English for Specific Purposes in Geography Learning

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Abstract—**If a lecturer applies a less precise and boring method, the teaching and learning process will not go well. Thus, it is necessary to improve the teaching of English for students by developing more appropriate learning model focusing on learners' needs. It is in line with the application of the English for Specific Purposes (ESP) approach in which learners and their needs The main purpose of learning with this approach is to help learners to master English according to their respective knowledge and needs. The method used in this study is research and development methods or better known as Research and Development (R & D). Based on the results of preliminary observations in ESP Geography learning, it has not yet reached conformity. The percentage of student responses reached 57.4% with an inappropriate category because the learning process is still general. The learning model resulted from the development has been improved and adapted to the learning environment and emphasizes the Reading Guide learning model. Thus, the results of the second stage, most students (85%) give a positive response to the learning process of reading. For this reason, it can be concluded that the description of the ESP Geography learning model results is good enough even if with improvements.**

Keywords—development; ESP; geography

I. INTRODUCTION

The need for mastering English in the future is a challenge for higher education as a creator of labor. This sort of thing has been initiated by UNIHAZ (University of Hazairin) Bengkulu City to require graduates with English mastery. To address the challenges above is needed the improvement in teaching English to students with developing learning model that is more appropriate to put firstly the students' needs. This is in line with the implementation of English for Specific Purpose (ESP) approach where students and their needs become a major consideration in determining the process and the learning direction, thus achieving the purpose of teaching can be run effectively and efficiently. The primary objective of learning by applying this approach is to help the students to be able to master English appropriately in accordance with the needs respectively. ESP specifically teaches English in accordance with the needs of the profession which puts the need analysis as a starting point and heaviest in course design. ESP is able to respond the students' needs relevantly [1].

Various problems in English learning activities gave impact on the acquisition of the students' knowledge of English which is not maximized especially on the development of reading skills (reading skills) in teaching English [2]. Reading became one of the initial skills and needed to support the students. The development of reading skills should be given to equip them later. Judging from the students' potential and skills, their English is pretty good, but less empowered optimally. It can be seen from the students' scores on the mid test and the final test that are not maximum yet. The steps to reading development strategy that are able to improve the cognitive of students are 6 steps consisting of: overall understanding, understanding on contextual meaning, assumption of contextual meaning, look for meaning in contextual output, searching for further meaning, and returning to the main idea of our thinking [3]. In addition, the results of reading that become part of the assessment were less satisfactory.

This study tried to equip the students' ability to develop the concept of teaching English in specific and relevant related to earth sciences at the Department of Geography at UNIHAZ Bengkulu, the development of English in the context of geography as outlined in the ESP (English for Specific Purpose) and the development of learning which will be able to equip the ability of learners with English language skills and knowledge learned.

II. METHOD

This study is applied a Research and Development (R&D). Research and Development is a research method used to produce specific products and examine the effectiveness of these products [4].

Research with R&D approach is used to improve the learning activities and to produce a product, such as learning models, syllabus / Semester Lesson Plan (RPS), and teaching materials (modules). The stages of R&D that was developed by the researcher are: preliminary study, the stages of development and determination of the final product. Validity

refers to that the content of the test measures what should be measured. The results are appropriate, meaningful, and useful in terms of the purpose of assessment [5]. There are four types of validity. Those are face validity, content validity, construct validity, and empirical validity. In this study, the present researcher will use content validity [6].

This research was conducted at the Department of Geography at UNIHAZ Bengkulu since there are still many learning processes that are not in accordance with the needs analysis. This study was conducted for 6 months. While the object of study was the students in second semester of Department of Geography at UNIHAZ Bengkulu Academic Year of 2017.

III. RESULTS AND DISCUSSION

A. Development of Learning Product

Development of learning that was developed consisted of learning models, syllabus/RPS, and modules.

- The learning model of development result has been improved and adapted to the learning environment. The development of model is more emphasis on the students' reading ability.

- Semester Lesson plan / syllabus of development result is based on the standardization of RPS. The changes that occurred in the improvement of learning outcomes (LO), learning activities, and teaching materials become ESP Geography-based educational science.

B. Preliminary Observations of ESP Geography Learning

Descriptively, initial observation study was conducted to find the problem and studying the students' needs through competency that would be learned.

TABLE I.   RESULTS OF PRELIMINARY OBSERVATIONS OF LEARNING

Respondents	Score / item	Total of Score	Average	Response in %	Category
STS	14				
TS	98	24.8	20.66	57.4%	TS
S	120				
SS	20				

Source: Results of Data Processing

Description: SS (strongly agree), S (agree), TS (disagree), and STS (strongly disagree)

% Category STS (<40%), TS (41% -60%), S (61% -80%), SS (81% -100%)

Results of preliminary observations in the study have not yet reached agreement in learning of ESP Geography. The percentage of students' response reached 57.4% with not according to category.

C. Assessment of the Implementation of Learning

Small group test was given to six students, research data includes the implementation of learning, student response,

learning model. Summary of the results assessment of the implementation of lesson plan is presented in table 2 below:

TABLE II.   ASSESSMENT OF THE IMPLEMENTATION OF LEARNING

Stages	Score of the Implementation of Syllabus/Lesson Plan			Average	Category
	Meeting 1	*Meeting 2*	*Meeting 3*		
Preliminary	3.1	3.3	3.8	3.4	Very good
Main activities	3	3.6	3.5	3.3	Very good
Closing	3.3	4	3	3.3	Very good

Source: Results of Data Processing

Description: least (0-1.5), less (1.6 to 2.5), good (2.6 to 3.5), very good (3.6 to 4.0)

Based on the test results of small group of learning product could be expressed as follows:

- The validation result of learning media is valid, but with improvements.

- Teaching materials / modules is understood by the students.

This research and development is intended to produce models and products for effective learning. Based on the results of this study, it could be concluded that learning product already fits to use, for example, teaching materials / ESP Geography module can already be understood by students, the implementation of syllabus / RPS is good and mostly responded positively to the learning process.

IV. CONCLUSION

Learning model of ESP Geography-based educational science in enhancing the ability of the students reading is a learning of Reading Guide which is intended to help students to be more focus and easy to understand lessons delivered by lecturers. Overview of the learning results of ESP Geography-based educational science is already quite good, although with improvements.

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