Development of English Learning Models for Special Purposes

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Abstract

English is one of the most studied and used international languages in communicating between nations. English acts as a global or world language because English is studied and used as a means of communication in various countries, both as a first language, second language, and as a foreign language, English as a foreign language is the first to be studied as a subject taught from the level of early childhood education. /kindergarten to college. Not only that, there are many facts that show that English is able to provide significant added value for the workforce who master it, facilitate activities in the international world, and provide its own competitiveness in obtaining better job opportunities. This study uses a descriptive type of research with a qualitative approach, the researcher also wants to discuss the phenomenon entitled the development of an English learning model for special purposes, while what is meant by the qualitative method is an inductive research, the researcher allows problems to arise from the data or in leave it open for interpretation, while the results of this study explain that, English has a very important role in the current era of globalization, besides that English is also very necessary both in mastering communication technology and in interacting directly. As a means of global communication, English has a very strategic role in achieving the success of one's career, one of which can be done with the English For Specific Purposes (ESP) approach. English for Specific Purposes (ESP) or English for special purposes is a new approach in teaching and using English for special fields and studies that are in accordance with the needs of the fields of knowledge and professions that use English. ESP programs and materials are goal oriented which are targeted to be achieved at each meeting. This goal is understood as the benefits of English in playing its role as a communication tool to convey ideas related to certain contexts. ESP programs and materials should be designed and developed so that ESP plays a role in improving the English language competence of students or groups of individuals studying English specifically.

I. Introduction

English is the most widely studied foreign language at various levels of education in Indonesia, which means that English is often used in the context of daily communication by various people. On the other hand, English has also begun to be included in the 2013 education curriculum. has now become an international language used in almost all areas of global life and connects various aspects of existing knowledge. Learning English is considered as a necessity that cannot be ignored because it is often used as a prerequisite for admitting students to a university and recruiting employees in several government agencies (Agustina, 2014; Syam & Achmad, 2022). Education is the foundation of a successful career, financial freedom, the ability to think and reason critically and to make

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informed decisions. Without education we will be limited to perform tasks and we will be ignorant to the things that are happening in and around our surrounding, and according to Martin Luther King, a people without knowledge is like a tree without roots. For education to be of great value, curriculums should be implemented. (Philips, S. 2020)

In addition, English should be taught to children even from the age of seven to twelve years, where the position of the child is in grades 1 to 5 of elementary school. The reason is because at this age children begin to enter a very active intellectual/cognitive development approach and at this stage, children already have logical thinking skills, and can distinguish between right and wrong, so children do not need to try to do something, because children are able to think by using a probability model in carrying out certain activities. Therefore, with proper English learning, children can use the results that have been achieved previously through the methods used in the English learning process while at school.

English is a very important medium especially in communication because English plays an important role as a global language that is very global, the role of English can be seen in various fields such as in the world of tourism, education, economics, as well as in daily communication. This indicates that mastery of English is very important, especially when used for certain purposes such as academic goals, career advancement, and also for the need for cooperation with several countries in the world. English is the first foreign language that can be learned as a compulsory subject, from elementary school to university in Indonesia (Astuti, 2017).

The four basic skills that must be mastered in the English learning process include listening, speaking, reading, and writing skills. Listening and reading skills are often called receptive skills because students only accept and understand the subject matter being taught. While speaking and writing skills are called productive skills because students are expected to be able to produce the language that has been mastered. Although there are many assumptions that speaking competence is one of the activities most favored by students, among several other competencies such as listening, reading and writing, in the end there are still some students who consider speaking lessons as the most frightening and difficult lesson to learn. understood, but by consistently learning English, students are required to be able to use it as a tool to communicate, both verbally and in writing.

Learning English for students is mandatory because mastery of English is a priority for all people, especially in the world of education because English is the first foreign language that is most widely studied and developed at various levels of education in Indonesia, while some students are still being found. those who still have difficulty in learning English, especially in speaking competence, are usually caused by the number of practice speaking English which is still minimal as well as psychological factors, especially affective aspects, but in fact, in Indonesia there are still some schools that have not improved and minimized these factors. Because of these factors, there are still some English teachers teaching with inappropriate methods, coupled with inadequate school facilities and infrastructure and less contextual English learning materials (Dalle et al., 2018).

