

A DESCRIPTIVE STUDY OF ENGLISH LANGUAGE TEACHING FOR THE STUDENTS OF FACULTY OF SCIENCE AND MATHEMATICS AND FACULTY OF LAW

Oleh:

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ABSTRACT

The English learned by university students is supposed to be different from faculty to faculty or from study program to study program. The aim of the research is to describe English Language Teaching process in the Faculty of Science and Mathematics and the Faculty of Law. There are two research questions in this study: 1) What materials do the lecturers teach to the students in Faculty of Science and Math and Faculty of Law? Is it General English (GE) or English for Specific Purposes (ESP)? 2) What method do the lecturers use in teaching English to the students in Faculty of Science and Math and Faculty of Law? In conducting this research, descriptive method is used to portray the phenomenon factually. The data were obtained through interview, observation, and documentation. The research was conducted to the first semester students of Pharmacy Study Program, Computer Sciences Study Program, and first semester students of Faculty of Law. Three English lecturers were taken as the participants. Triangulation was used to check the validity of the data. As the result, the writer found out from the result of the interview, observation and documentation that the materials taught in Faculty of Science and Mathematics and Faculty of Law was English for Specific Purposes (ESP). Discussion and lecturing were the methods applied by the English lecturer in Faculty of Law. Presentation and discussion were applied by the English lecturers in Pharmacy Study Program and Computer Sciences Study Program.

Keywords: *English Language Teaching (ELT), English for Specific Purposes (ESP), Faculty of Science and Mathematics and Faculty of Law*

ABSTRAK

Bahasa Inggris yang dipelajari oleh mahasiswa seharusnya berbeda antar fakultas atau antar program studi. Penelitian ini bertujuan untuk menggambarkan proses pengajaran bahasa Inggris di Fakultas Matematika dan Ilmu Pengetahuan Alam (MIPA) dan Fakultas Hukum. Ada dua pertanyaan di dalam penelitian ini, yaitu: 1) Materi apa yang dosen ajarkan kepada mahasiswa di Fakultas Matematika dan Ilmu Pengetahuan Alam (MIPA) dan Fakultas Hukum? Apakah Bahasa Inggris umum atau Bahasa Inggris spesifik? 2) Metode apa yang digunakan dosen dalam mengajarkan Bahasa Inggris terhadap mahasiswa di Fakultas Matematika dan Ilmu Pengetahuan Alam (MIPA) dan Fakultas Hukum? Dalam melakukan penelitian ini, metode deskripsi digunakan untuk menggambarkan fenomena berdasarkan fakta yang didapat. Data-data didapatkan melalui wawancara, observasi, dan dokumentasi. Penelitian ini dilakukan pada mahasiswa semester satu Program Studi Farmasi, Ilmu Komputer, Fakultas Matematika dan Ilmu Pengetahuan Alam, dan mahasiswa semester satu di Fakultas Hukum, Universitas Pakuan. Tiga dosen Bahasa Inggris dipilih sebagai partisipan. Triangulasi digunakan untuk memeriksa validitas data. Berdasarkan hasil yang didapat, penulis menemukan dari hasil wawancara, observasi dan dokumentasi bahwa materi yang diajarkan di Fakultas Matematika dan Ilmu Pengetahuan Alam dan Fakultas Hukum adalah bahasa Inggris spesifik. Diskusi dan ceramah adalah metode yang digunakan oleh dosen di Fakultas Hukum. Presentasi dan diskusi digunakan oleh dosen bahasa Inggris di Program Studi Farmasi dan Ilmu Komputer.

Kata Kunci: Pengajaran Bahasa Inggris, Bahasa Inggris dengan materi spesifik, Fakultas Matematika dan Ilmu Pengetahuan Alam dan Fakultas Hukum

BACKGROUND

Language plays important roles in human being life, either for teaching learning process or communication. In this globalization era, people learn many important languages, and one of them is English. It is known that in Indonesia English is considered as a Foreign Language (EFL). In formal schools such as senior high school, vocational school, and universities, EFL teaching is divided into English for Specific Purposes (ESP) and General English (GE). Both ESP and GE are important and used based on the people's language needs.

The importance of English in Indonesia urges schools to put English as a compulsory subject. English Language Teaching (ELT) is applied in formal schools that commonly use GE in their curriculum like in Elementary School, Junior High School, Senior High School and in the University. All students studying different study field have to learn English at least one semester. The English learned by university students is supposed to be different from faculty to faculty or from study program to study program. The students in the Faculty of Economics, for example, need English to communicate in terms of economy and have to deal with things related to economy. The same thing happens to the students in the Faculty of Law. They also need English to communicate in terms of law and discuss issues pertaining to law.

This condition challenges the English lecturers to teach English based on particular majors. Later on when the students in those particular majors begin to work, they are no longer focused on the General English but on English for Specific Purposes (ESP). That is why ESP is needed to support their study. Therefore, English lecturers should pay attention to the students' need of English by analysing the linguistic characteristics of their special area of study and holding the ESP principle: "tell me what you need English for and I will tell you the English that you need" (Hutchinson and Waters, 1987:8).

