



**ENGLISH FOR STUDENTS IN FACULTY OF ECONOMIC STUDIES IAIN CURUP**

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**Abstract**

Since the issue upon ASEAN as a single market and production base becomes tangible, people in business field are encouraged to compete with others. According to this, the working competition will be very tight. In finding a job, they will not only compete with people in their countries but also in South East Asia. Therefore, a good communicative skill in English is needed to broad their networking and knowledge. The issue does not only affect businessmen, but also other people from other fields regarding business, for instance, education. In this case, students from economic major should prepare themselves to face the competition. Thus, the present paper aims to discuss a new curriculum design for students in faculty of economic studies in IAIN Curup through conducting R and D. The writers believe that students are better taught using PPP method which is one of the methods in Audio-lingual approach. This approach derives from behaviorist theory in which students are deductively taught English since they have low level of English proficiency. The design also generates a module which is especially designed for students in faculty of economic studies in IAIN Curup. The curriculum are in the form of syllabus employs PPP method which uses communicative function as the orientation.

**Keywords:** R and D, Audio-lingual, behaviorist, PPP, and ESP

**INTRODUCTION**

Since the issue of AEC (ASEAN Economic Community) establishment becomes crucial, people who lives in South East Asia's countries put human resources' empowerments the main focus of their countries development program, including Indonesia. This becomes a new era for Indonesia to start upgrading and empowering its human resources, for instance, through developing young generations' competencies. Thus, Indonesia can compete with other countries.

One of the ways to empower Indonesian people competencies is through upgrading the level of English proficiency. It is clear because English becomes a lingua franca for ASEAN people to interact, especially for trades. People who speak different languages tend to use English to exchange and negotiate meanings in economic, politics, science and technology as well. Graddol (2006) describes thoroughly the increasing numbers of English speakers by

providing the analysis on demography, economy, technology, society and language. In addition, the use of internet has increased the number of the English users almost 51% in 2010. The reason is clear that English is also the language of knowledge (Gatehouse, 2001). A lot of books and information which becomes viral were written in English.

Since 2001, 80% of science and technology came first in English. It shows how enormous and unprecedented expansion in scientific activities appears internationally. Graddol (2006) states that 85% of web pages in 2000 was written in English. He also states that many universities have competed to offer programs conducted in English in order to get as many international students as possible. Moreover, he found out that universities in the English speaking countries almost had international students.

As other universities start to offer English program, the competition in international level becomes very tight. Indonesia government also pays attention to this issue. Anis Baswedan, Minister of Education, becomes one of the people who concern about it. In 'LeadDare in Asia Conference: Towards ASEAN Economic Community 2015', Anies advised for young people to be sensitive to the responsibilities of progress and become the driving engine promoter of change. At presentation entitles 'Global Changes: Challenges and Opportunities', Anies did a review of Indonesian opportunities related to economic development. Based on this statement, government ask students to survive and be ready to compete with other people from other countries in finding jobs after graduating, especially for students in Economic major. A good communicative skill in English is needed in order to broad their networking and knowledge later on.

By looking the importance of English competence for students in Economic major, the writers have decided to redesign an English course faculty of economic studies in IAIN Curup based on the students' needs. After doing some observation and interview with the lecturer, the writers found that students are forced to learn grammar through drilling. Indeed, grammar is important. However, it is not appropriate for students in Economic major. In this case, they learn grammar explicitly. They are taught 16 tenses. In fact, students in Economic major do not need to remember the 16 tenses. Instead, the lecturer should teach grammar implicitly since they need English for communication. They only need certain tenses' pattern, for instance, simple past tense, future, progressive, etc. Moreover, students need to learn grammar based on the function. Lecturer should not bother them with some terminologies such as, collective noun, relative clause, and etc.

Based on the background, the writers redesign an English course for students in faculty of economic studies in IAIN Curup. In this paper, the writer conducted Research and Design study. According to Cohen and Steven (1992), R&D, otherwise known as research and development, is typically the conception and implementation of new product ideas. The portion of R&D refers to the investigation and experimentation stage of creating a new product or improving an existing product. The curriculum, syllabus, procedures and theories are going to discuss thoroughly and scientifically in this paper. Through this paper, the writers would like to discuss the appropriate strategy to learn English for students in faculty of economic studies in IAIN Curup.

