



PEDAGOGI

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JURNAL "PEDAGOGI" FKIP UNIVA MEDAN

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Dekan Fakultas keguruan dan Ilmu Pendidikan UNIVA Medan

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Jurnal Ilmiah "PEDAGOGI" terbit tiga kali dalam satu tahun yaitu Januari-April, Mei-Agustus, dan September-Desember. Surat menyurat mengenai artikel ditujukan kepada :

Redaksi Jurnal ilmiah "PEDAGOGI" FKIP UNIVA Medan

Jl. Sisingamangaraja No.10 Km 5,5

Medan 20147

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THE DEVELOPMENT OF ENGLISH LEARNING FOR STUDENTS OF NON-ENGLISH DEPARTMENTS IN THE CONTEXT OF ESP (ENGLISH FOR SPECIFIC PURPOSES)

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ABSTRACT

English is one of the foreign language courses that students must take. The field of English teaching with a specific purpose that is known with English for Specific Purposes (ESP) is tailored to the department of interest of college students. The purpose of writing this article is to find an effective approach in teaching English to students who are not from English majors, whether English for Specific Purpose (ESP) or General English (GE). The next goal is to find out the problems faced by students in learning English and find a way out to reduce the problem. So as to improve the competence of English-based ESP for students who are not from English to follow the development of information and technology world that requires a person is able to communicate well and skillfully in oral and written communication.

Key Words: English for Specific Purposes, General English, communicative competence

1. INTRODUCTION

Language is a means of communication among members of the public in the form of sound symbols produced by human speech articulatory. The higher the level of mastery of a person's language, the better the use of language in communicating. Good language mastery is something to be learned. Educational experts argue that whatever goals a person is trying to achieve in learning a foreign language, ultimately is to be able to use the language well and eloquently. This is because the demand for foreign language skills is increasing due to the advance of science, technology and information and other fields of science.

Every student in college is required to take English as a general course. English is the most widely spoken language of the world's population. So learning english is a first step to be able to communicate in the international world. The general purpose of this course is to equip the students have the competence of english both oral and written, so that they facilitate the teaching and learning process in courses that require English skills. It is also very beneficial for their long-term interests in creating qualified graduates and can compete in the world of work. In millennial era like today, many science sources use English in both oral and written form. Global communication also requires the ability of English because English has become a means to obtain information and resources which are very valuable for education.

Teaching English at the college level should begin to aim at the development of communication skills in certain fields of science

because the ideal situation is the students have already had a good grammatical knowledge. And then they use the knowledge of English to learn the required English in certain fields. The use of English in the field of multidisciplinary science is what it is called the English for Specific Purpose (ESP) which focuses on the acquisition of professional skills related to various competencies. For example, English for Legal, Agriculture, Religion, and others, so ESP is highly recommended for study in college.

2. Theoretical Description

2.1. English for Specific Purposes (ESP)

English for Specific purposes is teaching English which aims to equip learners with skills and language components in accordance with their field of knowledge. Mohammed (2012: 249) defines ESP as "a learning language for achieving a specific purpose of a learner, say, for being able to communicate with others (business purposes), to read and write in biology (biological purposes)". So it can be concluded that ESP is as teaching English based on communication needs either oral or written using syllabus based on the needs of learners.

Enrichment and increased English language competence in an interactive communication encourages awareness in finding new methods in teaching English. At the college level, English teaching is generally given specifically (Rashid: 1997), known as English for Specific Purposes consisting of:

- a. English for Occupational Purposes (EOP), for example: English for Air Traffic

Controllers, English for Hotels, English for Secretary, and others.

- b. English for Academic Purposes (EAP), for example a number of people who are learning English for international scientific report writing, or to attend international seminars, and others.

Teaching English functions for the development of intellectual ability so that students can understand and use language skillfully for the purpose of nation building and also for the development of cognitive function.

The need of developing communication competence makes the speakers not only focus on the mastery of language structures but also on the language functions learned. This encourages the existence of communicative competence in foreign language learning. Communicative competence is a system of social interaction, in which there are four benchmarks of the occurrence of communicative behavior, namely: the extent to which the system allows for communication, the extent to which the system can be applied, the extent to which the system is in accordance with the context of the use of language as a means of communication, and the extent to which the system operates and has a communicative purpose (Savignon, 1992).

According to Rashid (1997: 16) the principle of communication ability emphasizes the importance of students learning communication through interaction using English as a target language, using authentic materials that can provide opportunities for students to focus not only on the language itself but also on the learning process of language because these communication competencies are related to each other.

3. Urgency of English as ESP Course in Higher Education

English is the global language of the world and its use is certainly not only as a verbal communication tool, but also used in various aspects of life that is very important for the continuity of the learning process of students, such as computer programming languages, books, educational resources, English for law, economics and others. To become a legal professional, English skills are needed in a unique form that is often called "legalese" or "lawspeak", an English form that uses unusual terminology and grammar. To become an economic analyst, different English skills are needed. So, wherever we would like to join, we need English.

Legal English is much different from general English, and much needed if they want to become professional lawyers or economic analyst or other professional occupations

because it can help them in their work in the future. So with this case, it encourages the emergence of English language courses in the context of ESP to help better understand the specific English vocabulary. English is the language of choice for legal work in many countries, and is used in the writing of various legal aspects, such as International Law, Business Law, and other legal aspects. The purpose of this course is to improve students in understanding the specificity of the language (legal term) used for the writing of legal articles and legal documents, and able to distinguish Legal English with General English commonly used in general articles.

According to Kusumaningputri (2010: 5) there are two advantages of ESP, firstly because ESP is given to those who are taking academic education according to their study program; second, students learn to use English directly in the context of discipline, both for academic and non-academic. So the goal orientation refers to the simulation of communicative tasks that are appropriate to the formulation of targets that lead learners to have the courage to self-directed.

