

A THESIS

**THE IMPLEMENTATION OF ESP MATERIALS IN TEACHING
ENGLISH TO THE STUDENTS OF ISLAMIC ECONOMIC
DEPARTMENT OF FEB UNISMUH MAKASSAR**

(Descriptive Research Design)



*A Thesis Submitted in Partial Fullfilment of the Requirements for the
Degree of Master of English Education.*

**MASTER OF ENGLISH LANGUAGE EDUCATION
POSTGRADUATE PROGRAM
UNIVERSITY OF MUHAMMADIYAH MAKASSAR**

2023

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Written and Submitted by

NURJANNAH

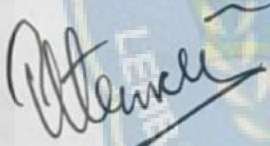
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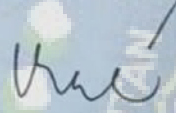
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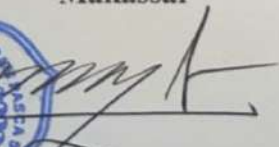

Prof. Dr. Hj. Andi Tenri Ampa., M.Hum.
NIDN. 0031125903

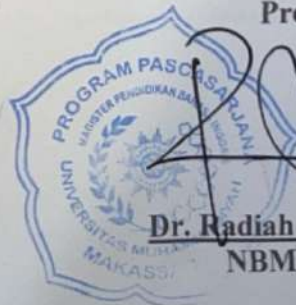

Dr. Nur Qalby, M.Hum.
NIDN. 0009066901

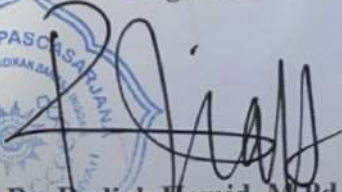
Director of Graduate Program
Muhammadiyah University of
Makassar

Head of English Education Study
Program




Prof. Dr. Irwan Akib, M.Pd.
NIDN. 12086303




Dr. Radiah Wamid, M.Pd.
NBM. 767 402

APPROVAL SHEET

Thesis Title : THE IMPLEMENTATION OF ESP MATERIALS IN
TEACHING ENGLISH TO THE STUDENTS OF
ISLAMIC ECONOMIC DEPARTMENT OF FEB
UNISMUH MAKASSAR
Name : NURJANNAH
NIM : 105071101220
Study Program : MAGISTER PENDIDIKAN BAHASA INGGRIS

This is to certify that the thesis entitled **"The Implementation of ESP Materials in Teaching English to the Students of Islamic Economic Department of FEB UNISMUH Makassar"** on May 30th, 2023 has been approved by the committee of examiners and fulfilled the requirements

Makassar, May 30th, 2023

Approved by
Committee of Examiners

Dr. Jaelan Usman, M.Si.
(Chair of Examiner)

Prof. Dr. Hj. Andi Tenri Ampa.,
M.Hum.
(Advisor I)

Dr. Nur Qalby., M.Hum.
(Advisor II)

Dr. Radiah Hamid, M.Pd.
(Member of Examiner)

Dr. Umami Khaerati Syam, M.Pd.
(Member of Examiner)

PERNYATAAN KEASLIAN TESIS

Yang bertanda tangan dibawah ini

Nama : NURJANNAH

NIM : 105071101220

Program Studi : MAGISTER PENDIDIKAN BAHASA INGGRIS

Menyatakan dengan sebenarnya bahwa tesis yang saya tulis ini benar-benar merupakan hasil karya sendiri, bukan merupakan pengambilalihan tulisan atau pemikiran orang lain. Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa sebagian atau keseluruhan tesis ini hasil karya orang lain, saya bersedia menerima sanksi atas perbuatan tersebut.

Makassar, 30 Mei 2023

Yang menyatakan

Nurjannah
105071101220

MOTTO AND DEDICATION

“Tahajjud is the prayer of those seek success”

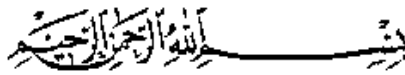
“Tahajjud is a simple act of meeting your lord, and getting all your prayer answer”

“Tahajjud prayer is cry out to the almighty in darkest hour of the night and see his mercy touch you miraculously”

This thesis is dedicated to my beloved parents and my beloved family.

Who always pray, support, and love me.

ACKNOWLEDGMENT



Alhamdulliah Robbil A'lamin, I express my sincere gratitude to the almighty God, Allah S.W. T, who has given guidance, mercy, and good health. So that I could finish writing this thesis. Salam and Shalawat are delivered to the final, chosen, religious messenger, the prophet Muhammad S.A.W.

I would like to convey my high appreciation and sincere thanks to my consultants Prof. Dr. Hj. Andi Tenri Ampa, M.Hum and Dr. Nur Qalby., M.Hum for their invaluable clear perspective, professional expertise, and motivation along the researcher finished this thesis.

I would like to express my deepest prost profound and gratitude to my beloved Father Bachtiar and my beloved mother Kamariah for their prayer, financial, motivation and sacrificed. Big thanks for all my friends always understanding and give me support in writing this thesis.

I realize that in carrying out the research and writing this thesis, many people had contributed their valuable suggestion, guidance, assistance, and advice for the completion of this thesis. Therefore I would like to thank them:

1. Prof. Dr.H. Ambo Asse., M.Ag the rector of Makassar Muhammadiyah University.
2. Prof. Dr.H.Irwan Akib.,M.Pd, the Director of Postgraduate Program Makassar Muhammadiyah University.

3. Dr. Radiah Hamid., M.Pd, the Head of Magister of English Language Education Study Program
4. All the lectures of Magister of English Language Education Study Program for their guidance during my study.
5. All students of Islamic Economic Study Program at Universitas Muhammadiyah Makassar, especially in first semester as my object in conducting research in academic year 2021/2022.
6. Special thanks to my friends in class A Magister of English Language Education Study Program.

Finally, alhamdulillah robil alamin and I would like to thank everybody who was important to the successful realization of this thesis. This thesis is far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thought full suggestion and critics are welcomed.

Makassar, May 2023

Nurjannah

ABSTRACT

Nurjannah, 2023. The Implementation of ESP Materials in Teaching English to the Students of IED at FEB at UNISMUH Makassar. Thesis of English Department, Universitas Muhammadiyah Makassar. Supervised by Andi Tenri Ampa, as the first consultant and Nur Qalby, as the second consultant

The aims of this Research were: (1) to find out the implemetation about the content of English for Specific Purpose Materials by students of IED at FEB at UNISMUH Makassar (2) to investigate the Lecturer's Strategy in Teaching English for Specific Purpose.

This study used descriptive qualitative method. Subject of this research was lecturer of IED at FEB at UNISMUH Makassar. The procedure of this Research is that researcher gives observation and documentation to lecturer.

The results of this study showed that: first, the implementation of ESP materials focused on their academic studies and used related to the absolute and variable characteristics, the second the Lecturer's strategy used Direct Teaching Strategy and Mastery Learning Strategy of ESP has be able of IED students. English materials needed by students of Islamic Economic study program is an interesting and useful material for them in the future, especially in their future career. Students also expect interesting material that is easy to understand and based on their desires.

The researcher concludes that the results of this study can help the teaching lecturers to be used to make esp based English teaching materials as they wish.

Key Words:, Implementation, English Learning Materials, teaching Strategy
Islamic Economic Study Program

ABSTRAK

Nurjannah, 2023. Implementasi Materi ESP dalam Pengajaran Bahasa Inggris kepada Mahasiswa IED di FEB UNISMUH Makassar.. Dibimbing oleh Andi Tenri Ampa, sebagai konsultan pertama dan Nur Qalby sebagai konsultan kedua.

Tujuan dari penelitian ini adalah: (1) untuk mengetahui implementasi tentang isi materi Bahasa Inggris untuk Tujuan Khusus oleh mahasiswa IED di FEB di UNISMUH Makassar (2) untuk menyelidiki Strategi Dosen dalam Mengajar Bahasa Inggris untuk Tujuan Khusus.

Penelitian ini menggunakan metode kualitatif deskriptif. Subyek penelitian ini adalah Dosen di IED FEB UNISMUH Makassar. Prosedur penelitian ini adalah peneliti memberikan observasi dan dokumentasi kepada dosen.

Hasil penelitian ini menunjukkan bahwa: pertama, penerapan materi ESP difokuskan pada kajian akademis mereka yang menggunakan karakteristik absolut dan variable dalam ESP, kedua, Dosen menggunakan Strategi Pengajaran Langsung dan Strategi Pembelajaran Penguasaan, materi ESP yang dibutuhkan oleh mahasiswa program studi Ekonomi Islam merupakan materi yang menarik dan bermanfaat bagi mereka di masa depan, terutama dalam karir masa depan mereka. Mahasiswa juga mengharapkan materi yang menarik yang mudah dipahami dan sesuai dengan keinginan mereka.

Peneliti berharap hasil penelitian ini dapat membantu dosen pengajar untuk terbiasa membuat bahan ajar bahasa Inggris berbasis esp sesuai keinginan.

Kata Kunci:, Materi Pembelajaran Bahasa inggris, strategi mengajar ESP program studi ekonomi islam

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CHAPTER I

INTRODUCTION

A. Background

Students needs for learning English is not merely about general English anymore but also understanding the English language which relevant to their major study when it comes to the university level. In many countries, the globalization of the economy and tertiary education takes ESP to attract great interest at the higher education that becomes a growing need for undergraduate students (Kirkgoz and Dikilitas, 2018). It is important to understand the English language specifically because, in this era, many books, journals, and any other sources are written in English. In addition, having a deep understanding of ESP could help students to improve their own quality of pursuing their targeted career. That is why there is a high demand for English for Specific Purposes (ESP). The meaning of ESP itself is a way people teach a language that relates to the students' field of their working circumstances (Sarazar, 2017).

In fact, implementing ESP especially in the EFL or ESL speaking country is not easy. There were a lot of factors that influence the process of learning English specifically. English for Specific Purpose (ESP) has gained great attention in the teaching English as the second or foreign language. Based on the name, ESP is designed for particular people to teach a particular context which is related to learners "majority of study" (Baleghizadeh and Rahimi, 2018).

