TEACHING SPEAKING BASED ON ESP (ENGLISH FOR SPECIFIC PURPOSE) MATERIAL FOR EFL (ENGLISH AS FOREIGN LANGUAGE) STUDENTS

Putri Ramadhani
Lecturer, STMIK Budi Darma Medan
Jl. Sisingamangaraja No. 338 Simpang Limun Medan

ABSTRACT
This research discuss about how to apply the best method for teaching speaking skill based on ESP (English for Specific Purpose) materials used in the class especially for computer engineering students whose English focus in to the computer technology and information materials. The participants of this research are EFL (English as Foreign Language) students whose majoring computer engineering in STMIK Budidarma Medan. Speaking for EFL students is a productive activity which takes high frequency of practice and training. In fact, for teaching speaking skill, the researcher finds obstacles in the class faced by both the lecturer and also the students. This research will discuss what the obstacles the best solutions so the process of teaching and learning speaking in the class can run successfully

Keywords: Teaching speaking, ESP materials, EFL student

I. INTRODUCTION
Speaking is one of four language skills in English which demanding the speakers to be productive to produce oral words and phrase into a sentence which finally can make people to communicate. Because of that, speaking and writing is called as productive skill. In fact, many of EFL students in university level do not well trained to practice the ability of speaking. This phenomenon found in the class where ESP handbook used as the focus of students material in the class. The four English language skills are taught in order the students of computer engineering program be able to listen, speak, read and write in English.

In the field, the researcher found that many of the computer engineering students who cannot speak English properly, it takes serious attention when the students cannot speak properly even for the basic general conversation so they will be very impossible to speak ESP materials properly as well.

II. METHODOLOGY
The methodology of the research is observation method, interview, library research and simulation. The observation held in the class of computer engineering students whose ESP materials taught related with computer, information and technology base. Formerly the researcher found the problem of the students through the speaking ability test to a certain topic on ESP book. The researcher found more than 80 % students in the class cannot perform their English speaking ability properly.

The situation takes serious attention to the researcher to reveal what are the students’ obstacles to speak? The answer will be found after the researcher interview the students randomly to find out what are the truly obstacles which block their ability to speak English.

The library research is functioned to discuss the problems in the field with the language scholars’ theory and opinion related to speaking skill. The theory and speaking methods which are suitable for the students will be discussed briefly through the approach of literary review.

The simulation is the latest method used to find out the improvement of students speaking ability in the class after treated with the new teaching speaking methods, if the improvement found after the simulation held in the class so the teaching methods will be used as the solution to teach speaking skill for computer engineering students related with ESP materials.

A. Identification of the Problems
The problems of the research can be stated as below:
1. How are the students’ English speaking ability in the class?
2. What are the obstacles found which block the students to speak ESP materials properly?
3. How are the solutions to minimize the obstacles found in speaking skill?

B. The Objectives of the Research
1. To find out the students ability on English speaking ability in the class
2. To find out the obstacles which block the students to speak ESP materials properly
3. To find out the best solution to minimize the obstacles in speaking skill.

C. The Limitation of the Problems

In order to focus on the research, the researcher will limit the problems as below:
1. This research only discuss about speaking ability on ESP (English for Specific Purpose) materials which are taught in the class related to the computer, information and technology base.
2. The research held for measuring the English speaking ability of computer engineering students who use English as foreign language which focus on computer, information and technology base.
3. The discussion in this research will be limited into the most suitable teaching methods to improve students’ ability on English speaking skill.

II. REVIEW OF LITERATURE

A. Teaching Speaking

Teaching speaking means successfully make the speaker deliver oral message to the hearer. The speaker must be able to deliver the oral message without any confusion to the grammar mistake, limitation of vocabulary and be able to observe the social and cultural rules. Techniques of teaching speaking can be balanced by three methods by Lee and Van Patten (2003:179)
1. Language input.
   a. a.Content-oriented Input focuses on information given by the tutor, for example from what tutor said, from listening material.
   b. Form-oriented input focuses on ways of using language including the accuracy of linguistic competence, discourse competence, sociolinguistic competence, and strategic competence.
2. Structured output focuses on correct form. In this form, students may give the responses but the responses used have been introduced by the tutor before.
3. Communicative output focuses on doing task, stimulating the students to speak by creating video, completing task, developing travel plan and etc.

B. Language Input from Listening as Sustainable Activity for Teaching Speaking

To develop EFL students’ communication effectively, language input approach can be a good method. Language input which is focused on content-oriented input especially as the sustainable teaching and learning activity which can be done after the students taught by listening material. This method is considered effective to be applied in EFL students’ classroom where the students focus on ESP material taught in the class.

