



ENGLISH FOR SPECIFIC PURPOSES IN HIGHER EDUCATION: THE ROLE OF ENGLISH SPECIFIC PURPOSE FOR KNOWING A GOAL OF STUDENT IN MAJORING ENGLISH

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ABSTRACT

This paper discuss about the role of English specific purpose for knowing a goal of students in majoring English. The major focus is on the obstacles that students confront while taught English for a specific purpose. This paper is based on the data collected from some books and some journal that author search in website. The data shows that the student's goal majoring English after they learn about English specific purpose. Their difficulties are mainly due to the complicated materials and lack of practice. Another factor is improper texts, inefficient approaches, low interest, and so on. Another intriguing factor is their Indonesian heritage, which causes them to be unable to choose a purpose after graduation; therefore this research will assist readers in becoming more conscious of their future after graduation.

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INTRODUCTION

English for specific purposes provides the instructor with a fresh viewpoint on this vital subject. The major problem is effective learning and how to do this in an ESP course (Ladeem, Malahi, 2019). The writers analyze the evolution of ESP and its current status. Learning English for particular purposes (ESP) for students majoring in English is nothing new (Rahman, 2015). Students must learn English in order to determine their level of proficiency. As a student of English education department, you have to have a goal to your future (Hong & Ganphaty, 2017). The obstacle for ESP programs is to provide learning settings in which students may develop not just their communication skills, but also their critical and creative capacities. Recognizing the link between ESP and the development of other abilities,



many Chinese institutions' English education departments are shifting from teaching English for General Purposes (EGP) to a concentration on ESP (Luo & Garner, 2017). This shift is visible in professional education, where ESP is viewed as improving communication skills in fields such as business, law, economics, and finance (Li 2014). The teacher needs to give the knowledge about English specific purpose (ESP) to their student, provide directions to helps students discover their abilities in majoring English.

Goals are visions of the future or desired outcomes that an individual or group of people foresee, plan, and commit to achieving. Setting deadlines helps people achieve their goals in a limited amount of time. Goal-setting is a critical component of long-term success. Goals help you focus and efficiently utilize your time and resources, and they may keep you motivated when you want to give up (Berson, et al. 2015).

The objectives may be professional, academic, or scientific in nature (Plomp, 2013). ESP is commonly employed in the teaching of foreign languages for specific applications in scientific and professional domains (Peters & Fernandez, 2013). While some students enter English with pre-existing enthusiasm, the majority of students who acquire interests do so once they begin researching the discipline. The Major Plan merely invites the students to pause and examine what areas of your studies have piqued your interest and how you can expand on these interests in the future. If the students intend to study abroad during your junior year, make sure to factor this into students' plans. As the students' progress through the major, the major plan is likely to alter. Drafting the plan, then, should be an instructive exercise: a pause to analyze where the students are right now in terms of the significant experience and to reflect on the routes students believe want to take. The students and the faculty adviser will evaluate this plan on a regular basis, making changes as needed (Council, 2016).

The developing an English for Specific Purpose (ESP) Module for Oil Palm Supervisors in Sarawak, Malaysia, has been studied by Wan, Roselind, and Bromeley (2012). Also, ESP Course Design: The Need Analysis on Tourism Department in Indonesia Vocational High Schools has been investigated by Asrifan et al (2020). Besides that, Developing English Learning Materials for Grade X Students of Marketing Study Program at SMK Muhammadiyah 2 Bantul has been studied by Rohmah, Choirul (2015). However, English



Specific Purpose in Higher Education: The Role of English Specific Purpose for Knowing a Goal of Students in Majoring English has not been extensively investigated. Thus, this research is intended to explore English Specific Purpose for Knowing a Goal of Students in Majoring English with qualitative design by using in depth interview method.

To differentiate from prior studies, the researcher wishes to create an ESP module for a multimedia study program, whereas earlier studies only created modules for scientific and business subjects. There is no researcher who has created a multimedia module for vocational learners in high school. As a result, the researcher develops the ESP module is part of the multimedia study curriculum.

