



Improving Students' Reading Comprehension of English for Specific Purposes (ESP) at UKI Paulus Makassar

Luana Sasabone¹, Fien Pongpalilu²

¹UKI Paulus Makassar, Indonesia

Email: luanasasabonee@gmail.com

²Universitas Muslim Maros, Indonesia

Email: fienp67@gmail.com

Received, 22 April 2022; Accepted, 24 April 2022; Published, 26 April 2022

ABSTRACT

The achievement of learning Accounting English by using a special approach or ESP (English for Specific Purposes) in Accounting Study Program can often be said to be less than satisfactory. Many alumni even though they already master the field of science and profession so well in the field of accounting but in terms of communicate in English in their field of work, it can be said still very less. One indication of the cause, among others, is not optimal learning planning where the material provided is often not in accordance with the field of science taught by accounting students. This study aims to improve the students' reading comprehension of English for specific purposes (ESP) at UKI Paulus Makassar. The subject of study was the students of accounting study program with the total number was 26 students. The result of study showed that The most significant improvement in reading comprehension is achieved which had the lowest scores on the cycle I in ESP test, the highest ones on the cycle II in ESP test. As conclusion this can improve the students' reading comprehension of English for specific purposes (ESP) at UKI Paulus Makassar.

Keywords: ESP, Improving, Reading Comprehension



Lisensi Creative Commons Atribusi 4.0 Internasional.

INTRODUCTION

Reading is a complex, purposeful, interactive, comprehending, flexible activity that takes considerable time and resources to develop. Reading is rapid, which means that readers should maintain flow of information at a sufficient rate to make connections and inferences vital to comprehension. The reader has a purpose for

reading, whether it is for entertainment, information, or research. Reading for a purpose provides motivation - an important aspect of being a good reader. It is interactive activity - the reader makes use of information from his/her background knowledge as well as information from the printed page; reading is also interactive in the sense that many skills work together simultaneously in the process (Bojovic, 2010). Reading is not merely a process of exact identification of letters, words, and ultimately sentences leading to comprehension built from letter to word to phrase to sentence. Readers make use of their existing background knowledge (schemata) to make predictions about what is coming next in the text and about how some new, unfamiliar piece of information relates to what is already known. However, it is equally clear that readers engage in reading in order to gain information (Sujarwo et al, 2019). Reading purpose is a central concern of English for Specific Purposes (ESP), and purpose resides in the language learner's relationship to the learning task. The purpose is assumed to be comprehension of the message. Comprehension in instructional settings is translated into some product, such as completion of comprehension questions, a written summary, or an oral report. 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).

Beside that the difficulty of teaching English to accounting 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. This also applies to the teaching of English for particular purposes. In this instance, using technology into English teaching will assist English instructors (Sukmawati et al, 2022) in meeting accounting 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 accounting 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 accounting 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, accounting 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 reading comprehension in English as a foreign language in accounting students. Accounting 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 reading comprehension. They cannot understand effectively since they most likely do not comprehend what other people are reading text in English. They are unable to listen. Accounting students 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, Accounting English involves a specific language corpus and emphasis on specific types of reading in a specific context. However, it was pointed out that accounting English is different from other varieties of ESP due to its mix of specific content and general content (Ellis, M., & Johnson, 1994).

It is agreed that the most primary account of ESP is that any decision made in designing language teaching programs should hinge on the learners' needs for learning English. Related to this, the word "specific" in ESP has different interpretation along with the development of this area for accounting students of Universitas Kristen Paulus Makassar.

METHOD

This study used classroom action research that conducted in collaboration with lecturers at accounting 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 accounting students as many as 26 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.

FINDING AND DISCUSSION

The result of the test focused mainly on the students' individual score, it indicated the ability of each student in reading comprehension of English as Specific Purposes (ESP). After analyzing the result of reading 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 reading comprehension at cycle 1

No	Score Range	Number of Students	Percentage
1	80-100	0	0%
2	75-79	6	27,07%
3	70-74	6	27,07%
4	65-69	13	50%
5	<64	1	3,84%
Total		26	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 six students (27, 07% of the students) achieved the score in the range of 75 – 79. There were six students (27, 07%) who achieved the score range of 70 – 74. There were thirteen students (50% of the students) who achieved the score in the range 65 – 69. Then, there was 1 student (3.84% of the students) who achieved the score in the range of <69.

The score on each student's reading comprehension was obtained from the indicators. 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 students of 26 students who did not pass the Minimum Passing Grade. It means that percentage of the students' reading comprehension in this cycle was 71, 50%. 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 reading comprehension at cycle II

No	Score Range	Number of Students	Percentage
1	80-100	1	3,84%
2	75-79	15	57,70%

3	70-74	8	30,77%
4	65-69	1	3,84%
5	<64	1	3,84%
Total		26	100%

Based on the data above, it can be seen that there was one student (3, 85%) who achieved score in the range of 80 – 100. There were 15 students (57, 70% of the students) achieved the score in the range of 75 – 79. There were eighth students (30, 77%) who achieved the score range of 70 – 74. There was one student (3, 84%) who achieved the score in the range 65 – 69 then there was one student (3, 84%) who achieved the score in the range of <69.