### **Behaviorist Theory and PPP Teaching Method**

According to Richards and Rodgers (1993), behaviorism is another mentalist, empirically based approach to the study of human behavior. To the behaviorist, the human being is an organism capable of a wide collection of behaviors. The occurrence of these behaviors is dependent upon three crucial elements in learning: a stimulus, which serves to elicit behavior; a response triggered by a stimulus; and reinforcement, which serves to mark the response as being appropriate (or inappropriate) and encourages the repetition (or suppression), of the response in the future.

Reinforcement is a vital element in the learning process, because it increases the likelihood that the behavior will occur again and eventually become a habit. To apply this theory to language learning is to identify the organism as the foreign language learner, the behavior as verbal behavior, the stimulus as what is taught or presented of the foreign language, the response as the learner's reaction to the stimulus, and the reinforcement as the extrinsic approval and praise of the teacher or fellow students or the intrinsic self-satisfaction of target language use. Language mastery is represented as acquiring a set of appropriate language stimulus-response chains.

Learning principles of audio lingual which became its psychological foundations came to shape its methodological practices. Those are: first, foreign language learning is basically a process of mechanical habit formation. Good habits are formed by giving correct responses rather than by making mistakes. By memorizing dialogues and performing pattern drills the chances of producing mistakes are minimized. Language is verbal behavior-that is, the automatic production and comprehension of utterances-and can be learned by inducing the students to do likewise. Second, language skills are learned more effectively if the items to be learned in the target language are presented in spoken form before they are seen in written

form. Aural-oral training is needed to provide the foundation for the development of other language skills. Third, Analogy provides a better foundation for language learning than analysis. Analogy involves the processes of generalization and discrimination. Explanation of rules is therefore not given until students have practiced a pattern in a variety of contexts and are thought to have acquired a perception of the analogies involved. Drills can enable learners to form correct analogies. Hence the approach to the teaching of grammar is essentially inductive rather than deductive. Fourth, the meanings that the words of a language have for the native speaker can be learned only in a linguistic and cultural context and not in isolation. According to Rivers (1964: 19-22) as cited by Richards and Rodgers (1993), teaching a language thus involves teaching aspects of the cultural system of the people who speak the language.

Audio-lingual demanded a complete reorientation of the foreign language curriculum. As in the nineteenth-century reformers, they advocated a return to speech based instruction with the primary objective of oral proficiency, and dismissed the study of grammar or literature as the goal of foreign language teaching. Brooks as cited by Richards and Rodgers (1993), distinguishes between short-range and long-range objectives of an audio-lingual program.

Short-range objectives include training in listening comprehension, accurate pronunciation, recognition of speech symbols as graphic signs on the printed page, and ability to reproduce these symbols in writing (Brooks 1964, in Richards and Rodgers, 1993). “These immediate objectives imply three others: first, control of the structures of sound, form, and order in the new language; second, acquaintance with vocabulary items that bring content into these structures; and third, meaning, in terms of significance these verbal symbols have for those who speak the language natively” (Brooks 1964, in Richards and Rodgers, 1993: 113). Long-range objectives “must be language as the native speaker uses it... There must be some knowledge of a second language as it is possessed by a true bilingualist” (Brooks 1964, in Richards and Rodgers, 1993: 107).

According to Richards and Rodgers (1993: 56), in Audio-lingual Method, learners are viewed as organisms that can be directed by skilled training techniques to produce correct responses. In accordance with behaviorist learning theory, teaching focuses on the external manifestations of learning rather than on the internal processes. Learners play a reactive role by responding to stimuli, and thus have little control over the content, pace, or style of learning. The teacher’s role is central and active; it is a teacher-dominated method. The teacher models the target language, controls the direction and pace of learning, and monitors

and corrects the learners' performance. The teacher must keep the learners attentive by varying drills and tasks and choosing relevant situations to practice structures. Language learning is seen to result from active verbal interaction between the teacher and the learners.

