



A STUDY ON ENGLISH SPECIFIC PURPOSE FOR ENGLISH DEPARTMENT

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Keywords	Abstract
<p><i>Keywords: English for Specific Purpose (ESP), History and Development, Teaching and Learning</i></p>	<p>English can be due to demand of Indonesian in the field of business, technology, education, and research. The implementation of ESP has revealed some factors, such as students, teachers, and ESP materials that have significant influences on the quality of teaching and learning ESP. These factors require serious attention from stakeholders and ESP practitioners to improve the quality of ESP instruction. The government language policy might emphasize the curricula of formal schools and teachers training for ESP instruction. The quality of teacher of ESP is high contributing to accommodate the teaching and learning ESP course. Besides that, the materials of ESP should be formulated by practitioners of ESP who had knowledge of ESP instruction and the aim of ESP might concern on the improvements in students' proficiency in English. Thus, the students are being better in academic and professional in the work domain. English for Specific Purposes (ESP) is one of the predominant approaches to language teaching in tertiary education, as it is directed towards the specific needs of the particular specialty students. The paper deals with the role of needs analysis and materials evaluation adjusting ESP courses to the needs of students in tertiary education. Students' needs analysis is a reference base for both the development of a new ESP course and alterations of an existing ESP course in the changing environment and demands for English language skills. Teaching materials determine the content of the course and affect teaching methods, students' motivation, vocabulary and language functions taught. The evaluation of teaching materials allows the teacher to constantly improve the ESP course, to better adjust it to the changing needs of students. The theoretical considerations are supported by a survey of students' needs and their evaluation of teaching materials. The results of the survey reveal whether the students' needs are met in the ESP course they have attended. The implication of the survey results is that the most topical students' needs, such as the development of productive skills,</p>

	and especially speaking skills, do not change over time. Students' evaluation of the tailor-made ESP course books is also presented, as well as some suggestions to make the ESP courses more attuned to students 'needs.
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INTRODUCTION

In facing global competition, every individual should possess English skills which are considered as one of important skills in this globalization era. Based on higher education curriculum, English is regarded as one of general subjects which should be taught in every major. It means, English subject is given to all students in all study programs in university level. From the phenomenon above, English for Specific Purposes (ESP) then becomes such an important part of English language teaching since it gives more specific features of English to certain learners. There are three main common reasons to the emergence of ESP according to Hutchinson. Those three reasons are (1) the expansion in scientific, technical, and economic activity on an international scale after world war II, (2) the revolution in linguistics which states that the language varies considerably, and in a number of different ways, from one context to another, (3) learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning (Hutchinson and Waters, 1987:6-8).

Designer should gain the information about the condition of the learners by conducting need analysis. Need analysis will reveal the target need (what the learner needs to do in the target situation) and learning need (what the learner needs to do in order to learn). The materials designed for ESP class should be based on the need analysis, so that the objectives of the learning will be more specific and suitable with the student background.

LITERATURE REVIEW

Many definitions are given to ESP. Some people describe ESP as simply being the teaching of English for any purpose that could be specified. Others, however, are more precise, describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes, or as the teaching of English for nonnative speakers of English who learn English on specific purposes. Hutchinson & Waters (1987, p.19) define ESP as an approach to language teaching in which all decisions as to content and

method are based on the learners' reason in learning. Robinson (1991, p.1) viewed ESP as an enterprise involving education, training, and practice and drawing upon three major realisms of knowledge namely language, pedagogy, and students'/participants' specialist area of interest. Richards & Rodger (2001, p.107) saw ESP as a movement that seeks to serve the language needs of learners who need English in order to carry out specific roles (e.g. student, engineer, nurse) and who need to acquire content and real-world skills through the medium of it rather than master the language for its own sake.