Unfortunately, this condition creates such a phenomenon where understanding general English becomes the main goals of the teaching and learning process by lecturers at Faculty of Economics and Business of Muhammadiyah University of Makassar. On the contrary, what students need is not only a general English but also a language that relates to their majority study. So when it comes to understanding the materials of their own field students would know nothing. Somehow people neglect the importance of ESP due to the mind set of how to pass the standard score without considering the use of ESP.

Muhammadiyah University of Makassar is one of the higher educations in South Sulawesi. It is applied KKNI-based curriculum. KKNI-based curriculum applied was based on the issuance of Presidential Regulation no. 08 of 2012 and Higher education regulation No. 12 of 2012 Article 29 paragraph (1), (2), and (3) have an impact on the curriculum and its management in each program. The curriculum initially refers to the achievement of competence to be referring to the achievement of learning or learning outcomes. The learning system that is used for each semester is using the credit units (*Sistem Kredit Semester*). The time given for each credit unit is 50 minutes. Mostly, each subject for each semester has approximately 2-4 credit units.

Furthermore, the curriculum is conducted by implementing the *KKNI* (*Kurikulum Nasional Indonesia*) so that the faculty has the authority to create their own learning system as long as it produces good learning outcomes. The

implementation of the curriculum hopefully will create an outcome that let students be able to compete in the globalization era. One of the ways to create this outcome is by implementing an ESP course for Economics Department in Muhammadiyah University of Makassar. Actually, English become a compulsory subject that should be taken by every student at Muhammadiyah University of Makassar. The intention of implementing English subject is not only to prepare the students in the globalization era but also to let the students learning the English language that is relevant to their discipline knowledge.

Unfortunately, this condition creates such a phenomenon where understanding general English becomes the main goals of the teaching and learning process. On the contrary, what students need is not only a general English but also a language that relates to their majority study. So when it comes to understanding the materials of their own field students would know nothing. Somehow people neglect the importance of ESP due to the mindset of how to pass the standard score without considering the use of ESP.

The time allocation for English for Specific Purposes is only once a week (2 credit units) for one or two semesters. It is only 100 minutes for each meeting which is not enough for learning both of the general and specific languages at the same time. Bellania 2018 stated that this kind of insignificant time allocation lead to the achievement of learning English for specific purposes becomes less attainable.

Especially for non-English department students of Muhammadiyah University of Makassar, being able to communicate English as well as use it for learning their subjects effectively would be considered as their main needs of having English. In this context, English is not solely a subject matter to be learned, as it is commonly placed as one of compulsory subjects in the curriculum, but also as a means for the students learning in their fields of study. A matter of fact of ESP is that combining subject matters and English language in the instruction, in which the students are able to apply what they learn in their English classes right away in their study, whether it be economics, education, accounting, business management, sciences, Islamic studies, or tourism. In turn, their abilities in their subject-matter fields are of a great help to English acquisition.

Especially in Islamic Economics Department, English teaching and learning is designed to prepare students to be experts, practitioners and/or workers in the field of Economics Department. They are expected to be able not only to access information (reading and listening) but also to communicate (speaking and writing) in Islamic economic English. Therefore, for this specific purpose, English courses and programs should be prepared based on the analysis of what students' needs for their future goals.

Despite the significance of the importance of need analysis, many studies show that in Islamic economics context, ESP course design for students seems to exclude students' needs as the foundation to design English courses or programs.

The general English could not fulfil the whole specific needs of learners, especially the students of Economics Department. They need to learn specific English materials that teach by lecturers with their learning field, moreover, they need to learn English to support their role as their job to-be. The ESP is needed to fulfil the specific needs of the learners, so they can be capable and successful English learners either in their academic studies or for their future careers.

Yet in the reality, the implementation of ESP at the university level has not in line with the demands of English learning. English teaching at the university level is more aimed to teach English in general. In addition, the time allocation for learning English is significant which makes the goals of learning specific English is not achieved maximally.

Based on the explanation above, the researcher will do the research to analyze the implementation of English for Specific Purpose (ESP) in learning materials for students of Economics Department. Furthermore the researcher wants to discover whether the learning materials by lecturers in Business and Economic Faculty at Muhammadiyah University of Makassar. For English Lecture, design an appropriate learning materials are always a challenge because they have to understand students' real needs, as is the choice of appropriate materials. In addition, English are offered in different departments such as Applied English and Economic. English major students and Economic major students have different characteristics, strengths and weaknesses. Therefore, it is important to discover how Lecturers rearrange or adjust the

design of their English learning materials when their students are from different departments. Based on the reason above, the researcher would like to study **The Implementation of ESP Materials in Teaching English to the Students of IED of FEB UNISMUH Makassar.**

B. Research Questions

Based on the of the background above, the problems of this study can be formulated as follows:

1. What are the ESP materials implemented by the Lecturer in Teaching English to the Students of IED of FEB UNISMUH Makassar?
2. What Strategies are used by Lecturer and how are they implemented to the Students of IED of FEB UNISMUH Makassar?

C. Objectives of the Research

Related to the research questions above, the objectives of this study are as follows:

1. To investigate the Lecturer's implement about the contents of English for Specific Purpose for the students of IED of FEB UNISMUH Makassar.
2. To analyze the lecturer strategy in teaching English for Specific Purpose of IED of FEB UNISMUH Makassar.

D. Significance of the Research

1. Theoretical

There are some expected advantages of this research; the first advantage is for the students of majoring in Islamic Economic, especially

of FEB of Universitas Muhammadiyah Makassar to use these English materials of the research to implement their English skills so that it can be useful for their future job especially in this global competition.

2. Practical

English lecturers will have the benefit of using the English materials to be studied and then using the generated materials to educate the students and the advantage is for the further researcher to use the result of the study as a reference in developing other materials related to English for Specific Purposes materials.

E. Scope of the research

The researcher will conduct at Muhammadiyah University of Makassar, especially in the English Lecturer at Business and Economic Faculty. The researcher analyzed the materials of English for Specific Purpose in learning materials at the faculty of Business and Economics at Muhammadiyah University of Makassar. The focus of the materials based on the lecture's book to selecting the characteristics of ESP based on the Lecturer Implementation. The researcher focused on finding the materials of ESP to selecting the absolute characteristics and variable characteristics at IED of FEB UNISMUH Makassar and the Lecturer strategy in teaching ESP.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Verses of Al-Qur'an and Hadith

Since birth, all devices to absorb information such as the eyes, ears and heart as the main tools of life have been installed in every human being and are ready to be used. As Allah says in Surah Al-Sajadah verse 9:

ثُمَّ سَوَّاهُ وَنَفَخَ فِيهِ مِنْ رُوحِهِ وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ ۚ قَلِيلًا مَّا تَشْكُرُونَ

9. Then He fashioned him and breathed into him of His Spirit, and appointed for you hearing and sight and hearts. Small thanks give ye!

Based on the verse above, Imam Al-Syaukani in his commentary Fath Al-Qadir says “you can hear all things that are perceived by hearing, see all objects that can be seen, bind everything that can be thought, and understand everything that can be understood”. In addition, the verse above is correlated with the process of perception raised by several experts. According to Sarwono (2010) argues that perception is the conclusion of what we see, hear and we try to make a best guess.

In addition to the above verse, there is also a hadith that states: *Hubbu dunyaa rasu kulli khathiiatin wa hubbuka syaia yu'mii wa yushmii*. In English translation it reads “*love for the world is the root of every mistake and your love for something will make you blind and deaf*” (HR Anas ra). This hadith hints that love of the world can slow down the right way of thinking and

block our proper perception. Loving something too much can cause blindness and deafness because the five senses and ways of thinking tend to be wrong.

B. English for Specific Purposes (ESP)

1. Definition of English for Specific Purposes (ESP)

By the end of the Second World War, English for Specific Purposes (ESP) appears at the time when there is a huge change in the field of science, technology and business which leads English stands as lingua franca (Kirkgoz and Dikilitas:2018). Due to this phenomenon, there is a high demand of learning an international language by focusing on teaching English that is used in a particular situation. The exact time when ESP appears is actually around 1960s in England as there is an advance development of economic so that lots of international students came to US, UK, and Australia to study there (Tony Dudley-Evans and Maggie St. John:1998).

There are lots of definitions about English for Specific Purposes in the teaching and learning process according to experts so that there are lots of terminologies. English for Specific Purposes is a process of teaching and learning English as a second language that intended to learn English for a specific circumstances (Brian Paltridge and Sue Starfield:2018). The aims of teaching and learning process of ESP is oriented to the students' needs.

Experts believe that the position of English for Specific Purposes in the language learning is as an approach. According to Barthia and Bremner in 2014 ESP is likely standing as an approach rather than as a product in the position of teaching and learning process.⁶ The same opinion came from Hutchinson and Waters, they stated that the actual question of teaching ESP is about *how* people learn which take the teaching and learning process of ESP into a language-centered approach. Moreover, Anthony also stated that English for Specific Purposes (ESP) stands as an approach in the process of language teaching in which aims for professional or academic needs (Laurence Anthony:2018). The learners of ESP will focus on particular skills or genres to fulfill the needs by using particular or general teaching materials and methods. In addition, what makes ESP differ from the general English is because the awareness of the needs.

The implementation of ESP somehow lead people to perceive that there is a significant difference between learning ESP and general English, but the truth is the process of teaching and learning ESP combine the specific language and the general ones. The purpose of using both general and/or specific materials is intended to fulfill the learners' needs".

Particularly, the function of English for Specific Purposes is to manage the language features of the learners or to improve their needs of language skill that is use for a discipline, occupation, and working circumstances. ESP takes part as the branch of Applied Linguistics in the

teaching and learning of English as a Foreign Language (EFL) that intended to make use of English in the learners' needs of their studies, occupational, and vocational. In addition, Rahman stated that Robinson defined ESP based on two criteria such as ESP is usually directed by its purpose and the course of ESP designed through needs analysis.

Based on the definition of ESP that taken from experts, the researcher concludes that English for Specific Purposes refers to teaching and learning of second or foreign language that focuses on the learners' needs where the goal of the learners is to be proficient in English that relates with their professional circumstances or academic.

