

## GLOSSARY BOOK FOR CADETS OF INDONESIAN RAILWAY ACADEMY IN ENGLISH SPECIFIC PURPOSE PROGRAM

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### ABSTRACT

English specific purpose (ESP) is a learner-centered approach to teaching English as additional language, which focuses on developing communicative competence in specific discipline such as academics, accounting, agronomy, business, IT, teaching, and engineering. ESP also defined to meet specific needs of learners. Accordingly, it is important for the cadets to master English for railway in order to prepare them for English technical terminology in working area. This study aimed to identify the problem faced by the cadets of Indonesian Railway Academy and to develop glossary terms based on the cadets' need. In this study, the writer used research and development (R&D) design. It means that the study designed to develop materials for use in ESP program. The population of this study is the cadets of Indonesian Railway Academy. The number of the subject was 35 cadets from electrical class. The writer used questionnaire and interview to gather the data. The result of the study showed that twenty cadets said that ESP is difficult to learn, they also said that there was different English for general and English for Specific Purpose. Fifteen students said that they enjoyed ESP program and they also said that English is important to learn to get a job. The writer concludes that the cadets of Indonesian Railway Academy Madiun have to develop their knowledge about glossary terms for railway to increase their vocabulary.

*Key Word: English for Specific Purpose (ESP), Glossary, Railway*

### 1. Background of the Study

Teaching of English Specific Purposes (ESP) has been seen as separate activity within English language Teaching (ELT). It is believed that for some of its teaching ESP has developed its own methodology and its research draws from various disciplines in addition to applied linguistics, it's the key distinguishing characteristic of ESP. As with most disciplines in human activity, ESP was a phenomenon grown out of a number of converging trends of which we will mention three important: 1) the expansion of demand for English to suit specific needs and profession, 2) developments in the field of linguistics, and 3) educational psychology.

Robinson (1991:3) definition of ESP is based on two criteria: 1) ESP is normally goal-directed, and 2) ESP courses develop

from a needs analysis which aim to specify what exactly it is that the students have to master through the medium English, and a number of characteristic which explain that ESP courses are generally constrained by the limited time period in which their objectives have to be achieved and are taught to adults in homogenous classes in terms of the work or specialist studies are involved in. Most of the cadets who learn foreign language will face many difficulties in ESP skill and understand glossary for railway, because of differences in general English and English for specific purposes. Cadets must be trained and accustomed to understand and master English for railway. Cadets also taught strategies for increasing vocabularies for railway terms.

In this case, the role of lecturer is prominently taken into account. It is believed that teaching

is a synergy of science and art in that some innate ability complement learned teaching skills. As an example, unsatisfactory instructional materials will be a great benefit for the cadets in the hand of creative lecturers. Moreover, the modification of materials will be more effective with the selection of various learning tasks.

### 1.1 Research Problem

The researcher conducts this research to solve the problem encountered by the cadets of Indonesian Railway Academy in Learning ESP, especially in mastering the glossary terms for railway. Although ESP program has important role in second language acquisition, there are many cadets got difficulties to master the glossary for railway terms, so that's why many of the cadets fail in final test, especially in reading comprehension skill by using ESP text because it has different meaning between English for general and English for specific purpose. Therefore, the researcher designed the glossary for railway book for training the cadets in learning ESP for railway terms.

### 1.2 Objective of the study

This study is intended to produce the Glossary book for railway terms for training the cadets in learning ESP. The objectives of the study are:

- a. To identify the problem faced by the cadets of Indonesia Railway Academy in learning ESP
- b. To develop the Glossary Book materials for the cadets of Indonesian Railway Academy

## 2. Literature Review

### 2.1 Teaching ESP

Brown (2007) stated that teaching is a process of transferring knowledge. Teaching ESP is not only teaching about English in general, but more of it. Teaching ESP can

main as facilitate cadets' performance based on their need. Brown (2007) stated that ESL cadets who are literate in their own language sometimes are left to their own devices when it comes to learn ESP. Most are the lecturers often assume that cadets will learn good reading simply by absorption through generous offerings of extensive reading opportunities.

### 2.2 English Specific Purposes (ESP) for Indonesia railway Academy

Indonesian Railway Academy is a college for cadets who learn about railway. It has four major; there are electrical engineering for railway, track and building, Management of railway and mechanical for railway. Most of the cadets should master English as their second language. English as recognized as a global language or international language. Moreover English become a core academic subject in the Indonesian Railway Academy as ESP program to achieve the important English proficiency for employment and fulfilling job responsibilities, so it is necessary for the cadets to master the glossary terms about railway.

### 2.3 Glossary book as a source of ESP Vocabulary

Obviously, new ESP vocabulary is usually and traditionally drawn from textbooks which are important resource for lecturer in assisting cadets to learn English for railway and should not be entirely ignored. Glossary book for railway terms allow lecturers to easy design a syllabus with a clear organization and division into units. Furthermore, the continuity of the units makes the ESP course well-organized, integrated and coherent. It is possibly to efficiency progress from learning easier vocabulary in context to more complicated one using the same textbook. Glossary book enable cadets to see new words for railway terms.

