

ESP CLASSROOM ACTIVITIES: A STUDY AT NON-ENGLISH DEPARTMENT OF UIN ALAUDDIN MAKASSAR

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ABSTRACT

University students need English in order that they can success in their study and future career, so that they need English related to their major. This article reveals about EAP classroom activities at non- English department at UIN Alauddin Makassar. This research used classroom observation research using document, interview, and observation. The result of the research points out that the lecturers applied interesting method, strategies, and techniques that engage students in classroom interaction. The demand of their tasks is well within their ability and the activities are interesting and fun to do. The lecturers combine general English and English for the students' major.

Keywords: ESP, Classroom Activity, Non-English Department

1) INTRODUCTION

Students' needs for learning English is not merely about general English anymore but also understanding the English language which relevant to their major study when it comes to the university level. In many countries, the globalization of the economy and tertiary education takes ESP to attract great interest at the higher education that becomes a growing need for undergraduate students (Yasemin Kirkgoz and Kenan Dikilitas). It is important to understand the English language specifically because, in this era, many books, journals, and any other sources are written in English. In addition, having a deep understanding of ESP could help students to improve their own quality of pursuing their targeted career. That is why there is a high demand for English for Specific Purposes (ESP). The meaning of ESP

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itself is a way people teach a language that relates to the students' field of their working circumstances (Elvia Urena Sarazar, 2017).

In Indonesian higher education systems, ESP Courses have become popular recently. The fact that students majoring in specific fields as preparation for their professional career, many institutions and universities offered ESP Courses to their students. It was proven by Kusni (2013), the aim of ESP courses was to equip the learners with certain English proficiency level for a situation where English were going to be used, especially in workplace. According to Kusni (2013), majoring students require basic English course for two-credit, and followed by at General English Course for three-credit course. After that, they also need to take ESP course and passed two or three credit depends on their major. Those are ESP courses objectives that happening in Indonesian universities. As followed, teacher roles in ESP teaching are really important and prominent were the lecturers potentially face some general problems in teaching ESP for their students.

In non English Department, English is studied as compulsory subject. Tow credits as compulsory subject Chemistry Department class, the fact shows that, firstly lecturers asked students to use one or two course books to shape their objectives to be done by the end of the learning process and also add more references from printed material as additional learning materials, but also let the student have other references and sometimes using other fun learning methods. The second, the students found difficulties in doing Task and Assignment. Indeed, ESP Course typically concentrate about the specific vocabulary also consider about the structures in grammar that appear to own an exact daily proficiency. The third is about the method that being used by the lecturers. ESP approach enhances relevant of what the students are learning and enables them to use the English they know to learn even more English, so they can be motivated and encourage them to use English with confident (observation and interview, 2021).

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2) METHOD

This study employed classroom Observation research. Observation research is concerned with describing what goes on in L2 classrooms between teachers and learners. It documents pedagogical practices and procedures including the content of instruction and how it is organized and delivered. It includes descriptions of the kind of language that teachers and students use and the nature of the linguistic interactions that take place between them. Classroom observation also describes how teachers and learners are socially organized into different groups (e.g., whole class, pairs), the dynamics of the groupings, and the type of activities that take place within them. Another focus of observation research is affective behaviours such as the motivation practices of teachers and the levels of engagement on the part of learners. Depending on the approach taken, classroom observation research can be broad-based and open-ended or narrowly focused and closed, structured or unstructured, objective or subjective, and quantitative or qualitative. Chaudron (1988a) distinguished three main approaches to classroom observation: interaction analysis; discourse analysis; and ethnography. Interaction analysis has its roots in sociological investigations of group processes which led to the development of systems to observe and analyse classrooms in terms of the relationships between teachers and learners, and the activities in which are engaged.

Two of the fundamental purposes of classroom observation research are describing the current status of instructional practices and identifying instructional problems (Good, 1988; Good & Brophy, 2000; Waxman, 1995; Waxman & Huang, 1999). As Good (1988) puts it, “one role of observational research is to describe what takes place in classrooms in order to delineate the complex practical issues that confront practitioners” (p. 337). Many observational studies have been designed to describe specific educational phenomena. Large-scale observational

studies such as those of Sirotnik (1983) and Waxman, Huang, and Padron (1995), ' for example, have examined instructional practices in elementary and secondary schools.