While in general, ESP is only taught as one of the basic general courses (MKDU) only. Yet when viewed in terms of the importance of mastery of English, then ESP should also be included in the course that must exist in every semester. Because law students or students of non-English department must have competence in reading, writing, and listening to various matters relating to legal knowledge. Whereas as we know the purpose of learning English in the context of ESP in college is that students are able to use English both oral and written in comprehending English texts in jurisprudence, or other fields.

Students hope that learning English can improve their ability to read text or dialogues in English, listening, speaking, and writing skills. Therefore, these four language skills are incorporated into the learning topics, which are supported by language components such as pronunciation, grammar, and vocabulary. For that reason, students are eager to do a lot of speaking exercises in the learning process in accordance with topics related to their study program.

4. The Effective Teaching Method and Appropriate Material Selection

In the learning activities, we can use approaches, methods, and techniques. With the approaches, methods, and techniques of learning activities will be varied and can be done well. The difference between the approach and the method is that the approach is used to refer to the syllabus, while the method is a way of implementing the learning. The technique is

a variety of tools and ways that lecturers use in the classroom to achieve goals in the learning process. So it can be concluded that English teaching method is a way to teach English based on systematic principles and procedures so that English can be taught and studied best (Richard, et al: 1985). General English (GE) teaching methods can be applied to ESP teaching, but otherwise ESP teaching methods are different from GE. The use of the GE method is a teacher-centered because the teacher is the central focus and the teacher plays a more important role in achieving the learning targets. While the ESP method tends to be a student-centered, where students play more roles in the learning process because it is done to meet the needs of the English language in accordance with the field of students major in. This is called a need analysis which is a series of activities undertaken to collect information on learners, which is viewed from the learning needs, desires and expectations.

The selection of teaching materials, composing, and modifying the material well is one of the tasks of English lecturers so that students are interested to learn English. To prepare a good ESP material takes sufficient time due to the demands of conformity between the material with the study program. The principles of writing the material according to Hukchinson's there are four, namely: 1) the material contains interesting texts, fun activities, and examples of correct and appropriate language usage, 2) the material describes the essence of language learning, 3) the material can make a lecturer think and feel the learning process, and 4) the material has a very useful function for lecturers to develop various english lecture techniques. Therefore, before designing ESP material then what should be done first is to identify the needs of students. After the needs analysis is done and get the results, then this result can be used to determine the target of the learning program.

Teaching materials used will be completed and can be understood by the student if the lecturer can apply the appropriate and effective learning method. Approaches that can be used in material selection are *common-core approach* and *subject-specific approach*. *Common-core approaches* can be used for general english teaching, while *subject-specific approach* can be used for ESP teaching, as ESP teaching is devoted to improving students' ability in understanding and using English in a particular field of study. This is evident from the observation in the learning activities of English in the student-centered classroom, where the use of role playing method, active learning, discussion and others.

In the lecture process, there are often problems faced both by lecturers and students themselves. Lecturers and students are a team that must work well together, where lecturers are assigned to teach, help students understand something, convey various information and knowledge, and evaluate the learning process, while students are people who are taught to gain knowledge and skills through learning and experience. So usually a lecturer will experience issues related to the material that is taught because the lecturer must adjust the information contained in the text to the needs of the field of student study. Therefore lecturers must prepare materials that can meet the needs and in accordance with the interests of students, so that students are motivated to learn the texts that fit their courses and can be useful for the development of their own science.

Based on the problem, ESP learning model with communicative competence is very needed by the learners especially college students, because communicative competence is one series that make the students more active and creative in the use of english well in speaking and in writing. With the development of ESP learning model with *subject-specific approach method* that see the suitability of the materials and real practice implementation in the field to make students more interested and enthusiastic to communicate.

While the use of the general english (GE) learning model is more complex, students may experience difficulties because they are burdened with too much material variation and very varied vocabulary usage. This allows students to request the restriction of material on the subject matter in accordance with their respective field of study. For that reason the use of ESP learning model is very effective to increase their interest in English.

5. Conclusions and Suggestions

Based on the explanation, it can be concluded that the learning needs of students in the English course is that English language courses can be a means for them to be able to improve the competence of English. In addition they also need to learn the English language that contains the content appropriate to their field of science and correlated with the field of study respectively. Therefore, the approach of English for Specific Purposes (ESP) learning model is more effective than General English (GE).

There are difficulties in the application of ESP, among others, the lack of vocabularies mastered by students. So the way out is that students have to play an active role to be able to increase their vocabulary collection by reading more books. In addition, in the learning

process, having a positive perspective on each individual will, the field of science is also influential in the process of achieving learning objectives. Because the perspective affects the attitudes, behaviors, and motivations that each individual has. By having a positive perspective on something will make a person motivate to realize his desire for something. Vice versa, if someone is pessimistic and apathetic, then a negative attitude will emerge.

One of the efforts that can be done by the lecturers so that the learning activities take place smoothly is to make planning about the implementation of learning activities before the activity is implemented. This stage is called the preparation of syllabus or teaching materials. The design of this syllabus should be tailored to the learning needs as well as the background of the students' knowledge. This can be done by holding a pre-test that examines the extent to which the level of knowledge or understanding of students on the material they will learn. The results of this pre-test is very useful for lecturers to determine what material is important to be loaded in the teaching materials, as well as what skills and components of the language are prioritized to be studied. By carrying out this business, students can learn English according to the learning needs and study that they are interested in. So that the competencies obtained by the students will be really in accordance with the needs and can be utilized in accordance with the field of knowledge. In addition students can eventually apply the mastery of the English language when they enter the workforce.

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