



The Implementation of Pedagogical Strategy of English for Specific Purposes in Pandemic era; challenge and strategy

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Abstract

English for Specific Purpose (ESP) is used to determine students' needs according to English learning. ESP is usually used in the vocational school or university where they have different needs. ESP has differences comparing to teaching activity in general way, it has specific purpose and way to be taught by the teacher in the classroom activity, in this pandemic era where all schools used online learning the ESP must be delivered in the digital classes which apply online learning. ESP emphasis on the language appropriateness and it is semantic and morphological meaning not on the lexical or syntactic meaning of the language (Evans, 1977). The main object of this research is to explain the role of ESP in learning and teaching English activity and find out the challenge and appropriate strategy in teaching ESP among pandemic eras. The study was done by observation and interview directly to the English teacher. The observation and implementation of ESP was held in Al-Mansyuriyah Boarding School and the result showed that ESP is still not a common way for the teacher to determine students' need. The teacher used traditional methods to apply ESP in language class, such as audio lingual methods, Total physical response, and communicative way. We can see that a lot of teachers are still using general way according to lesson plan and syllabus while arranging for the material.

Keywords: English for specific purpose, Pedagogical strategy, Students' needs, Teaching and learning,

Introduction

Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols (Sapir 1921). Language is supposed to be said not written so that it becomes a form of communication between humans. Every human being always starts by learning to speak first when she or he wants to learn another language (Yolanda, D., & Hadi, M. S. (2019). English is an international language which is spoken by all of the people around the world. Therefore, learning English is the obligation for all people who are from English for Foreign Language (EFL).

These days, English has been taught in every single grade of school, starting from junior high school until university level for English for specific purpose. In the teaching and learning process, we know about ESP. ESP is a short term of English for Specific Purpose which is used to determine students' needs according to English learning. ESP is usually used in vocational school or university

where they have different needs. Then, ESP has differences comparing to teaching activity in general way, therefore it has specific purpose and way to be taught by the teacher.

In fact, to reach the goal of learning English in easy way, we know that several schools and most of universities applied ESP successfully and get good result of it. But the problem is about several vocational schools which still use English learning and teaching generally without using any kind of ESP like what it is. Whereas, if ESP is truly applied in vocational school, the teacher can determine student' needs easily and find the right way to teach it, so the material can be delivered well without any struggling.

English For Specific Purposes (ESP) is a new approach in the teaching and use of English for specific fields and studies that are appropriate to the needs of the fields of science and professions of English users. The fields of science and professions such as English for law, medicine, mechanical engineering, economics, or maritime and so on. According to this, Robinson (2000) said that ESP is generally used to refer to the teaching and learning of a foreign language for clearly utilitarian purposes of which there is no doubt. that are different from General English (GE).

The purpose of ESP is that students can master English in the field they are studying. For example, health students, then they must understand English for health, or if they are hospitality students, they must know English for hospitality, or if they work in hospitality, then they must master hospitality English, if they are maritime students, then they must master maritime English, and many other major with different needs of education.

ESP is generally used in teaching foreign languages for certain uses in certain fields of science and professions. This goal is generally understood as a benefit in the role of English as a communication tool both oral and written. Therefore, ESP should be seen as an approach, concept and method that is indeed different from general English (General English). ESP is an English teaching approach that has a different approach, perception, design, material, evaluation, and purpose. ESP material refers to the needs of students (students' needs) and users of the graduates themselves (Mc Donough, 2009).

Research Methodology

The research used qualitative approach which will focus on the implementation of ESP in pandemic era, the research was a case study Al-Mansyuriyah school, and to get data the researcher asked two English teachers and 20 learners' school in Tangerang. The English teachers were graduated from strata one of English Department and they have ability in conveying material. In this study, the researcher observed the teachers and learners during teaching and learning process in the classroom and did interview about pedagogical strategy and the challenge that they found in the online classroom.

The instrument that used to get data is naturalistic observation and interview, the observation used note taking and video recording to record the process of teaching and see how pedagogy of the teacher in ESP. The interview has been done in semi-structure, and this interview will ask about teacher's pedagogical strategy in teaching ESP toward challenge and the strategy that used in pandemic era. After doing data collection, the researcher used some data gotten from observation and interview to be analyzed and interpreted, in this stage, The researcher has prepared data by transcription (the process of converting audiotape recording or notetaking into text data), then the researcher read data and coded them based on the theme of the instrument that relate to topic discussed. This study is done to analyze teacher's pedagogical strategy in ESP classroom in pandemic era and examine to what extend that strategy use to deal with the challenge in ESP classes.

