



ESP FOR SPEAKING LEARNING ACTIVITIES FOR ECONOMICS STUDENTS OF UIN RADEN INTAN LAMPUNG: A NEED ANALYSIS

Wulandari Putri Herda

UIN Raden Intan Lampung

e-mail: ocekwulansph@gmail.com

Iwan Kurniawan

UIN Raden Intan Lampung

iwankurniawan@radenintan.ac.id

M. Sayid Wijaya

UIN Raden Intan Lampung

e-mail: sayidwijaya@radenintan.ac.id

Abstract: Need analysis in ESP used to find out the target situation or the need to adjust the use of language to the student's work environment so that it can prepare students very well. Speaking is a learner's ability to express himself or herself verbally, coherently, fluently, and precisely in the context of certain meanings. This research aims at: finding out the problem for Economics students, especially with speaking skills in learning English and identifying the students' needs for speaking learning activities in English. The design of this research is descriptive qualitative. The object was speaking learning activities need and the subject was Syariah Economic students of UIN Raden Intan Lampung. The data were collected by using questionnaire and interview and the were analyzed by applying Miles Huberman model. The results showed that the students had problems in pronouncing English words since it is different between the pronunciation and the written one. For the necessities, it can be concluded that the students need to learn how to communicate and For the necessities in speaking, it can be concluded: the students need to learn how to communicate and to be able to apply the appropriate grammar. The students also want the material or theory provided by the teacher was expected to meet the need of the language use in job carrier. The activities needed to be in groups and pairs to have a discussion related to English learning.

Keywords

Need analysis, speaking activities

A. INTRODUCTION

English as an international business language has expanded and reached countries. English plays an important role in education around the world. The inadequacy of business, scientific, and technological activities on a global scale and the need for international communication in various areas have increased the need for English, especially in countries where English is taught as a foreign language (Robinet, 1988). Dubin and Oishstain (1986) said there are three types of English language teaching; English as a first language, English as a second language, and English as a foreign language. First, English as the first language used as a spoken language or English as the main language in everyday life. The second related to English as a second language, English is used as a working tool in school, and the study of English in Indonesia as a foreign language from elementary school to the University. However, using English as a foreign language in oral communication is a complex activity that must be considered language learning. Etika Amalia of Economics Syariah students at UIN Raden Intan Lampung said that English is important for economics students because that much economic terms use English and Yusi Mahdinda, a student of Economics Syariah at UIN Raden Intan Lampung said that many economic graduates who work in financial institutions such as banks require English language skills to understand English terms and are more likely to meet foreign customers so that they can help interact with customers.

Teaching English for a specific purpose can be called a course of English for a specific purpose (Javid, 2015). Teaching English for a specific purpose provides students with English language materials that enable them to communicate in English in their field. In addition, ESP is a course that deals with the narrower subject of English that students are required to study. It can be concluded that the position of the ESP course is that students must master the competence of their subject (Basturkmen, 2010).⁸ So that ESP courses can help to determine topics that match what students need. Thus, English for specific purposes then becomes an important part of English language teaching because it offers the characteristic of English to certain students. ESP is an approach to language learning where all decisions about content and methods are based on the learner and the reasons for learning (Robinet, 1988). ESP sees students in their work or study role and that ESP courses focus on work or study-related needs rather than personal or general interests.

Speaking is one of the four skills that must be mastered in addition to listening, reading, and writing. Speaking plays an important role in everyday life, namely the direct communication of thoughts. This affects a person's performance in many aspects, such as social, political, business, and educational. Speaking is the ability to use a language orally or say things that cannot be reversed or changed except by repeating them. So, speaking is very necessary in life. For some jobs, it requires mastery of speaking, let alone using English to interact without any

misunderstanding, such as the example of a financial institution that allows meeting with foreign customers.

Economics students need to learn English, especially for mastering speaking skills, because in the world of work, English will not only be used as science or knowledge, but also as a support for the abilities possessed when entering the world of work. But many economics students have difficulty speaking. Yusi Mahdinda said that if she have difficulty with speaking that often occurs, such as forgetting or not understanding the vocabulary in English, the pronunciation is not clear or sounds strange, so it confuses anyone who hears it. Meanwhile, Etika Amalia said that the difficulty with speaking was in pronouncing English, which was difficult to pronounce because it was unfamiliar and difficult to understand.

