



The Implementation of English for Specific Purposes (ESP) in Improving Students Speaking Skill of UKI Paulus Makassar

Luana Sasabone¹, Yuriatson Jubhari², Sukmawati³, Sujarwo⁴

¹Prodi Akuntansi, UKI Paulus Makassar, Indonesia

Email: luanasasabonee@gmail.com

²Prodi Keperawatan Politeknik Sandi Karsa Makassar, Indonesia

Email: jubhariyuriatson@gmail.com

³Prodi Pendidikan Bahasa Inggris Universitas Megarezky Makassar, Indonesia

Email: sukmar.dilla@gmail.com

⁴Prodi Pendidikan Bahasa Inggris Universitas Megarezky Makassar, Indonesia

Email: jarwo.ibrahim@gmail.com

Received 5 December 2021; Accepted 6 December 2021; Published 6 December 2021

Abstract

Communicative speaking skill is considered the most essential skill for everyday situations and for a wide range of professions especially in the economic and business sector. The purpose of this research is to improve students speaking skill of UKI Paulus Makassar through the implementation English for Specific Purposes (ESP). This study used Classroom Action Research (CAR) namely (1) planning, (2) actions, (3) observation, and (4) reflection.

For the purpose of the topic, 35 students were selected as the subject. Research method was Classroom Action Research (CAR) with Kemmis and Taggart model. It was conducted for about two cycles namely cycle I and cycle II. According to the results of speaking test, findings showed that the implementation English for Specific Purposes (ESP) in teaching had positive meaningful effect on improving students' speaking skill after being obtained test results both cycle 1 and cycle II in Economic and Business students of UKI Paulus Makassar.

Keywords: ESP, Improving, Speaking Skill



Lisensi Creative Commons Atribusi 4.0 Internasional.

INTRODUCTION

English is considered to be the "language of communication" even English as an International Language, nowadays the people in this world required to learn English, which has resulted in a huge demand for the teachers of English.

However, the gradual economic globalization, among other factors, has brought about the great demand of one other aspect within English Language Teaching (ELT) that is, the teaching of ESP (English for Specific Purposes). The teaching of English for Specific Purposes (ESP) has been seen as a separate activity within English language teaching (ELT) (Fitria, 2019).

Communicative speaking skill is considered the most essential skill for everyday situations and for a wide range of professions especially in the economic and business sector. Therefore, effective communication for the workers is needed in order to provide good service to them as such, they will be more effective if English for specific purposes (ESP) courses can be used in supporting their profession (Purwaningsih, NK, Dewi, 2019). English language proficiency must be a skill that students possess in order for their graduates to compete successfully in their area of employment. But there are still many economic and business students are still not familiar with English, and it has not yet been used for effective daily communication both inside and outside the classroom. Most of the students are found anxious or even avoid people who speak English (Purnama Nancy Lumban Batu, 2020).

Beside that the difficulty of teaching English to economic and business students stems from their unique requirements and goals in learning the language; therefore, the pedagogical and instructional processes must meet these unique circumstances accurately and effectively. Then, students' activity in building their own knowledge is a priority in science learning. They are expected to be more independent in constructing their knowledge during the learning process (Sujarwo et al., 2019). This also applies to the teaching of English for particular purposes. In this instance, using technology into English teaching will assist English instructors in meeting the economic and business students demand for specialized English competence in their area of study. Thus, this research is being undertaken to ascertain the unique requirements and objectives of economic and business students when it comes to studying English in a higher education setting. Additionally, this research explored the potential of using technology to improve the English teaching and learning process from the viewpoint of economic and business students.

Furthermore, the dynamics of English in the context of higher education can be measured at least from two things, namely learning English based on scientific disciplines or study programs known as English for Academic Purposes (EAP) and learning English that is oriented towards professional or occupational interests known as with English for Occupation (EOP). Both are integrated in English for Specific Purposes (ESP) as mentioned above as an approach to learning English as one of the leading academic learning approaches in higher education (Luo & Garner, 2017). ESP in this case is more inclined to learning language in context rather than problems of language rules (grammar) and language structure (Nur, 2018). ESP continues to evolve as the profession of ESP comes a long way (Widodo, 2016). Because professional and academic domains vary from one context to another. The same thoughts as initiated by the Albanian government regarding the importance of ESP: "it is obvious that knowing English and using English for specific purposes is a challenge. It can be said that ESP is acquiring a special status in Albania" (Beshaj, 2015). In fact, in French universities related to the level of development of ESP learning which is characterized by the formation of research groups ESP stated that "the higher education ESP research group GERAS (Groupe d'Étude et de Recherche en

Anglais de Spécialité)", so that they call ESP research and teaching are often qualified as "innovative", namely the very innovative growth rate of ESP (Sarré & Whyte, 2016). ESP is focused on training. English is meant to be used in certain contexts, selection of appropriate content is easier (but not 'easy' in itself) (Sofyan, 2016). Also International businesses increasingly require a bi-or multi-lingual workforce, with English as one of the working languages. The demands of vocational training for employment have necessitated ESP teaching in universities world-wide, including programs across English-medium institutions (Luo & Garner, 2017).

