

The Implementation of ESP at the Faculty of Economy and Islamic Business UIN SMH Banten

Najmi Hillaliyati

UIN Sultan Maulana Hasanuddin, Banten, Indonesia

email: najmi.hillaliyati@uinbanten.ac.id

Received:

22 April
2022

Revised:

06 June
2022

Accepted:

23 June
2022

ABSTRACT

The needs of English at the university level are not only focused on learning general English, but also on learning specific English that relates to academic studies or professional work. English for Specific Purposes (ESP) is the term given to this particular English language. This study aims to investigate the current implementation of English for Specific Purposes (ESP) at UIN Sultan Maulana Hasanuddin Banten's Faculty of Economy and Islamic Business and determine whether the current implementation of ESP meets the needs of the students. This study's participants are 47 students from three different departments: Islamic Banking, Islamic Economy, and Sharia Insurance. The information was gathered using a questionnaire and an interview. The data were then quantitatively and qualitatively analyzed. The findings revealed that the current implementation of ESP is equally well-applied in all three departments; however, there were some issues with course materials and time allocation. Furthermore, the implementation of English class has met the needs of the students, particularly in improving their vocabulary and speaking skills. The findings suggest that lecturers should receive ESP training and that the time allocation for the ESP course be considered.

Keywords: *English for Specific Purposes; ESP; Student's Needs.*

INTRODUCTION

The education of university serves to develop capabilities as well as to shape a dignified national character and civilization in order to educate the nation's life. Furthermore, higher education must be capable of empowering students to become educated individuals who are knowledgeable, creative, and innovative. Students' English competence is one of the capabilities that students should develop at the higher education level.

In today's technological world, English is widely regarded as the medium for scientific and scholarly communication. English is determined by the demands of many institutions and companies in Indonesia where English is used as a foreign language for any specific purpose, such as obtaining professional development promotion, passing the national examination, obtaining scholarships, and fulfilling one of the requirements of applying for a job.

Thus, as the students who learn English in higher education level their needs for learning English is not merely about general English anymore but also understanding

the English language which is relevant to their major study. It is essential to understand the English language because many books, journals, and other sources are written in English in this day and age. Furthermore, having a better understanding of English for Specific Purposes (ESP) can help students improve their own ability to pursue their career path.

In fact, ESP implementation in an EFL-speaking country is difficult. Several factors influenced the process of learning English in particular. According to Dewi (2014), the problem in Indonesia, particularly at Islamic universities, stems from a lack of awareness of the significance of ESP. Moreover, Dewi (2014) also elaborates that people at UIN Syarif Hidayatullah Jakarta believe that English is only a prerequisite subject for learning general English as part of the *Mata Kuliah Dasar Umum* (MKDU).

Furthermore, English has been made a required subject for all students at UIN Sultan Maulana Hasanuddin Banten. The goal of implementing English is not only to prepare students for the globalization era, but also to allow students to learn English language that is relevant to their discipline knowledge. Moreover, the English subjects taught at UIN Sultan Maulana Hasanuddin Banten, particularly in the Faculty of Economy and Islamic Business, already applied the ESP for English subject but some materials tend to explore General English rather than ESP. On the contrary, students require not only general English but also a language related to their primary study.

In addition, English language proficiency must be a skill possessed by students in order for their graduates to compete successfully in their field of employment. However, many economic and business students are still unfamiliar with English, and it has yet to be used for effective daily communication both inside and outside the classroom. Most students are nervous or even avoid people who speak English.

Based on the explanation above, the researcher would like to investigate the current implementation of ESP at UIN Sultan Maulana Hasanuddin Banten's Faculty of Economy and Islamic Business and determine whether the implementation of ESP has met the needs of the students. The goal of this research is to analyze the students' needs for learning English and determine whether the implementation of English at the Faculty of Economy and Islamic Business UIN SMH has addressed the students' academic and career needs. The primary goal of this study is to examine the implementation of ESP at the Faculty of Economy and Islamic Business UIN SMH during the academic year 2021/2022.

To support the ideas, there are previous researches conducted by Amel (2017), who investigated the situation of ESP courses in EFL Economic Classes using mixed methods. According to the findings of this study, the majority of the teaching and learning process focused on learning general English and translating the text. The sample used in her research is in line with this research, they are the same economic classes. The difference is that this research used descriptive qualitative techniques, whereas her research used a mixed method.

