THE PROCESS OF TEACHING LEARNING ENGLISH OF THE SECOND SEMESTER INFORMATICS ENGINERING STUDENTS OF STMIK PELITA NUSANTARA MEDAN

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ABSTRACT

This research deals with the classroom process during teaching learning English to the second semester informatics engineering students of STMIK Pelita Nusantara Medan. The objectives of this research are to know how English is taught in Informatics engineering of STMIK Pelita Nusantara Medan and want to know why it is done as the way it is. This research conducted qualitative method. The data were obtained from the observation and interview. The data collected were analyzed by applying interactive model of Miles and Huberman. The location of this research was STMIK Pelita Nusantara. The subject was English lecturer who taught ESP in second semester students of informatics engineering. The result of teaching ESP (English for Specific Purpose) was not suitable to develop the students' competence in communicating English. Teaching ESP can be effective when the lecturer's competence matches to teaching ESP. The data analysis showed that teaching structure and reading comprehension need both lecturer's competence and students' ability to make ESP teaching successful. The lecturer's reasons in selecting materials, determining competence and also conducting the classroom process were based on her belief that they were suitable for the informatics engineering students. It is suggested to the lecturer to always update, revise and suit the teaching materials to find out the best strategy and media to develop teaching ESP for informatics engineering students.

Key words: teaching learning English, ESP

I. Introduction
a. Background

English has been used for many years almost all over the world as a means of communication. It has been as the international language. It is spoken by various nations in the world almost every aspect of life. People use English as the language of politics, technology, trade, etc. this fact make the government forces the learners to master English.

English is learnt for different purpose. We have learners who learn Business English, Technical English, etc. This is what we call as ESP (English for Specific Purpose). In contrast, the variable characteristics of ESP as defined by Dudley Evans are that ESP may be designed for a very specific discipline, e.g. medicine, informatics engineering, or mechanical engineering; may use quite a different methodology than used for teaching general English (Christine, 2008).

ESP is different from many other of language teaching; that is based on the principle of effective and efficient learning. It is also concerned with the design of curriculum, using approaches, methods and techniques in advanced ESP and develop materials for syllabus. ESP is generally based on need analysis, which are aimed at specifying what exactly the students' need in studying English.

Rustam (199:32) reports his investigation that most Indonesian English teachers do not develop their own syllabus and materials systemically based on the teacher's preferences and the learner's need. As a result the students are not motivated to learn because they learn something they do not need.

Based on the researcher's observation, the same case also occurred to the Informatics Engineering students of STMIK Pelita Nusantara in which the lecturer always teaches grammar to the students, in other word the learning materials are based on the teaching English grammar. The English lecturer in this school does not refer to the learners and institutional needs.

The fact is of course being the problem for the lecturer that the students learn something that they do not need. ESP materials for academic school should be developed based on the learners and their future job. Teaching is heavily impacted by curriculum, syllabus and material that derive subject matter (Baker, 2002).

b. The problems of research:

The problems of this study are stated as the following:
1. How is English taught in Informatics Engineering students of STMIK Pelita Nusantara Medan?
2. Why is it done as the way it is?

c. Objective of Study

In carrying out the research, it is necessary to state clearly the objectives of the study in relation of the problem posed. The objectives are:

1. To know how English is taught in Informatics Engineering of STMIK Pelita Nusantara
2. To know why it is done as the way it is.

II. Research Methodology
a. Research Design

This research will be conducted by applying descriptive qualitative design. How the teaching of English to Informatics Engineering is conducted will be described in narration and description of the reasons underlying the performance was explained. Therefore, the qualitative research design employed is called by objective explanation description.

b. Instrument Data Collection

The data used in this study are:

1. The data for research problem, the first was collected by observation.
2. The data for research problem, the second was interview.

c. Data and Data Source

The data of the study was conversation between lecturer and students and the interview of the lecturer. It was taken from the video of 14 meetings observation during teaching activities in the classroom then described in the written text. The source was teaching materials and lecturer's SAP.

d. Procedures of Research

The data was collected through recorded or 14 meetings in teaching and learning process in the classroom. There were three steps in data collection:

1. Record the lecturer's teaching and participants' conversation (spoken discourse between lecturer-students and students-lecturer.
2. Transcribe the data
3. Confirm data revealed.

e. Technique of Data Analysis

The analysis of the data was done at the same time with the collecting data process by applying the interactive model of analysis. It was the interactive model of Miles and Huberman (1884:23). The analysis consists of three currents flows of activities: data collection, data display, and conclusion drawing. The steps were:

1. Preparing the data. Qualitative content analysis can be used to analyze various types of data, but generally data need to be transformed into written text. So the video of 14 meetings of classroom activities and recording interview transformed into written text.
2. Analyzing the data by using three perspective namely government regulation No.19 of 2005, decree of Minister of Education and ESP theory.
3. Drawing the conclusion from data

III. Analysis, Findings and Discussion
a. Analysis

Based on the result of the data analysis, it was found out that during the classroom process observed, there are three aspects involved in the classroom process, they are: (1) Teaching Materials, (2) Competence Elaboration, (3)Teaching Learning Process.

The description of data presented shows that the teaching materials during the teaching of English to informatics engineering students are: (1) Passive Voice, (2) Adjectives, (3) Reading Comprehension and (4) Application Letter. The teaching materials are classified into three, they are: (1) Structure, (2) Reading Comprehension, and (3) Application Letter.