RESEARCH METHODOLOGY

The aim of the research is to describe English Language Teaching process in the Faculty of Science and Math and the Faculty of Law. In conducting the research, the writer uses descriptive method. She describes the process of ELT taught by the lecturers by observing the classroom activity. Before observing the classroom activities, interviewing three English

lecturers is the first step used to dig up information about ELT in different study program. She also uses documentation by collecting the English syllabus and the course books. She conducts the research at Pakuan University Bogor. She takes two lecturers who teach English in Faculty of Science and Math and one English lecturer in Faculty of Law as the participants.

From all the data that have been analyzed, triangulation is used to validate the data.

RESEARCH FINDINGS

1. Data Description of Interview

To get the data, the writer interviewed three English lecturers from different study programs. There are four indicators developed into 26 questions. From the first indicator about 'L', all respondents agreed that unlike GE, the English learned in ESP is appropriate to particular subject. ESP course has specific terminology and is centred on the language (grammar, lexis, register) discourse and genres appropriate to the activities.

From the second indicator, 'C', all respondents prepared everything before teaching such as teaching material, teaching media, teaching methodology and their understanding of the material. In preparing the teaching materials, the two respondents took advantage of the internet such as downloaded the videos and articles.

From the third indicator 'M', all respondents taught the same material written in their syllabus. Besides, they also taught the material from the text book used. In ELT process, R#1 who taught at Pharmacy Study Program emphasized on writing skill to their students. She also concerned on giving grammar exercise.

From the last indicator 'A', All respondents did both formal and informal assessments. They did the informal assessment for the reason that they were able to see the students' response.

2. Data Description of Classroom Observation

a. The Lecturers' Preparation

Based on the writer's observation, the lecturers did no special preparation before teaching. It was because they used a handbook that had been prepared by the faculty. All the teaching materials were taken from it. However, she noticed that unlike the two respondents, one respondent who taught in

Faculty of Law did the preparation in the classroom. He read the text first while he was waiting the rest of the students came. He did not prepare the projector because he used the book as the media. It was in accordance with his statement in interview that he prepared himself by reading the text book and did not use any electronic media. In addition, two respondents asked their students to prepare the projector for the teaching learning process.

b. The Teaching and Learning Process

In the teaching learning process, discussion was the most activity applied in the three classes observed. Other activities applied were speaking, reading comprehension, writing, and question and answer. The students were asked to answer the questions either from the book or the text that was being discussed.

Based on two times classroom observations, the English lecturer who taught at Pharmacy Study Program focused more on grammar. Tenses and part of speech were the examples of the materials discussed in the classroom. She taught it as the substantial materials. However, the topics and the discussion were related to Pharmacology.

Meanwhile, Based on two times classroom observations, the English lecturer who taught at Faculty of Law focused on students' reading comprehension. He actively applied discussion to see the students' understanding. He did not pay any attention to the students' ability in grammar.

For the English lecturer who taught at Computer Sciences Study Program, from the two times classroom observation, she focused on students' reading comprehension. She applied presentation and 'questions and answer'. Sometimes, she corrected the students' mispronunciation both in the presentation and in the discussion.

c. The Materials Used

A handbook entitled, "English for Pharmacology" compiled by Mrs. Henny Suharyati was used for the students in Pharmacy Study Program. The book consists of four skills. However, the students did not practice the listening and speaking section. The book also consists of several units. The materials in every unit were presented in every meeting.

A handbook entitled, "Business Law: Market Leader, Business English" written by A. Robin

Widdowson was used for the students in Faculty of Law. The book provided topics and vocabularies related to Law. The exercises were, for example word search, word partnerships, sentence completion, and legal terminology.

A handbook entitled, "English for Computer" written by Mrs. Henny Suharyati was used for the students in Computer Sciences Study Program. All the topics and discussions were related to Computer. The topics were, for example "Basic Parts of a Desktop Computer" and "What is an Operating System?"

3. Data Description of Documentation

a. Lesson Plan

The English lecturer who taught at Pharmacy Study Program created her lesson plan based on the faculty's demand. She also stated that English grammar that was learnt including part of speech, tenses, sentence structure, passive voice and translation.

Meanwhile, the English lecturer who taught at the Faculty of Law created the lesson plan based on the discussion with her team teaching. In addition, she created her lesson plan based on the students' need. So, she was able to consider the material given to the students, the goals, the objectives and the methodology.

The same situation also happened at the Computer Sciences Study Program. The English lecturer created the lesson plan based on the faculty's demand and the students' need.

b. The English Materials in the Text Book

The materials taught were taken from the module named "English for Pharmacology". This book was designed for university students focusing on reading and writing. The book also consists of speaking and listening skills. There was also team project where the students had to choose and discuss the topic with their team. As the lecturer stated in interview session, she took the material both from the internet and other ESP books. However, she just taken the texts and created the questions by herself.