2. Characteristics of English for Specific Purpose

Stevens (1988) defined ESP by identifying its absolute and variable characteristics. His definition makes a distinction between absolute and variable characteristics:

a. Absolute Characteristics

- 1) ESP is defined to meet specific needs of the learner. ESP is designed based on the students' need in their future work field. In this research, ESP is intended to give English training for specific context of Economics Department. It means that the English lecturer should design the ESP learning related to the students' activities in Economics in real.
- 2) ESP makes use of the underlying methodology and activities of the discipline it serves. The lecturer designed and apply a certain learning and teaching method in order to reach the learning objectives based on

the context, in this case English for Economics Department. In teaching and learning materials should cover activities that related to Economics activities.

- 3) ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities. There are some focus on the use of lexis and register of language. There various kinds of vocabularies that related to Islamic Bank activities. In learning ESP is focused on the students' need. Lecturer can teach student a specific language skill, for example, in Economics, students need speaking skill rather than other skills. Therefore, most of learning activities are speaking skill. Then, the English teacher should also consider specific topics related to the Economics to discuss, for example: transaction in Economics Banking, Islamic Banking Product, etc.

b. Variable Characteristics

- 1) ESP may be related to or designed for specific disciplines. It means that ESP only focuses on one field of education or profession in order to focus on giving specific English materials based on the students' professionalism.
- 2) ESP may use, in specific teaching situations, a different methodology from that of general English. Teacher designed a specific teaching method in order that students become familiar in English activities in their major.
- 3) ESP is likely to be designed for adult learners, either at a tertiary level

institution or in a professional work situation. It could, however, be for learners at secondary school level. ESP is English for adult where the students have had basic English. Therefore, in this stage, they do not get general English anymore. Instead getting specific learning materials of ESP.

Based on the characteristics that have mentioned above the researcher have distinguished the characteristics which is the absolute characteristics focus on the purpose, activities, the methodology of the course. Meanwhile, the focus of variable characteristics are the learners “capability and learners” aim of the course.

Since all of the absolute and variable characteristics had mentioned all of the characteristics which totally relate with the ESP course that lead those characteristics stands as the familiar characteristics that had been found in every kind of ESP books, so that there is not much to mention about the characteristics of ESP. However there is also Robinson who mentioned two characteristics of ESP:

- a. Usually, the time limit restricts the course which lead the goals need to be achieved;
- b. The classes are homogeneous and the learners are adults who have the same goals of learning ESP.

The time limit of ESP usually scheduled right before the learner started the course. The goals are also clear which it is intended to meet specific skills that the learners need.

C. Materials in ESP

All materials used in class were provided by the group of instructors, who prepared them in such a way that students would be able to work on each step using their target language. In most of the cases, they adapted those used for courses of general English to suit the needs of this specific instance. Dudley-Evans and St John said that ESP practitioners often have to plan the course they teach and provide the materials for it. It is rarely possible to use a particular textbook without the need for supplementary material, and sometimes not really suitable published material exists for certain of the identified needs. It means that the ESP teacher can use a particular textbook or unpublished book as teaching materials in teaching ESP as long as it is reliable for the learning context.

Related to ESP materials, there are some main issues must be emphasised before proceeding any further.

1. There are major and minor ESP areas/courses, and published materials are sensible to this reality. Business English and Maritime English are examples of these. Some courses that are tailor-made to suit a particular group of students would also fall within the minor category (for instance, English for tourism to a group of taxi drivers and policemen in a popular town for British tourists).
2. Subject-matter content is fundamental to ESP materials. Also known as carrier content, informative content, discipline-based knowledge, specific content, specialist knowledge or expert knowledge, this refers to the

information which is specific to a particular discipline and which people, like students and future experts, possess in their mother tongue. ESP teachers will need a reasonable understanding of the specific discipline as well as –an interest in the disciplines or professional activities the students are involved.

3. ESP lectures become evaluators, designers and developers of materials, simply because publishers are naturally reluctant to produce materials for very limited markets; and most ESP areas conform to this reality. These roles are not exclusive to ESP teachers but, if compared with EFL/ESL teachers, they are more often engaged in the task of evaluating, designing and developing materials for their classroom use. It is precisely this additional role of materials providers/developers that has endowed ESP teachers with the denomination of practitioners.
4. Unlike EFL/ESL teaching, there exists a mismatch between pedagogy and research; that is, there is a gap between coursebooks and pedagogical practice, on the one hand, and research findings, on the other. For instance, there is a lack of fit between how academic writers write and what the textbooks teach about writing. Its means that materials specifically generated for teachers that teach ESP Matching carrier content to real content, Aspects that is used to assist the real content Example: English for Banking. And then The core materials are usually paper-based, however; lecturer use videos related to learning goals and learners' needs, projectors, smart board, computer/internet and real objects.

D. Characteristics common to ESP

Carver (1983) states that there are three characteristics common to ESP courses:

1. Authentic materials – the use of authentic learning materials is possible if we accept the claim that ESP courses should be offered at an intermediate or advanced level. The use of such materials, modified by teachers or unmodified, is common in ESP, especially in self-directed studies or research tasks. The students are usually encouraged to conduct research using a variety of different resources including the Internet;
2. Purpose-related orientation – refers to the simulation of communicative tasks required by the target situation. The teacher can give students different tasks - to simulate the conference preparation, involving the preparation of papers, reading, note-taking and writing.
3. Self-direction – means that ESP is concerned with turning learners into users. For self –direction, it is necessary that teacher encourage students to have a certain degree of autonomy – freedom to decide when, what, and how they will study. For high-ability learners it is essential to learn how to access information in a new culture. Since ESP courses are of various types, depending on specific scientific field or profession, and have specific features, teachers teaching such courses need to play different roles.

In conclusion, in determining teaching materials, teachers can rely on some important considerations, namely: the target audience of the course and

the appropriate structural grading - students should be taught what they need to know in the right order with the right opportunities.

E. Evaluating Published Materials

It is important to evaluate published materials used in ESP class. The group of instructors used several instruments and strategies to evaluate the students' progress along the course; they can be:

1. Language – Learning Log

Every week, students had to fill out a form with phrases and expressions they learned during that specific week. They also had to mention those aspects that presented some problems for them as well as to include some phrases and expressions they would like to learn in the course. Through this instrument, the teaching team could assess if the use of vocabulary and structures studied was correct or not. During the subsequent planning sessions, the team analyzed the logs and designed several activities to provide feedback accordingly.

2. Role Plays

The development of the speaking and listening skills was the main focus of the course; learners were continuously asked to make up and present conversations. The instructors provided feedback to students regarding the strategies used to convey meaning as well as language use.

3. Techno- Homework

Students were asked to keep an electronic reflection journal about their learning process, they also received electronic messages from their

instructors and they had to answer back to them. The electronic reflection was reviewed on a weekly basis. Since students' language proficiency was very low, they could write their reflections in Spanish. The main objective of this activity was to give the opportunity to express feelings regarding the learning process.

4. Portfolio

Students kept a portfolio with all the material used in class, their reflections on their learning process and their vocabulary lists.

5. Final Oral Project

At the end of the course, as a requirement of the Practicum course, learners had to present an oral activity that would show how much they had learned along the course. This activity would be attended by the Practicum professors and the students enrolled in the Practicum. To lower their anxiety, learners rehearsed a conversation that would take place between an international student and an employee from the UCR Registrar's Office. This conversation was recorded by the instructors and was used to provide feedback. The Practicum professors considered the presentation a success. The result was due to hard work and continuous practice.

It means ESP lectures need to use several instruments and strategies to evaluate the students' progress along the course. Measuring the potential teaching/learning value of authentic texts, coursebooks and other types of materials is one of the ESP practitioner's duties. Unlike language teaching at university, where administrations, departments or particular coursebooks for a

whole institution, materials evaluation is particularly frequent in ESP at tertiary level. This is simply due to the fact that, as a general rule, no single coursebook is followed from beginning to end but, rather, extracts (units, exercises or tasks) from a number of published materials are brought together and, if necessary, supplemented with in-house activities).

F. Teaching Strategy

According to Brown (2000) strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Then strategy is as a remedy the teacher in making system area that happened to process teaching learning Ahmadi (2005). Smilansky as cited in Perry (2001), teaching strategies are characterized as a teacher's way of playing with children. In addition, OECD (2010) also described teacher strategy as a mixture of processes in which the teacher manages the class and uses all the features to improve the understanding of the students.

Teaching strategy is the technique used by the teacher or lecturer to teach their students, based on their knowledge before. Because, it determine the student comprehension in the courses, especially in English. The lecturers must have interesting technique to teach their student, if they have not a good strategy their student was difficult to understand the material from the lecturers.

The teaching approach, according to Kindsvatter (1996), is to help teachers make effective use of strategies and teaching materials. This means that the methods used by educators help students to make it easier for them to understand the content. This helps to fulfill and meet the aim of the process of teaching and learning.

1. The Type of Teaching Strategies

a) Direct Teaching Strategy

Kindsvatter (1996) it notes that this approach uses sequenced and standardized resources to apply to academically oriented, teacher-directed classrooms. It also refers to teaching practices in which students have specific expectations, ample time for instruction is allowed, comprehensive student performance coverage of content is tracked, and feedback is academically focused.

Kindsvatter (1996) stated the focus of direct teaching strategy is academic and teacher centered, using a structured curriculum useful for teaching skills and acquiring new information. Within this focus the lecturers convinces that the business of the classroom is learning.

Direct teaching strategy is a kind of instructor-centered teaching strategy, according to Majid (2013), and the teacher here should assume that her students are interested in her teaching strategy. The instructor who creates the class atmosphere that is based on the tasks of the students often guides this direct teaching technique. Direct teaching refers to the use of sequenced and standardized resources for academically oriented,

teacher- directed classrooms. It also refers to teaching practices in the classroom in which students have specific objectives, adequate time for instruction is allowed, curriculum coverage is comprehensive, student success is monitored, and feedback is academically focused. Rosen shine and Stevens (1986) suggested that the more successful teachers (in terms of encouraging the achievement of students) were those who retained a clear academic emphasis across a variety of studies and spent less time on non- academic tasks. The direct teacher is often defined as the more effective teacher in teaching content measured by performance tests. Within a classroom, this type of instructor constructs and selects tasks. Teachers are actively involved in direct teaching by presenting material, demonstrating skills, directing large-group content interactions, testing the comprehension of the students and tracking individual or small-group work, as well as offering analysis. After a quick clarification by the instructor, the emphasis is on teacher interaction with students rather than students engaging solely with materials.

