



**TEKNIK PENGAJARAN GURU DALAM MENGAJAR BAHASA INGGRIS DI
JURUSAN TEKNIK SIPIL DI UNIVERSITAS MUHAMMADIYAH MALANG**

***(TEACHING TECHNIQUE USED BY THE TEACHER
IN TEACHING ESP SPEAKING AT CIVIL ENGINEERING DEPARTMENT AT
UNIVERSITY OF MUHAMMADIYAH MALANG)***

Fitria Lapele

English Education

State Islamic Institute of Ambon

Jl. Dr. Tarmizi Taher, Kebun Cengkeh, Batu Merah, Ambon-Indonesia

Pos.el : fitrialapele@iainambon.ac.id

Abstract

This study used a descriptive qualitative design to gather the research data. While the instruments used in this study were observation and interview. The subject of this study was ESP Speaking teacher of Civil Engineering C Department at University of Muhammadiyah Malang. The result of this study showed that there were three techniques used by the teacher in teaching ESP Speaking at Civil Engineering C. The techniques were Brainstorming, Role Play, and Discussion. The students were very enthusiastic in learning speaking. They talked actively each other and confidently even though some of them still lack of vocabulary and frequently used the same vocabulary. Overall, these three techniques could effectively improve students speaking ability.

Key terms: *Teaching Technique, ESP, Speaking*

Abstrak

Penelitian ini menggunakan desain deskriptif kualitatif. Untuk mengumpulkan data penelitian. instrumen yang digunakan dalam penelitian ini adalah observasi dan wawancara. Subjek penelitian ini adalah guru bahasa Inggris Jurusan Teknik Sipil C di Universitas Muhammadiyah Malang. Hasil penelitian ini menunjukkan bahwa ada tiga teknik yang digunakan oleh guru dalam mengajar di Teknik Sipil C. Tekniknya adalah Brainstorming, Peran Main, dan Diskusi. Para siswa sangat antusias dalam belajar berbicara. Mereka saling berbicara secara aktif dan percaya diri meskipun beberapa dari mereka masih kekurangan kosa kata dan sering menggunakan kosa kata yang sama. Secara keseluruhan, ketiga teknik ini dapat secara efektif meningkatkan kemampuan berbicara siswa.

Kata kunci: *Teknik Pengajaran, ESP, Berbicara*

INTRODUCTION

Indonesia as a developing country has good relationship with the other countries. One important aspect to make this relationship runs well is the way to communicate each other. Here, as an international language, English plays a crucial role, especially in speaking skill. Unfortunately, many Indonesian people are less in speaking skill, moreover, those who are not English department students. This supports the need of learning English for the non-English department students, that is to be able to communicate in English in order to build relationship with foreigner institutions. Thus, developing a good speaking skill is the job of the teacher that is needed by students.

ESP is today more vibrant than ever with a bewildering number of terms created to fit the increasing range of occupations that have taken shelter under the ESP umbrella. It seems with increasing globalization and mobility of the world's workforce that the demand for specific courses will not decrease but only rise. As newer emergent economic powers arise e.g. India, Dubai, Malaysia, and Eastern Europe this will fuel demand for worker's to have good command of English for their workplace. It is hoped that stakeholders and learners also realize that English should be used for social purposes, as a means of empowerment and self-expression and not restrict themselves too narrowly to just a few target situations.

Moreover, in global world people should make contact with other people overseas. In this way, speaking plays an important role. Speaking is so much part of daily life that is taken for granted: an average person produces tens of thousands of words a day. As human beings, people all learn to speak at least one language (the language that they hear) as they grow up. Speaking is to share information or say

something about feelings, perception and intentions to other people. So, in speaking they change ideas into words to inform to other people (Thornbury 2006).

To speak English is not easy because a speaker should be able to master the elements of speaking English such as grammar, vocabulary, pronunciation, intonation, fluency, body language, and gesture. After people master these, they will become the best speakers and can use this language in many opportunities, as it is known, that if they look for a job, speaking English fluently will be one of the requirements to get a job.

But unfortunately, the speaking ability of people is not the same. Based on the writers' experience in Field Teaching Practice, most of the students were not interested in speaking. They were not talkative, and they did not pay full attention to the teaching-learning process. They did not know what to say and how to make up their mind. Based on this situation the writer takes a conclusion that there are some reasons why this can happen, namely, low vocabulary mastery, low self-confidence, bad pronunciation, nervousness and sometimes students are trying to translate from their mother tongue into English. So, the writer thinks that students need a variety of techniques in the teaching process to make lively classroom. Here, the writer try to conduct a research by the title "Teaching Technique used by the teacher in Teaching ESP Speaking at Civil Engineering Department in University of Muhammadiyah Malang".