This observation research observed three EAP Classrooms at non English Department at UIN Alauddin Makassar, Islamic Education department, Chemistry department, and Haji and Umrah Management Department. This study aims at investigating the classroom activities at three English classes.

The main sources of this study are observation sheet and field notes that had been collected from the point of view of the lecturer and the students who had passed the process of teaching and learning EAP. To analyse the data the researcher employed thematic analysis. This study also used document and interview to get data about EAP course.

3) FINDINGS AND DISCUSSION

The following part explains the result of the study regarding the EAP classroom activities to non-English Department, Chemistry department, Islamic education department, and Haji and Umrah Management Department.

Chemistry Department

English for chemistry is one of the compulsory courses given in the Chemistry Department in the second semester. This course has 2 credit courses with duration of 2x50 minutes for each meeting. English for chemistry students deals with learning English in the context of chemistry. Students gave instruction which aims to integrate the four skills of English (reading, writing, listening and speaking), and language elements (vocabularies and grammar). Students were guided to use English related to their field of study; so, they can read various text on chemistry, read journal articles, expose with a lot of technical vocabularies, basic grammars of English which are commonly found in academic papers, present paper in front of class, write an essay and express their opinion (Document: Lesson plan and syllabus).

English for students of chemistry aims to make students able to understand reading about chemistry written in English (reading), students are able to use basic grammar commonly used in English discourse (grammar), students understand the use of vocabulary related to their scientific field (vocabulary), students can make presentations in English (speaking), students

can write texts in English (writing), and students understand discourse in the form of voice recordings in English (listening), (Curriculum, 2021).

In addition, the lecturer has planned the class well by developing lesson plan, learning material. There are 20 learning materials were given to students of chemistry for 16 meetings. The Lesson plan contains learning outcomes, structure of material, activities and task during the EAP class for 16 meetings. The teacher prepared the material and share to students in order the students can access before coming to the class, (interview, 2022).

The teaching methods used by the lecturers were lecturing method and group discussions. In lecturing method, the lecturer prepared power point to provide a detailed explanation of the learning material to the students. While in the group discussion method, the students are expected to be able to analyze learning materials in English in the field of chemistry independently and exchange ideas with their friends, ((interview, 2022).

Islamic Education Department

The Department of Islamic Religious Education is one of the departments at the Faculty of Tarbiyah and Teacher Training, Alauddin University Makassar which was established in 1964 with the Decree No. 91 dated November 7, 1964. One of the courses offered in the Department s Reading Comphrehension for 2nd semester students. This course has 2 credit courses with duration of 2x50 minutes for each meeting. The learning outcomes are students hopes to be able to comprehend reading material related to Islamic education mayor, reading comprehension is a course that discusses the ability to process text, understand the meaning of the text and not what the reader knows. Individual's ability to understand texts is influenced by their skills and their ability to process information, (Document: Lesson plan and syllabus).

In Islamic Education Department class, the lecturer created an enjoy class by using some humours. She also tried to combine Indonesian language and English as language instruction during teaching and learning process. To create the students' activeness and develop the students' responses, the lecturer gave some questions and answered questions.

In teaching English, the lecturer creates a fun classroom atmosphere by occasionally inviting students to joke and asking students questions to encourage them to speak in English. In class, the lecturer also combines Indonesian with English during the teaching and learning process to deliver material. To make learning more effective, the lecturer presented a Power

Point in front of the class and gave students the opportunity to read and understand the text displayed. It is also used so that students respond well and understand the material presented.

In the process of teaching and learning English, the students are focused on reading skills and understanding of the text they are read. They are also given the memorization of English vocabulary. They study English in class for 2 credits, starting at 08.20-10.20. In the classroom they carry out the learning process using media such as LCD to make it easier for students to understand the material, and display Power Point for practice based on the material they discussed.

