THE TEACHING OF ESP “MOJOKERTO’S TOURISM AND INDUSTRY” CLASS AT SMAN 1 PURI MOJOKERTO

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ABSTRACT: As a response to the importance of English internationally, people are more likely need ESP (English for Specific Purposes) to have a better understanding in using English contextually. Although ESP and EGP (English for General Purposes) are under the same umbrella, which is ELT, both fields have certain differences in terms of goal. This study was aimed to describe the teaching of ESP “Mojokerto’s Tourism and Industry” class at SMAN 1 Puri Mojokerto covering the aspects of the syllabus, the teaching methods, the materials and media, the assessment, the teachers’ and the students’ opinions toward the teaching of ESP based on the theory of application of ESP by Hutchinson and Waters (1987). The result shows that the implementation of the ESP class supported Hutchinson’s and Water’s (1987) theory. However, several aspects, such as the syllabus and the assessment need to be improved for a better quality of ESP class.

Keyword: teaching, ESP, tourism and industry class

English is an international language as it is used is most of countries in the world. As a response to the importance of English internationally, many countries which are not English speaking countries, including Indonesia, take part in the pace of English enhancement. In keeping up with the development of the English role internationally, the language teaching has shifted its principle from its initial goal.

As stated by Brown (2001), the goal of language teaching, nowadays, has shifted from the conventional goal, which is the mastery of language form covering grammar and vocabularies, into the mastery of language usage in the communicative sense. The communicative skills are the competence to produce appropriate utterances for any meaningful contexts given. In effort to accomplish the communicative competence, the learners need to have many communicative tasks which put them in the contextual situation.

However, to some extent, EGP (English for General Purposes) which is conducted regularly by the school cannot cover students’ need in preparing themselves facing the work field or higher education they will pursue later on. Moreover, a study conducted by Tsao (2011) revealed that students nowadays favor ESP better than EGP. Generally, students in EFL countries are learning English for the instrumental purposes. It means they learn English because they have a specific purpose requiring English as the means to reach their goal.

With the intention of fulfilling the necessity of the students, schools ought
to facilitate an additional class outside the general English class so that the students can practice to use the language in contextual environments. As stated by Crocker (in Astika, 2009), ESP practically has a different focus to the general English. If English for general purposes emphasizes on the students’ language proficiency, an ESP course focuses more on "something outside of the language through the medium of language."

The research problem is formulated into the question: How is the teaching of ESP “Mojokerto’s Tourism and Industry” class in the SMAN 1 Puri Mojokerto? To be more specific, the research problem is elaborated into four specific research problems: (1) What kind of syllabus was used? (2) What kinds of media and materials were utilized? (3) What kind of methods applied? (4) What type of assessment(s) was/were conducted?

Hutchinson and Waters (1987) listed four aspect to be focused on in the application of ESP, which are the syllabus, the materials, the methods, and the evaluation. Furthermore, Hutchinson and Waters (1987) propose that there are several criteria which can be used as the consideration to organize an ESP syllabus. The criteria are: (1) Topic syllabus, (2) Structural/situational syllabus, (3) Functional/notional syllabus, (4) Skill syllabus, (5) Situational syllabus, (6) Functional/syllabus, (7) Discourse/skills syllabus, and (8) Skill/strategies. Meanwhile, in designing the materials and methods used in ESP class, ESP does not have a significant rule for it is the branch of EFL/ESL which is in the scope of ELT. However, Hutchinson and Water (1987) put out ESP materials should cover four elements; those are input, content focus, language focus, and task. As in evaluation aspect, referring to Hutchinson and Water (1987), every language course comes along with the need to assess the performance of the learners. Furthermore, the role of assessment is even more important since ESP is concerned with the ability to perform particular communicative tasks. Ideally, there are three basic tests to administrate in ESP class, which are placement test, achievement test, and proficiency test.

METHODS

In order to describe the teaching process of ESP “Mojokerto’s Tourism and Industry” class, this study utilized the descriptive qualitative design with the use of interview, observations, field notes and questionnaires.

