

Model perancangan program english for specific purposes (ESP) di perguruan tinggi

Kusni, author

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Abstrak

ABSTRACT

This research aims at proposing a model for designing English for specific purposes (ESP) courses appropriate for Indonesian universities. The model is formulated on the basis of the results of a survey on two research questions: what are the stakeholders' opinions on the needs to the ESP course at universities and how far have the ESP theories been implemented in designing ESP courses at universities? The survey was conducted at three universities, University of Indonesia (UI), Padjadjaran University (UNPAD), and Andalas University (UNAND). The survey involved groups of respondents from three different departments of each university: International Law, Chemistry, and Economics. The total number of each group of the respondents was: 320 students taking ESP courses, 11 ESP lecturers, 9 senior lecturers, and 9 heads of the departments. Besides, 7 experts in the teaching of English as a foreign language (TEFL) in Indonesia who are particularly interested in ESP programs and designing curricula and syllabi were also involved as respondents.

The data were collected through questionnaires (for students), interviews (for other respondents), and document analyses. The results of the data analysis show that the most important skill to develop and to be the focus in ESP courses at the three departments is reading comprehension skills for academic purposes. Other English skills and knowledge of vocabulary and grammar should be taught integratively with the reading skill. This skill should be the main concern of the lecturers of ESP courses. In reality, the objectives formulated for some courses did not characterize that they were ESP courses, but general English.

The data analysis also shows that the ESP theories have never been adequately implemented. The lecturers responsible for the ESP courses were mostly untrained and unprofessional teachers. A great number of the ESP lecturers were not English teachers, but subject-matter teachers who did not realize the main and specific objective of the ESP courses. Besides, other groups of stakeholders have never been involved in designing the ESP courses.

On the basis of the analysis presented above, the researcher proposes a model called Collective Collaboration Model in designing ESP courses for Indonesian universities. This model shows that there are

several phases to follow in designing an ESP course involving intensive and mutual collaboration among different parties of the stakeholders. They are the ESP teachers, ESP its, subject-matter experts, heads of the departments, students, and the users of the graduates. For a long-term improvement, designing the ESP courses should not be the responsibility of an ESP teacher alone, but together with the other stakeholders in a particular collective collaboration forum.