However, economic and business students' English competence should be enhanced, notably in terms of vocabulary, grammar, and reading comprehension (Navarro et al., 2015). Based on some previous research results above can be seen English teaching and learning in Universitas Kristen Paulus Makassar where the English language teaching process is required to be communicative and functional, and English teachers/lecturers are expected to instill communication skills in English as a foreign language in economic and business students. Economic and business students are expected to acquire English skills that are applicable to employment possibilities in both Indonesia and the global marketplace.

The issue is why, after years of studying English, the majority of learners believe they lack the capacity to utilize the language as a medium of communication. They cannot communicate effectively since they most likely do not comprehend what other people are saying in English. They are unable to listen.

Business of English must be seen in the larger context of English for Specific Purposes (ESP) as it shares the important characteristics of needs analysis, syllabus design, course design, materials selection and development which are common to all fields of work in ESP. As with other varieties of ESP, Business English involves a specific language corpus and emphasis on specific types of communication in a specific context. However, it was pointed out that Business English is different from other varieties of ESP due to its mix of specific content and general content (Ellis, M., & Johnson, 1994).

Many young and unqualified teachers are given demanding teaching schedules and do not have much opportunity to get involved in any activity for professional development. the ESP teachers are mostly S1 or even S2 graduates from English Department with a very limited knowledge of their students' majors and less experience in ESP teaching for they are newly appointed English lecturers, some ESP teachers who know English (proficient enough in English) and half of them no knowledge of how to teach ESP. Most of them have never been trained how to be ESP teachers.

METHOD

This study used classroom action research that conducted in collaboration with lecturers at Economic and Business students of UKI Paulus Makassar. The purpose of conducting CAR was to solve the problems happened in the classroom that is faced by the students. Subjects were Economic and Business students as many as 35 students (20 female and 15 male students). This research was referred to the Spiral Model, where there are four important stages in classroom action research, namely (1) planning, (2) actions, (3) observation,

and (4) reflection (McTaggart, 2003; Kemmis, S., McTaggart, R., & Nixon, 2014). This study was carried out in two cycles namely cycle 1 and cycle II.

RESULT AND DISCUSSION

The result of the test focused mainly on the students' individual score, it indicated the ability of each student in speaking skill of English as Specific Purposes (ESP). After analyzing the result of speaking test in Cycle 1 by standing on the criteria of success, that improvement will happen if the 75% students got score increased up to 70, then the researcher classified whether or not the result of the test qualified to the criteria of success. If not, the researchers had to continue to the second cycles and more until the criteria of success was fulfilled.

After being given tests (multiple test and essay tests) for the students, they got the score based on table bellow

Table 3.1 The Students' Score of Speaking Performance Score at cycle 1

No	Score Range	Number of Students	Percentage
1	80-100	0	0%
2	75-79	10	28,57%
3	70-74	13	37,14%
4	65-69	6	17,14%
5	<64	6	17,14%
Total		35	100%

Based on the data above, it can be seen that there was no one who achieved score in the range of 80 – 100. There were ten students (28, 57% of the students) achieved the score in the range of 75 – 79. There were thirteen students (37, 14% of the students) who achieved the score range of 70 – 74. There were sixth students (17, 14% of the students) who achieved the score in the range 65 – 69. Then, there were sixth students (17, 14% of the students) who achieved the score in the range of <69.

The score on each student's speaking performance is obtained from the indicators of both fluency and accuracy. The score from both inter- raters is sum up and then multiplied by total indicators (five). From data analysis above, it was known that there were twenty-five students of 35 students who did not pass the Minimum Passing Grade. It means that percentage of the students' speaking performance in this cycle was 71, 42%. This means that the first criterion of success in this cycle has not been achieved yet and the research was necessary to continue to cycle 2.

Table 3.2 The Students' Score of Speaking Performance Score at cycle II

No	Score Range	Number of Students	Percentage
1	80-100	10	28,57%
2	75-79	15	42,85%
3	70-74	8	22,85%
4	65-69	2	5,71%
5	<64	0	0%
Total		35	100%

Based on the data above, it can be seen that there was 10 students (28, 57%) who achieved score in the range of 80 – 100. There were 15 students (42, 85% of the students) achieved the score in the range of 75 – 79. There were eight students (22, 85% of the students) who achieved the score range of 70 – 74. There were two students (5, 71% of the students) who achieved the score in the range 65 – 69. Meanwhile, there was no student who achieved the score in the range of <69.