LITERATURE REVIEW

Developing an English for Specific Purposes (ESP) Module for Oil Palm Supervisors in Sarawak, Malaysia, Wan, Roselind, and Dr. Bromeley (2012) wrote a R&D design that was used by the researcher. The goal of this research was to investigate the theoretical foundations for developing English for Specific Purposes (ESP). To collect data for this study, questionnaires, interviews, and observation were used. The questionnaire data will serve as the foundation for the needs analysis. The researcher performed an informal interview with the class, asking them, "Why is English so important?" The answers of the learners differed substantially. The researchers also question individuals to categorize predicted language demands, such as future careers and academia. All of the pupils are ignorant of how crucial English is in their lives. The researcher's goal during classroom observation is to learn about the kids' behavior. The ESP module is being developed as a result of this study by a skill-based training institution. Language acquisition, particularly language learning for a specific purpose, cannot be assumed in terms of both content and practice. A study of the students' linguistic needs determines the effectiveness of the learning process. This entails determining the learning destination or objective (target needs) and the best means to get there (learning needs).

ESP Course Design: The Need Analysis on Tourism Department in Indonesia Vocational High Schools was studied by Asrifan et al (2020). This study aims to explore the content that should be included in SMKN 1 Pangsid Kabupaten Sidenreng Rappang



to design English language materials based on needs analysis in the Tourism Program and to find out the response of teachers to the development of English material in the Tourism Programme. Fundamental analysis uses Qualitative Descriptive, and the findings are described in terms. The study results indicate that the content to be included in the English language material in the SMKN 1 Pangsidi Kabupaten Sidenreng Rappang tourism program is speaking and pronunciation for language skills and components; media videos and images; and asking questions about teaching techniques. Creation of English language materials consists of several speaking practice presentations, many videos to practice listening, speaking and reading, reading sections and documents, and some information that the Tourism Program learners need to know

Developing English Learning Materials for Grade X Students of Marketing Study Program at Smk Muhammadiyah 2 Bantul. Stated by Related to Rohmah, Choirul (2015) She wants to write material for a branding research program. The resources for the unit are arranged into three sections: introduction, primary lesson, and reinforcement. The components of the tree are interrelated, and this part seeks to offer students with an opportunity to evaluate what they have learned during the course. Kids can reflect on how much they still need to learn in their learning journal. Finally, provide a summary of the contents. The glossary contains a collection of vocabulary words from the unit. To promote participation, the majority of the activities are in the form of pair and group work.

Developing English Learning Materials for Grade Ten Students of Culinary Arts Study Programme at Smk Muhammadiyah Wonosari. Stated by Effendi, Dedy (2013). A questionnaire was used to collect the information. The researcher learnt from the students' questionnaires in this study that they want to be able to speak English well in oral conversation and memorize vocabulary. Students want to connect with clients and coworkers in English. They believe that because their English is still beginning level, it should be promoted to intermediate or advanced. These research shown that constructing modules can assist students in their learning activities. The information is built on the needs of the students, so they may utilize it in their future jobs.

METHOD



This research used qualitative method. Qualitative method is that satisfactory explanations of social activities require a substantial appreciation of the perspectives, culture and 'world-views' of the actors involved (Allan, 2020). The participants of the current study were 10 students who took part in the interviews as well as questionnaire survey. After interviews, 10 students answered the question in interviews. The student interview was brief and casual, with no technical words used, and the students were simply asked to share their thoughts on English for particular purposes after graduating from college. There are some questions about the reasons why they chose to major in English and where they would work after they graduated from college in the future. Some of the students answer the questions about the reason why they chose an English major because they think with English we can travel around the world and be in any profession. We can be teachers, guides, officers, influencers, a banker, etc. And they also answer the questions about what they will be. The majority chooses to become English teachers on the grounds that they already have sufficient provisions and have the ability to teach because they are graduates of English education. And the rest are those who choose to work in banking, offices, as vloggers, or as guides, with the reason that they will get much more money from the work than from being teachers.