In direct instruction, teachers are actively involved by introducing content, demonstrating skills, directing large-group experiences with the content, checking the students' understanding and monitoring individual or small-group work, as well as providing review. The focus on teacher interaction with students rather than students interacting mainly with materials after a brief explanation by the teacher.

Direct instruction is examined here as a key strategy because it emphasizes on meeting specific objectives keyed to learning outcomes and is particularly effective for acquisition of basic skills. This approach continues to be widely used today because it helps to increase on-task learning time that contributes to students' achievement. This teaching strategy also can be called as *systematic teaching* or *active teaching*.

b) Mastery Learning Teaching Strategy

The teaching strategy for mastery learning is a strategy that focuses on individual skills and knowledge, allowing the lecturer to track how easily their student passes the material presented. For this technique, Kindsvatter (1996) notes that by deciding the amount of practice time required, the learners have more control than in direct instruction. It implies that in determining how quickly they progress through the target, students are granted considerable freedom.

In this technique, the diagnostic or prescriptive approach is used (Majid, 2013). The instructor defines prerequisites, assesses the present awareness of students and formulates assessments to determine the success. Majid (2013) stated that the teaching strategy for mastery-learning is a learning strategy that asserts mastery, so all class members can master the materials based on the duration of time stated. In this mastery learning, the influential stages are defining prerequisites, making assessments to assess the progress of the students and the achievement of the competence of the students. Using a standardized curriculum divided

into small groups with information and skills to be mastered, it provides individualized instruction or a small-group approach. The technique is taught with the assumption that, given ample time, all students will achieve fair educational goals. In the Outcomes-Based Education model that is being implemented in several states; mastery learning is a crucial instructional feature. It is also used extensively in many other countries.

Warren (1963) convinced that the characteristics of mastery-learning teaching strategy are:

- a. Mastery learning is an instructional strategy which is based on the principle that all students can learn a set of reasonable objectives with appropriate instruction and sufficient time to learn.
- b. In this strategy the students have prerequisite skills to move to the next material unit (no student is to proceed to new material until basic prerequisite material is mastered).
- c. Teachers do the task analysis, thereby becoming better prepared to teach the unit.
- d. Teachers state the learning objectives before designating activities.
- e. Mastery learning is the strategy which only focus on the aspect of *mastery*. This strategy is centered on the interaction between the students and material.

G. Some Related Findings

There are few researches that relates with this study. Bellania Shinta Maynanda (2018) had done a research entitled “Analyzing the

Implementation of ESP for Islamic Education Department” The population of her study was the Islamic education students where the sample of the study are the students from six classes who have passed the English subject. The results of the study is most of students at Islamic education department are aware of their proficiency of English that in line with their targeted career, but the course at their department does not support the students’ needs. The researcher also found out that the implementation of ESP at Islamic education department is not well-applied.

The second study comes from a journal entitled “Need Analysis in ESP Context: Saudi Engineering Students as a Case Study” written by Hasehm Ahmad Alsamadani (2017). He investigated the needs analysis of engineering and industrial students. The data of this study was collected by observation, questionnaire, and interview with students and teacher. The results of this study showed that ESP classes tend to focus on the receptive skills. However the skills that are needed the most in the engineering studies are writing, reading and speaking. Students seemed to underestimate the listening skill while teacher thought that the listening skill stands as the second important skill. Hence, this fact of the study needs to be considered when designing the ESP course for engineering study.

The next study was a thesis conducted by Abdulaziz Fahad entitled (2012) “Developing an ESP Curriculum for Students of Health Sciences through Needs Analysis and Course Evaluation in Saudi Arabia.” The objectives of this study were to find out the needs of students and to

evaluate the ESP course at the Health Sciences Colleges (HSCs) in Saudi Arabia. The author gathered the data by using several instruments such as questionnaire, semi-structured interviews and document analysis. The sample of this study came from several background which included both of the academic and professional such as the teacher, students, hospital managers, and course administrators. The findings of this study is that the four skills of English are equally important for the ESP course while there is some limitations in the teaching process including its curriculum, teaching methods, and the assessment procedures.

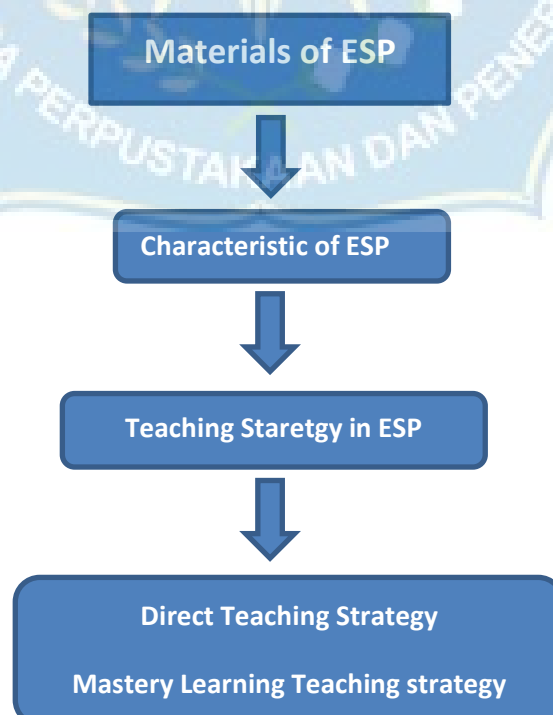
The last study was an article entitled “The Situation of ESP in EFL Economics Classes” by Zine Amel. The aim of this study was to explore the situation of teaching and learning process of English for Specific Purposes (ESP) course at the department of Economics, University of M’sila, Algeria. The instruments used in this study were structured interview for teachers and questionnaire for students. It has been analyzed using the mixed methods. The results of this study found out that most of the process of teaching and learning was focused on learning general English and translating texts into Arabic language. Furthermore, the ESP teacher also stated that it is important to give a teacher training to be more conscious of ESP.

According to the previous study, the researcher found out that there are few differences among the study with the previous studies which is the sample of students that is used in this study. Another differences of this

study and the previous study is that the research written by Rahman was focused on the reading skills while the researcher will focus on the whole skill of the implementation of English for Specific Purposes. In addition, the study conducted by Abdul Aziz is slightly the same with this study but what makes it different is that the intention of the previous study was to change the curriculum of ESP meanwhile this study intended to find out the needs and explore the current implementation of ESP course at UIN Jakarta.

However, both of this study and the previous studies has a similarity which is intended to find out the implementation of English for Specific Purposes in the university level and identify the needs of students. In conclusion, despite all the differences and similarities of the study, the researcher still uses all of the previous studies as a reference to guide her to do this research.

H. Conceptual Framework



The students' needs of English in higher education is getting bigger since at the university level they will learn lots of things that relevant to their field of education or their targeted career. Understanding the English language is needed especially in the era where the globalization of business, education, and many disciplines has developed and centered on the English speaking country. It is also important to learn English specifically since nowadays journals, books, and any sources mostly presented in English. The way to learn specified English language that is related to the learners' tertiary education or working circumstances are known as English for Specific Purposes (ESP).

On the contrary, sometimes the implementation of ESP in the non- native English speaking country faced many problems. One of the problems is that people tend to neglect the importance of ESP at the university level. For instance, the implementation of ESP at Muhammadiyah University of Makassar seems to have a misinterpretation of ESP because they think that learning general English is enough and it is not necessary to learn specified English language that relevant to the majority study.

It is showed by the curriculum which placed English subject as the prerequisite subject yet they only give two or three credit units (SKS) for each semester. In addition, the English subject will only be taught for one or two semesters. There is not enough time for students and lecturers to do the process of teaching and learning English specifically since there is a graduation requirement that needs to be fulfilled.

Furthermore, based on the problems that happened at Muhammadiyah University of Makassar especially in majoring Economics terms of implementation of ESP. The researcher wants to conduct a research to find out whether the implementation of ESP at Muhammadiyah University of Makassar especially in majoring Economics has successfully implemented and the needs of students.



CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used qualitative method. Descriptive research is research which focused to the situation and condition to be explained in the research report. According to Cevilla (2003), qualitative descriptive research is a method in researching the status of group of humans, in order to create an object, the picture or painting, descriptive in a systematic, factual and accurate regarding the facts or phenomena are investigate.

Moreover, Creswell (1997) said qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. So, descriptive qualitative is measurable, actual and very accurate research method because the results are described in great detail. Then, the results are presented in form of research reports base on the fact. In this study, this method will be used to find out and analyze the English teaching materials of Islamic Economic study program of FEB at Muhammadiyah University of Makassar.

B. Subject of the research

This research conducted at Islamic Economic study program at FEB at Muhammadiyah University of Makassar. This location was chosen because the same research has never been conducted there; it is a new program study at Campus. This is new study program in majoring economic. The subject in

this research is the lecturer of Islamic Economic study program of FEB at Muhammadiyah University of Makassar. Moreover, this research focuses to analyzing of the English teaching material by lecturer and the strategy used.

C. Research instrument

In this research, the instruments that used Observation and documentation. Thus, these will helpful to describe how the researcher would document what happened during the research.

1. Observation

Ary, Jacobs and Rajavieh (2002) classified observation into participant observation. In addition, Ary, Jacobs and Rajavieh (2002) explain that participant observation is an observation where the observer becomes the participants who koin in particular group or organization.

2. Documentation

Besides using those main instruments, the researcher also used a supplementary instrument. They were to support the research to get more complete data. The tools of this research used camera and voice recorder. The data was in the forms of photographs, videos, and voice recording.

D. Data Collecting Technique

For the data collection, the researcher used observation and documentation as instrument of this research. The researcher analyzed the lecture's book as the material to teach to IED of FEB at Muhammadiyah University Makassar and the strategies by lecture in teaching ESP in the class. In collecting the data, the researcher applied the procedures as follows:

1. I meet to the lecture who teaches ESP and I need some permission before I do a research.
2. The researcher analyzed the lesson plan and the strategy used by lecturer.
3. Finally, the researcher checked the implementation of ESP materials and the strategy used by the lecturer of IED students of FEB at Muhammadiyah University of Makassar.