THEORITICAL FRAMEWORK ESP

Growth of ESP

From the early 1960's, English for Specific Purposes (ESP) has grown to become one of the most prominent areas of EFL teaching today. Its development is

reflected in the increasing number of universities offering an MA in ESP (e.g. The University of Birmingham, and Aston University in the UK) and in the number of ESP courses offered for overseas students in English speaking countries. There is now a well-established international journal dedicated to ESP discussion, "English for Specific Purposes: An international journal", and the ESP SIG groups of the IATEFL and TESOL are active at their national conferences.

The ESP Approach

As described above, 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 of 1997, for example, a 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 in general.

Definition of ESP (Dudley-Evans, 1997)

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".

Teaching Speaking for ESP

Speaking is "the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts" (Chaney, 1998). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can

express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language (Kayi, 2006). It can be concluded that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching – learning methodologies.

In term of the context, the speaking skill for ESP is almost similar with the speaking skill for GE. The different is only on the purpose. Most of speaking skill for GE is to make the students to be able to speak English in general. However, according to Harding (2007) stated that “in ESP – English for Specific Purposes – the purpose for learning the language is paramount and relates directly to what the learner needs to do in their vocation or job”. Therefore, the speaking skill in ESP must be achieved to make the students to be able to speak about anything in their specific needs.

Characteristic of Successful Speaking Activities

Brown (2001) says spoken language is easy to perform, but in some cases it is difficult. In order that they can carry out the successful speaking, they must have some characteristics of successful speaking activity such as:

- 1) Students talk a lot when they take part in speaking activity.
- 2) They talk as much as possible of the period of time allocated to the activity of speaking. The students speak a lot in that duration and they comprehend the topic of speaking.

- 3) Students have high motivation to join speaking class. It can be seen from their behavior to have a great desire to accomplish their speaking task and achieve the task objective.
- 4) Language is of an acceptable level. Learners express themselves in utterance that are relevant, easy comprehensible to teach other and acceptable level of language accuracy. It means that the students are capable to build good interaction each other in sharing their ideas and information.

Definition of Teaching Technique

First of all, it should state some definition of the terms approach, method and technique. According to Harmer approach refers to “theories about the nature of language and language learning that serves as the source of practice and principle in language teaching” (in Richard and Rodgers 2001). However, a “Method” according to harmer is “the practical realization of an approach it includes various techniques and procedures” (ibid: 17). Brown defines techniques as “any of a wide variety of exercises activities or tasks used in the language classroom for realization lesson objectives” (ibid: 16).

Kinds of Techniques in Teaching English as Foreign Language

In occur with Kayi(2009), there are some techniques in teaching English, as below:

Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that

students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read vs. people learn best when they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

The procedure of technique:

- ✓ The teacher divides the class into some groups.
- ✓ The teacher explains the rules of the discussion and gives the topic to the students.
- ✓ The students make discussion in the class.
- ✓ Each group presents the discussion in front of the class.

- ✓ The other group will add the information or gives question during the discussion.
- ✓ Conclusion, the teacher gives feedback in their discussion.

Role Play

Harmer (1984) said that, one other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..."

Usually this technique used in teaching speaking. For the example, in teaching speaking the teacher wants to teach about professions. Then, the teacher asks the students to play the role of some professions such as: doctor, nurse, teacher, etc. Then, the students come in front of the class and play the role.

The procedures of role play technique:

- ✓ The teacher give the role (ex: doctor, nurse, teacher, etc.) to the students.
- ✓ The students make preparation to their performance.
- ✓ The teacher plays the role in front of the class.

Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

The procedures of information gap technique:

- ✓ This technique works in pair.
- ✓ The teacher gives the same task to the students with different missing information.
- ✓ One student gives clue to another student.
- ✓ The students should find the missing information with guessing the words.

Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

Brainstorming is usually used in teaching speaking, reading, listening, grammar, vocabulary, and writing. The example or the procedures of brainstorming is when the teacher wants to teach about part of body, in pre-teaching asks the students to point some parts of their body (shake your hands, touch your head.)

Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

The procedures of technique:

- ✓ The teacher prepares the story for the students.
- ✓ The students read the story and tell the story.
- ✓ The students hear the story carefully because after the teacher read the story, the teacher will give some questions based on the story.

Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sits in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on. This technique can be used in teaching speaking.

The procedures of this technique:

- ✓ The teacher starts to tell a story in some sentences.
- ✓ Teacher asks each student to continue the story one by one regularly until it finished.

Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

The procedures of picture describing are:

- ✓ Teacher gives the picture to the students.
- ✓ Students describe the picture in oral or written form.

Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

The procedures of Find the Difference:

- ✓ Teacher shows two similar pictures with some differences on it.
- ✓ Students try to guess the differences of the pictures.

METHODOLOGY

The design used in this study is descriptive qualitative. Ary (2010) stated that descriptive research is designed to obtain information concerning the current status of phenomenon. Concerning the focus of this study, the writer used the qualitative design. It was because the data did not have any statistical procedure like those found in qualitative research.

The subject of this study is ESP Speaking teacher of Civil Engineering D Department at University of Muhammadiyah Malang.

Ary et al (2010) stated that in qualitative studies, the human investigator is the primary instrument for gathering and analyzing of data. As the instrument and the collector of the data of this study, the researcher collected the data by using observation and interview. Then the writer analysed the data by herself.

In analyzing the data the writer reviews the data had been collected and analyzes the data based on the statement of problems. Then, the writer draws conclusion based on the result of data analysis.

FINDINGS AND DISCUSSION

In this session, the writer would like to tell about some techniques used by the teacher in Teaching ESP Speaking at Civil

Engineering Department in University of Muhammadiyah Malang. Based on the observation and interview the results are as follows;

Course Description in Observation

Subject	: ESP Speaking
Credits	: 2
Time Allotment	: 2 x 50'
Lecturer	: Arintika
Prismasari, S.Pd.	
Date	: Monday, May 4 th 2015
Material	: Interview
Indicators	:

- Evaluating expressions and responses of job interview individually and in pair.
- Composing a spoken transactional dialogue of job interview.

Teaching Techniques used by the Teacher

Brainstorming

In the beginning of the class the teacher asked some questions to the students. They were:

- ✓ Do you know talk show program?
- ✓ What is the talk show program looks like?
- ✓ In conversation between the host and the guess, do you know how the way to do it?

The students answered teacher's questions in good answers. Then, the teacher concluded all answers that led to their previous topic. It was about interview. She tried to recall their memory about the concept of Interview that they have learnt in previous meeting. The students were capable to re-explain the concept of interview.

Here we can see that on a given questions, students can produce ideas in a limited time when they have to answer teacher's question. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good

characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

Discussion

Following class activities above, the teacher divided students into 5 groups and asked them to create a talk show. In this doing, the students discussed actively related to the topic. They shared their ideas each other with the aim of creating an interesting and a good talk show. They were very enthusiastic, when they did not know about some vocabularies and could not find in the dictionary, they asked to the teacher. They all were involved in this learning process.

Discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. This activity fosters critical thinking and quick decision making, and students learn how to express themselves. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express, support, check for clarification, and so on.

Role Play

As soon as all the groups finished creating a concept for a talk show, the teacher used role play technique in presenting their talk show. Each group there should be 2 students played as the hosts and the rest's role as the guests. All of them were awfully attractive in playing their role. The shows run well even though sometimes some students paused a moment while they were speaking to think about the vocabularies.

The researcher also found that during students' presentation or when they were played their roles and any miss

pronunciations occurred there, the teacher corrected it directly. Sometimes students were confused then they did not get the point or lost what sentences they should used. It will be better if the teacher just allow them played their roles fluently. If there should be things to be corrected, the teacher can correct it in the end, after the presentation. However, overall was marvelous from their role play, whether in performance or in speaking ability.

CONCLUSION

Creating a successful of teaching ESP Speaking in order to improve students speaking ability is one crucial thing that ESP teacher has to be paid attention. There are so many teaching techniques that can be used for it. Some of them are role play, discussion, and brainstorming technique. These kind of teaching techniques are successfully used by the ESP teacher in teaching speaking at Civil Engineering C Department of University of Muhammadiyah Malang. The students are very enthusiastic in learning speaking. They active talk each other confidently even though some of them still lack of vocabulary and frequently use the same vocabulary. Overall, these three techniques can effectively improve students speaking ability.

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