As far as language teaching is concerned, there has been a great deal of research carried out by linguists from all over the world and many theories and methods on how languages are best learnt have been put forward. Among many methods, the PPP is a successful one and is widely used throughout the world by many *English as a Foreign Language* (EFL) and *English as a Second Language* (ESL) teachers. According to Jeremy Harmer (2009), the PPP is a method that is widely used in teaching simple language at lower levels. Furthermore, many modern course books contain examples of PPP lessons which have retained elements of structural-situation methodology and audio-lingual.

Every PPP lesson has a language aim, which students should fulfill by the end of it. It is a modern equivalent of the audio-lingual method, which dates back to the 1940s. Not only can the PPP be applied to teach grammar items, but it can also be used to teach functions, vocabulary and even pronunciation. In a PPP lesson there are three stages: first, the teacher presents the target language; then, students practice the new language items; and finally they use their own ideas to talk about themselves.

The presentation phase usually consists of two steps: an introductory activity such as a warm-up or a lead-in, which is an activity, intended to raise students' interest in the topic; and an introduction of the target language. In this stage the teacher presents the new language in a meaningful context. Building up stories on the board, using *realia* or flashcards and miming are fun ways to present the language.

In the practice stage, the focus is on form. The teacher provides opportunities for students to practice the learnt items in a controlled way. This is a chance for the students to use what they have learnt without making mistakes, so it is of the utmost importance that at this moment of the lesson, the students are monitored and all mistakes are corrected. It's necessary though, that students have the chance to practice, through restricted exercises, at the beginning and at the end of the practice stage.

Activities which can be used for this stage are substitution drills, sentence transformations, split sentences, picture dictations, class questionnaires, reordering sentences and matching sentences to pictures. Some of those activities in our syllabus are made in the form of interactive *PowerPoint* and *Hot Potatoes* to make them more interesting, communicative and interactive. The production stage focuses on fluency and provides

students with an opportunity to personalize the language learnt by doing less controlled tasks, that is, by using their own ideas. Teachers can also use information gaps, role plays, interviews, simulations, find someone who, spot the differences between two pictures, picture cues, problem solving, personalization activities and board games for the production stage. They are all meaningful activities which give students the opportunity to practice the language more freely.

## **METHOD**

The framework of this program is drawn from the analysis and reflection of the past belief. In the past beliefs, the lecturer did not refer to particular approach on teaching and learning English as foreign language (EFL), what lecturer did was translating particular instructions to the students in order to make them understand. The translation, in this case, does not refer to Grammar Translation Method (GTM). According to Karl Plotz (1819-1881, as cited by Setiyadi, 2006), GTM is a method to teach EFL including the role learning of grammar rules, learning to put grammatical labels on words, and learning to apply the rules by translating sentences. The translation, in this case, is used as the exercise or activity in class. Thus, even using translation upon the instructions, the lecturer did not employ GTM. As we know that, GTM is a method to teach EFL including the role learning of grammar rules, learning to put grammatical labels on words, and learning to apply the rules by translating sentences.

The use of L1 and L2 in the classroom was 50: 50, meaning that the lecturer used 50% English and 50 % Indonesian. It aimed to make students easy to understand what the lecturer meant and said. In addition, the teaching and learning process was deductive process. According to Graves (2000), deductive learning is process of applying receive language. The learning is initiated by introducing the theories first and then coming into the practical or implementation of the knowledge or theories. Moreover, the learning activity occurs in community. It means that students mostly studied in group. While, the students' characteristic was passive. They chose to accept anything (knowledge and material) from the lecturer as an impact of deductive learning. However, lecturer has built the learning process which also considered affective, cognitive and, social skills. In this case, lecturer took a role as a decision maker. It seemed that the class was a kind of teacher-centered class.

In addition, metacognitive development skills appeared in the past belief. According to website of *dllr.state.md.us*(2006), metacognition is the process of thinking about thinking.

It is the process of developing self-awareness and the ability to self-assess. It is contemplation about one's education and learning: past, present, and future. Moreover, it is intended to increase students' autonomy.