Based on the results of research above can be analyzed that the students' speaking performance in cycle I, it was found that they still have difficulties for both aspects of speaking being observed namely fluency and accuracy. In the aspect of fluency, five students (14% of 35 students) were in level of "little communication". There were fourteen students (40% of 35 students) who were "very hesitant and have brief utterances, sometimes difficult to understand". There were eleven students (31% of 35 students) who "got ideas across, but hesitantly and briefly". Then, there were 5 students (14 % of 35 students) were "effective communication in short turn". And no student was in the level of "easy and effective communication". In terms of accuracy, seven students (20% of 35 students) produced "little language". There were seven students (20% of 35 students) was "poor vocabulary, mistakes in basic grammar, may have very strong foreign accent". There were nineteen students (54% of 35 students) who have "adequate vocabulary, made obvious grammatical mistakes, slight foreign accent". Also, there was two students (6 % of 35 students) who have "good range of vocabulary, occasional grammar slip, slight foreign accent". Meanwhile, no student spoke with wide vocabulary appropriately used, virtually no grammar mistakes.

From the analysis of the students' speaking performance of cycle II, it was found that they did not still get any difficulties for both aspects of speaking being observed namely fluency and accuracy. In the aspect of fluency, some students were in level of "little communication". There were students who were "very hesitant and have brief utterances, sometimes not difficult to understand". The students who "got ideas across, but hesitantly and briefly". Then, students were "effective communication in short turn". And no student was in the level of "easy and effective communication". In terms of accuracy, the students who have "good range of vocabulary, occasional grammar slip, slight foreign accent". Meanwhile, no student spoke with wide vocabulary appropriately used, virtually no grammar mistakes.

The score on each student's speaking performance is obtained from the indicators of both fluency and accuracy. The score from both inter-raters is sum up and then multiplied by total indicators (five). From data analysis above, it was known that there were twenty-two students out of 35 students who passed the Minimum Passing Grade. It means that percentage of the students' speaking performance in this cycle was 62%. This means that the first criterion of success in this cycle has been achieved and the research was not necessary to continue to cycle 2 because the student have got available score or achieved over 75%.

This result of research was supported by the other research stated that the most needed English skills are speaking skills, the skills that are the weakness are speaking skills, and the skills to be mastered are speaking skills (Yulientinah et al., 2020). In line with other result research conveyed that the majority of the students experienced increases in their GE speaking skills. Their literacy skills, on

the other hand, did not show much improvement. Regardless of the lack of improvement in their literacy skills, many of the students reported seeing improvements in at least one aspect of their GE skills after taking this class (Mulleneaux, 2017). Then regarding the Economic Sciences students' English language necessities in general; students have to know that there are many skills in order to function effectively in the target situation. This was evident from the results discussed earlier which present the frequency of English language skill use and the importance of these skills (Farida & Asmaa, 2017).

Furthermore, in teaching and learning activities, difficulties arise because some students is not very good in English speaking, while other students prefer to joke with their friends and do not pay attention to the teaching and learning process. In addition, it is difficult for teachers to invite students to enter a good teaching-learning atmosphere because most students have low motivation in learning English especially in improving students' speaking skill of ESP, and Teaching English must be able to raise student motivation, so that students get comfortable conditions in learning English. In addition to conducive situations, students should also be able to use English in context (Sujarwo & Akhiruddin, 2020). There are three main characteristics of ESP, namely 1) ESP is goal-oriented learning. In this context, learners learn English not for reasons of wanting to know the language as a language and the culture it contains, but learners learning ESP because it has specific, specific and specific goals in academic and professional fields with one another. 2) ESP substance is designed and developed based on the concept of needs analysis. The concept of needs analysis aims to specialize and relate and bring closer what is needed by learners both in the academic and professional fields. 3) ESP is more aimed at adult learners than children or adolescents because ESP is generally taught at the secondary academic and work professional levels. Seeing the understanding and characteristics of ESP learning, there are many benefits that students will get after participating in the learning (Jones, G. M. 1990).

CONCLUSION

English is necessary for technical communication, and the most important topic for economic and business students in speaking. Speaking is a productive skill that involves using speech to express meaning to other people. Speaking is also known as speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. It is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say. This is particularly true in university students of Economic and Business students of UKI Paulus Makassar. Furthermore, effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful intrapersonal exchange.

