

**THE IMPLEMENTATION OF ENGLISH FOR SPECIFIC PURPOSES
APPROACH FOR TEACHING BUSINESS ENGLISH IN STIE
MUHAMMADIYAH CILACAP 2017/2018**



Submitted to Department of Language Studies,
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**DEPARTMENT OF LANGUAGE STUDIES
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**THE IMPLEMENTATION OF ENGLISH FOR SPECIFIC
PURPOSES APPROACH FOR TEACHING BUSINESS
ENGLISH IN STIE MUHAMMADIYAH CILACAP 2017/2018**

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I hereby confirm that the publication article entitled "The Implementation of English for Specific Purposes Approach for Teaching Business English in STIE Muhammadiyah Cilacap 2017/2018." is an original and authentic work written by myself and it has satisfied the rules and regulations of Universitas Muhammadiyah Surakarta with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred and acknowledged accordingly.

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THE IMPLEMENTATION OF ENGLISH FOR ENGLISH FOR SPECIFIC PURPOSES APPROACH FOR TEACHING BUSINESS ENGLISH IN STIE MUHAMMADIYAH CILACAP 2017/2018

Abstract

The current study is a descriptive qualitative research aiming to describe the learning objectives of teaching Business English, the kinds Business English syllabus, the English material, the teaching methods, the teacher's role and the students role in teaching and learning Business English class at STIE Muhammadiyah Cilacap.

The subjects of the study were a Business English Teacher and first semester of Business English class, which consist of 15 students from Accounting and 23 students from Management. Data were garnered from interview with teacher and students, observation of teaching learning process, and documentations. The data collected were analyzed using technique triangulation to maintain the credible data to answer the questions in research questions by using interview, and then supported by observation and document.

The finding shown that (1) there are two kinds of learning objectives, namely general learning objectives and specific learning objectives (2) the syllabus used in Business English class is classified in the combination of Competence-based syllabus and content-based syllabus. The shape of syllabus is cyclical Format. The syllabus also used learning-centre as the approach; (3) The teaching and learning of Business English in STIE Muhammadiyah Cilacap used English for Specific Purposes as the approach and the classroom procedures were pre-teaching, while teaching (EEC), post teaching; (4) The materials used in Business English textbook, audio, and text. (5) The roles of the students in Business English class of STIE Muhammadiyah Cilacap were students as learning subjects, students as learning performer, students learn from teacher, and students learn from other students; (6) The teacher roles in Business English class of STIE Muhammadiyah Cilacap were teacher acted as facilitator, classroom manager, explainer, and motivator.

Keywords : English for Specific Purposes Approach, Business English, teaching, learning

Abstrak

Penelitian ini adalah penelitian deskriptif kualitatif yang bertujuan untuk mendeskripsikan tujuan pembelajaran pengajaran Bahasa Inggris Bisnis, jenis silabus *Bahasa Inggris Bisnis*, materi Bahasa Inggris,

metode pengajaran, peran guru dan peran siswa dalam pengajaran dan pembelajaran Bahasa Inggris Bisnis di STIE Muhammadiyah Cilacap.

Subjek penelitian adalah seorang dosen Business English dan mahasiswa semester 1 Business English, yang terdiri dari 15 mahasiswa dari Akuntansi dan 23 siswa dari Manajemen. Data diambil menggunakan instrumen wawancara dengan dosen dan mahasiswa, observasi dan dokumentasi. Data yang dikumpulkan dokumentasi dianalisa menggunakan triangulasi teknik untuk menghasilkan data yang valid untuk menjawab pertanyaan penelitian dengan menggunakan wawancara, dan didukung oleh observasi dan dokumentasi

Temuan penelitian adalah (1) Ada dua jenis tujuan pembelajaran yaitu tujuan pembelajaran umum dan khusus; (2) silabus yang digunakan dalam pembelajaran Business English tergolong dalam kombinasi antara Competence-based syllabus dan content-based syllabus. Bentuk dari silabus adalah cyclical format. Silabus menggunakan learning-centre sebagai pendekatan; (3) Pembelajaran Business English di STIE Muhammadiyah Cilacap menggunakan English for Specific Purposes (Bahasa Inggris dengan tujuan khusus) sebagai pendekatan dan prosedur dalam pengajaran yaitu Pre-teaching, while teaching (menggunakan EEK), dan post teaching; (4) Materi yang digunakan pembelajaran yaitu buku Business English, audio dan teks. (5) Peran mahasiswa dalam kelas Business English adalah sebagai subjek pembelajaran, pelaku pembelajaran, mahasiswa belajar dari dosen, dan mahasiswa belajar dari mahasiswa lain; (6) Peran dosen dalam kelas Business English di STIE Muhammadiyah Cilacap adalah guru sebagai fasilitator, pengelola, pemberi penjelasan dan pemberi motivasi.