The students in the first semester may come from different schools indicating that they are distinctive in some aspects, such as in English level of proficiency, culture, education background, and also habits in learning English. According to Sterven, they need 'English for Specific Purpose' that learning English is related to the needs, purpose, content (themes and topics), particular disciplines, occupation, and activities. Then, it may be restricted as to the learning skills to be learned (Stervens, 1988, in Dudley and John, 1998). In this case, the main learning skills for students in faculty of economic studies in IAIN Curup are speaking and listening. Generally, students in Economic major need English to support their career later on, convesionally for certain purpose, communication.

In addition, according to Dudley and John (1998), the focus in language learning is centered on the language (grammar, lexis, and register), skills, discourse, and genre which are appropriate to the learning activities. They also examine that English for Management and Economic is under the scope of English for Academic Purpose (Dudley and John, 1998). Clearly, Dudley and John state that "an 'Academic support' course is related to a particular academic course (1998: 9). This notion is close the depiction of English course for students in faculty of economic studies in IAIN Curup. In this case, the English course is one the obliged academic courses that students should take in the first semester in order to graduate from the college. Should students fail in this course, they need to do the remedy until they succeed to the next level. It means that the English course is counted as an academic course requirement in the faculty.

By looking from the students' characteristics, the authors believe that students are better taught using PPP method. As PPP derives from behaviorism, students will learn deductively since they do not have high level of English proficiency. As the writers have explained above, PPP is a method that is widely used in teaching simple language at lower levels (Harmer, 2009). The use of PPP method is effective for students in faculty of economic studies in IAIN Curup because PPP is also employed to teach functions, vocabulary and even pronunciation (Harmer, 2009).

In this case, the writers significantly propose communicative function since the writers believe that speaking and listening skills are the main focus. In addition, the use of PPP is the most appropriate method for students because vocabulary and pronunciation are significant in

the design (see Appendix 1). To teach those skills, the design uses certain media in the teaching and learning process, such as flash cards for increasing vocabularies.

The writers also believe that language is rule-governed. Graves (2000) explain that “language as rule-governed may translate into the belief that learning a language means learning to use it accurately” (p.28). In other words, the success of teaching and learning does not include any mistake on the production. In this design, PPP method shapes students to meet accuracy.

### **Design Program and Material**

In this course, lecturer will teach students some linguistic skills, namely pronunciation, grammar and vocabularies. The pronunciation does not explicitly appear in the syllabus design. Yet, through the practice phase in the whilst-activity, lecturer will pay attention to their pronunciation when they speak. The grammars that will be discussed in this course are simple past tense, continuous tense and simple present tense. The grammar in this design is different from the old design. In the design, grammar is taught and learned implicitly. Lecturer will introduce the grammar pattern for communicative function. However, if it is needed, the lecturer may introduce the terms of simple past tense, continuous tense and simple present tense at the end of the activity. Lecturer introduces them as basic knowledge. To enrich their vocabularies, the students will learn the vocabulary of each topic in the module through drilling. The role of vocabulary in our design is to facilitate students in communication.

This course includes many topics or themes such as greetings, countries and nationalities, introduction, family relation, times, daily routines, birthday, telephoning, banking, shops and shopping, describing clothes, describing people, my last holiday and planning a trip. Those topics are selected because students have low English proficiency level. Moreover, those topics are close to students’ daily life. In teaching, the lecturer can derive the learning material from students’ surroundings.

The aim is to make students easy to understand the materials, therefore, the situation or the context of language learning are campus, family, friendship, market, class, house and public spaces. By using these situations, the students are expected to be able to apply the language they acquired in their everyday activities. Thus, they will have basic knowledge about English in simple way and it is close to their lives’ experiences.

Moreover, the syllabus is designed for 16 meetings. Students will have 14 meetings to study and 2 meetings to be assessed. Every meeting will serve one module unit. Then, every



unit will have one topic. The writers also provide a model which is specially designed for students in faculty of economic studies in IAIN Curup. The module itself includes the handout and worksheet upon the topics.