In Implementation of ESP the researcher used theory Characteristic of English for Specific Purpose by Strevens (1988), Characteristics common to ESP by Carver (1983) and to know the strategy used by lecturer the researcher used theory teaching strategy by Brown (2000) and the type of teaching strategies by Kindsvatter (1996).

E. Data Collecting Technique

To analyse the data, the researcher used descriptive analysis. First, the Researcher deals with describing and analysing the collected data, then, the Researcher concern making inferences based on the phenomena. The data observation and documentation used analysed qualitatively by the Researcher.

F. Technique of Data Analysis

To analyze the data, the researcher used interactive model of data analysis proposed by Miles and Huberman. The component above can be explained as the following figure:

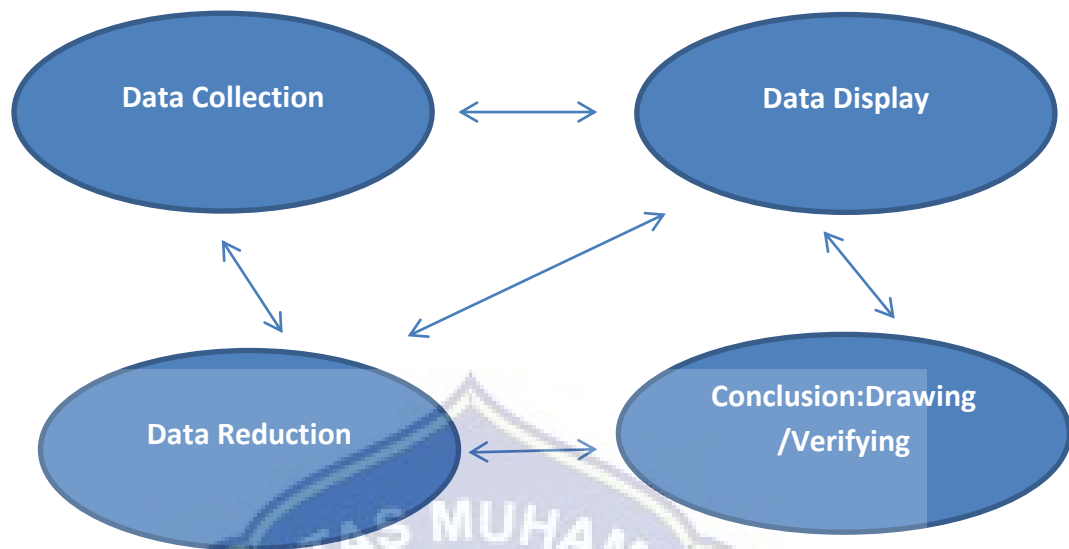


Figure 3.1:

Interactive Model Miles and Huberman

The figure 1 above can be described as followings:

- a. Data reduction: Data reduction occurs continually throughout the analysis. It happens through editing, segmenting and summarizing the data. In the middle stages, it happens through coding and memoing, and associated activities.
- b. Data display: data display organizes, compress and assemble information.
- c. Drawing and verifying conclusion: reducing and displaying the data aim to help drawing conclusion. While drawing conclusions logically follows reduction and display of data. Then, possible conclusion can be noted and need to verify.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

1. The ESP materials implementation by the lecturer in teaching English at Islamic Economics Department at FEB Muhammadiyah University of Makassar

Based on the result of the data analysis, it was found that the Lecturer as the subjects of the study did some preparation before they went teaching in the classroom. They prepared the materials, methods, media, and evaluation. It was badly needed in order that the teaching and learning activities run effectively. The materials prepared by the Lecturer were based on the students' major and needs. They were important to be prepared since ESP provided specific English rather than general English. Thus, the materials had to fit the specific needs. Besides, the Lecturer also prepared the materials based on the topic given.

Based on teaching materials by lecturer, there are 12 topics in the teaching and learning process in the Islamic Economics Department, FEB of Muhammadiyah University of Makassar.

Based on the book that used by lecturer there are some topics still used general English are the first topic is greetings, the second topic is Introducing yourself, the fourth topic is blackberry, the seventh topic is Expressions for making and receiving calls at work, and the eighth topic is describing object, meanwhile there are some topics used English for Specific

Purpose, while the material taught is in accordance with the books/teaching materials are:

In the third meeting, the lecturer used English for Specific Purpose to teach their students, the material is “Business Introduction”. This topic to assist the students who are expected to acquire the basic concepts, terms, classifications, and cases in the business world. To actualize those purposes, this topic is adjusted to the IED students; therefore it is presented in the English language that may integrate the four skills of the English language, but dominantly in the use of writing and reading skills. Besides giving reading materials, this book can also enhance the student’s problem-solving, cooperative learning, and experiential learning abilities through the availability of the exercise section that is related to the discussion.

Extract 1

Business Introduction (Topic 3), “There are three materials are:

(1) Formal Introduction

- I’d like to introduce you to my dear friend, Mrs. Pleasant,
- Allow me to introduce myself/my colleague, Ms. Winters,
- Let me introduce you to my colleague, Dean Richard;
- Mr. Richard, this is David Porter from Aerospace Inc.

How do you do?

How do you do?

It’s a pleasure meeting you

(2) Informal introduction

- This is my boss, Mr. Stratford,
- Jared, this is my secretary, Barbara;
Good to meet you
Nice to meet you too
- I’d like you to meet my co-worker, Collin Beck
- Collin, this is Susan Palmer
Nice to meet you
My pleasure
- Have you met, Jason?

- Jason, this is Teresa
- Hi, I'm Jill Watson
- I don't believe we've met, I'm greg

Informal body language to remember: Smile, eye contact, shakes hands

(3) Conversation Practice

Aidil : Hi, farhan. Have you met Mr.Jack?,
 Farhan : No, I Haven't actually".
 Aidil : Mr.Jack, this is Muhammad Farhan from Makassar Maju Cooperation.
 Mr Jack : Hello, Farhan. I am Jack from Canada Economic Project. Nice to meet you.
 Farhan : Nice to meet you too, mr Jack. Is it the first time you come to Indonesia
 Mr Jack : No, it is the third. I have some business in Makassar
 Farhan : its sound great. I hope we can cooperate sometimes.
 Mr. Jack : Yes, I hope so. It's my business card
 Farhan : Thanks so much. It is mine
 Aidil : Well, Mr Jack. We have to go now, the meeting will be started. See you, farhan next time
 Farhan : See you too. Bye!

(Adopted by: *English for Economics and Business Book: 2015*)

Extract 1 explained introducing the topic together with its purpose and possible application in practice provides a good motivation for the student and prepares him or her to focus on given subject. Although this commonly used social skill can already be mastered in the student's mother tongue, starting from the easiest and most crucial content creates a good start for every language course especially as introductory observation holds an important aspect for the teacher attempting to tailor a most suitable business language course for that particular student. As already mentioned earlier, a gradual raise of difficulty supports the student's successful foreign language development. Providing essential vocabulary and phrases always creates a useful support for acquisition of a newly learnt area and a helpful tool for later revision.

In the fifth meeting, the lecturer used English for Specific Purpose to teach their students, the material is “Economic Activity”. The lecturer used some words related to the materials to make their students easy to understand and after that the lecturer give a task to their students.

Extract 2

Economic Activity (Topic 5)

List of words:

1. Essential : *penting*
2. Provides : *menyediakan*
3. Food : *makanan*
4. Shelter : *tempat bernaung(tinggal)*
5. Probably : *mungkin*
6. Satisfy : *memuaskan*
7. Enjoyable : *menyenangkan*

The economic activities taken together make up the economic system of a town, a city or the world. Such an economic system is the sum-total of what people do and what they want. The work people do either provides what they need or provides the money with which they can buy essential commodities

Most people hope to have enough money to buy commodities and services. We need food, clothes and shelter. We probably would not go to work if we could satisfy these basic needs, we may still want other things, such as television, radio and many others. Our lives may be enjoyable if we have such things.

Answer the following questions based on the text.

1. Why do the people work?
2. Do the economic activities systems of town take together not make up the economic system, a city or the world?
3. Why do most people want to have enough money?
4. What the people need?
5. Can the people satisfy their basic needs without working?
6. How the people are live if they have satisfied their needs?

(Adopted by: English for Economics and Business Book: 2015)

Extract 2 explained the development of modern communication and information technologies generally affects all economic activities. Therefore

e-mail and Internet communication is rather taught than the traditional economic activities as they were used in the past. Together with the advancement in used means to communicate, new, even online, tools provide more comfort when creating a business correspondence or representative commercial materials. Thus not only certain 45 language knowledge but also supportive IT skills deserve to be taught for a smoother communication process. According to the above stated arguments, teaching economic activities includes training usage of the appropriate electronic or paper document format together with general writing strategies as such apart from the use of a suitable vocabulary and expressions. The difficulty can arise from very simple exercises such as matching halves of sentences followed by ordering the whole text of an e-mail to transformation of an informal text into a formal one, training writing CVs, formal requests, orders, letters of complaint, apologizing e-mails, etc. As already mentioned, the individual lessons allow to focus on exactly necessary areas of knowledge and skills.

In the fifth meeting, the lecturer used English for Specific Purpose to teach their students, the material is “Production”. The material about production is text of reading. The lecturer ask the students to read the text and analyzed it.

Extract 3

Production (Topic 6)

Production in the economic sense is any activity resulting in goods or services intended for exchange. In addition to agriculture, mining, manufacturing and fishing, it includes the services of transportation agencies of wholesalers and retailers and all services of business professional people, musicians, entertainers and so forth.

Many services do not enter the ordinary transaction of the economic system, as it is extremely difficult to judge their value. Such services are the work of the housewife in the home, the work of the gardener who grows some of his own vegetables and the of householder who is also a handy man and does some of his minor house-repairs. Economics consider the services of these people as unproductive, as either the housewife, or the gardener does not receive any fixed payment for his work.