English for Specific Purposes is an ELT approach which is specified in certain purpose. According to Hutchinson and Waters (1987), ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning. The focus of ESP is to meet the students' need. ESP course are narrower in focus than ELT courses because they centre on analysis of learner's need (Basturkmen, 2010:3). Further, Basturkmen states that ESP views learners in terms of their work or study roles and that ESP courses focus on work or study-related needs, not personal needs or general interest.

Absolute Characteristics

- 1) ESP is defined to meet specific needs of the learners
- 2) ESP makes use of underlying methodology and activities of the discipline it serves
- 3) ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

- 1) ESP may be related to or designed for specific disciplines
- 2) ESP may use, in specific teaching situations, a different methodology from that of General English
- 3) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level
- 4) ESP is generally designed for intermediate or advanced students.
- 5) Most ESP courses assume some basic knowledge of the language systems

The definition Dudley-Evans offers is clearly influenced by that of Strevens (1988), although he has improved it substantially by removing the absolute characteristic that ESP is "in contrast with 'General English'" (Johns et al., 1991: 298), and has revised and increased the number of variable characteristics. The division of ESP into absolute and variable

characteristics, in particular, is very helpful in resolving arguments about what is and is not ESP. From the definition, we can see that ESP can but is not necessarily concerned with a specific discipline, nor does it have to be aimed at a certain age group or ability range. ESP should be seen simple as an 'approach' to teaching, or what Dudley-Evans describes as an 'attitude of mind'. Such a view echoes that of Hutchinson et al. (1987:19) who state, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".

ESP as an Approach to Language Teaching The program of English for Specific Purposes (ESP) has been developed at university level and in occupational setting (Suyanto, 2004). This is especially intended to meet particular instructional objectives such as to be able to read English text in the students' field of study, to be able to write laboratory activities reports, and to make presentation. Technological change is connected to economic change, since the operation of global markets depends on the rapid information flows made possible by new information and communication technologies. Education too, is increasingly affected by the advent of new technologies and media.

The rise of ESP is also caused by new development in educational psychology emphasizing on the learners and their attitude to learning. Learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on their effectiveness of their learning (Hutchinson and Waters, 1987). ESP approach requires a well-designed and research curriculum and pedagogy for a specified group of students. ESP should not be taught in a vacuum, but should prepare students, in the most efficient way possible, for the content and tasks to which they will be exposed. English instructors should increase their efforts to provide for the students what is most appropriate for them (Johns, 1995). The teaching of English is focused on the reading skill specialized in relevant text books which will reinforce the mastery of basic vocabulary and grammar because mastering reading skill is determined mostly by those two elements. However, this shifts to gives other study skills such as note taking, group discussion, presentation and academic writing. 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 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.

The aim of ESP courses is to equip the learners with a certain English proficiency level for a situation where the language is going to be used, i.e., target needs (Sujana,

2005). This context, English is not solely a subject matter to be learned, as it is commonly placed as one of compulsory subjects in the curriculum, but also as a means for the students learning in their fields of study. A matter of fact of ESP is that combining subject matters and English language in the instruction, in which the students are able to apply what they learn in their English classes right away in their study, whether it be economics, education, 5 accounting, business management, sciences, Islamic studies, or tourism. In turn, their abilities in their subject-matter fields are of a great help to English acquisition. Materials Development for ESP Teaching materials for ESP tend to be viewed as distinct and separate from general materials. This may be because of the emphasis on content and the unfamiliarity of the content to many teachers. For these reasons we need some additional considerations in mind when selecting ESP materials.

