materials and assessment of students. The research was conducted at State Polytechnic of Lhokseumawe especially in Information Technology and Computer. The Polytechnic is the one of state Polytechnic in Aceh. In the polytechnic, English is taught as a compulsory subject. This is evidenced by the inclusion of English as a course that must be taken from the first semester until fifth.

To obtain the data, three instruments were used in this research in order to answer the research problems. They were observation sheet, interview guide, and documentation.

The result of observation was analyzed based on the observation in the field. The writer observed the lecturers then marked by giving the check list of the activities. After that, she described it into the descriptive explanation to describe the techniques in teaching English for ESP students at State Polytechnic Lhokseumawe

For interview, the writer analyzed it based on the answer of the research participants when she asked the questions. The recorded

interview was written and analyzed into descriptive explanation. Then, she discussed the result and related it into the literature. Meanwhile, the documentation was analyzed by checking the conformity with the SAP and syllabus.

RESULTS AND DISCUSSION

In the classroom, the lecturer used the direct teaching strategy in order to teach the students. They practiced this kind of teaching strategy to present the material in a depth conception and explanation to the students. Based on the researcher observation, in this strategy was seen lecturer oriented the materials and the lecturer kept the students participate and being active in the learning process. It is in a line with Majid (2013, p. 73), direct teaching strategy is kind of teaching strategy that is lecturer directed and the lecturer here make a belief that her/his students are involved inside of its teaching strategy. This direct teaching strategy is mostly directed by the lecturer who creates the class environment that is oriented on the students' academic competence. Direct teaching refers to academically focus, lecturer-directed classroom using sequenced and structured material. Kindsvatter et al, (1996, p. 298) stated the focus of direct teaching strategy is academic and lecturer centered, using a structured curriculum useful for teaching skills and acquiring new informations. Within this focus the lecturer convinces that the bussiness of the classroom is learning.

The lecturers managed the situation in teaching learning process very well. They can handle the students who got problems in learnig English by using variety strategies in the teaching learning process. They do not only use the conventional method, but they modify many strategies in teaching. The lecturer used many strategies in every meeting and It made the students interesting in learning, so they did not feel bored in learning process. The various strategy creates attractive atmosphere in teaching learning process such as that using strategy is the lecturer's way to give the information and experiences and cognitive process to the students (Hamzah, 2011, p. 65). The statement shows that the lecturers use strategies to teach and to enrich the students' experience related to the material.

The result of observation and interview with the lecturer shows that the lecturers used some strategies such as Contextual Teaching Learningand Problem Based Learning. The lecturer also used group discussion and they also used media such as short movie, picture, series

pictures and games. It is agreed by Adler (2013) that in teaching the students, the lecturers need to prepare everything as good as possible, such as media. They have to design the lesson plan based on the curriculum and strategy in teaching.

The result also can be proved since he conducted some prominent characteristics of the use strategy in teaching activities such as in the first activity the lecturers reviewed the previous material in the classroom. They informed the students about the learning goal by writing it down on the whiteboard. Then, prepared the students for the material then delivered the instructional material in a detail explanation to the students. They demonstrated skills and knowledge related to the instructional material which was given to the students.

They guided the students practice and learning in doing their assignment. Then, evaluated and measured the students' understanding by asking them about the material during the classroom activities and giving them simple short individual task. The lecturer also provided feedback and correction to the students when the students had any difficulty or problem toward the material and the task.

Then, the lecturers gave chance to the students to continue their learning by their own concept of learning. It is appropriate with the theory stated by Kindsvatter (1996, p. 299) in the six lists of instructional functions those are essential to the structure of teaching, they are daily review, structuring and presentation, guided practice, feedbacks and correctives, independent student practice (seat work), and weekly and monthly review.

The lecturers used an appropriate strategy related to the material. Brown (2004, p. 292), suggested some strategies in presenting the material are identified the purpose of teaching material, use graphic rules and patterns to aid and bottom-up decoding (for beginning level learners) and use efficient technique for relatively rapid comprehension (for intermediate to advance levels).

The lecturers had prepared and selected the effective lessons to be used as the instruction materials purposefully, thoughtfully, and precise. As stated by Brown teaching strategies directly are focused on developing students' thinking based on instructional process (2004, p. 197). The strategies for teaching and learning are cannot be separated. it means that the lecturer who has strategic an understanding of instructional variable and cognitive requirement in learning will have a good management time and style.

The lecturers have to monitor the progress of each student, to take advantage of some moments to reinforce concepts or introduce new concepts, and to make decisions about appropriate needed. Thus, in the reading lesson it strongly believed that our role in preparing lecturers involves educating individuals who can draw on their knowledge base and experiences to make informed critical decisions that positively influence the lives of children and adolescents. Education involves more than training lecturer candidates to use particular approaches, methods, and materials.

The lecturer can motivate the students to learn seriously by using games or pictures which can make the students enjoy in learning. Kim (1995, p. 35) states that, games are the usual routine that implemented in the language class. It is clear that the lecturer is a real motivator for students in studying English, because the purposes of the learning activity are to know the content or meaning of the message. In this case, the class will have a different situation in teaching learning process.

CONCLUSIONS AND SUGGESTIONS

Based on the analysis of the findings of this study as discussed in the previous chapter, some conclusions are made.

1. The lecturers used varieties strategies in teaching English skill, such as using Communicative Language Teaching, Contextual Teaching Learning, Problem Based Learning and Learners' Centered Approach. The lecturers modified the strategies in teaching depending on the materials used. Then, they connect it into the students' experience, students' prior knowledge and also the context of Polytechnic students.
2. The materials are developed by the lecturers to motivate students in studying English at State Polytechnic of Lhokseumawe based on the syllabus and lesson plan. The materials were adapted from books, magazines, newspapers and the internet. They include four English language skills; listening, reading, speaking and writing. They are suitable with the students' needs of Polytechnic Lhokseumawe.
3. The lecturers assess the Information Technology and Computer students' achievements at State Polytechnic of Lhokseumawe by applying continuous assessment to evaluate the students. They conduct the test both of written and oral test.

Suggestions

The writer also provided some suggestions that could be taken into considerations by the lecturers, especially in terms of organizing the teaching process of English Specific Purposes as follows:

1. This research is hoped to improve the quality of lecturers especially for those who teach English at specific departments such as Polytechnic. The right teaching strategies should be considered in the classroom activities. The lecturers should also be more creative in implementing the strategies in teaching and learning activities to make students more active and comfortable in their learning. The teacher should give the opportunities to all students to practice English in the classroom so that they can achieve the learning goals.
2. The students should be continuously reminded to keep practicing and participating in the learning activities. They must pay more attention and really listen to the teacher's explanation, because it will have impacts on their academic achievement and their knowledge in general. Then, the students should also be more active in improving their ability in the form of education especially in English.
3. The researcher also hopes that further studies on this topic be conducted in broader scopes. Such studies can, for example, look at the teacher's teaching strategies from different aspects and more extensive elements which can be influential and important in teaching and learning process and therefore, the results can be projected and be applied in the larger area.

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