

THE NEED OF ESP COURSE IN COMMUNICATIVE SPEAKING SKILL

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Abstract

ESP course design model specifically in communicative speaking skill is very essential to be applied at vocational schools (SMK), because the students of these schools are prepared to work. In this case they have to know English well especially speaking. Moreover, ESP course approach designed based on the two fundamental principals mainly theoretical and pragmatics, and some of supported theories as well. Research objective is to know if the students of vocational schools which become a selected research is SMK Pariwisata Kosgoro at Jl Perjuangan Cirebon, are eager to accept that ESP course is one of their needs, in order they can improve their English particularly in communicative speaking skill. Meanwhile, the used research method is quantitative one.

Key words : *course design, fundamental, theoretical, pragmatics*

BACKGROUND

Actually, the students of vocational schools are prepared to work after they have finished their study. English becomes one of particular requirements to enter the work. In other words, the globalization era demands all the business communication using international language such as English. Thus, it is not strange if most of international and national companies, nowadays, need all their staffs to be able to speak and understand English well. In this case, the ESP course design model is proposed to bring development for their English knowledge, mainly English for occupation.

Based on the observation at one of vocational schools in Cirebon such as SMK Pariwisata Kosgoro Jl Perjuangan Cirebon, the researcher found that most of students have difficulties in their English. The students often face problems such as feeling confused when they are trying to speak English correctly. Moreover, they have difficulties not only in speaking English but also in other English skills as well. They feel board to the available teaching and learning procedures at their school, means that they need other different English learning to make them master their English well.

In this case, the researcher has given them questionnaires to get data of how far they need English. There are three departments in tourism school such as food and beverage, accountancy, and secretary. The questionnaires are distributed to Food and Beverage, Accountancy, and Secretary Departments. The result of the questionnaire describes that most of them are eager to work in the hotel. So, based on their needs, we design a syllabus of ESP course for communicative approach which the occupation area is around the hotel specifically for three departments namely: Food and Beverage, Accountancy, and Secretary.

The syllabus of ESP course is designed for 12 sessions during three months, and the course is held twice a week. The course materials are speaking. We show the result of the questionnaires after presenting some examples of ESP course design materials.

Resource books :

1. Five Star English (For the Hotel and Tourist Industry).
By Rod Revell, Christ Scott. Oxford University Press. 1982.
2. International Restaurant English.

RESEARCH QUESTION

This study is designed to answer the following question:

“Is the examples of ESP course materials design model especially in communicative speaking skill can support the students to be eager to learn English more as their needs after they have finished school, mainly for one of important requirements of the work?”

HYPOTHESIS

RESEARCH OBJECTIVES

The particular study of SMK Pariwisata Kosgoro Perjuangan Cirebon, academic year 2014/2015 aimed at finding out:

1. The achievement of students' speaking skill
2. The effect of learning model of ESP designed toward students' speaking skill.

LIMITATION OF THE RESEARCH

1. Scope of the research is the use of ESP materials design approach to teach speaking
2. The limitation of the study is only conducted to the Tourism students of SMK Pariwisata Kosgoro Jln Perjuangan Cirebon.

SIGNIFICANCE OF THE RESEARCH

The results of the study is expected to be used theoretically and practically :

1. Theoretically
 - a. The result of the study is expected to be able to widen the skills of teachers in using ESP materials course design model in order to improve students' speaking skill.
 - b. As a reference to other researchers who want to study learning model of ESP materials
2. Practically
 - a. The result of this study is suggested to apply the learning model of ESP materials design strategy to increase and improve the students' competence in English speaking skill.
 - b. The use of learning model is available in ESP materials design in speaking can make the students are more enjoyable in doing their tasks associated with the reading materials.

“A hypothesis is, simply put, a prediction of the possible outcomes of a study” (Frankle and Wallen, 2009: 45). The hypothesis that the writer investigated in this research was ESP materials design model is effective to use in teaching speaking skill at the SMK Pariwisata Kosgoro Perjuangan Cirebon, so that they need ESP course as their extracurricular.