The relevance of these teaching materials to informatics students are reviewed from different perspectives, namely: (1) Peraturan Pemerintah (Government Regulation) No. 19 of 2005, and (2) ESP theory.

Government regulation No. 19 of 2005 states that materials standard consist of the scope of materials and competency level to reach the graduation competency in stage and certain education. In fact, the arrangement of material itself is not specifically determined by the regulation. The informatics lectures should make their own curriculum and develop their own teaching materials that will enable their graduate to work as informatics engineering.

The materials namely passive voice, adjectives and application letter are not suitable to be taught to informatics engineering students because these materials do not consist of the competence which must be achieved by the students. However, for reading comprehension, the materials are suitable for informatics engineering.

The second perspective to analyze these materials is ESP theory. Hutchinson & Waters (1987:54) states that an ESP student should be able to function effectively in the target situation and the target situation is the situation in working place. To be able function effectively, a student should be able to perform or to do activities required by the target situation or the working place. Therefore, the teaching materials are not relevant to the competence expected to be achieved as required the target situation or working place of the informatics engineering students.

Competence is formulated by having knowledge and the skill. In this research, there are two key words namely: (1) Language lesson ability to read and write, (2) The graduate competence includes behavior, knowledge and skills. It means that the informatics students' competence must be suitable with the government regulation. However the government regulation does not specifically formulate the competence to be achieved at the end of English lesson in teaching ESP. the competence formulation is general, meaning that formulation of

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the competence is for all the students learning English, it is not limited to the informatics engineering. This means that lecturer who is teaching ESP for informatics engineering should create specific competence for the informatics engineering students.

The third is teaching learning process in the teaching of reading comprehension. It was found that ESP teaching technique of lecturer for informatics students failed to encourage the students to produce the language. It was caused by her teaching technique that only focused on the form of language not the use of language. Therefore, the teaching technique in teaching ESP must encourage the students to express their ideas or opinions in English. In improving the students speaking, the lecturer can create some ways in the teaching learning process.

b. Findings

From the observation, some findings were found, they are:

1. Teaching structure did not support to develop students' competence in communicating English orally. From the observation in the classroom during research, students' competencies were not improved in communicating English orally. The main cause of the failure of ESP teaching is caused by the lack of the lecturer's competence in teaching ESP and no effort to improve it.

2. The teaching materials which have given do not match with the syllabus. In lecturer's SAP, the writer found out that the lecturer determined the topics for twelve meetings. From the observation, the lecturer did not give all the topics to the students, she only gave some of them such as passive voice, adjective reading and application letter.

3. The process of teaching English to informatics management was not suitable with teaching ESP. After doing observation, the writer found out that the process in teaching. English which is done by the lecturer did not make any difference

c. Discussion

The research dealt with Dunkin and Biddle's Model (1974) for the Study of Classroom Teaching where it was focused on process variable that covered activities in the classroom. The process variable refers what is happening or what I being done by the lecturer and informatics engineering students. So the focus is both the lecturer's and their behavior during the real classroom activities. The form of the students' and lecturer's behavior can not be separated from other related aspects, such as teaching materials which is derived from predetermined syllabus, lesson plan predetermined on which the lecturer's behavior are based on the position of these three related aspects supporting aids in the attempt to understand the lecturer's and the students' behavior during the teaching learning process as the process variable as mentioned by Dunkin and Biddle (1974).

The teaching of ESP can be effective for informatics engineering students when the lecture's competence in teaching ESP and the students' ability meet. And also the teaching ESP for informatics engineering will be successfully by creating some techniques in the classroom process as Umi Anis (2006) states that:

ESP teaching technique must be more focused the use of language than the form of language. Ideally ESP teaching technique must be able to encourage the students to express their ideas about their specific knowledge through:

a. *Discussing the process in group*
b. *Presenting the steps in an experiment*
c. *Role play*
d. *Presenting a plan of project*
e. *Explaining the graph of scientific information*
f. *Reporting the process*

Based on the ESP theory above, teaching ESP must also focused on the use of language from content of the topic of the students learn.

IV. Conclusions and Suggestions

  Conclusion

1. There are three aspects involved in the classroom process, they are: teaching material, competence elaboration and classroom process. In the teaching materials, the lecturer taught structure, reading comprehension and also application letter. In competence elaboration, she used the term of "Tujuan Instruksional Umu (TIU)" and "Tujuan Instruksional Khusus (TIK)". The activities in the classroom process, the lecturer used the same method in teaching the material. The lecturer taught the materials by explaining, giving examples and doing exercises.

2. The reasons underlying classroom process are reason for selecting material, determining the competence and conducting the classroom process because she considered that the topics are suitable for the informatics engineering students in developing the students' skills in English.

  Suggestion

1. It is suggested that to English lecturer especially for ESP lecturer not only to spend the teaching-learning time by explaining the material. The lecturer can organize some activities for the students to make the classroom process more effective. For example: lecturer asks the students to make a group and give one topic of the material to

discuss. After having discussion, each group presents their discussion result in front of the class. The other students can ask questions to the presenter. This activity can make the classroom process more effective.

2. It is suggested to ESP lecturer to update every time, revise and suit the teaching materials to movement of world and find out the best strategy and media to develop teaching ESP for informatics engineering students.

3. Both lecturer and students should be ready in applying the process of teaching and learning by using ESP materials.

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