Dudley-Evans and St. John (1998) suggest that for teachers of ESP courses, materials serve the following functions: as a source of language, as a learning support, as motivation and stimulation, and as a reference. To those who are uninitiated to ESP, the approach and materials can seem unfamiliar and inaccessible. However, this is a misleading impression probably created by the specialized and often technical nature of the subject content in ESP books. Cunningsworth (1995) states that the guidelines of selecting ESP materials include: analysis, interpretation, evaluation and selection. Analysis is more or less neutral, seeking information in a range of categories, and provides the necessary data for the next step of the process. This is the interpretation of the data obtained. Here a good deal of professional judgment and experience comes into play as the implications of the analysis are worked out. The third step is evaluation. It involves value judgments on the part of those involved. Such value judgments will inevitably be subjective to some extent and will reflect the views and priorities of those making them. Selection is the last step of this process and involves matching the features identified during the previous steps against the requirements of a particular learning/teaching situation. Designing ESP materials differ from general materials. ESP materials will generally assume a foundation of proficiency in general English, and from the start will focus on aspect of English specific to the subject area being covered. Flexibility is used in a particularly valuable asset in ESP materials, as there may be very special constraints operating in the leaning teaching situation.

METHOD

This descriptive qualitative research aimed to analyze the students' English Department at UINSU Medan and investigates the factors contributing to the matters. They

were in the fifth semester in the academic year of 2019/2020.

This technique was conducted to find out the barriers seen along with the conversation by giving them some questions dealing with the difficulties they were having. Then the researcher was analyzing by applying qualitative analysis. In analyzing the data concerning the components of data analysis in the interactive model proposed by (Milles & Hubberman, 2016).

FINDING AND DISCUSSION

ESP has had a relatively long time to mature and so we would expect the ESP community to have a clear idea about what ESP means. Strangely, however, this does not seem to be the case. In October this year, for example, a very heated debate took place on the TESP-L e-mail discussion list about whether or not English for Academic Purposes (EAP) could be considered part of ESP in general. At the Japan Conference on ESP also, clear differences in how people interpreted the meaning of ESP could be seen. Some people described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise, describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes. At the conference, guests were honored to have as the main speaker, Tony Dudley-Evans, co-editor of the ESP Journal mentioned above. Very aware of the current confusion amongst the ESP community in Japan, Dudley-Evans set out in his one hour speech to clarify the meaning of ESP, giving an extended definition of ESP in terms of 'absolute' and 'variable' characteristics (see below).

English for Specific Purposes (ESP) or English for special purposes is a new approach in teaching and using English for specific fields and studies that are in accordance with the needs of the field of science and the professions of English users. Such fields of knowledge and professions, for example, English for law, medicine, mechanical engineering, economics, or maritime and so on. Robinson goes on to say "It (here ESP) is generally used to refer to the teaching and learning of a foreign language for a clearly utilitarian purpose of which there is no doubt." The more detail definition of ESP comes from Strevens who defined ESP as a particular case of general category of special purpose language teaching. He further revealed that the definition of ESP is needed to distinguish between four absolute and two variable characteristics English For Specific Purposes (ESP) or English for special purposes is a new approach to the use and use of English for specific fields and studies that are in accordance with the needs of the field of science and the professions of English users.

CONCLUSIONS

English For Specific Purposes (ESP) is a new approach in teaching and using English for specific fields and studies that are in accordance with the needs of the field of science and the professions of the English user. Such fields of knowledge and professions, for examples: English for Law, Medicine, Mechanical Engineering, Economics, or Maritime and so on.

Vocabulary Examples: 1). Spring = Musim semi (This is a general meaning). Noun: the season after winter and before summer, in which vegetation begins to appear, in the northern hemisphere from March to May and in the southern hemisphere from September to November. 2). Spring = Per (used for the Faculty of Engineering). Example in the sentences: 1. The students will have free time next Spring (Para murid akan memiliki waktu luang di Musim Semi berikutnya).

2. Spring is used to complete this project (Per digunakan untuk menyelesaikan proyek ini).

There are three main reasons for the origin of ESP: (1) The demands of a Brave New World. This happened because of the activity of exchanging goods and services after the World War. English is the key to the circulation of technology in international trade. (2) A revolution in linguistic. Traditionally, the goal of linguists is to describe the rules of English usage, namely grammar. The language in which we speak and write will vary, and in a number of different ways, from one context to another. (3) Focus on the learner. Students have different needs and interests, which will have an important influence on their motivation to learn a language and its effectiveness so that it learns faster and better.

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