Definition of Materials Design Model

The aims of particular model is to provide a coherent framework for the integration of the various aspect of learning, while at the same time allowing enough room for creativity and variety to flourish. According to Tom Hutchinson and Alan Waters (1999 : 108) that the model consist of elements; *input, content focus, language focus and tasks*.

a). *Input* : this may be a text, dialogue, video-recording, diagram or any place of communication data, depending on the needs they have defined in their analysis. The input provides a number of things

- Stimulus materials for activities
- New language items
- Correct model of language use
- A topic for communication
- Opportunities for learners to use their information processing skills
- Opportunities for learners to use their existing knowledge both of the language and the subject matter.

b). *Content focus* : language is not in end in itself, but a means of conveying information and feeling about something. Non-linguistic content should be explained to generate meaningful communication in the classroom.

c). *Language focus* : our aims is to enable learner to use language, but it is unfair to give learners communicative tasks and

Activities to Promote Speaking

activities for which they do not have enough of the necessary language knowledge. Good materials should involve both opportunities for analysis and synthesis. In language focus learners have to chance to take the language to pieces, study how it works and practise putting it back together again.

d). *Tasks* : The ultimate purpose of language learning is language use. Materials should be designed, therefore, to lead towards a communicative tasks in which learners use the content and language knowledge they have built up through the unit. The primary focus of the unit is the tasks. The model acts the vehicle which leads the learners to the point where they are able to carry out the tasks. The language and content are drawn from the input and are selected according to what the learners will need in order to do the tasks. It follows that an important feature of the model is to create coherence in terms of both language and content through out the unit. This provides the support for more complex activities by building up a fund of knowledge and skills.

Definition of Speaking Skill

Speaking usually involves two or more people who use language for interactional or transactional purposed. It is not the oral expression of written language. This should be reflected in the types of activities used in ESL classroom. (Richards, page 188, 2002)

Based on the statement above, speaking is utter a word that involves two or more people using the language and have different goals and different skills. When we speak there is a context of casual conversation, for example, aims to communicate with someone, or do a discussion with friends, and be able to entertain. A conversation can also aim to seek an opinion, provide information or clarify something.

- a. 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.

b. Role Play

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..." (Harmer, 1984)

c. Information Gap

In this activity, students are supposed to work 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.

d. 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.

e. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. (Kayi, vol 2, 2006)

More Speaking Suggestions

➤ Information-gap activities:

An information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information- because they have different information, there is a 'gap' between them.

➤ Telling Stories:

We spend a lot of our time telling other people stories and anecdotes about what happened to us and other people. Students need to be able to tell stories in English, too. Students are put in group. Each group is given on of a sequence of pictures which tell a story. Once they have had a chance to look at the pictures, the pictures are taken away.

➤ Favourite objects:

A variation on getting students to tell personal stories, (but which may also involve a lot of storytelling). Is an activity in which students are asked to talk about their favourite objects (things like mp3 players, objects with sentimental value, instruments, clothes, jewellery, pictures, etc).

➤ Meeting and greeting:

Students role play a formal/business social occasion where they meet a number of people and introduce themselves. (Harmer, 2001, page 129).

Based on the statement of Harmer and Kayi, there are many types of speaking. There are discussions; role play, storytelling, interview, favourite objects, meeting and greeting, and the writer will use storytelling to use in script on the research because storytelling is easy method for students and interesting script. Because storytelling can make students think creatively and can express their ideas. Then the writer will use text script a narrative to make students interesting and easy to accept the study.

According to Folse (1999: 39) a narrative essay tells a story. Telling a story has always been important part of human history. So, narrative text is a text which tell story. A narrative is created in a constructive format. It can describe fictional events or non-fictional events. A narrative is a story that is created in a constructive format (as a work of writing , speech , poetry , prose , pictures ,song, motion pictures , video games , theatre or dance) that describes a sequence of fictional or non-fictional events .

Slattery and Willis (2009: 90) stated that children know a lot about stories.