Another previous study discusses the needs analysis for the engineering students that written by Alsamadani (2017) who explored about the English language needs of engineering students majoring in civil engineering and industrial engineering. The

results of his research are that the most needed skills for the engineering students are writing, reading, and speaking. The engineering students seemed to underestimate the listening skill. Meanwhile in this research, the students need most of the language skills and language components but the most favorable skills are specific vocabulary and speaking skill.

Definition of ESP

According to experts, there are numerous definitions of ESP in the teaching and learning process, resulting in numerous terminologies. According to Paltridge, B., & Starfield (2013), ESP or English for Specific Purposes, is a method of teaching and learning English as a second language that focuses on learning English for a specific purpose. The goals of the ESP teaching and learning process are centered on the needs of the students.

English for Specific Purposes (ESP) is a language teaching approach that focuses on learners' current and/or future academic or occupational needs, focuses on the necessary language, genres, and skills to meet these needs, and assists learners in meeting these needs through the use of general and/or discipline-specific teaching materials and methods. Furthermore, ESP is intended to provide language support for learners in order for them to successfully address their specific academic or occupational needs. Learners of ESP will concentrate on specific skills or genres to meet their needs, using either specific or general teaching materials and methods. Furthermore, what distinguishes ESP from general English is the awareness of the needs.

The implementation of ESP has led some people to believe that there are significant differences between learning ESP and general English, but the truth is that the process of teaching and learning ESP combines the specific and general languages. The goal of using both general and/or specific materials is to meet the needs of the learners.

The dynamics of English in higher education can be measured from at least two perspectives: learning English based on scientific disciplines or study programs, known as English for Academic Purposes (EAP), and learning English oriented toward professional or occupational interests, known as English for Occupational Purposes (EOP) (EOP). Both are integrated in English for Specific Purposes (ESP), as mentioned above, as one of the leading academic learning approaches in higher education (Luo, J., & Garner, 2017). In this case, ESP is more interested in learning language in context rather than problems with language rules (grammar) and language structure (Nur, 2018). ESP continues to evolve as the profession of ESP progresses (Widodo, 2015).

The function of English for Specific Purposes, in particular, is to manage the language features of learners or to improve their needs of language skill that is used for a discipline, occupation, and working circumstances. ESP is a branch of Applied Linguistics that focuses on the teaching and learning of English as a Foreign Language,

with the goal of using English in the learners' academic, occupational, and vocational needs.

Based on expert definitions, the researcher concludes that ESP refers to the teaching and learning of a foreign language that focuses on the needs of the learners, with the learners' goal being to be proficient in English that relates to their professional or academic circumstances.

Characteristics of ESP

There are some significant differences between English in general and English for Specific Purposes, according to the definition of ESP. There must be several factors that set ESP apart from other courses. As a result, experts have mentioned a few ESP characteristics. Strevens (2011) classified ESP characteristics into two categories:

Table 1.1
The Characteristics of ESP according to Strevans

The Characteristics of ESP	Absolute Characteristics	
	Develop to fulfill the particular needs of the learner;	
	The content (in terms of themes or topics) connected to the discipline, professional, and activities;	
	The activities in syntax, lexis, discourse, semantics, and so on, focused on the language appropriate and analysis of the discourse;	
	Having a contrast with English in general;	
	The skills that needs to be acquire is limited (e.g. reading only);	
	Variable Characteristics	There is a possibility of not being taught using any previous approach.

Based on the characteristics mentioned above, the researcher has identified the absolute characteristics that focus on the course's purpose, activities, and methodology. Meanwhile, the focus of variable characteristics is on the learners' capability and the learners' course objectives.

Since all of the absolute and variable characteristics have been mentioned, all of the characteristics that totally relate with the ESP course that lead those characteristics stands as the familiar characteristics that have been found in every kind of ESP books, there isn't much to say about the ESP characteristics. Robinson (2015) on the other hand, mentions two ESP characteristics:

- a. Usually, the time limit restricts the course which lead the goals need to be achieved;
- b. The class are homogeneous and the learners are adults who have the same goals of learning ESP.