Based on the results of research above can be analyzed that the students' reading comprehension in cycle I, it was found that they still have difficulties for both aspects of reading comprehension.

The score on each student's reading comprehension is obtained. 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-six students out of 26 students who passed the Minimum Passing Grade or 62% students passed Minimum Passing Grade. It means that percentage of the students' reading comprehension 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 3 because the students have got available score or achieved over 75%.

This result of research was supported by the other researches stated that the most significant improvement in reading comprehension was achieved by Group II which had the lowest scores on the initial ESP test, the highest ones on the final ESP test, and reasonably good results on GPE test. The assumption that separately applied intensive reading training and frequency of testing improve student's reading skills proved to be correct. The combination of reading skill training of medium intensity and high frequency of testing showed the best results (Table 2, group II); it can be efficient with the students with lower level of knowledge and achievement in English language tasks (Bojovic, 2010). In line with the analysis of posttest results through ANCOVA, it was found that implementation of NLP techniques can have significant effect on reading comprehension of Iranian undergraduate EFL learners. Pedagogical implications are discussed (Farahani, 2018). This is supported by the other Results of this study revealed that giving prior information through restoring to pre-reading activities might become a useful tool for teachers of ESP to facilitate the learner's reading comprehension ability. Some implications have been drawn for ESP material designers too. The computation and analysis of the T-test, provided us with empirical answers for the research question posed, and the effectiveness of employment of pre-reading activities in ESP reading comprehension ability was confirmed (Alemi et al, 2010).

Furthermore, in teaching and learning activities, difficulties arise because some students is not very good in English reading comprehension, 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' reading comprehension of ESP. In the context of teaching English in Indonesia both at secondary and tertiary school levels, particularly for non-English department students, ESP approach has been commonly applied. This is in accordance with the Government policy on Education that emphasizes the goal of teaching English at tertiary school level, especially for non-English department students, is to improve their ability to use English for academic and professional purposes, especially for reading their textbooks in their academic work. This implies that in the English language instruction, reading skill has been given the greatest prominence for helping students to learn effectively in their field of study university students of accounting of UKI Paulus Makassar.

CONCLUSION

The most significant improvement in reading comprehension is achieved which had the lowest scores on the cycle I in ESP test, the highest ones on the cycle II in ESP test. The assumption that separately applied intensive reading training and frequency of testing improve student's reading skills proved to be correct. It can be efficient with the students with lower level of knowledge and achievement in English language tasks. The second assumption that change of the nature of the text used in testing does not affect achievements in reading comprehension tasks also proved to be correct, except with the students with inadequate level of general foreign language skills. This is particularly true in university students of accounting 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

- Agustina, T. (2014). English for specific purposes (ESP): An approach of English teaching for non-English department students. *Beta: Jurnal Tadris Matematika*, 7(1), 37-63.
- Alemi, M., & Ebadi, S. (2010). The Effects of Pre-reading Activities on ESP Reading Comprehension. *Journal of Language Teaching & Research*, 1(5).
- 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
- Bielousova, R. (2017). Developing materials for English for specific purposes online course within the blended learning concept. *TEM Journal*, 6(3), 637-642.
- Bojovic, M. (2010, September). Reading skills and reading comprehension in English for specific purposes. In *The International Language Conference on The Importance of Learning Professional Foreign Languages for Communication between Cultures* (Vol. 23, No. 9, pp. 1-6).
- Farahani, F. (2018). The effect of neuro-linguistic programming (NLP) on reading comprehension in English for specific purposes courses. *International Journal of Education and Literacy Studies*, 6(1), 79-85.

- 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. <http://jurnal.azharululum.sch.id/index.php/jee/article/view/51>
- 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>
- Mulleneaux, A. (2017). *English for Specific Purposes (ESP): Which Linguistic Skills Improve and which do not Improve throughout the Duration of an ESP Class ?*
- 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>
- Sasabone, L., & Jubhari, Y. (2021). The Implementation of English for Specific Purposes (ESP) in Improving Students Speaking Skill of UKI Paulus Makassar. *Edulec: Education, Language And Culture Journal*, 1(1), 1-8.
- 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, S., & Yahrif, M. (2019). Improving Students' English Learning Outcomes through PQ4R (Preview, Question, Read, Reflect, Recite, Review) Learning Model at the Eighth Grade of SMP Tunas Bangsa Makassar. *Celebes Education Review*, 1(2), 48-55.
- Sujarwo, S., & Akhiruddin, A. (2020). Pendampingan Pembelajaran Ekstrakurikuler Bahasa Inggris Siswa Dalam Menghadapi Revolusi Industri 4.0 Pada Sekolah Dasar Inpres Gowa. *Jurnal Pengabdian Pada Masyarakat MEMBANGUN NEGERI*, 4(2), 55-65.
- Sukmawati, S., Sujarwo, S., Soepriadi, D. N., & Amaliah, N. (2022). Online English Language Teaching in the Midst of Covid-19 Pandemic: Non EFL Students' Feedback and Response. *Al-Ta lim Journal*, 29(1).
- 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>