Before planning an English course, the teacher must understand the condition of the student, because it tells about the specific needs of the English language, such as the skills, competencies and knowledge that the students must achieve. This is supported by Hutchinson and Waters, whose analysis of student needs is often described as the first stage before course design. In other words, analyzing student needs means trying to find out things that students consider when deciding what material to study. Based on the description, research with the title THE NEED ANALYSIS OF ESP FOR SPEAKING LEARNING ACTIVITIES FOR ECONOMIC STUDENTS OF UIN RADEN INTAN LAMPUNG. Research that focuses on analyzing students' economic need in learning English because all students learn English in general. Students used textbooks in English, the contents which is the same as other majors. Instead, as mentioned before the University has six faculties of different disciplines with very different English language requirements. For example, Economics students must learn how to call, advertise and negotiate. Economics students must learn English, such as vocabulary related to economics and its meanings. By conducting this research, it is expected the needs of Economics Students at UIN Raden Intan Lampung in learning English will be found. In addition, the results of this research can be used as suggestions for the Department of Economics in tthe design of special materials in English for Economics students.

B. RESEARCH METHOD

The design of this research was descriptive qualitative. Qualitative research emphasizes the depth of the participants of this research were students at the Economic Syariah of UIN Raden Intan Lampung, students who have lecture English education and have attended fieldwork practice. The information obtained from the questionnaire was then reconfirmed through an in-depth interview. The semi-structured interview was conducted with respondents through a focus group discussion. In qualitative research, the human investigator is the primary instrument for gathering and analyzing data. Lincoln and Ary introduced the concept of humans as instruments emphasizing the unique role that qualitative

researchers play in their inquiry. Because qualitative research examines human experiences and situations, this research needs an instrument that can adapt and respond to the environment. The instrument of this research were therefore the researchers themselves. To collect data from informants, researchers need help as the main research instrument. This research used data document and recording media such as tape recorders, mobile phones, photo cameras, and video cameras to record the result of interviews (Creswell, 2014).

C. FINDING AND DISCUSSION

Data analysis is an essential process that enables researchers to derive meaning from collected data and effectively communicate their research findings. This research used theory Miles and Huberman to get the result.

1. Students' Problem with Learning to Speak (Lacks)

There were twelve questions that asked about the problems that the students found in speaking class, and from those twelve questions, the problem that almost all of the students experienced were the question number six which is 54.7% of the students sometimes have difficulty in oral presentation, number seven shows that 51.1% of the students sometimes get the trouble wording in speaking, number eight shows that 42.3% of the students often worried about saying something in the case will make mistake in English, number nine shows that 51.8% of the students sometimes don't know how to say something in English, number ten shows that 43.1% of the students often don't know how the best way to say something in English and of the students sometimes don't know how the best way to say something in English.

From these answer, it can be presumed that almost all of the students less in vocabularies and they were often worried to say something in the case will make mistake in English so that they can't speak English well. According Hetrakul cited in afisa "vocabulary is a component in speaking. In speaking English, students need to master a lot of vocabulary, if the mastering many words, they would be able to study the way of speaking easily. Sometimes the students felt difficult when they were learning because they had limited vocabulary"¹. If the students choose the wrong word they have not confidence in speaking English because they afraid. The students alsodidn't well about the grammar, so that they didn't know how the best way to say something in English. Hetrakul cited in afisa said "grammar is quite difficult to be understood by the students. The students will be always get difficulty using grammar in speaking English because English always deals with the reference of time (present, past, and future) but Indonesian doesn't have one.

Moreover, there are singular and plural forms that the students have to distinguish and still many forms that have to be learned. The most of the students, that are very easy to get confused with the English grammar, while grammar that is

very needed to form a right sentence. If the students don't have grammar mastery, they will not be able to produce sentences that grammatically right. So, the students sometimes feel embarrassed when they want to produce English sentence orally". The data interviewed of the speaking then agreed with on these findings. Respondent said the problems were the English students less in vocabularies and even they knew the vocabularies they don't know how to speak the word, in the case they will make mistake in English speaking.

According the result findings, the researcher draws the conclusion that the teachers of English speaking have to the several techniques to solve the problem of the students in speaking activity. Brown said "the technique that is used by the teacher should cover the spectrum of the student needs, from language based on focus on accuracy to message based focus on interaction, meaning, and fluency². So, that to attain this the teacher could be prepare the list of new vocabularies that appropriate with the material using the phonetic transcription so be able the students know the pronunciation the words well, and the teacher give the formula or the how to use English speaking well. The principles for designing speaking techniques, such as provide appropriate feedback and correction, and from those principles, the strategies that can be used to overcome the problems of speaking, as follows; the teacher must be creative in teaching student; the teacher can find the communicative activities in teachers' resource books. So that, the student will not bored of learning English. The teachers also should encourage the students to use English appropriately; guiding the students to use English with the reference of time. The teachers also have to keep reminding the students to speak English; could go round the class to encouraging, persuading, and even pleading with the students to use English.