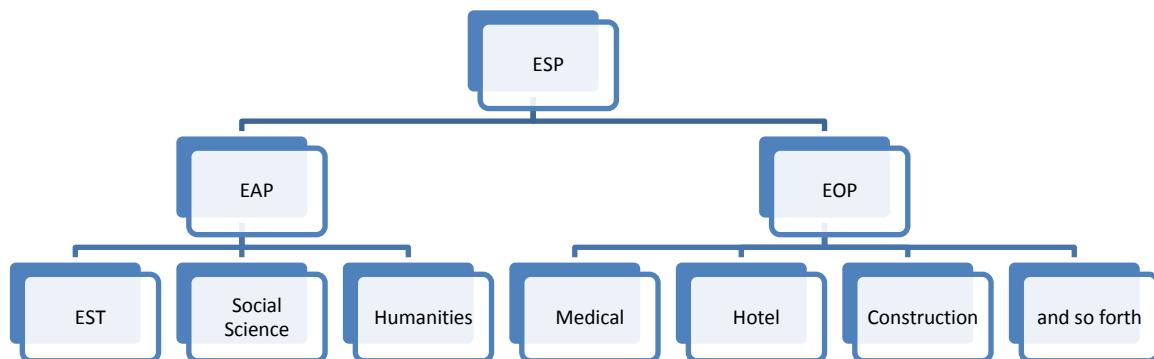
The time limit of ESP is usually set right before the learner begins the course. The goals are also clear, as they are intended to meet specific skills that the learners require.

Types of ESP

As English for Specific Purposes is a method of teaching and learning the English language that utilizes a language-centered approach for specific learners to meet specific goals that are directly related to their working environment or specific discipline knowledge (Lee, 2016).

Meanwhile, Brown (2016) classified ESP into two categories based on its intended use: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (EOP). Furthermore, the ESP categories are classified into more specific categories, as shown in the chart below:

Figure 1.1
Subcategories of ESP



METHOD

The research method used in this study is mixed method research. In the academic year 2021/2022, the research was carried out at UIN Sultan Maulana Hasanuddin Banten, specifically at the Faculty of Economy and Islamic Business. This study's population consists of students from the Faculty of Economy and Islamic Business at UIN Sultan Maulana Hasanuddin Banten. Furthermore, the sample for this study includes the students in the academic year 2021/2022 from three departments in the Faculty of Economy and Islamic Business, they are: Sharia Banking, Islamic Economy, and Sharia Insurance.

This study's instruments were a questionnaire and an interview. This questionnaire uses a Likert scale question and the interview uses an Open-ended question. The questionnaire was distributed to students from the Faculty of Economy

and Islamic Business's three departments. The questionnaire for these students focuses on a few aspects, including their level of English proficiency, their opinions on the implementation of ESP, and the importance of English in their majority study and career. An interview with the students is another method for gathering data. The interview for these students asking several aspects such as: the current implementation of ESP at the Faculty of Economy and Islamic Business, the focuses in learning English, difficulties in learning English, the importance of ESP and the students' needs in ESP. This type of interview assisted the researcher in determining the trustworthiness of the study and confirming the research data that was collected using the questionnaire. There were 47 students to fill questionnaire and 9 students to interview as the sample of this research.

Furthermore, the technique of data analysis that is used in this study is divided into two parts: quantitative and qualitative data analysis. For the quantitative data analysis, the researcher used a frequency analysis to analyze the data by using SPSS. Moreover, for the qualitative data analysis, the researcher divided into three sections: data reduction, data display, and conclusion drawing.

FINDINGS AND DISCUSSION

In this section, the researcher provides some brief and clear explanations of the research data gathered through questionnaires and interviews. Furthermore, whether or not the research questions of this study were answered could be investigated. The following are the research questions, how the current implementation of ESP at UIN Sultan Maulana Hasanuddin Banten's Faculty of Economy and Islamic Business and determine whether the implementation of ESP has met the needs of the students, that should be answered in relation to the background of the study and how the ESP was implemented at UIN SMH Banten's Faculty of Economy and Islamic Business.

The table below illustrates the implementation of ESP at UIN SMH Banten's Faculty of Economy and Islamic Business. Each of the questionnaires items discusses the methodology, media, and lecturer used in the English course, as follows:

Table 1.2.
The Implementation of ESP at the Faculty Economy and Islamic Business

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The English course helped students to understand specific vocabularies which relates to the study.	55.3%	46.8%	0%	0%
2. The Implementation of English course was effective and fun.	61.7%	38.3%	0%	0%
3. The English course has met my language needs in academic studies and targeted career.	44.7%	53.2%	2.1%	0%
4. The English course that I had is not quite different with the general	19.1%	44.7%	36.2%	2.1%