The purpose of teaching English in Indonesia itself has been stated in the Decree of the Minister of Education and Culture No. 096/1967 dated December 12, 1967, which is to develop students' English communicative skills which include listening, reading, writing, and speaking skills. At the tertiary level, students are expected to already have grammatical knowledge of English and can then apply this knowledge in communicating and interacting in everyday life. The development and role of the English language which is increasingly widespread among the community, especially in the world of education, increasingly

requires us to better understand and have knowledge of the language English widely, so that in the learning process it is necessary to develop models and learning methods that are considered more effective so that the learning process can be more easily understood by students.

However, in reality the state of learning English in some schools has not been able to bring students towards better achievement, while one of the reasons is caused by the learning process which is more dominated by the teacher where the position of the teacher provides more provisions in the form of theory and knowledge. language rather than prioritizing language skills both spoken and written. In addition, when talking about the quality of learning English at this time, honestly the quality is still very low, so it often has an impact on various factors, for example being the cause of students failing to take the National Examination where the process starts from the low interest of students to learn English. and do not have more motivation in understanding English in depth (Dewi, 2014).

English has a very important role in the current era of globalization, besides that English is also very necessary both in mastering communication technology and in interacting directly (Rostini et al., 2022). As a means of global communication, English has a very strategic role in achieving the success of one's career, one of which can be done with the English For Specific Purposes (ESP) approach. English For Specific Purposes (ESP) or English for special purposes is a new approach in teaching and using English for special fields and studies that are in accordance with the needs of the fields of science and professions that use English. ESP is taught in several non-English departments and in certain universities such as, Islamic education, Islamic economics, medicine, law, mathematics and others. In practice, ESP can be classified into two areas, namely EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). These two areas are still being elaborated into several other fields such as EST (English for Science and Technology), EBE (English for Business and Economy) and ESS (English for Social Science).

English is one of the most studied and used international languages in communicating between nations. English acts as a global or world language because English is studied and used as a means of communication in various countries, both as a first language, a second language, or as a foreign language. In Indonesia, English as the first foreign language to be learned as a subject taught from the level of early childhood education/kindergarten to university has a very important role in the growth and development of students, not only that, many facts that shows that English is able to provide significant added value for some of the workforce who master it, facilitate activities in the international world, and provide its own competitiveness in obtaining better job opportunities, so based on the description and description of the background above, researchers are interested in focusing more on the core problem. on how to develop an English learning model for special purposes.

II. Reseach Method

This study uses a descriptive type of research with a qualitative approach, the researcher also wants to discuss the phenomenon entitled the development of an English learning model for special purposes, while what is meant by the qualitative method is an inductive research, the researcher allows problems to arise from the data or in leave it open for interpretation, then the data will be collected with some careful observations, including descriptions in a detailed context accompanied by in-depth interview notes, as well as the

results of document analysis (Achmad & Yulianah, 2022). Next, the researcher begins activities systematically to collect, process, and conclude data by using certain techniques to find answers to the problems at hand. The data analysis technique uses descriptive qualitative analysis, where this technique describes the existing data and makes conclusions so that they are easily understood by themselves and others (Dja'far, 2017; Sjuchro et al., 2022).

III. Result and Discussion

3.1 English for Academic Purposes

The use of English is currently increasing, the high need for English can be felt by academics whose references generally come from English literature. Meanwhile, the information contained in the computerized system is presented and stored in English. The explanation above can imply that the demand for English in the world of work and the academic world is increasing and varied. English is a language that varies according to its function, in the field of work, the function varies according to the fields of work that exist. The need for English in the tourism sector, for example, will be very different from the need for English in banking and in other economic sectors (Fadly, 2019).

In the accounting sector, for example, in the economic sector, the staff is tasked with serving both local and foreign customers. This requires them not only to be fluent in Indonesian but also to be able to consistently master English. For this reason, it is clear that the pedagogical impact on these variations is that students should be given teaching materials that are in accordance with the type of language that will be used in the workplace or in the academic world. One of the ESP criteria is goal-oriented, which means that students who learn English are generally based on the demands of their needs, both for academic needs and for the needs of the world of work.

To find out the need for English, it is necessary to analyze the target through a needs analysis or called needs analysis. Several indicators are used to gather information about the needs of the target audience in learning English, including knowing the assessment of the need for micro skills and attitudes which in the end leads to a checklist for making a syllabus. ESP is a learning approach based on student needs or needs (target situation). The teaching materials used by some English lecturers in non-English departments for various fields of higher education, including the economics department, are not related to the needs of students, both for academic needs and for professional needs or the world of work (Febriyanti, 2018).