Kata Kunci : Pendekatan *English for Specific Purposes*, *Business English*, pengajaran, pembelajaran

1. INTRODUCTION

In the global era, the English language plays an important role in human life. It has increased in recent years. It can also affect the quality of human resources. In this case the quality of the human resources acts a role in increasing a country in several sectors such as education, economic, social, and cultural. Therefore the need for English is increasing lately. As an international language, English is used as a communication tool between countries, both spoken and written. English is a very important language. It is used widely. It is taught at all levels of school from elementary until institution or university. It is not only used for general communication but also for specific purpose. As the Hutchinson and Waters's statements (1987: 6) "English became the accepted international language of technology and commerce, it created a new generation of learners who knew specially why they were learning a language

businessmen and women who wanted sell their products, mechanics who had to read instructional manuals, doctors who needed to keep up with the development in their field and a whole range of students whose course of study included texts and journals available in English”

As global society, people realize learn English in their own profession. They feel they do need to learn English in their work. In other words, English should be taught in specific purposes based on the job field of the people. English for specific purposes focuses on the specific vocabulary in the field of work. Moreover, each person has his own purposes in learning English that may be different from others. “The seemingly clear dichotomy between English as the Second Language and English as a Foreign language however has been considerably muddled in recent years with the increasing use of English worldwide for a variety purposes” (Nayar, 1997) cited in Brown (2001:166). With its historical background, people need English focusing on the learners need by using English for Specific Purposes (ESP) approach.

There are many problems for ESP practitioners that might emerge in the process of designing English for Specific Purposes. Hutchinson and Waters (1987:7) state that the basic idea of ESP “If language varies from one situation of use to another, it should be possible to determine the features of specific situations and then make these features the basic of the learner’s course”. As the basic of learner’s course, ESP should be applied in vocational school and higher education.

STIE Muhammadiyah Cilacap is one of the higher educations in Cilacap. It is applied KKNI-based curriculum. KKNI-based curriculum applied was based on the issuance of Presidential Regulation no. 08 of 2012 and Higher education regulation No. 12 of 2012 Article 29 paragraph (1), (2), and (3) have an impact on the curriculum and its management in each program. The curriculum initially refers to the achievement of competence to be referring to the achievement of learning or learning outcomes.

An ESP approach, especially Business English courses, is provided in various universities in order to improve students’ occupational English ability. For Business English instructors, design an appropriate curriculum is always a challenge because they have to understand students’ real needs (Johns & Price-Machado, 2001), as is the choice of appropriate materials. In addition, Business English courses are offered in different departments such as Applied English and International Business. English major students and Business major students have different characteristics, strengths and weaknesses. Therefore, it is important to discover how Business English instructors rearrange or adjust the design of their Business English courses when their students are from different departments. Based on the reason above, the researcher would like to study **IMPLEMENTATION OF ENGLISH FOR SPECIFIC PURPOSES FOR TEACHING BUSINESS ENGLISH IN STIE MUHAMMADIYAH CILACAP IN ACADEMIC YEAR 2017/2018.**

2. METHOD

This research is descriptive qualitative study. The research was conducted in STIE Muhammadiyah Cilacap on September – November 2017. The research subjects were the Business English teacher and the students of Business English class. The data and data source of the research were from the informants, event and document. The informants of this study were a Business English teacher and Business English students of STIE Muhammadiyah Cilacap. The events were Business English teaching learning process in STIE Muhammadiyah Cilacap. The documents were syllabus used in STIE Muhammadiyah Cilacap, and photos. The techniques of collecting data were interview, observation and documentation. The interview was done by the teacher of Business English to find out the things of the respondents more deeply. The classroom observation was to understand what curricular activities are carried out in the classroom, including the focus of the lesson and the content taught to students. To support the interview and observation, the researcher took documentation. The documents collected in the form of syllabus, academic guide book and photographs.

This study used triangulation of technique. This means that he researcher checked the data from interview then matched them with observation and documentation. The researcher drew the scheme of triangulation based on Sugiyono's (2016) theory about triangulation. Interview, observation, and documentation are interrelated.

3. FINDING AND DISCUSSION

Research findings show the information found during interview with teachers and observation of teaching learning process. The information presented is used to answer the research questions.