Findings and Discussion

Findings

Based on the observation and interview from the teacher in Al-Mansyuriyah vocational School, the researcher found that ESP has been applied in teaching and learning activity. The researcher found as the following situations:

1. The teacher used many digital Medias to propose and encourage students' creativity in English, such as, podcast, YouTube channel, zoom, Google meet, video, etc.
2. In the classroom activity, the teacher used translanguaging methods that defined as the strategy to utilize learners in understanding the classroom, and this strategy enable teacher to use it in communicative way.
3. In a structural point, the teacher still uses general way in teaching English such as Grammar translation method (GTM) which focus to students' encouragement in structure and vocabulary.
4. In addition, the teacher makes a project-based learning which focus to student's understanding of English concept, such as how the transaction in a bank, how to interact with other people and how to reserve in such a restaurant, hotel, etc., that relate to lesson plan and syllabus that are already prepared by the school or the teacher.

Discussions

English for Specific Purposes enables teacher to teach English based on students' need, in this case, the researcher saw that the implementation of ESP in Al-mansyuriyah is already done in some situations which related to the target or learning objectives that the school applied, and the teacher's preparation of ESP is already done due to the teaching media and interesting methods that teachers

have, in this case, the researcher found that there are many challenges that teacher have to implement the ESP class in pandemic era.

• **Challenges**

There are challenges that the teachers have to apply the material of ESP in classes, and here are the findings that the researcher found in Al-Mansyuriyah school in implementing ESP in the classroom.

1. The instructor of ESP.

ESP instructors in higher education generally have several characteristics, namely young or new lecturers (junior lecturers) and lack of experience (Alwasilah: 2000). New teachers face many challenges, namely adaptation of teaching in tertiary institutions, adaptation of ESP teaching that must be different from EGP, and the burden of teaching assignments in vocational schools. New teachers naturally have difficulty teaching because teaching, in vocational schools, may be new to them. Pedagogic, emotional maturity, the length of time needed to prepare teaching in a course that is different from their science, requires preparation that is not trivial. In addition, most young teachers also do not yet know the character of ESP subjects that are actually different from EGP. This influences the material, learning objectives, and methods taught, which in turn will result in learning that ESP is not on target.

2. The students' lack of interest in learning English.

This case may be due to inadequate facilities such as a language lab that can be used for teaching and learning. These points make students have not awareness in learning English.

3. The Language material.

The fact is that some of the commercial textbooks available on the market do not suit the needs of different students in each college, each school year, and each class. In addition, the existence of matter is also not balanced. For some majors / study programs commercial textbooks are very easy to find because of a large target market. Examples are majors in economics, law, agriculture, medicine, and others. But there are also majors / study programs that have difficulty finding textbooks on the market such as History, Indonesian Literature study program.

• **Strategies**

To deal with the challenge that the teacher found in classroom, the teachers are suggested to have the following strategies to enable students in learning.

1. The teacher must prepare interesting methods that enable students to acquire language joyfully,
2. The strategy used must deal with the students' need, and it will make them eager to learn and practice the language in the classroom.
3. Using technology can be a strategy that must be adopted, and we can use appropriate technology such as, YouTube channel, podcast, zoom, google form, digital doc, etc.
4. The class management will interest students to learn effectively, and the teacher must pay attention to what the student's progress and what they need as they objective of learning
5. Make an appropriate project that enable students to think critically and o the project well to encourage their talents and facilitate them doing their learning.

● **Performance tasks**

Giving material to students must adopt to the technological and appropriate pedagogical strategy that can ease students to understand material easily, in this term, the teachers are supposed to make such performance task of learners in conducting the material that they have in the classroom. To give performance task, the teacher made assignment as the example:

The students make a video about guiding and tourism in designated tourist attractions, using the specified media and containing all information and general information about these attractions to train and familiarize students with the world of work they will face in the future. In this case, Students are asked to imagine themselves in situations that can occur outside the classroom. Examples of the situation could be like meeting a friend on the street, or it could be a complex event or business negotiation. play a role. The students are asked to play a role in a certain figure and think about how to solve existing problems or deal with certain situations, this game is not always acting; it can also be in the form of debate or improvisation.

Conclusion and Suggestion

The researcher concluded that vocational school where she took a sample of research have done English class based on ESP focus. It can be seen from the strategy and media that the teacher has in teaching English. The research found out that the teacher also uses common techniques and does attempt to find other methods out to be implemented in the class. It also causes the risk that the students cannot truly understand and easy to get bored while teaching and learning activity. The learning process of English for specific purposes has not described the substance and content of ESP learning associated with themes and topics of certain scientific fields or specific activities, has not been centered on the form of language that is in accordance with the activity or work itself. ESP

learning is still conventional and less attractive which only relies on textbooks and is less communicative due to lack of facilities such as language labs. Some other obstacles that make students less active in ESP learning are because of their lack of interest in students learning English. Possibly because students are prejudiced that English is a complicated thing and something they don't need to learn, therefore this becomes a challenge for the teacher.

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