FINDING AND DISCUSSION

English for Specific Purposes (ESP) is a language method aimed at providing learners with clearly defined goals and the language aspects required to perform as professionals. The role of English Specific Purpose and its methodology have been summarized. In the method, most of the students who took part in the interviews chose to become English teachers, and the rest worked in banking, offices, and intermediaries. If scientific research in the modern era demands the display of research results, then the results of the research from the interview process are an assessment of the specific objectives of the English language. For example, it is suggested that after graduating from English, students have other desires besides becoming English teachers. The real purpose of the test interview is to find out their ideas about the purpose of learning English after graduating from college. Interviewing as a method has multilevel operations, including the assessment of desires (ideas) and goals (English). Researchers can confirm in the introduction whether they are only researching the



role or at the same time with other research objectives related to learning English.

After displaying research results, scientific research models usually ask to abstract the research results. Abstraction is the process of explaining research results as they are, without interpretation. In this case, the outcome of the objective role of ESP is a subject that can be abstracted, namely, an explanation of what the objective outcome of ESP is. If scientific research demands results and abstractions, then the role of ESP is a subject that is very likely to display results and abstractions. Thus, if research on student interviews in English for particular goals is oriented to be able to exhibit the findings of research in the world of current scientific research, then their ideas may be used as an example or model for investigating this article.

This research discusses how to know the purpose of students, especially in English subjects, and also discusses how we as educators can find out the characteristics, abilities, interests, and talents of our students so that we can develop and improve our teaching system or our teaching system in the classroom for the students we teach because it can increase their willingness to learn English subjects. As well as how we know and also deal with various kinds of problems that our students experience that make them experience obstacles in the learning process.

Difficulties faced by students in mastery of English

The first challenge in this study is determining what obstacles students have in mastering English that are related to fundamental English mastery abilities. The topic relating to the first study problem is which basic English language skills are deemed difficult by students, despite the fact that basic English abilities will be critical for students in the future.

Basic abilities deemed necessary to be taught by students in mastery of English

The second question to answer the second problem in this study is about basic abilities and what material is deemed necessary to be taught by students to master English. The answers from students can point to students' desires to improve their basic abilities and mastery of English.



Current English material deemed necessary and unnecessary to be taught by students in mastery of English

To answer the third problem, students are told to describe what they think of the material currently provided. All students describe that there is still some material provided that is still too general not specific material related to students' speaking abilities in English.

CONCLUSIONS

This action research has ended, but teachers will continue to use student presentations as a teaching and learning tool for ESP courses. That way it's easier for the teacher to find out the goals of students in majoring English in developing skills. Aside from that, you may put everything you've learned to use. Looking back, students were willing to take on and finish projects linked to their English major goals. Some of them are unsure about their English abilities. The majority of kids can acquire critical thinking abilities and create a piece of writing.

From the discussion students need to learn about English for specific purposes, to know what their skills are. Some of the knowledge students have in majoring English includes sentence structure, grammar, expressions, and so on. Teachers must be aware that students need to be guided. That way these students will easily find out what they want to be in majoring English in the future. With teachers demonstrating awareness and critical thinking skills when selecting topics, students will be trained.

These findings are encouraging in that they propose the construction of an actively imagined third space in ESP classes, forcing instructors to push their knowledge boundaries and generating interacting zones between ESP students and teachers. Simply put, students, like ESP instructors, can be encouraged to utilize ESP English to meet specific professional difficulties and develop a hybrid identity. There will be a mutually beneficial interaction in which English will be integrated into the student's career and the English instructor will be in contact with the ESP student's unique job. When ESP teachers are unconditionally kind and encourage students to utilize English in their studying, teaching, and professional development.



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