They understand the structure, that stories have a beginning and the middle where

you tell what happens, and that there are different ways to end. In this case, students know about or narrative because story or narrative has structure such as a beginning, middle and the end. The generic structure of narrative: orientation, complication and resolution.

METHODOLOGY OF THE RESEARCH

To improve students' progress in learning should also do research because of the results of the study will see at the problems that must be completed in order to improve the quality of education and the quality of students' learning. Therefore, the writer uses an experimental research to increase students' speaking skill by using some of ESP course materials design model in communicative speaking skill at SMK Parawisata Kosgoro Perjuangan Cirebon

The writer uses experimental research and Fraenkel (2008:7) stated that experimental research is the most conclusive of scientific methods. Because the research actually establish in different treatment and the studies their effects, results from this type of research are likely to lead to the most clear-cut interpretations.

The Scoring System

In this research, the writer uses scoring scale from brown to make a rubric scoring speaking. Speaking skills includes several aspects, among which are grammar, pronunciation, fluency, and comprehension. In this case the writer wants to increase the right skills, and there is the opinion of the Brown.

For his research, (Brown, 2001, pp. 406-407) in page172 stated that test of oral proficiency scoring categories, such as:

| PRONUNCIATION | FLUENCY | COMPREHENSION | GRAMMAR | SCORE |
|--|--|--|---|--------------|
| Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language. | (No specific fluency description. Refer to other four language areas for implied level of fluency. | Within the scope of his very limited language experience, can understand simple question and statements if delivered with slowed speech repetition, or paraphrase. | Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language. | 1 |
| Accent is intelligible though often quite faulty. | Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information. | Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge). | Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar. | 2 |
| Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign. | Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words. | Comprehension is quite complete at a normal rate of speech. | Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics. | 3 |
| Errors in pronunciation are quite rare. | Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency. | Can understand any conversation within the range of his experience. | Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare. | 4 |
| Equivalent to and fully accepted by educated native speakers. | Has complete fluency in the language such that his speech is fully accepted by educated native speakers. | Equivalent to that of an educated native speaker. | Equivalent to that of an educated native speaker. | 5 |

Based on statement above, the writer makes a rating scale as follow: Standard of each element:

| | |
|-----------|-----|
| Excellent | 4-5 |
| Very good | 3-4 |
| Good | 2-3 |
| Average | 1-2 |
| Poor | ⊘ |

Syllabus of ESP Course for the Students of Tourism School.

| Session & Time | SUBJECT MATERIALS | SKILL | BOOK/PAGE | EVALUATION |
|----------------|--|---------------------|--|------------|
| 1 90' | UNIT ONE ENQUIRIES AND RESERVATIONS Business content : Enquiry the facility by telephone. Language study : Modal & comparison, could, would, can, more ... than.. Function : Giving information Method : CLT | Speaking, | Five Star English (Page 9-30) | |
| 2 90' | UNIT TWO RESERVATION 1 (Basic Exchange) Business content : Say how to arrange reservation. Language study : Special expression in making a reservation Function : Handling reservation Method : CLT, TPR, DM | Speaking | International Restaurant English (Page 17-25) | |
| 3 90' | UNIT THREE HOTEL SERVICES Business content : List of services. Language study : Direct-indirect speech the passive forms Function : Reporting messages Lexis : Hotel services described in the key card of the hotel. Method : CLT, DM | Speaking, | Five Star English (Page 33-44) | |
| 4 90' | UNIT FOUR FOOD SERVICE Business content : - Kinds of menu price in restaurant of the hotel. - Making suggestion Language study : Present perfect and present continuous tense. Function : Describing menu and offering food and service Method : CLT, DM | Speaking, Listening | Five Star English (Page 43-54) | Test 1 |
| 5 90' | UNIT FIVE RECEPTION Business content : Room rate, Booking system. Language study : Asking question using 'What' Function : Giving information about Situation of hotel Lexis : Hotel services described in the key card of the hotel. Method : CLT, DM | Speaking, Listening | Five Star English (Page 21-27) | |