In the first 30 minutes of class, the lecturer discusses the material in detail, then takes a few minutes to practice it with students and then in the remaining time the lecturer gives students the opportunity to practice the material that has been discussed. This is one of the reasons for lecturer to develop and practice students' ability or skills in pronunciation, to increase vocabulary, and also about the grammar, (Observation and Interview, 2022)

The general discussion of this course includes: pronunciation, grammar, vocabulary, and understanding of English reading texts. In this course, learning takes place for 16 meetings with a duration of 2x50 minutes. The first meeting is usually just an introductory session and presentation of a study contract. The goal is for students to have an idea of what things they will do and learn in the Reading Comprehension course. Then at the next meeting, usually the lecturer will present the basic course material such as types of reading. The teaching methods applied here are the expository method, discussion, probing, assignments, demos, and simulations. Each student is divided into several groups and each meeting is expected to be able to present the material that has been given, this aims to build cooperation between students, make students active and able to identify, understand and differentiate about reading., (Observation and Interview, 2022)

The lecturer applied the group discussion method by dividing students into several groups, then the groups that have been formed are given different titles, but still on the concepts and subject matter. This method aims to build creativity and student activity in each meeting. Where each group will be given the opportunity to present their findings and discussions in front of the lecturer and other groups, then other groups will be given the opportunity to ask some questions. Lecturers who participate in observing the presentation process will assess what shortcomings the group has and then correct them and add new information that the group has

not previously conveyed, (Observation and Interview, 2022)

Department of Hajj and Umrah Management

English Course is a General Basic Course (MKDU) which is very important to be studied by all students in every department of UIN Alauddin Makassar includes student majoring in Department of Hajj and Umrah Management at the faculty of Da'wah & Communication. Department of Hajj and Umrah Management is one of the departments in the Faculty of Dakwah and Communications which is currently accredited B, set on April 6, 2021 after successfully collecting 312 marks. One of the courses offered is English for semester 2 students. The course hopes students must understand and be able to develop the four skills in English (speaking, reading, listening, and writing) as an international language, and be able to understand the culture of speakers of the language English well in order to avoid miscommunication /misinterpretation in intercultural and international communication. In addition, students are expected to be able understand the terms commonly used in Department Hajj and Umrah Management and used for their success in study and future career . (Document, 2022)

English for Department of Hajj and Umrah Management lasts for 16 meetings with a learning duration of 2x50 minutes. The discussion of this course included grammar, vocabulary especially those related to Hajj & Umrah Management, reading and conversation (including listening). This course discussed "introduction with WH questions and practical communication; how to as use do, does and did as well as have, has and have, then following by practical communication: Islamic terms especially regarding Hajj and Umrah Management, how to use modals and practical communication; how to use gerund, present and past participles as well practical communication; reading and translation into Indonesian.

The first meeting of the course was an introduction session and a study contract presentation. This aims giving students an idea of what things they will do and learn in this course. Then at the next meeting, the lecturer gave a presentation of the basic material of the course. The teaching method applied is a participatory-based class method and group discussion. Where each student is divided into several groups and every student in every meeting is expected to present the material that has been given, this aims to build collaboration between students, making students active in this learning even though the learning is sometimes online.

In the Department of Hajj and Umrah Management, the teaching achievements and the provision of material provided basically aims to provide them with English language debriefing for their use in the future, that support their main career, namely in the management of Hajj and Umrah. . (Observation and Interview, 2022)

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4) DISCUSSION

Based on the findings previously, it shows that EAP classroom activity at three Department at non-English department of UIN Alauddin Makassar applied the combination of general English and English for Academic purposes. The three courses provide key vocabularies related to their major. However, the learning outcomes of the vocabulary's terms were not developed based on the need analysis, while need analysis is a starting point and key point in designing course (both for English for Specific Purposes (ESP) and general English Course (Brown, 1995; Chambers, 1980; Dudley-Evans & St. John, 1998; Ellis & Johnson, 1994; Jordan, 1997; West, 1994; Nurpahmi, 2014; Yassi. H & Kaharuddin, 2018).

Three courses applied students-centred and lecturer-guided approach (Nurpahmi, 2014). The lecturers used various teaching method that can engage the students to learn. The lecturer applied group discussion and gave reinforcement after the class. The EAP classes were interesting for students.

5) CONCLUSION

From the results of the research, it can be concluded that the teaching method applied by the lecturer has been engaged students to learn actively and seriously. The lecturers have applied

various material and various method, strategies, techniques to engage the students in classroom interaction. However, the contents of materials were categorized combined general English and EAP. While the students need English that can help them to success in study, so they need English that can be support their goals. So that it is suggested to develop material that can be meet students need using need analysis.

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