The EFL students formerly taught by the tutor with listening material with pre-teaching vocabulary method as the researcher has written in the previous journal. This language input method was mentioned in the previous journal written by the researcher as sustainable teaching and learning activity. So the students both undergo passive and active language learning process.

This process will ease the EFL students to learn English language because their brain has been repeated with the materials (vocabulary, terms, or phrases) they got in listening by pre-teaching vocabulary. The input Hypothesis explain how the EFL students improve and progress along the ‘natural order’ which means the students go beyond one stage to improve their language competence by the input process or the stage of understanding the language they got for example from listening and reading, then the input process can be developed more into the output process or production like speaking and writing (Krashen 1988).

III. ANALYSIS AND FINDINGS

A. Listening with Pre-Teaching Vocabulary Process as Input process

EFL students in the class which is taught with Listening skill must experience pre-teaching vocabulary as input process to develop their language competence. Listening with pre-teaching vocabulary will give the EFL students input before stepping into the step of understanding language. The vocabulary, terms or phrase will give them first base of language input. For example, in a class room where the computer engineering students do listening activity about malware or the topic of malicious software, the students will get the meaning of some vocabulary, terms or phrase related to the computer virus. In this stage the EFL students have already had the basic of language learning, then the basic will be developed more into the stage of learning which is held in listening test. From the previous journal written by the researcher, the
students who were treated with pre-teaching vocabulary experienced receptive skill.

B. Teaching Speaking based on Content-Oriented Input

Teaching speaking based on content-oriented input is activity of training the EFL students in the class to be able to orally send their speech in front of the class based on the topics taught previously as a series of teaching from listening material available in ESP handbook used in the class related to the materials for computer engineering students. The steps of teaching speaking based on content-oriented input are:

1. Students should give the pre-teaching vocabulary before taking listening test based on the material in ESP handbook.
2. The pre-teaching vocabulary given to EFL students in the class should be translated so the students get the meaning of the vocabulary, terms or phrase.
3. The students repeat the vocabulary, terms and phrase given explained by the lecturer before at least three times, then they must be able to say the vocabulary and write it properly.
4. Students join in listening test and answer the questions in ESP handbook then the lecturer evaluate and discuss the answer together.
5. As the final task, students are given the speaking task based on the topic in listening test. For example if the topic is about malware so the students must be able to prepare a short presentation of the conclusion in the listening.
6. Before closing the meeting, lecturer must give the steps of presentation to the students. The short presentation at least consist of:
   a. a-Introduction; how to greet the audience, how to introduce name, major, campus, address etc.
   b. b-Intention; telling the intention of the presentation and the topic to audience.
   c. c-Content; concluding or resuming the topic of listening materials given previously with simple and understandable sentences.
   d. d-Closing; leave taking and the expectation or wishing for the beneficial of presentation to the audience.
7. The lecturer must give the sample of short presentation in front of the class and ask the students to prepare the presentation by practicing it at home in a week, so next meeting they must perform their short presentation in front of the class.

IV. DISCUSSION

A. Conclusion

Teaching speaking for EFL students is never an easy way for an English Lecturer. Lecturer must be able to stimulate the students to speak up and open their mouth to utter something in front of the class clearly. This research focus on the method of teaching speaking for EFL students based on ESP materials in the class. The students were very shy and afraid to speak in front of the class before because they had obstacles to produce words, phrase and arrange into good sentence to speak up. Teaching speaking based on content-oriented input give the students ammunition to prepare their oral speech by giving pre-teach vocabulary in listening test as a series of teaching and learning activity before the students practicing the speaking in front of the class. By this method, the students show significant confident to speak up in front of the audience because they have already got the information for what to be done before speaking in front of the audience.

B. Suggestions

This research is expected will give the positive contribution to the readers. There are some suggestions for the better in the future:

1. Lecturers must allocate time to prepare best teaching preparation to the students, because it is a sustainability activity which was started from listening activity then continue to the speaking practice or passive to active skill training.
2. Additional of time for this sustainable activity must be available just in case the students are not ready yet to practice the speaking. One semester is not enough to apply the activities. The lecturers should apply this at least for two semesters.
3. For teaching one topic lecturer and students need at least twice meeting or two weeks, and the presence of the students is highly necessary so they will not miss previous information to prepare the speaking practice.
4. Lecturers must be able to stimulate the students by the easiest step first so the students will not feel confused and fed up to start speaking since they are EFL students who are not capable to speak English properly.

REFERENCES