It is often found that teaching staff, both teachers and lecturers, provide teaching materials chosen at random by them without considering their suitability for the academic needs and the world of work of students later. In fact, the accuracy of the selection of teaching materials for a teaching will have a major impact on the level of success of students. Then the material used in teaching English must be appropriate and interesting so that children are interested and motivated to learn English. In this regard, teaching materials in the context of ESP should be relevant to the needs of students. The suitability between students' needs for English and teaching materials can increase student motivation in learning.

In conveying the context of ESP, the teaching staff must be oriented towards learning objectives or relevant to ESP. Especially materials related to the world of work or academic students. For this reason, it is necessary to explore teaching materials that are sufficient and easy to understand by students, then instructors should choose teaching materials for ESP that really match the needs and challenges of this era. The term ESP

itself began to appear in the 1960s as an answer to the dissatisfaction of learning general English (general English) which was not able to answer specific needs. Teaching English not only emphasizes the aspects of phonology, grammar, and lexicon but also emphasizes on tools for communicating, especially communication that is tailored to the characteristics of each learner's needs so that ESP is increasingly needed in learning English (Haris, 2000).

ESP refers to the teaching and learning of English as a second language or as a foreign language where the aim is to prepare learners to use English in a particular area. ESP itself is divided into more branches, namely EAP, EOP, English for Vocational Purposes (EVP), English for Medical Purposes (EMP), English for Business Purposes (EBP), English for Legal Purposes (ELP), and English for Sociocultural Purposes (ESCP).

In the world of higher education, the term ESP often overlaps with the term EAP. However, EAP is more appropriate to use because EAP refers to language learning and practices related to language learning that aim to prepare students to study or work using English as a medium of communication. Therefore, one of the objectives of the EAP course is to assist students in understanding linguistic and cultural aspects related to studies or work using English as a medium. EAP is often considered as a branch of English Language Teaching (ELT), although not all EAP teachers have an ELT background (Hermawati, 2015).

Because ESP is intended for a specific purpose, the main discussion in developing ESP learning is to know the needs analysis of the learner, the language skills that are capable of being used by the learner, and how the teacher knows that the learner is able to perform these skills, and if not able to do, how teachers to help learners, in this case students, master it. Regarding ESP or EAP teachers. The global growth of English in an academic context has also meant that a large proportion of EAP teachers worldwide are not native English speakers, and this has led to changes in EAP materials and teacher training courses.

This makes the world of EAP even more complex because the abilities of non-native EAP teachers vary. Therefore Hyland offers a solution to overcome the development of EAP. EAP is expected to be able to offer systematic approaches, managed based on the specific needs of a particular place, and problem solving oriented based on analyzing student needs and analyzing students' communication skills in their field. In general, English for specific purposes (ESP) or English for special purposes is distinguished from general English or General English (GE), and this word is very commonly used in comparing the two things (Novianti, 2021).

Based on the differences in motivation to learn English as briefly illustrated in the previous paragraph, English instructors should design teaching materials according to their reasons for learning English. Due to different needs which cause them to have different motivations and at the same time different reasons to learn English, ESP programs and materials are designed based on needs analysis; known as needs analysis in the ESP course. Related to the needs analysis so that the ESP substance is truly appropriate and meets the needs of learners.

There are also those who conclude that ESP is an observation-oriented learning goal where one of the three main characteristics of English for special purposes that distinguishes it from general English is its more specific substance. People study ESP because they have specific goals in certain fields, such as academics and professions. English for special purposes is understood by preparing learners to use English for academic, professional or work purposes. ESP is an approach to teaching and training English for a profession and field of science based on the needs of groups of people who

want to learn, for example English for economics, communication, agriculture, engineering, medicine, and other fields (Nur, 2018).

ESP has material substance that is designed and developed based on the concept of needs analysis. The purpose of the implementation of the needs analysis is to synchronize the learning materials with the needs of the ESP participants, both according to the profession and according to the academic field. According to Donough (1984), the ESP concept contains material, syllabus, and specific objectives that must be designed and developed based on the needs of a group that has a willingness to learn English. Students or groups of individuals who have professions coming to study should be adjusted to their needs based on the results of the analysis.