A further step in expanding ESP vocabulary is using authentic texts as the use of such texts in an English classroom can

significantly contribute to the learning experience disregarding the challenges of finding, understanding and developing tasks based on the authentic texts (Liouliene, Metiuniene 2010:112).

Authentic texts have been written for native speakers and contain authentic language while adapted texts are especially designed for language learning purposes whose language may sometimes be artificial or simplified concentrating on something that has to be taught. Authentic texts have many advantages. First of all, learners of ESP feel comfortable in the familiar area, the text are relevant to their studies; they are interesting to the cadets as they deal with the specific area of their profession.

According to the steps above it is necessary to apply those steps in teaching ESP. teaching ESP is not vacuum activity. In this case the cadets should enjoy during ESP class. Teaching ESP needs more than only teaching English for cadet. Teaching ESP is different with teaching English in general. It is necessary for the lecturers to choose material that is relevant to that goal and based on the cadets need.

### 3. Methodology

To conduct this research the writer follow some procedure as follow: (1) identifying the problem that faced by the cadets of Indonesian Railway Academy, (2) reviewing the problem by relevan theory, (3) obtaining the information through survey, (4) expert judgment, (5) revision, (6) tryout, (7) revision, (8) expert validation.

Identification of problem is initiated by giving questionnaire for the cadets to find their difficulties in learning ESP. In line with the questionnaire, the writer give the cadets tryout. Data gained from the questionnaire and tryout become consideration for the writer of many aspects of the materials such as teaching strategy, level of difficulty, and proportional skills to solve the problem they encounter in learning ESP.

## 4. Results

### 4.1 Problem in learning ESP

Questionnaire results from 35 cadets with question related to ESP 60% said that ESP is difficult to understand and it was different with general English. The problem correlates with teaching ESP where there are many terminologies which is different in meaning with general English. Other 40% said that they enjoyed learning ESP and agreed that ESP is necessary for their future especially for applying job.

For better results of learning specific English in railway areas, it is important to comprehend the vocabularies. The vocabularies also important for the cadets to face global challenges in the job field where English language is compulsory.

The results of need analysis and need assessment is the basic for the writer to develop selective contents as materials for composing the glossary book. The writer writes the materials based on data collection from many sources: cadet's knowledge, online resources and railway experts and determine how many vocabularies will be developed in the glossary book.

### 4.2 Selecting Process for Railway Glossary

The written materials from many experts and from internet resources is compiled and being selected based and arranged based on suitability for the cadets.

In the selecting process the writer used three basic principles: suitability, reliability, and exploitability.

- Suitability means: Does they materials interest for the cadets?
- Reliability means: How many vocabularies does it contain?
- Exploitability means: Can the materials be exploited for teaching proposes?

### 4.3 Contents for the Glossary

The results of interview with railway experts is more vocabularies for the glossary. Furthermore, it is recommended to provide more information about specific glossaries. Existing materials is complemented with some pictures about train to make the cadets more interesting and easy to memorize the glossary for railway.

The glossaries then created with structures as below:

- Railway terms in English translated to Indonesian
- Railway terms in Indonesian translated to English
- Glossary for railway terms, the specific meaning for each railway terms
- Acronym and abbreviation for railways in English
- Acronym and abbreviation for railways in Indonesian language
- Parts of the train with pictures

## 5. Conclusion and Recommendation

### 5.1 Conclusion

Before the writer doing research, there is no glossary book available, so it was difficult for the cadets to learn ESP for railway.

The lecturer previously only compiles the materials from the articles and most of the students got difficulties to increase their vocabulary. Sometimes the cadets only use the dictionary, but it has different meaning English for general between English for railway, so they need specify glossary book for railway terms.

The final product of the research is a glossary book for railway terms for the cadets of Indonesian Railway Academy.

The glossary book provides many terms that used for railway transportation, some

abbreviation also available. Hopefully it can train the cadets to increase their skill to master English based on their need.

In addition this glossary also completed with pictures and some abbreviation for railway.

The result showed that the cadets become enthusiast in reading and learn vocabularies. They assumed that instructional materials that available in the glossary book can train them to increase their competence in English.

The final version of the glossary book for railway terms is made based on the result of the expert judgment, expert validation and the result of the try out.

This glossary book is completed by many vocabularies for railway terms, some abbreviation for railway, and the train parts pictures.

### 5.2 Recommendation

From the study, the teaching of ESP in Indonesian Railway Academy can be improved by providing specific glossary in terms of railways. Therefore the glossary needs to be printed and distributed to the cadets in order to improve their vocabulary. For more effective learning sources the glossary can be published as online resources for English learning. In the long term, the glossary can be developed and designed to meet the needs of other academic staff and industries in railway.

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