REFERENCES

- Beshaj, L. (2015). The Growing Importance of English for Specific Purposes (ESP) In Albanian Higher Education. *International Journal on Studies in English Language and Literature (IJSELL)*, 3(6), 10–13. www.arcjournals.org

- Ellis, M., & Johnson, C. (1994). *Teaching Business English*. Oxford: Oxford University Press.
- Farida, D., & Asmaa, B. (2017). The Role of ESP in Economic Sciences and Technology. *International Journal of Novel Research in Education and Learning*, 4(1), 13–19.
- Fitria, T. N. (2019). Business English As A Part Of Teaching English For Specific Purposes (ESP) To Economic Students. *Jurnal Education and Economics*, 02(02), 143–152.
- Jones, G. M. (1990). ESP textbooks: Do they really exist?. *English for Specific Purposes*, 9(1), 89-93.
<http://jurnal.azharululum.sch.id/index.php/jee/article/view/51>
- Kemmis, S., McTaggart, R., & Nixon, R. (2014). *Introducing critical participatory action research*. In *The action research planner* (pp. 1-31). Springer, Singapore.
- Luo, J., & Garner, M. (2017). The Challenges and Opportunities for English Teachers in Teaching ESP in China. *Journal of Language Teaching and Research*, 8(1), 81. <https://doi.org/10.17507/jltr.0801.10>
- McTaggart, R. (2003). *Issues for participatory action researchers*. In *New directions in action research* (pp. 213-223). Routledge.
- Mulleneaux, A. (2017). *English for Specific Purposes (ESP): Which Linguistic Skills Improve and which do not Improve throughout the Duration of an ESP Class ?*
- Navarro, J. D., Garbin, Z. Z., Agena, E. M., & Garcia, O. B. (2015). Maritime Students' English Proficiency and Their Feedback on Instructional Materials. *Asia Pacific Journal of Maritime Education*, 1(1), 63–81.
<https://research.lpubatangas.edu.ph/wp-content/uploads/2016/12/APJME-2015-009-Maritime-Students'-English-Proficiency-and-Their-Feedback-on-Instructional-Materials.pdf>
- Nur, M. (2018). Penerapan Esp Di Perguruan Tinggi Umum (Non English Majors) Melalui Pendekatan Content-Based Instruction-Cbt. *Mabasan*, 12(1), 86–103. <https://doi.org/10.26499/mab.v12i1.39>
- Purnama Nancy Lumban Batu, W. C. (2020). Outdoor Learning for Cadets of Maritime Higher Education Institute: The Students' Perspective. *Biormatika: Jurnal Ilmiah Fakultas Keguruan Dan Ilmu Pendidikan*, 6(2), 36–41. <https://doi.org/Doi: 10.35569>
- Purwaningsih, NK, Dewi, S. (2019). Improving Communicative Speaking Skill of Nursing Students in English for Specific Purposes (ESP) Using Catur Jantra and String in Classroom Discussions. *Ieltcon2019*, 135.
- Sarré, C., & Whyte, S. (2016). Research in ESP teaching and learning in French higher education: developing the construct of ESP didactics. *ASp*, 69, 139–164. <https://doi.org/10.4000/asp.4834>
- Sofyan, A. (2016). Studi Tentang Pengajaran English For Specific Purposes Pada Siswa Jurusan Mesin Smk Negeri 1 Miri, Sragen. *Seminar Nasional Kajian Bahasa Dan Pengajarannya (KBSP) IV 2016*, 394–399.
- Sujarwo, & Akhiruddin. (2020). Pendampingan Pembelajaran Ekstrakurikuler Bahasa Inggris Siswa Dalam Menghadapi Revolusi Industri 4.0 Pada Sekolah Dasar Inpres Gowa. *Jurnal Pengabdian Kepada Masyarakat MEMBANGUN NEGERI*, 4(2), 55–65.
- Sujarwo, S., Akhiruddin, A., Salemuddin, M. R., Sabillah, B. M., & Sriwahyuni, S. (2019). The Application of Problem Solving Reasoning (PSR) in Improving

- Students' Metacognitive at the Twelfth Grade Students of SMAN 19 Makassar. *International Journal for Educational and Vocational Studies*, 1(2), 138–141. <https://doi.org/10.29103/ijevs.v1i2.1525>
- Widodo, H. P. (2016). Teaching English for Specific Purposes (ESP): English for Vocational Purposes (EVP). *English Language Education*. Springer, Cham, 277–291. https://doi.org/10.1007/978-3-319-38834-2_19
- Yulientinah, D. S., Juwita, R., & Resdiana, W. (2020). Identifikasi Analisis Kebutuhan Pembelajaran Bahasa Inggris (Non Program Studi Bahasa Inggris) Pada Mata Kuliah Bahasa Inggris Khusus/ English For Specific Purposes (ESP) Di Program Studi D4 Akuntansi Keuangan Politeknik Pos Indonesia. *Competitive*, 15(1), 1–11. <https://doi.org/10.36618/competitive.v15i1.625>