4. Data Analysis of the Materials Taught and the Method Used

Based on the research questions, the writer intends to investigate two things: "what materials

do the lecturers teach to the students in Faculty of Science and Math and Faculty of Law? Is it General English (GE) or English for Specific Purposes (ESP)?” and “what method do the lecturers use in teaching English to the students in Faculty of Science and Math and Faculty of Law?”

a. The Materials Taught

In the interview, all respondents said that the materials given to the students were English for Specific Purposes. The following are the statements from R#1, R#2 and R#3.

R#1 stated,

“... materi yang saya sajikan itu benar-benar terkait dengan ilmu farmasi”.

“... I teach the materials that related to Pharmacology”.

R#2 stated,

“Bapak mengajarkan materi berdasarkan yang ada di buku pegangan ini, Bapak melakukan seleksi materi dengan cara survey ke toko buku, kira-kira buku ini bagus untuk Bahasa Inggris Hukum”.

“I teach the materials based on the book. I do the materials selection by surveying the book store and considering the good book for the English for Law”.

R#3 stated,

“saya mengajarkan materi untuk Prodi Ilmu Komputer berupa segala sesuatu yang berkaitan dengan komputer, istilah-istilahnya dan bacaannya”.

“I teach the related materials for Computer Sciences Study Program including the terminologies and the texts”.

Based on the writer’s observation and data gained from the book, the materials contain a lot of interesting texts, enjoyable activities and encouraged learners to learn. In the observation, the students in the three different study programs were motivated by answering the questions from the texts in their handbook. In addition, the data gained from the book

showed that the handbooks used contained a lot of interesting texts and enjoyable activities. It was in line with the theory from Hutchinson and Waters (1987:107) who state:

Materials provide a stimulus to learning. Good materials do not teach but encourage learners to learn. Good materials contain interesting texts, enjoyable activities which engage the learners’ thinking capacities, opportunities for learners to use their existing knowledge and skills, and also content which is understandable for both learner and teacher.

The writer observed that the materials learnt in the three study programs were related to the students’ subject field. The questions in the ELT process, the issues discussed and the activities done were also pertaining to the particular subject and were not found in the general school. It was in line with the theory from Dudley-Evans and John (1998:4) that “ESP may be related to or designed for specific disciplines; ESP may be used in specific situations”.

b. The Method Used

In the interview, the three respondents stated that they used discussion method. However, R#1 and R#3 used presentation.

R#1 said,

[“there must be lecturing and discussion”]

R#2 said,

“metode mengajar di dalam kelas berupa ceramah, memotivasi siswa untuk mengajukan pertanyaan, diskusi, latihan-latihan, ...”

[“the method of teaching in the classroom are lecturing, motivating students to ask questions, discussion, English exercises, ...”]

In the classroom, the lecturers enjoyed the equal status. It was proven that the lecturers often asked their students to tell and share the topics related to their subject. It was in line with the theory from Dudley-Evans and John (1998: 4). They state that “ESP classes sometimes become more like a language consultant, enjoying equal status with the learners who have their own expertise in the subject matter.”

DISCUSSION

The writer found from the three instruments that English for Specific Purposes course was taught to the students in the Computer Sciences Study Program, Pharmacy Study Program, and students of Faculty of Law. Even though the students already knew and have their own expertise about issues pertaining to their subject using Bahasa Indonesia, they need to know it in English. It is because the terminologies which are internationally used are in English. It was in line with the theory from Paltridge and Starfield (2013: 2), "English for Specific Purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain."

VALIDITY CHECKING

From the explanation of the findings, the writer summarizes that the data gained through interview, observation and document are valid. The data taken from the interview was validated by the data gained from classroom observation and documentation. The respondents' statements in the interview were appropriate to the process of English Language Teaching in the classroom. The materials in the textbook and the lesson plan also showed that the teaching learning process was in line with the lecturers' statements that they taught English for Specific Purposes.

CONCLUSION

The interpretation of the result of interview shows that all lecturers in different study programs taught English for Specific Purposes to their students. Based on the data description and analysis, there are some conclusions that can be drawn from this study. First, the materials taught in Pharmacy Study Program, Faculty of Law, and Computer Sciences Study Program were related to the students' subject field. The contents and exercises in the text books discussed about particular knowledge that is appropriate to their majors. However, the English lecturer in Pharmacy Study Program taught grammar in greater. Her reason was because the students had to know it first before being able to write a resume, an abstract, etc.

Second, the teaching methods applied by the English lecturers were discussion, presentation, and lecturing method. Unlike both of the lecturers in

Pharmacy Study Program and Computer Sciences Study Program, the English lecturer in Faculty of Law focused on discussion. He also asked the students to answer the questions in Bahasa Indonesia. His reason was because when the students spoke in English, it could not guarantee their understanding of the text that was being discussed. They might copy the answers from the book.

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