Besides, this study can also be considered as a case study. A case study is an Examination of one particular setting, or single depository, or
event in detail. (Bogdan and Biklen, 1982). This study is in line with the theory
since the study was administrated in one particular setting that was the ESP class
at SMAN 1 Puri Mojokerto called Mojokerto’s Tourism and Industry. The school
is located at Jalan Jayanegara 02 Mojokerto, East Java.

The subjects of this study were three classes with three different grades
which were X-1, XI IS-3 and XII IS 1. The subjects of the study were expected to
represent the whole students of SMAN 1 Puri Mojokerto. However, this study
cannot represent the students of acceleration program at SMAN 1 Puri for they
were considered as an exception. The researcher picked those classes based on the
random sampling techniques.

The data of this study were gathered from the teaching process of the ESP
class “Mojokerto’s Tourism and Industry” at SMAN 1 Puri Mojokerto and
analyzed using a model of data analysis proposed by Miles and Huberman
(1984). There were three stages to do in analyzing the data, namely data
reduction, data presentation or display, and conclusion drawing.

FINDINGS
The Syllabus Used in the ESP “Mojokerto’s Tourism and Industry” Class

Based upon the relevant data that were collected, this program has used the
syllabus that has been developed by the teachers. All the competence standards
and basic competence in the syllabus were taken from the content standard issued
by BSNP (Badan Standar National Pendidikan). Furthermore, the syllabus used a
table to store information about the main content. The information include
competence standards and basic competence that should be achieved, materials
used during the teaching process and the source of it, teaching activities,
indicators, character values, kind of assessment, and time allocation in the next
column. Each competencies standard is not necessarily given one meeting to
complete.

The Teaching Methods Employed in the ESP “Mojokerto’s Tourism and
Industry” Class

From the interviews that the researcher conducted earlier, the researcher
found out that basically the teacher used student-centered methods during the ESP
class. The teacher declared that nowadays language learning should be done in a
comfortable and fun way. As the students were more likely to be interested in
various things, then the teacher decided to follow the interest of the students.
Thus, the teacher let the students explore their potential and the teacher chose to be a facilitator. Furthermore, the teacher also prohibited him/herself to stick to one particular method only. Instead, the teacher branched out by implementing any suitable methods for that current situation in the ESP class. During the observation, the researcher found that the teachers used quite various methods with a highlight on some procedures, which were: cued narrative/dialogues, role play, discussion, problem solving, and games.

**The Media and Materials Used in the Teaching of ESP**

From the data, the researcher found the fact that teachers used various media during the teaching process in ESP class, some of which were facilitated by the school. However, some other media needed to be prepared by the teacher her/himself in order to give the students the whole picture of any topics which are being discussed. LCD, one of facilities provided by the school, was also utilizes during the teaching process.

In the teaching of ESP, the school did not afford the material. Instead, the English teachers union in Mojokerto regency created *Lembar Kerja Siswa* (LKS) or students’ workbook as the materials of ESP class. However, most teachers were more likely to create their own materials since both the students and the teacher found the LKS were not up to date and boring. As the consequences, the teacher was free to develop any materials as long as the materials were still around tourism and industry aspect of the local regency, Mojokerto.

**The Assessment in the Teaching of ESP**

In this class, the teacher used the principal of authentic assessment. Basically the teacher started to assess the students ever since the teaching and learning process started. Sometimes the teacher conducted an oral assessment if the assignment obliged the students to present it in spoken English. In some other time, the teacher assessed the students’ ability in written English when the assignment should be presented in written form. The assessment was always conducted every time the teachers gave them assignments. The main consideration of the teacher when assessing the students was whether or not the students master the content of the topic.
DISCUSSION

The Syllabus Used in the ESP Class

In designing a syllabus for an ESP class, it is essential to know the purpose of the class. According to Widodo (2009) ESP courses should be developed through comprehensive needs analysis identifying what learners need to do in English, the contexts in which they will do it, and in what current level of English.