2. Necessities Students Learning to Speak

From the questionnaire, the questions number thirteen and fourteen were asking the students about the necessities of the speaking course. For number thirteen the data shows that 43.1% of the students consider to get success for a future profession, and for number fourteen students' attitude towards the place and role of English in the school curriculum, the data shows students thought when studying 81.8%. Interview reported the necessities of the students, the students had to learn about some materials related to speaking and had to practice. Some topics that truly fulfil the needs of the students Economic whether it is used when studying, and whether they use English for getting job career or get success for a future profession.

From this, the researcher draws the conclusion, the teacher who taught speaking has several efforts to find the demand of the students in learning English speaking. Nation and Macalister said the first thing to look at in necessities is the demands of the target tasks. That is, what will learners have to do when they do a job? Among

the things they will have to do listen the leader, take part in presentation, and take a deal with consumer.

3. Wants the Students Learning to Speak

From the questionnaire, the researcher got the information, such as; the students thought that they will use English speaking for job/career (78.1%), 43.1% the students neutral with the opinion of removing speaking course from university curriculum, 65.7% the students thought bad English proficiency determine a bad effect on the academic performance, the students (53.3%) like a class with a lot of activities, the students (49.6%) also prefer for working in pair or groups, and the students (89.1%) want the teacher as the facilitator and guide. Interview of the students' needs in English speaking skill activities for Economic students the first saw from the tools, the tools that can be used in the class that is some kind of audio facility that students can do what they want clearly. For the activity, the students need to do practice a lot.

From this information, the researcher draws the conclusion that the opinion of the students of their wants of speaking class, such as; most of them tend to learn to speak in group discussion, and they want the teacher as the facilitator and guide. From the interview, the information related to wants of the students for becoming a good speaker they have to become a good listener, so the audio facility will help them to listen and learning the language well from the native speaker directly. The student also have to practice a lot in speaking with family, friends, and others because the purpose of learning the language is to use that the language properly in communication.

From the wants of the students in speaking, the teacher may use these strategies for fulfilling their wants, as follow; the teacher using pair work and group maximally, group work increases students talking time, it takes a limited period of time because the students can share the information each other, and also lowers the inhibition. The easy language used in the activity, general, pair or group work activity should use the language that is easily produced by the students, so that they can speak fluently with the minimum of hesitation. Make the careful choice of the topic and task to stimulate the interest of the students, so that keep in line with the materials. Review essential vocabulary before the activity starts and also important for the students to prepare for they learning. Use "acting out" and reading aloud, that is a useful way to encourage the quiet students. An acting out does not mean reading aloud only, the teacher here likes drama coach that working out when the voice should rise and fall, where the emphasis goes, and what emotion the actor should try to convey. Use role play that so many of the teachers found that quiet students speak more freely when they are playing a role. In this case the teacher should become a good instructor in doing all activities that provide team or pair and group.

D. CONCLUSION

The results from data analysis, the finding from the data analysis showed that the students' problems in learning speaking in ESP class were they had difficulties in the pronunciation of words because English words were different in focus of pronunciation and writing, and low vocabulary. For the necessities in speaking, it can be concluded that the students need to learn how to communicate on the level, and the students were able to apply the appropriate grammar in communication to achieve the students' target of learning English speaking. For the wants of the students, the material or theory provided by the teacher was expected to meet the needs of the language use in job careers. The students also want the teacher as the facilitator and guide for learning English with the groups and pair in the discussion practice learning English.