English.				
5. The lecturer of English course helped students in learning English.	55.3%	44.7%	0%	0%
6. The media that is used in the class is very limited.	8.5%	38.3%	51.1%	4.3%
7. The methodology used in English course is fun and easy to understand.	46.8%	48.9%	4.3%	0%
8. The methodology used in the class helped students to improve their skills.	36.2%	63.8%	0%	0%
9. The assessment procedures used in the course were appropriate	34%	66%	2.1%	0%
10. The lecturer of the English course only explained about the general English.	12.8%	34%	44.7%	8.5%
11. The English course is important to be integrated in the curriculum.	44.7%	55.3%	0%	0%

The table above portrays the responses of participants in order to determine the current implementation of English for Specific Purposes in the three departments at the Faculty of Economy and Islamic Business UIN SMH Banten. The data shows of the implementation is almost in a good way because the negative responses that given from the participants are quite low. In ESP, the most frequently occurring responses that result in a negative response are about the material. Some of the materials in ESP, according to the participants, are not different to those in General English. It takes 44.7 % of participants to agree that the English course they took was not significantly different from general English.

This is intended to be a critique for lecturers to improve their skills in developing ESP materials that are directly related to the needs of the students. Hopefully, the ESP materials that are relevant to the needs of the students will result in a positive learning outcome. Besides, the highest frequently responses are 66% of participants agree that the assessment procedures used in the English course were appropriate. Furthermore, 63.8% of participants agree that the methodology used in the class helped students to improve their skills.

Furthermore, almost all of the interviewees told the researcher that the current implementation of English course at the Faculty of Economy and Islamic Business of UIN SMH Banten is quite good, while the other may facing some problems on the implementation of the English course. The English course successfully helped students to have a better understanding of English language which relates to their study.

Moreover, based on the interview, it was found that the skills that have met the students' needs are specific vocabulary and speaking skill. However, the English class has not met their needs of listening skill and pronunciation. The English course needs

several improvements to be effectively implemented. The findings of this study are related to the findings of the previous researches discussed in the previous section.

Based on the findings and discussion above, it can be concluded that the current implementation of ESP at the Faculty of Economy and Islamic Business of UIN SMH Banten is quite good and help the students to improve their understanding about terms that related with their major.

CONCLUSION

The objective of this study is to find out the current implementation of English for Specific Purposes (ESP) at the Faculty of Economy and Islamic Business of UIN SMH Banten whether it has met the students' needs or not. The samples of this study are the three departments: the Islamic Banking Department, Islamic Economy Department and Sharia Insurance Department.

The result of this study shows that the current implementation of English course is equally well-applied at the three departments: there were some problems with the materials and time allocation for the course. Moreover, the implementation of English class has met the students' needs: especially in improve their skill about specific vocabulary and speaking skill.

After finishing this study, the researcher expected that this study will be useful to find out whether the implementation of ESP at the Faculty of Economy and Islamic Business of UIN SMH Banten has met the students' needs and to see whether that implementation relates to their majority study and targeted career. This study hopefully will be beneficial for the English lecturer to improve the quality of English course. Furthermore, since this research provides a deeper analysis so that it could be a reference for the following analysis.

REFERENCES

Alsamadani, H. . (2017). Need analysis in ESP context: Saudi engineering students as a case study. *AL&LS (Advance in Language and Literary Studies)*, 8(6), 58–68.

Amel, Z. (2017). The situation of ESP in EFL economic classes. *International Journal of Curriculum and Instruction*, 9(2), 206–216.

Brown, J. D. (2016). Introducing needs analysis and English for specific purposes. Routledge.

Dewi, R. . (2014). Pengajaran English for specific purposes di UIN Syarif Hidayatullah Jakarta. Conference Proceeding of International Conference on Education, (ICEd 14).

Lee, C. . L. (2016). Principles and practices of ESP course design – A case study of a University of Science and Technology. *ILJTER (International Journal of Learning, Teaching and Educational Research)*, 15(2), 94–105.

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.

Nur, M. (2018). Penerapan ESP di perguruan tinggi umum (Non English Majors) melalui pendekatan content-based instruction-cbt. *Mabasan*, 12(1), 12(1), 86–103.

Paltridge, B., & Starfield, S. (2013). *The handbook of English for specific purposes*. John Wiley and Sons, Inc.

Robinson P. (2015). *ESP today: A practitioner's guide*. Prentice Hall.

Strevens, P. (2011). *ESP in the classroom: Practice and evaluation*. Modern English Publications in association with the British Council.

Widodo, H. P. (2015). *The development of vocational English materials formal social semiotic perspective: Participatory action research*. University of Adelaide.