Vocabulary:

Sense	: <i>arti</i>
Exchange	: <i>pertukaran</i>
Agriculture	: <i>pertanian</i>
Mining	: <i>pertambangan</i>
Fishing	: <i>perikanan</i>
Wholesaler	: <i>pedagang besar</i>
Retailers	: <i>pengecer</i>
Judge	: <i>menilai, menimbang</i>
Householder	: <i>pemilik rumah</i>

(Adopted by: *English for Economics and Business Book: 2015*)

Extract 3 explained that If English language learners plan to work in an place, it's crucial for them to learn essential production and ESP vocabulary. Use these terms a starting point for general vocabulary study or students with specific learning needs. Teachers are often not equipped with the exact English terminology required in particular trade sectors. For this reason, core vocabulary sheets can help educators provide adequate materials for students who need to learn vocabulary related to production.

In the ninth meeting, the lecturer used English for Specific Purpose to teach their students, the material is “Expressions for Information”.

Extract 4

Expressions for Information (Topic 9), “Transaction might be affected by the information about product and price. Asking for information by the customers indicates the interest in making transaction. The sellers should know the quality of products, prices, and the ways of payment. It is necessary for the customers to recognize the products before they

decide to buy them. Well, practice the sample expressions in the table below:

Information about Products	Information about Price
What can you tell me about this one?	How much?
Could you tell me about these products?	How much is it?
Could you give me some information on this?	How much does it run?
We specialized in art and design	What does this sell for?
This is one of our top brands	This sells for 200 hundred rupiahs
It's our best-selling record	That costs Rp. 137.000.
This one is the best in its class	This one goes for 5
This model comes with several features	It's expensive, isn't it?
This particular one has two components	
It's an excellent computer	

(Adopted by: English for Economics and Business Book: 2015)

Extract 4 explain that this skill holds a big importance as personal contact represents a very important part of business communication. First impressions and a good rapport with a business partner are often considered as essential. Therefore general socializing requires enough training and language practice for everyday social conventions together with appropriate language range. These include meeting and greeting people, keeping a conversation together with polite encouraging other participants to speak, phone calls, presentations, negotiating, in addition with storytelling and the ability to tell a good anecdote.

Cultural awareness again forms a very important aspect. Especially sense of humor is extremely different in mentality and socializing stereotypes across the globe. Oral contract can represents the most valued manner of agreement in some cultures together with other aspects specific for some nations or concrete organizations.

The distinguishing feature of speaking forms the fact that it happens immediately with no time to reconstruct a sentence or the whole discourse. Consequently, the ability of choosing the right words with appropriate 47 development of the entire speech deserves a proper amount of attention and practise, especially in business environment.

In the tenth meeting, the lecturer used English for Specific Purpose to teach their students, the material is “Complaining”. The lecturer gives this material to the IED of FEB to make their students know the way to complain of expressions with the costumers when they were passed in the campus and do work/get job and do this materials in their future job.

Extract 5

Complaining (Topic 10), “Complaints are expressions of “displeasure of annoyance” in response to an action that is seen by the speaker as unfavorable. Suppose you want to complain about the pizza you have just ordered because it’s too salty, what are the expressions needed to express and respond to complaints?. There are the examples of expressions we can use when complaining:

- I have a complaint to make....
- Sorry to bother you but.....
- I’m sorry to say this but.....
- I’am afraid I’ve got a complaint about.....
- I’am afraid there is a slight problem with....
- Excuse me but there is a problem about.....
- I want to complaint about.....
- I’m angry about.....

Example:

I have a complaint to make	Your pizza is just too salty
I'm sorry to say this but	Your food is inedible

(Adopted by: *English for Economics and Business Book: 2015*)

Extract 5 explain that handling complaints in business. Students study a text on the importance of welcoming customer complaints and dealing with problems promptly. Through listening and role play, the students learn useful expressions for making complaints and taking action.

In the Eleventh meeting, the lecturer used English for Specific Purpose to teach their students, the material is “Apologizing”.

Extract 6

Apologizing (Topic 11), “Everybody makes mistakes sometimes. When it happens we need a phrase to tell the other person how really sorry we are and stop them getting really angry. An apology is an expression of remorse for something you’ve done wrong, and occasionally serves as a request for forgiveness, as well. Apologizing for a mistake might seem like an impossible task, but you can get through it by swallowing your pride and putting your best foot forward.”

Making Apology

Here are some expressions you can use to make and respond to apologies

1. I do apologize
2. I must apologize for
3. I apologize for
4. I’d like to apologize for
5. I am so sorry for
6. I shouldn’t have
7. It’s all my fault
8. I’m ashamed of
9. Please, forgive me for
10. Excuse me for
11. I’m terribly sorry for

12. Pardon me for this

(Adopted by: English for Economics and Business Book: 2015)

Extract 6 explain that Apologize for the problem, no matter if you created it or not, no matter whether the issue is true or not. What you are apologizing for is the fact that a customer is unhappy. That's not good for business/Economic Activity. Ask for the specifics of the problem, what happened or what went wrong. Say that you will take action and take it! and Check back with the customer later to make sure the problem was resolved to their satisfaction.

In the Eleventh meeting, the lecturer used English for Specific Purpose to teach their students, the material is "Common Phrasal Verbs for Business English".

Extract 7

Common Phrasal Verbs for Business English (Topic 12),

EXAMPLE

- ❖ I need a good real estate agent. Could you ask around the one?
- ❖ Thanks for backing me up in the meeting
- ❖ We have a bad connection. I'll call you back in a few minutes

(Adopted by: English for Economics and Business Book: 2015)

Extract 7 explain that Phrasal verbs are very common in English, especially in more informal contexts. They are made up of a verb and a particle or, sometimes, two particles. The particle often changes the meaning of the verb.

2. The Strategies of teaching English for Specific purpose by the lecturer in teaching English at IED at FEB Muhammadiyah University of Makassar

In this section, the researcher would like to present the data which is get from observation at Islamic Economics Department of FEB at Muhammadiyah University of Makassar. These findings of this research

were arranged and presented in such a way in which the research problems became the basis of reference of the arrangement and presentation.

According to the result of observation and documentation those were conducted by the researcher to the subject of this research who was English Lecturer who teaches Islamic Economics Department. The researcher found the dominant kind of teaching strategy which used by Lecturer based on the observation. Those two dominant teaching strategies were direct teaching and mastery learning.

a. Direct Teaching Strategy

It can be concluded that the lecturer used direct teaching strategy because of some prominent characteristics of its teaching strategy were conducted by them in English classroom activity. The researcher found some characteristics of direct teaching strategy were practiced.

Those characteristics can be presented as follows in a line with the lecturer's performance in carrying it out to the students:

- 1) Explaining the material in a detail description after introducing the material.

The explanation of the material is the important thing to do to make the students understand about what they are learned. Lecturer explained the material in a detail description after introducing the material by asking and explaining the material to the students. And Lecturer before presenting the material in detail, first observe the students by giving quizzes at the beginning of learning for approximately 15 minutes. The

goal is to find out whether the students know or understand the material that will be studied for the next few hours.

In addition, in addition to quizzes at the beginning of learning, they usually also provide several videos by sending them to Whatsapp groups taken from YouTube, then asking students to watch or do literacy. This aims as a stimulus for students how to be active in the classroom during the teaching and learning process. After that, Lecturer then presented the material on the screen used power point media. She explained each point clearly as Lecturer did when teaching business introduction material. She explained what the Business Introduction is, the explained the kinds of the materials of business introduction. As well as Lecturer when teaching with material Business Introduction. She explained formal introduction, informal introduction and conversation practice at the end of the lesson, Lecturer gave assignments to their students related to the material the students have learned.

2) Using the interesting teaching media.

The usage of this media is to make the students keep pay attention in the learning activity. Lecturer does this thing, but of course in the different way. It can be known that Lecturer do this activity, it can be convinced from the observation in the class. In order to make the students keep pay attention in the learning activity. Because at the moment it seemed like the students did not really listen to the material.

She also used some media to support her learning activity, such as using youtube, quizzes, and chat box. Power Point and of course she also used RPS. This is can be convinced from the observation in the classroom.

- 3) Giving the students chance to practice or to participate in the class activity by using the teaching media in order to comprehend the material.

From the observations that the researcher have done is the lecturer provided opportunities for students to participate i class. After the Lecturer gave and explained the previous material. In this teaching and learning process, Lecturer explained material about reading which is focused on pronunciation. The Lecturer then displayed the text on the screen using power point media, then asked the students to focus on the text. After that, the Lecturer began to read the text slowly so that the students could understand well how to pronounce it correctly then gives instruction to all the students. The Lecturer asked one by one to read the text on the screen as in the previous example.

She was provided opportunities for her students to be actively involved in the class. As an introduction, provide an explanation of the material that will be discussed or studied during the teaching and learning process. The material discussed by Lecturer on that occasion was about reading (based on extract 2), in which the Lecturer has prepared several multiple choice numbers that will be done by students in the subject listening. However, before distributing audio and multiple choice

questions to students to answer or work on, first gives an example where the Lecturer played 1-2 audios with the text displayed on the screen. Students then listen to the audio together and then answer the multiple choice questions. After that, then continue with doing the task.

- 4) Measuring the students' understanding by asking the relevant questions based on instructional material.

For example, the lecturer would give the question such as “Do you understand?” and etc. to the students in order to check whether the students really understand the material or not. If there were the students who were still confused about the material she should explain again in simple way. This thing is also shown on the class meeting that She ask the students understanding by giving some questions after she explain the material in that day. Lecturer do this thing in the beginning of the teaching and learning process, she ask the students about their material which given by her in the class meeting.

- 5) There were many interactions or communications between the lecturer and the students.

The communication between the lecturer and the students is the way from the lecturer to know their students understand or not about the material. The lecturer does this thing in order to make their students feel comfortable with their teaching situation in the class. Lecturer does this thing in order to made her students want to speak up and make him students more active.

Lecturer invited some students to read the text, after lecturer give the example, and then practice are did alternately one by one of her students, she try to make her students more active by using a quizzes and sometimes give them a chance to ask a questions about the material. She guides her students as a facilitator when the students get some difficulties.

b. Mastery Learning Teaching Strategy

It can be concluded that the lecturer used mastery learning teaching strategy because of some prominent characteristics of its teaching strategy were conducted by them in English classroom activity. The researcher found some characteristics of mastery learning teaching strategy was practiced.