F. REFERENCES

- Afisa, Yolanda Sheila Pradya. "The Students' Difficulties in Speaking at The Tenth Grade of SMA Negeri 1 SINE in 2014/2015 Academic Year," 2015, 6–7.
- Ary, Donald, Lucy Cheser Jacobs, and Christine K. Sorensen. *Introduction to Research in Education*. 8th ed. Wadsworth: Cengage Learning, 2006.
- Basturkmen, Helen. *Developing Courses in English for Specific Purposes*. Palgrave Macmillan. Vol. 1. New York: Palgrave Macmillan, 2010. <https://www.pdfdrive.com/developing-courses-in-english-for-specific-purposes-d184347941.html>.
- Brown, H. Douglas. *Teaching by Principles An Interactive Approach to Language Pedagogy*. Second. San Francisco: Longman, 2000.
- Cohen, Louis, Lawrence Manion, and Keith Morrison. *Research Methods in Education*. JETP Letters. 5th ed. Vol. 86. RoutledgeFalmer, 2008. <https://doi.org/10.1134/S0021364007220055>.
- CRESWELL, JOHN W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE. 4th ed. Vol. 59. SAGE Publication, Inc, 2014.
- Creswell, John W. *Educational Research - Planning, Conducting, And Evaluating Quantitative and Qualitative Research - Fifth Edition*. AORN Journal. Vol. 62, 2015.
- Dickson, Hannah, Joel Harvey, and Nigel Blackwood. "Feedback, Feedforward: Evaluating the Effectiveness of an Oral Peer Review Exercise amongst Postgraduate Students." *Assessment and Evaluation in Higher Education* 44, no. 5 (2019): 692–704. <https://doi.org/10.1080/02602938.2018.1528341>.
- Haseli Songhori, Mehdi. "Munby Introduction to Needs Analysis." *English for Specific Purposes World* 7, no. 4 (2008): 1–25. [http://www.esp-world.info/articles_20/DOC/Introduction to Needs Analysis.pdf](http://www.esp-world.info/articles_20/DOC/Introduction%20to%20Needs%20Analysis.pdf).
- Indrasari, Nunun. "English for Specific Purposes: A Need Analysis at The Second Semester of Physics Education Students of IAIN Raden Intan Lampung in The

- Academic Year of 2015/2016." *English Education: Jurnal Tadris Bahasa Inggris* 9, no. 1 (2016): 161–72.
- Javid, Choudhary Zahid. "English Forr Specific Purposes : Role of Learners, Teachers Ad Teaching Methodologies." *European Scientific Journal* 11, no. 20 (2015): 17–34.
- Kamaruddin, Abdul, Nurul Fitria, and Andi Patmasari. "Needs Analysis-Based ESP Course Design for Accounting Students of Vocational High School" 7, no. 2 (2021): 1–10. <http://ejournal.umm.ac.id/index.php/kembara>.
- Nation, I S P, and John Macalister. *Language Curriculum Design*. First. New York: Routledge, 2010.
- Nove Ria, Tiara, and Djamaludin Malik. "Syllabus Design in Business English Based on the Needs of Economics Students." *ELT Forum: Journal of English Language Teaching* 9, no. 2 (2020): 34–43. <https://doi.org/10.15294/elt.v9i2.41714>.
- Ria, Tiara Nove, and Djamaludin Malik. "A Need Analysis in English for Business Material at Economic Faculty of Pandanaran University." *Edulingua: Jurnal Linguistik Terapan Dan Pendidikan Bahasa Inggris* 7, no. 2 (2020): 67–74. <https://doi.org/10.34001/edulingua.v7i2.1380>.
- Robinett, Betty Wallace, Tom Hutchinson, and Alan Waters. "English for Specific Purposes: A Learning-Centred Approach." *The Modern Language Journal* 72, no. 1 (1988): 73. <https://doi.org/10.2307/327576>.
- Safitri, Intan. "students ' needs analysis in English speaking for everyday communication at state islamic institute of palangka raya by : intan safitri." *state islamic institute of palangka raya*, 2017.
- Surani, Dewi, and Nugrahini Kusumawati. "English for Economics:Analysis of English Needs on Economic Students in ASEAN Economic Community (AEC)." *Journal of English LanguageStudies* 3, no. 1 (2018): 51. <https://doi.org/10.30870/jels.v3i1.2636>.
- Tindangen, Megi, Daisy S M Engka, and Patri C Wauran. "Peran Perempuan Dalam Meningkatkan Ekonomi Keluarga (Studi Kasus : Perempuan Pekerja Sawah Di Desa Lemoh Barat Kecamatan Tombariri Timur Kabupaten Minahasa)." *Jurnal Berkala Ilmiah Efisiensi* 20, no. 03 (2020): 81.
- Yana, Dewi. "A Needs Analysis for English Speaking Syllabus Development." *ANGLO-SAXON: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris* 6, no. 2 (2016): 122. <https://doi.org/10.33373/anglo.v7i2.501>.