3.1 The kinds Business English syllabus used in STIE Muhammadiyah Cilacap.

To find out the business English syllabus used in STIE Muhammadiyah Cilacap, the researcher took documentation. The document was syllabus. Based on of the document, syllabus was classified in the combination of competence-based syllabus and content-based syllabus. Topical or Content-based syllabus is a syllabus is organized around themes, topics, or other units of content. Competence-based syllabus is one of syllabus based on specification of the competencies learners expected to master in relation to specific situation and activities. Competencies are description of the essential skills, knowledge, and attitudes required for effective performance of particular tasks and activities. Since the study conducted in University program, and it belongs to ESP, the combination both competence-based syllabus and topical or content based syllabus were appropriate with the learning process in higher education. It also has correlation with Hadley's theory (2001). He said that competency (or competence) is synonymous with ability or proficiency (or skill), implying a high level skill, well-developed knowledge, or a polished

performance. Another theory that matched with the kind of the syllabus was from Richard. Richard (2001: 159) Competency-based syllabus is one of the competencies learners are expected to master in relation to specific situations and activities.

The similarities found in previous research from Solikhah's work (2013). Her finding of kind of the syllabus was Topical or content-based syllabus in her research. While, the current research finding was the combination both of topical or content-based syllabus and competency-based syllabus.

3.2 The learning objectives of teaching Business English in STIE Muhammadiyah Cilacap

To find out the learning objectives, the researcher conducted documentation. documentation also supported by interview result with the Business English teacher. The findings were the learning objectives were divided into two, namely : general objectives and specific learning objectives. The general objectives were found in syllabus. It is comprehending and expressing meaning in transactional and interpersonal in real life future needs of Economics students in STIE Muhammadiyah Cilacap. The issuance of Presidential Regulation no. 08 of 2012 and Higher education regulation No. 12 of 2012 Article 29 paragraph (1), (2), and (3) have an impact on the curriculum and its management in each program. KKNI-based curriculum focused on the learning outcomes. The regulation said that learning outcomes are the internalization and accumulation of knowledge, skills, attitudes, and competencies achieved through a structured education process and covering a particular field of knowledge / expertise or through work experience (<http://www.kopertis12.or.id>). Thus, it can be concluded that KKNI is a study program that requires the education system in Higher Education to clarify the profile of its graduates, so that it can be adjusted with the feasibility in the perspective of community needs analysis. it can be said that the general learning objectives were matched with the KKNI-based curriculum. However, the specific learning objectives were found in syllabus. Specific learning objectives were explicitly stated in the syllabus. The specific learning objectives were also stated in each topics and each four skills.

Similarly, the findings also resonate with the previous finding in Suyadi's work (2016). He divided the learning objectives into two kinds, namely general objective and specific objectives. General objectives of the learning in his work are students are able to comprehend the English subject based on Accounting field. While, the specific objectives are English skills are need to be combined with the knowledge target of accounting, especially reading for enriching their vocabularies in accountancy. Writing is also needed to write some report and writing presentation papers.

1.3. The English Materials Used in Business English class STIE Muhammadiyah Cilacap

There are three kinds of material, they are Business English textbook, audio, and text. To find out those kinds of data, the researcher used classroom observation and supported by documentation. The observation was from September to November 2017. The researcher also found the role of the material used in Business English class teaching and learning, they were 1) a resource for presentation materials, 2) a source of activities for learner practice communicative interaction, 3) a source of stimulation and ideas for classroom activities. It was appropriate with the Cunningsworth's theory.

The theory from Cunningsworth (in Richards, 2001) about the role of materials in language summarized as : 1) a resource for presentation materials, 2) a source of activities for learner practice and communicative interaction, 3) a reference source for learners on grammar, vocabulary, pronunciation, 4) a source of stimulation and ideas for classroom activities, 5) a syllabus, and 6) a support for less experienced teachers who have yet to gain in confidence.

3.4 The Classroom Method of Teaching and Learning Business English In STIE Muhammadiyah Cilacap

To find out the data about classroom method of teaching and learning Business English In STIE Muhammadiyah Cilacap, the researcher took classroom observation and supported by documentation. Methods are related to approach, design, and procedures. Only approach and procedure discussed in this section because the design was covered in all this section of the research.