In line with this, students who study ESP are targeted to be able to improve their English competence because the learning materials are designed based on certain fields of science, so they are expected to have competencies such as reading texts from certain fields of science, increasing special vocabulary (registers). them, and so on. In this case, it can be said that language is used in various ways and can even be different in different contexts. Therefore, we observe students, graduates, and job requirements and in the end we think that ESP has a role in improving their English competence. The competencies referred to here are not only related to English in general or English related to the field of science being studied, but English related to registers and reading texts related to various other fields of science (Pontoh, 2014).

ESP is distinguished from general English as it is included in school and college curricula. Learning materials refer to the curriculum of the school or college concerned, so teachers at schools or teaching staff at universities should design and develop materials that are in accordance with the objectives of the curriculum. It is different with ESP, ESP participants can participate in determining learning materials and methods, and even together they can determine materials and methods according to their wishes and needs according to the goals and targets to be achieved..

The purpose of ESP is that individual groups or students are able to master English in the field of science as their discipline, for example, students of agriculture study program, they are expected to be able to master English in the field of agricultural science or if they are students of fishery study program, they are required to master English in the field of agriculture. fisheries, and so on. The area of discussion in learning English is of course related to agriculture and fisheries. The content of reading texts and learning activities should be in accordance with the scientific field. Vocabulary improvement was directed at registers rather than general vocabulary, but that does not mean that general vocabulary was neglected. So, in general, this goal is understood as the benefit of English in playing its role as a means of communication, both spoken and written. The substance of ESP is associated with themes and topics in certain fields of science, types of work and so on, on the other hand ESP materials in specific areas should be consulted with experts in related fields (Pandu et al., 2017).

ESP should be seen as a different concept, approach and method from general English. So, ESP has a perception, design, material, evaluation and purpose that are specifically different from general English. The design of ESP materials must refer to the needs of students and graduate users. Therefore, it is very important to carry out a needs analysis as well as possible based on the questions that can be asked of potential ESP participants. The results of these answers are analyzed, formulated, and determined to be related to the accuracy of the actual ESP program and material, besides that the ESP concept must of course contain materials, syllabus, and objectives that are designed and developed based on the needs of a group to learn English. . Students' English competence

needs to be improved through the ESP program. Graduates of English language and literature and English language education are expected to be able to master ESP, so that they not only master English in the fields of linguistics and literature, but it is very important for them to master English texts in other fields of science, such as communication science, economics, law, health sciences, engineering sciences, and other sciences.

3.2 Social Media as Learning Media for ESP (English for Specific Purpose) Speaking

In the current era of globalization, Indonesia is faced with very tight competition, especially in terms of technological developments, various countries compete in the international arena to become a country capable of mastering various technological and communication sophistications. This competition makes Indonesia increasingly challenged to show its prowess so that it must be more proactive in responding to global information flows as an asset in meeting market needs. This kind of condition requires Indonesia to carry out various collaborations, no longer about inter-city but also cooperation between various countries in the world. Of course, the existence of a cooperation agenda between countries requires us to establish good and correct communication, the goal is to maintain good relations with business partners which will automatically establish harmonious cooperative relationships. As a very important international language, English is used in various communications between countries, especially in the aspect of cooperation (Rahma, 2012).

The relationship between English and employability is a very significant relationship. Employability can be seen as the ability to get a job, keep it or get a newer one. The importance of English communication skills in terms of cooperation, of course, is a major factor, because by mastering them consistently, we will indirectly be able to compete in the world of international work. However, when looking at the facts on the ground, in fact there are not too many Indonesian people who have more skills in speaking good and correct English. Basically, the level of English competence possessed by Indonesian workers is still below the standard, of course if you look at the facts that Indonesia is the largest contributor to labor in the Southeast Asia region.

Of course, to improve these weaknesses, the first aspect that must be addressed is the world of education, especially at the tertiary level. Because universities should prepare a workforce that is highly competitive, has great abilities in their fields and is integrated with reliable English communication skills. Through learning English for Specific Purpose (ESP) is one of the English language programs that teaches students' field-based or vocational-based English materials. ESP learning materials are prepared based on an analysis of student needs for the needs of their world of work, in preparing ESP learning materials for students, it is natural for lecturers to observe student needs related to the use of English in the world of work. An important role of ESP learning is that students can prepare themselves to enter the world of work on an international scale (Riinawati, 2022).