Those characteristics can be presented as follows in a line with the teacher's performance in carrying it out to the students:

- 1) Presenting the information about material by demonstrating the material to the students.

The lecturer showed the material through power point, and ask to the students to demonstrate the text by reading aloud. After that, the lecturer gave the students task related to the material. It can be known in the class meeting based on the observation by the focus material is Economic Activity (*Extract2*). The lecturers showed the material through through power point, and ask the students to answer the question related to Economic Activity task (*Extract2*).

- 2) Teachers do the task analysis, there by becoming better prepared to teach the unit.

The lecturer should help their students in this activity when she does this thing in order to make the students easier to learn the material.

- 3) Lecturers has a role as facilitator and monitor

The facilitator and monitor is responsible for the lesson plan so that students can be active or participate in the learning process and students are responsible for complying with the rules and learning scenarios that have been designed by the lecturer. Lecturer does this thing in order to make the students easier to learn the material.

B. Discussion

These result of the research show that ESP lecturer are different from general English lecturer. ESP lecturer deal with the materials writing or adaption, characteristics of ESP and materials evaluation. Before coming to the classroom, there are some teaching instructions that the teachers must prepare. They must design teaching materials based on national syllabus. However, it must also relate to the students 'need based on the teacher need analysis in the preliminary activity.

1. The ESP materials implementation by the lecturer in teaching English at Islamic Economics Department at FEB Muhammadiyah University of Makassar

Experts believe that the position of English for Specific Purposes in the language learning is as an approach. According to Barthia and

Bremner in 2014 ESP is likely standing as an approach rather than as a product in the position of teaching and learning process.⁶ The same opinion came from Hutchinson and Waters, they stated that the actual question of teaching ESP is about *how* people learn which take the teaching and learning process of ESP into a language-centered approach. Moreover, Anthony also stated that English for Specific Purposes (ESP) stands as an approach in the process of language teaching in which aims for professional or academic needs (Laurence Anthony:2018). The learners of ESP will focus on particular skills or genres to fulfill the needs by using particular or general teaching materials and methods. In addition, what makes ESP differ from the general English is because the awareness of the needs.

The implementation of ESP somehow lead people to perceive that there is a significant difference between learning ESP and general English, but the truth is the process of teaching and learning ESP combine the specific language and the general ones. The purpose of using both general and/or specific materials is intended to fulfill the learners' needs".

Particularly, the function of English for Specific Purposes is to manage the language features of the learners or to improve their needs of language skill that is use for a discipline, occupation, and working circumstances. ESP takes part as the branch of Applied Linguistics in the teaching and learning of English as a Foreign Language (EFL) that intended to make use of English in the learners' needs of their studies,

occupational, and vocational. In addition, Rahman stated that Robinson defined ESP based on two criteria such as ESP is usually directed by its purpose and the course of ESP designed through needs analysis.

Based on the definition of ESP that taken from experts, the researcher concludes that English for Specific Purposes refers to teaching and learning of second or foreign language that focuses on the learners' needs where the goal of the learners is to be proficient in English that relates with their professional circumstances or academic.

a. Characteristics of English for Specific Purpose

Stevens (1988) defined ESP by identifying its absolute and variable characteristics. His definition makes a distinction between absolute and variable characteristics:

a) Absolute Characteristics

There are three points of absolute characteristics:

- 1) ESP is defines to meet specific needs of the learner. ESP is designed based on the student's need in their future work field. In this research, ESP is intended to give English training for specific context of Islamic Economics Department.

Extract 1 related to the absolute characteristic point 1 about "Business Introduction" explained social skill can already be mastered in the student's mother tongue, starting from the easiest and most crucial content creates a good start for every language course especially

as introductory observation holds an important aspect.

- 2) ESP makes use of the underlying methodology and activities of the discipline it serves. The lecturer designed and applies a certain learning and teaching method in order to reach the learning objectives based on the context. In teaching and learning materials should cover activities that related to Economics activities.

Extract 2 related to the absolute characteristic point 2 about “Economic Activity” explained training usage of the appropriate electronic or paper document format together with general writing strategies as such apart from the use of a suitable vocabulary and expressions.

- 3) ESP is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities and related to the Islamic Economics or transaction in Economic.

Extract 4 related to the absolute characteristic point 3 about “Expressions for Information” explained transaction between produce and consumer. Asking for information by the costumers indicates the interest in making transaction. The lecturer gives some example to the students about information about products and information about price.

b) Variable Characteristics

Stevens (1988) defined into three points, there are:

- 1) ESP may be related to or designed for specific disciplines. It means that ESP only focuses on one field of education or profession.

Extract 3 related to the variable characteristic point 1 about “Production” explained language learners plan to work in a place. Lecturer is often not equipped with the exact English terminology required in particular trade sectors.

- 2) ESP may use, in specific teaching situations, a different methodology from that of general English.

Extract 7 related to the variable characteristic point 2 about “Common phrasal verbs for business English” explained business English material and the example of informal context of ESP.

- 3) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation.

Extract 6 related to the variable characteristic point 3 about “Apologizing” explained phrase to tell the other person how really sorry we are. Especially in material of ESP “apologizing” teach the students to practice the sentence about expressions they can use to make and respond to apologies.

2. The Strategies of teaching English for Specific purpose by the lecturer in teaching English at Islamic Economics Department at FEB Muhammadiyah University of Makassar

The lecturer has many strategies that can be used in the classroom. She will consider about the appropriate teaching strategies which can improve the students’ skill and competence in learning. In order to reach the instructional goal, they need the teaching strategies those are suitable

with the students' characteristics, instructional material, classroom condition, students'. Especially for the Islamic Economics department students of FEB at Muhammadiyah University of Makassar , because they are not have basic in English.

Kindsvatter (1996) stated the focus of direct teaching strategy is academic and Lecturer centered, using a structured curriculum useful for teaching skills and acquiring new information. Within this focus the lecturer convinces that the business of the classroom is learning.

To implement their teaching strategies in the Islamic Economics department students of FEB at Muhammadiyah University of Makassar, English lecturer needed some classroom activities those were suitable with their teaching strategies. In the Islamic Economics department classroom, English lecturer had two kind of teaching strategies to be implemented to the non – English department classroom activities; they were direct teaching strategy and mastery learning teaching strategy. To create the good atmosphere and enable to reach the learning goal of the material, they combined those two teaching strategies in order to teach English for Specific Purpose to the Islamic Economics department students.

They practiced the direct teaching strategy in order to deliver the material in the form of detail description to the students, then they applied mastery learning teaching strategy to direct the students to do the task or assignment. She had another different activity where the students can do

their task individually such as in a test, short question answer in the classroom or homework.

Later, when they were finished with their work, they were intended to share their group work result with other friends in the classroom; it can be by writing it down on the whiteboard or presenting it in the middle of the group. In this phase, English lecturer gave correction to the group work result, so they can evaluate their group work result with their friends in a group.

In the last activity of this teaching strategy, she would summarize the material which was gave to the students, when they finished doing their assignments, she send their assignment files through the google meet room which has been facilitated by the lecturer or write it down in the chat box according to the lecturer's request. In this phase, lecturer gave correction to the task result. So they can evaluate their task result.

Lecturer applied the combination of the direct teaching strategy and mastery learning teaching strategy, in order to make the students can understand well about the material which is she deliver to them. Lecturer said that she used direct teaching strategy (facilitator) more often as facilitator, the thing to do at the end of the learning process is gave some questions by displaying on the screen taken from certain sites or youtube and then answer them together. After answering all the questions, the lecturer hopes that the students will have a better understanding of the material that has been studied as well as the tasks that have been done.

Then she appreciated students' success by giving a word or appreciating in the form of participation points and best score. Kindsvatter (1996), a climate for learning is the sum of all students' perceptions and predispositions to their association with schools. Climate refers to the affective aspects of the classroom – such as feelings generated by and about the lecturers, the students, the subject matter, and the campus that contribute positively or negatively to the learning environment. The lecturer exercise some control over environmental factors. Beginning lecturer need to pay attention to factors that's effect on the classroom climate and to notice these factors' impact on the students.

She explained and gave the students instructions how to accomplish their task. She also informed about the explanation of the criteria for success. Then the students tried to accomplish their task in this activity she monitored them both individually by in order to check the students' learning progress in working together. She gave the students feedback and correction as well when they were doing the task.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After completing the research, it can be concluded that:

1. The English lecturer used some printed learning materials in conducting the lesson with the subject matters related topics to Islamics Economics Department. In addition, the teacher could integrate the textbook content and other supporting learning materials as well as appropriate learning activities. As the result, the lecturer's learning materials can be implemented innovatively in the classroom;
2. There are two kinds of teaching strategies used by the English lecturers in teaching ESP to the students of Islamic Economics department, they are:
1) Direct Teaching Strategy, 2) Mastery Learning Strategy. The English lecturers used the direct teaching strategy in the beginning of the learning process in order to build the first knowledge of the students about the material, and they use direct teachig and mastery learning teaching strategy in the main activity of teaching and learning process, so the purpose is to make both of those teaching startegies can complete each other, and can create a classroom environtment was having a good atmospher by well integrated teaching strategies and can reach the learning goal.

B. Suggestion

Based on the result of the research, there are some suggestions proposed by the researcher for students, English teachers, and the next researcher as follows:

1. For English Lecturers

- a. English lecturerers are suggested to have a good design of teaching ESP for students in order that the lesson can give more benefits for students.
- b. The English lecturerers are suggested to prepare appropriate learning materials for ESP class.
- c. The English lecturerers are suggested to to explore creative and innovative learning materials for finding the most appropriate learning activities.

2. For the Next Researchers

- a. The researcher suggests that the next researchers can do other kinds ofresearch related to ESP, especially in Economics Department
- b. The researcher suggests that the next researchers can developpe this research into broder scoope and focus of the research.

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CURRICULUM VITAE



The researcher, Nurjannah was born in Alluka 03rd May 1994. She is the second of 3 siblings, from lovely couple of her parents Bachtiar Daeng Nyarrang and Kamaria Daeng Ti'no. She begun her study at SDN Inpres 165 Al-Qamar in 2001 – 2006. Then she joined Junior High School at MTs Islamic Boarding School Al-Qamar in 2007 – 2009. Afterwards she continued her study at SMA Islamic Boarding School Al-Qamar in 2009 – 2012. She continued for her bachelor's degree of Alauddin State Islamic University of Makassar in 2012 – 2017. Then, in 2020, continues her study as post graduate student in Muhammadiyah University of Makassar and present the thesis titile “The Implementation of ESP Materials in Teaching English to the Students of Islamic Economic Department of FEB UNISMUH Makassar”.