The first is approach. The approach of the teaching and learning of Business English class in STIE Muhammadiyah Cilacap used English for Specific Purposes as the approach. Based on the theory of English for Specific purposes from Hutchinson and Waters (1987: 8) "Learners are considered to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning". The needs of Business English class was the English teaching and learning that met to the field of department. STIE Muhammadiyah Cilacap only has a department, it is economic, and the English subject taught in Business English. Hutchinson and Waters (1987:17) in the branches of ELT also said that English for Business and Economic (EBE) was from English for Specific Purposes (ESP). Here, the English teaching learning process was classified in English for Specific purposes and it will go to English for Business and Economics (EBE). In this case, the compatibility of learners to the materials given are necessary. The learners are to use the target language in their real life. ESP helps the learners to figure out to the purposes of English learning.

Second, it was about teaching procedures. Based on the research findings, there are three phases in teaching and learning process, namely pre-teaching, while-teaching, and post teaching. The teacher used

Exploration, Elaboration, and Confirmation in Business English teaching and learning process in STIE Muhammadiyah Cilacap. Fauziati (2014:161) states that this activity conducted systematically through exploration, elaboration and confirmation.

Similarly, all of the previous researches analyzed about how ESP worked. The researcher took an example of the similarities of ESP as the approach of the study. It was from Alqahtani's work. The approach of the learning in Alqahtani (2015) was ESP approach and the learning method used was traditional method.

3.5 The Students' Role in Business English Class at STIE Muhammadiyah Cilacap

The finding showed the roles of the students in Business English class of STIE Muhammadiyah Cilacap were students as learning subjects, students as learning performer, students learn from teacher, and students learn from other students. Students as learning subject means that the students act as active learner or active participant in teaching and learning activity. Students as learning performer means that students actively conducted instruction based on the teacher's instruction. Students learn from other students means that students deliver and get something from other students.

Based on the previous findings research by Alqahtani (2015). There are differences findings compared with current research. In Alqahtani's work, students was passive in learning activity.

3.6 The Teacher's Role in Business English Class at STIE Muhammadiyah Cilacap

Based on the classroom observation, the researcher found some important roles of teacher in the teaching and learning process of Business English. Teacher acted as teacher and teacher acted as course designer and material provider. Teacher acted as teacher means that teacher delivered material in front of class. Teacher acted as course designer and material provider means planning the course and providing materials for it. Provision of materials did not only mean choosing materials and making a suitable number of copies for the class; the teacher's task also included adapting material when published materials were unsuitable or writing her own materials. The material was provided based on the needs of the students. The taught material adapted to the times.

Based on the research findings above, the researcher found the differences with Brajac's work (2015). The teacher roles in Brajac's work were teacher as collaborator, teacher as course designer and materials provider, teacher as researcher, and teacher as evaluator.

4. CONCLUSION

From the research findings, the researcher draws some conclusions as follows:

There are two kinds of learning objectives, namely general learning objectives and specific learning objectives. The general learning objectives: comprehending and expressing meaning in transactional and interpersonal in

real life future needs of Economics students in STIE Muhammadiyah Cilacap. the specific learning objectives were found in syllabus. Specific learning objectives were explicitly stated in the syllabus. The specific learning objectives were also stated in each topics and each four skills. The learning objectives was appropriate with the KKNI-based curriculum.

The syllabus used in Business English class is classified in the combination of Competence-based syllabus and content-based syllabus. The shape of syllabus is cyclical Format. The syllabus also used learning-centre as the approach. The syllabus used is matched to the Hadley's (2001) and Richard's (2001) theory.

The teaching and learning of Business English in STIE Muhammadiyah Cilacap used English for Specific Purposes as the approach and the classroom procedures were pre-teaching, while teaching (EEK), post teaching.

The materials used in Business English textbook, audio, and text. There are also three kinds of role of the material used in Business English teaching and learning, they were 1) a resource for presentation materials, 2) a source of activities for learner practice communicative interaction, 3) a source of stimulation and ideas for classroom activities. It was appropriate with the Cunningsworth's theory.

The roles of the students in Business English class of STIE Muhammadiyah Cilacap were students as learning subjects, students as learning performer, students learn from teacher, and students learn from other students. Students as learning subject means that the students act as active learner or active participant in teaching and learning activity. The teacher roles in Business English class of STIE Muhammadiyah Cilacap were teacher acted as teacher and teacher acted as material provider.

Since the current study investigating the teachers in a school and a field, it is possible that the contexts where they are teaching influenced the way they responded the interviews. Hence, it is more interesting to include teachers from different university in the future studies to get rich and comprehensive information. In addition, the next research can employ survey using questionnaire to obtain general pattern from the wider teachers' population.

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