There are many components in ESP that must be mastered, especially those closely related to communication, one of which is the speaking aspect. Speaking is one of the ESP course skills that are taught to university students. However, learning Speaking is not easy because in Speaking we must be able to master the elements of English such as grammar, vocabulary, pronunciation, intonation, fluency, body language, and gestures. There are so many Indonesian people who still cannot speak English correctly and fluently, while some of the factors are caused by the teaching system that is not in accordance with what is expected by students so that many errors are found in accuracy, pronunciation, spelling, stress, rhythm, intonation, and grammar. These problems certainly hampered them in

pronouncing fluent English correctly. So based on the facts above, it is only natural that lecturers and teachers should be able to create fun speaking learning, so that students can be motivated to learn speaking and be able to master the material easily. Lecturers who try to take the time for students to use the patterns they have practiced in more authentic real-life situations will make their students more successful in understanding speaking techniques. One of the most effective ways is to use social media technology that is often used by students (Rizal, 2019).

Effective communication between lecturers and students is one of the factors supporting the success of teaching ESP Speaking. Poor communication will make the teaching and learning process difficult. The use of communication is so that lecturers are able to understand the problems or difficulties in learning ESP Speaking that are faced by their students. The more intense the communication between lecturers and students, the greater the opportunity to help students overcome their learning difficulties. Experience shows that if there is not enough communication between students and lecturers, the feedback process is not effective or learning is not optimal.

Given that internet users, mostly students, often use social networks to communicate with friends, colleagues, and family, it is important to explore the use of social media as a tool that offers modern education. Basically social media is an application that allows users to interact and provide feedback with fellow users, such as creating, editing and sharing information in various forms. The growth of social media over the last few years has brought changes in terms of internet use for its users, one of which can be found in the world of education (Rizky et al., 2020).

This internet-based platform can actually be used to improve communication between various groups in the education system, namely between students, lecturers and other staff, applications such as Facebook, Instagram, and WhatsApp can function as a medium for communication between students and lecturers, especially when distributing English learning materials. Facebook or WhatsApp, can post homework, assignments and lesson plans, extend class discussions, send updates, schedule or announce upcoming learning activities, and inform students about English activities they can participate in.

In addition, social media can not only improve communication between students and lecturers but also among other students. With the presence of social media, students and lecturers can easily discuss anything related to the assignments or tests that have been planned. Besides being able to increase student and lecturer interactions, social media can also be used to grow the number of interactions between students and lecturers related to English speaking materials. Of course, students have greater opportunities to ask questions, provide comments, as well as feedback in understanding various English assignments. Thus, they will have more opportunities to develop active communication relationships that support a more effective English teaching and learning process (Roza, 2013).

The use of social media for ESP learning certainly has a very positive impact on fostering an attitude of collaboration that exists between lecturers and students with the main goal of achieving common goals between them. This allows students to learn ESP by referring to collaborative learning methods where students work together in groups towards a common goal. Collaboration in ESP learning using social media makes it easier for students to collect and share information from internal and external collaborations. Collaboration can be done between students, or other individuals from the community. This enables students to create their own learning content so that they understand more about ESP learning (Sofyan & Jaya, 2021).

Social media collaboration makes a change in individual students to think creatively in creating collaborative ESP learning content. In collaborations that are carried out by

students, they practice to put forward one another's ideas, then try to unite these ideas, agreeing with fellow students. Learning like this is more imprinted on students. Social media makes students work together to complete tasks better beyond individual capabilities because problem solving skills are better done in a collaborative environment.

IV. Conclusion

Based on the results of the discussion that has been described previously, it can be concluded that the scope of language in the ESP (English for Specific Purposes) technique is so that students are able to master English in the field they are studying. Of course, in this case the teaching method of English for Specific Purposes is different from general English. ESP programs and materials are goal oriented which are targeted to be achieved at each meeting. This goal is understood as the benefits of English in playing its role as a communication tool to convey ideas related to certain contexts. ESP programs and materials should be designed and developed so that ESP plays a role in improving the English language competence of students or groups of individuals studying English specifically. The material needs to contain topics and themes so that discussions in the learning process can focus more on the targets to be achieved rather than more extensive discussions without specific targets. Thus, graduates of English language and literature are also able to master English in other fields of knowledge, besides that ESP learning materials are prepared based on an analysis of students' needs for the needs of their world of work. ESP is taught in several non-English departments and in certain universities such as, Islamic education, Islamic economics, medicine, law, mathematics and others. In practice, ESP can be classified into two areas, namely EAP (English for Academic Purposes) and EOP (English for Occupational Purposes).

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