Local government, in this case Mojokerto Education Department, gave an instruction to the teacher union to design the syllabus. However, the local government failed to provide a clear definition on the expected results of the ESP class. Subsequently, the teacher took some cue from the standard content which is published by BSNP. Some of the competencies standards and basic competencies were taken and developed into a syllabus. Later, the syllabus formed in the order of the skill just like the one often found in General English syllabus. In other word, the syllabus used in this ESP class can be categorized into one of the types of syllabus proposed by Hutchinson and Waters (1987) which was skill syllabus. McKay (in Brown, 1995) defined the skill syllabus as a syllabus where skills became the basis for organizing the whole teaching and learning process. However, all the materials used in the syllabus relate to the topic of tourism and industry. Based on the observation and interview, in some occasion, the mastery of the topic surpasses the mastery of the language skills itself. Consequently, it would be better if the syllabus is developed in a way that put a priority in the mastering of the topic.

The Teaching Methods Employed in ESP Class

Hutchinson and Water (1987) said that in order to spice up the learning process, there must be a variety of varieties to keep the mind alert. There were many ways of variety, one of which was the variety of methods. Nonetheless, the most used methods during the teaching and learning in ESP class were spoken activities covering prepared talks, role play, discussion, and problem solving.

Concerning with discussion, Harmer (in Brown, 2001) suggests that such activity provided the students with enjoyable atmosphere which encouraged the students to talk in English more fluently. Furthermore most of above activities required a group work. Nova (2011) stated that group work was effective because more students will have the chance to practice a lot.

The Media and Materials Used in the Teaching of ESP

As stated by Harmer (2007) by using ICT media, the materials such as
video, pictures, graphics and diagrams could be seen by to the whole class. It can also increased the capacity to present visual material in a dynamic and interesting way.

Since ESP materials were often non-commercially available, it has already been a tradition for the ESP teacher to produce their own materials. These materials then may be distributed to the ESP students. This non-idealistic act of materials design may abuse the teacher as stated by Hutchinson (1987). Consequently, these teachers-made materials only covered 2 out of 4 categories of good materials proposed by Hutchinson and Waters (1987), which were input and content focus.

**The Assessment in the Teaching of ESP**

Achievement test is the kind of test which is most likely constructed in the ESP class. As Hutchinson and Waters (1987) put in words, achievement test usually reflected internally to the course itself that at least problematic to conduct.

Based on the data gathered, the teacher preferred to conduct direct assessment. In the ESP class, the teacher required the students to display their product which was then assessed based on certain criteria. For the written works, the teachers score the work based on the content, grammar, and style. For the individual presentation the teacher usually judge the performance in terms of content, fluency, and style.

**CONCLUSION AND SUGGESTION**

**Conclusion**

There are some conclusions that can be taken based on the findings and discussions. Firstly, the syllabus was constructed into skill syllabus by depicting several competencies standards and basic competences from the standard content issued by BSNP. It seems that the syllabus was not really built for ESP course since the goal of the class itself was not really clear. However, it was still in line with Hutkinson’s and Waters’ (1987) theory. Secondly, the methods used by the teachers were quite various with a highlight on some procedures, which are: cued narrative/dialogues, role play, discussion, problem solving, and games. Thirdly, the media and materials used were mostly teacher’s self-made so that it can only fulfill two out of four categories of good materials by Hutchinson and Waters (1987) that are input and content focus.

Finally, the ESP teachers only constructed achievement test which is used to give
a reflection of whether or not the students are able to keep up with the teaching of ESP. Still, the assessment conducted in the ESP class supports Hutchinson’s and Waters’ (1987) theory.

**Suggestion**

Firstly, it would be better if all the stakeholders were involved in the making of the syllabus. As the foundation of the class registering, a crystal clear goal of the class would result in a suitable syllabus for the students. Secondly, the school should conduct TOEIC test to measure the students’ proficiency in English. This test will benefit both the students and the business institution since TOEIC is the standardized test to know whether or not the graduates of this class are able to meet the need of any business institutions. Thirdly, for the sake of providing variety of methods, it would be better if the school cooperate with any institution working on tourism and industry sector and schedule an on-the-job-training for the students. It is believed that once the students familiarized with the authentic environment where the ESP is required, they will be motivated.

**REFERENCES**