| Session & Time | SUBJECT MATERIALS | SKILL | BOOK/PAGE | EVALUATION |
|----------------|---|---------------------|---|------------|
| 6 90' | UNIT SIX BREAKFAST Business content : Some menus for breakfast. Language study : Offering menu using 'which, do you like?' Etc. Function : To know customer's want in breakfast Method : CLT, DM | Speaking | Restaurant English (Page 113-118) | |
| 7 90' | UNIT SEVEN RECEIVING COSTUMERS AND TAKING ORDERS Business content : How to treat guest in the hotel Language study : Polite question like 'would you...?' Function : Offering something to guest in the hotel Method : CLT | Speaking | International Restaurant English (Page 39-49) | |
| 8 90' | UNIT EIGHT COMPLAINTS AND OTHER PROBLEMS Business content : Apologizing to the customer Language study : Expression of apologizing like 'I'm sorry' Function : To give comfortable situation to costumers Method : CLT | Speaking, Listening | International Restaurant English (Page 95-101) | Test 2 |
| 9 90' | UNIT NINE DIRECTION FOR FINDING A RESTAURANT Business content : Sings to find out the hotel searched. Language study : Giving direction Function : To direct costumers to come to the right hotel. Method : CLT, TPR | Speaking, Listening | International Restaurant English (Page 34-38) | |
| 10 90' | UNIT TEN CHECKING OUT Business content : The use of computer in controlling costumer's staying and checking. Language study : Simple past tense and present perfect tense Function : To record costumer's staying in the hotel. Method : CLT, DM | Speaking, Listening | Five Star English (Page 94-104) | |
| 11 90' | UNIT ELEVEN TOUR OPERATION-CONTACTS Business content : Promotion fare, exhibition and workshop are done in creating exclusive tour operation. Language study : The use of so ... that or such ... that. Knowing statistical table. Function : - To attract person to make touring activity - Make statistical form as the effect of event exposed Method : CLT, TPR | Speaking, | Five Star English (Page 111-122) | |
| 12 90' | | speaking | Five Star English (Page 66-73) | Test 3 |

Technique of the Collecting Data

In this study the writer uses speaking presentation to measure the students' ability in speaking skills and to know the students' needs to follow ESP course. Speaking presentation is an examination or trial of something to find its quality, value, etc. Then after that the writer distributed questionnaires of how far they are eager to join in ESP course.

Target of Analysis Situation

The following chart is the result of 14 students' questionnaires of SMK PariwisataKosgoro, Jl. Perjuangan Cirebon.

| No. | The Answer of Students' Questionnaires Materials | Number of Students' Answers | | | |
|-----|---|-----------------------------|----|----|----|
| | MATERIALS | A | B | C | D |
| 1. | Students need English for: A. Study and practice B. Work C. A & B D. Promotion etc. | - | - | 15 | - |
| 2. | The needed English is a medium of: A. Speaking B. Writing C. Reading D. A, B & C | 2 | - | - | 13 |
| 3. | English is used as channel of: A. Telephone B. Direct speaking C. Hand phone D. Citus | - | 15 | - | - |
| 4. | Kinds of English discourse and used are such as: A. Academic English module B. Informal speaking C. Manual technique D. Catalogue | 3 | 10 | 2 | - |
| 5. | Kinds of material learned are about: A. Electricity B. Architect C. Machine D. Technique of information | - | - | - | 15 |
| 6. | The English level they learned is the English for: A. Technician B. Home Industry C. School D. Course | 2 | 1 | 5 | 7 |
| 7. | They will use English with: A. Scientist B. European C. Korean D. Japanese | 5 | 10 | - | - |
| 8. | They usually speak English with: A. Scientist B. Teacher at school C. Director of companies D. Fellow students | 3 | 7 | 1 | 4 |
| 9. | They will use English at: A. Laboratory B. Hotel C. Library D. The office workshop | - | 15 | - | - |
| 10. | They will use English when they are: A. In the meeting B. Practicing it C. Taking on the telephone D. In their daily activities | 7 | 7 | - | 1 |

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