In arranging the topics, the writers consider some aspects, such as the level of difficulties and the repetition of the material. For example, in unit three (introduction), students will learn number 1 to 30, then, in unit four (family relation), students will repeat to learn number 1 to 30 and they also learn new number which is 31 to 50. Through repetition, students will not forget the previous material but they will use the previous material to go into the next step by adding the level of difficulties in terms of grammar or pattern. In addition, the material used in this course will use American style, except in unit five (time). In this unit, the writers introduce British style to students. When we talk about time, both styles are important to learn. Moreover, the British style is more challenging under the scope of time. Thus, the writers decided to use both styles for this unit so students know how to differentiate those in terms of time.

The communicative function of this course are expressing and asking about time, introducing themselves and others, describing people and clothes, talking about future plans telling about past events, buying and bargaining, talking about family, asking about countries and nationalities, making and answering a call, inviting and using polite language. The writers decide to implement those functions since they are in line with topics which are going to teach. Moreover, those functions are basic for students who learn English under the scope of ESP.

Through this course, the students are expected to be able to develop some competencies. Those competencies are students are able to say hello and goodbye, explain family tree, buy and bargain things, make a call, answer a call, and make an invitation. To develop the competencies, the writers employ PPP method which is one of the methods in Audio-lingual approach (see the behavior theory and PPP sections). As writers have explained in the previous section, PPP has three phases, namely presentation, practice and production. This method is effective to teach students who have low English proficiency level. In this design, the PPP method appears in the syllabus. Every unit or meeting always implements PPP method.

In the syllabus design, every meeting always includes three activities, namely pre-activity, whilst-activity, and post-activity. In the pre-activity, lecturer does not introduce the pattern; instead, lecturer gives some clues to students for guessing the today's material.

Lecturer will introduce the material using pictures, photos, short talk and short videos. The PPP method is wrapped in the whilst-activity.

Since the students' competence is low, the presentation and practice phases are designed more than once. In the presentation phase, the lecturer's role is the main source. Then, lecturer will control all students' production in the practice phase. It seems that lecturer becomes a decision maker. In production phase, lecturer starts not to strictly control students. They apply all material that they have learned in their ways.

In this course, learning occurs mostly in community (grouping or group work) and pair work. McDonough (2013) states that pairs work only needs little organization, but it trains students to build co-operative working habits. The design provide group work activity mostly in practice phase therefore lecturer still have control on this phase yet lecturer only needs little effort to organize. On the other hand, group work is required in the communicative setting (McDonough et al., 2013).The activity predominantly happens in the production phase since students' role is regarded as independent person, meaning that students take their own decision to use the language based on the experience and exercises in the presentation and practice phases.

The affective goals of this course are developing students' confidence, learning from one's mistakes, developing students' positive attitude, learning to take a risk, and building students' character. Through this course, the students will develop their interpersonal skills by learning how to ask questions or help politely, learning to work effectively in groups, learning to respect others, and learning how to learn with others. In this course the students will develop their sociolinguistic skills such as understanding the level of politeness and body language. Students need this kind of skills since they will use the language to support their career later on after graduating from the college, for instance interview, meeting (with foreign clients), or trading.

Regarding socio cultural skills, students will be able to recognize the differences of cultures especially in gift-giving, understanding the cultural differences, and understanding the custom of other people. In the syllabus, those skills clearly appear in unit one, greetings. In the whilst-activity, for instance, the production phase includes the activity in which 'Students should greet 5 different people from five different countries' (see Appendix 1).

## CONCLUSION

This course is designed for students in Economic Major of faculty of economic studies in IAIN Curup to improve students' English skill under the scope of ESP. In this case, R& D methods is employed because the method can discover new knowledge about products, processes, and services, and then applying that knowledge to create new and improved products, processes, and services. In designing this program material, the main belief is adopted from Krashen that Language is rule-governed. Moreover, the students' level of proficiency is very low. They need to know more English vocabulary, pronunciation, and function. Therefore, the PPP method appeared in the syllabus of the new program design. It is appropriate to teach students in faculty of economic studies in IAIN Curup.

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