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CHAPTER I

INTRODUCTION

A. Background

Students needs for learning English is not merely about general English anymore but also understanding the English language which relevant to their major study when it comes to the university level. In many countries, the globalization of the economy and tertiary education takes ESP to attract great interest at the higher education that becomes a growing need for undergraduate students (Kirkgoz and Dikilitas, 2018). It is important to understand the English language specifically because, in this era, many books, journals, and any other sources are written in English. In addition, having a deep understanding of ESP could help students to improve their own quality of pursuing their targeted career. That is why there is a high demand for English for Specific Purposes (ESP). The meaning of ESP itself is a way people teach a language that relates to the students' field of their working circumstances (Sarazar, 2017).

In fact, ESP implementation is challenging in an EFL or ESL-speaking nation. There were a ton of variables that impact the method involved with learning English explicitly. English for Explicit Reason (ESP) has acquired extraordinary consideration in the showing English as the second or unknown dialect. ESP is intended for specific individuals to show a specific setting which is connected with students "larger part of study" (Baleghizadeh and Rahimi, 2018).

Sadly, this condition makes such a peculiarity where understanding general English turns into the primary objectives of the educating and growing experience by instructors at Personnel of Financial matters and Business of Muhammadiyah College of Makassar. On the other hand, students need more than just general English; they also need a language

that is related to the majority of their studies. So with regards to understanding the materials of their own field understudies would not know anything. Due to the mindset of how to pass the standard score without considering the use of ESP, people somehow ignore the significance of ESP.

One of the universities in South Sulawesi is Muhammadiyah University of Makassar. It is a curriculum that uses the KKNi. The implementation of the KKNi-based curriculum was based on Presidential Regulation no. 08 of 2012 and Advanced education guideline No. 12 of 2012 Article 29 section (1), (2), and (3) affect the educational plan and its administration in each program. The achievement of competence is initially referred to as the achievement of learning or learning outcomes in the curriculum. The credit units (Sistem Kredit Semester) are used in the semester-to-semester learning system. Each credit unit takes 50 minutes to complete. Most of the time, each subject has between 2 and 4 credit units for each semester.

Furthermore, the curriculum is conducted by implementing the *KKNi (Kurikulum Nasional Indonesia)* so that the faculty has the authority to create their own learning system as long as it produces good learning outcomes. The implementation of the curriculum hopefully will create an outcome that let students be able to compete in the globalization era. One of the ways to create this outcome is by implementing an ESP course for Economics Department in Muhammadiyah University of Makassar. Actually, English become a compulsory subject that should be taken by every student at Muhammadiyah University of Makassar. The intention of implementing English subject is not only to prepare the students in the globalization era but also to let the students learning the English language that is relevant to their discipline knowledge.

Unfortunately, this condition creates such a phenomenon where understanding general English becomes the main goals of the teaching and learning process. On the contrary, what students need is not only a general English but also a language that relates to their majority study. So when it comes to understanding the materials of their own field students would know nothing. Somehow people neglect the importance of ESP due to the mindset of how to pass the standard score without considering the use of ESP.

The time allocation for English for Specific Purposes is only once a week (2 credit units) for one or two semesters. It is only 100 minutes for each meeting which is not enough for learning both of the general and specific languages at the same time. Bellania 2018 stated that this kind of insignificant time allocation lead to the achievement of learning English for specific purposes becomes less attainable.

Being able to communicate in English and use it effectively for studying would be viewed as the primary requirements for having English, particularly for students of Muhammadiyah University of Makassar's non-English department. In this unique situation, English isn't exclusively a topic to be learned, as it is usually positioned as one of obligatory subjects in the educational plan, yet in addition as a method for the understudies learning in their fields of study. ESP combines English language instruction with subject matter, allowing students to immediately apply what they learn in English classes to their studies—whether they are in economics, education, accounting, business management, the sciences, Islamic studies, or tourism. In turn, their expertise in their respective fields greatly aids English learning.

Teaching English aims to prepare students to become experts, practitioners, or workers in the Islamic Economics Department, particularly in the Islamic Economics Department. Not only should they be able to read and listen to information, but they

should also be able to speak and write in Islamic economic English. Therefore, English courses and programs should be developed specifically for this purpose by analyzing the requirements that students have for achieving their long-term objectives.

In spite of the meaning of the significance of need examination, many examinations show that in Islamic financial matters Division, ESP course plan for understudies appears to bar understudies' requirements as the establishment to plan English subject or projects.

The general English could not meet all of the individual needs of students, particularly those in the Islamic Economics Department. In addition, they need to learn English to support their role as their job requires them to learn specific English materials taught by lecturers in their field. ³ The ESP is expected to satisfy the particular requirements of the students, so they can be able and fruitful English students either in their scholastic examinations or for their future vocations.

The requirements of English learning have not been met by the implementation of ESP at the university level. English educating at the college level is more planned to show English overall. Also, learning English takes a lot of time, so the goals of learning specific English aren't reached to their full potential.

The researcher will conduct research to examine the implementation of English for Specific Purpose (ESP) in Economics Department students' learning materials in light of the preceding explanation. In addition, the researcher wishes to determine whether lecturers in the Business and Economic Faculty at Muhammadiyah University of Makassar use instructional materials. Designing appropriate learning materials is always a challenge for English Lecturers because they must comprehend students' actual requirements and select appropriate materials. Furthermore, English are presented in various offices, for

example, Applied English and Financial. Students majoring in economics and English have distinct characteristics, including advantages and disadvantages. Therefore, it is important to discover how Lecturers rearrange or adjust the design of their English learning materials when their students are from different departments. Based on the reason above, the researcher would like to study **The Implementation of ESP Materials in Teaching English to the Students of IED of FEB UNISMUH Makassar.**

B. Research Questions

Based on the of the background above, the problems of this study can be formulated as follows:

1. What are the ESP materials implemented by the Lecturer in Teaching English to the Students of IED of FEB UNISMUH Makassar?
2. What Strategies are used and how are they implemented to the Students of IED of FEB UNISMUH Makassar?

C. Objectives of the Research

Related to the research questions above, the objectives of this study are as follows:

1. To investigate the Lecturer's implement about the contents of English for Specific Purpose for the students of IED of FEB UNISMUH Makassar.
2. To analyze the lecturer strategy in teaching English for Specific Purpose of IED of FEB UNISMUH Makassar.

D. Significance of the Research

1. Theoretical

This study is expected to have some benefits; The first benefit is that the research's English materials can be used by students majoring in Islamic economics,

particularly FEB at Universitas Muhammadiyah Makassar, to practice their English, which will help them land jobs in this global competition.

2. Practical

The advantage for the subsequent researcher is that they will be able to use the study's findings as a reference when creating additional English for Specific Purposes materials. Additionally, English instructors will be able to use the generated materials to educate their students.

E. Scope of the research

The researcher will conduct at Muhammadiyah University of Makassar, especially in the English Lecturer at Business and Economic Faculty. The researcher analyzed the materials of English for Specific Purpose in learning materials at the faculty of Business and Economics at Muhammadiyah University of Makassar. The focus of the materials based on the lecture's book to selecting the characteristics of ESP based on the Lecturer Implementation. The researcher focused on finding the materials of ESP to selecting the absolute characteristics and variable characteristics at IED of FEB UNISMUH Makassar and the Lecturer strategy in teaching ESP.

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Character count: 20800

BAB II

KAJIAN PUSTAKA, KERANGKA PIKIR DAN HIPOTESIS

A. Kajian Pustaka

1. Metode Eksperimen

a. Pengertian Metode Eksperimen

Metode eksperimen adalah metode pemberian kesempatan kepada peserta didik perorangan atau kelompok untuk dilatih melakukan sesuatu proses atau percobaan. Melalui percobaan tersebut peserta didik akan mengamati suatu hal serta menuliskan hasil percobaannya, kemudian hasil pengamatannya itu disampaikan di kelas dan dievaluasi oleh guru.

⁹ Metode eksperimen, menurut Djamarah adalah cara penyajian pelajaran, dimana siswa melakukan percobaan dengan mengalami sendiri sesuatu yang dipelajari. Proses belajar mengajar menggunakan metode eksperimen siswa diberi kesempatan untuk belajar sendiri, mengeksplor lingkungan berdasarkan eksperimen yang dilakukan, mengamati suatu objek atau suatu fenomena. Dengan demikian, siswa dituntut untuk mengalami sendiri, mencari kebenaran, atau mencari suatu hukum serta menarik kesimpulan dari proses yang dialaminya (Hamdayana, 2014).

Metode eksperimen adalah metode yang dalam proses pembelajarannya, peserta didik diberi kesempatan untuk mengalami atau melakukan sendiri, mengikuti suatu proses, mengamati suatu objek, keadaan atau proses tersebut. Peserta didik akan mendapat pengalaman belajar memecahkan masalah melalui metode eksperimen. Implementasi pembelajaran eksperimen selalu menuntut penggunaan alat bantu yang sebenarnya karena esensi pembelajaran ini adalah

mencoba sesuatu objek. Oleh karena itu, dalam prosesnya selalu mengutamakan aktivitas siswa sehingga peran guru cenderung lebih banyak sebagai pembimbing dan fasilitator.

5

Berdasarkan uraian di atas, dapat disimpulkan bahwa metode eksperimen adalah cara penyajian pelajaran dengan suatu percobaan, mengalami dan membuktikan sendiri apa yang terjadi serta peserta didik dapat menarik kesimpulan dari proses yang dialaminya.

b. Tujuan Metode Eksperimen

Pada dasarnya, tujuan metode eksperimen dalam pembelajaran adalah meningkatkan kemampuan peserta didik untuk dapat belajar mandiri dan memecahkan masalah. Metode eksperimen juga bertujuan untuk meningkatkan kemampuan berpikir peserta didik dalam menemukan dan memahami suatu konsep atau teori IPA yang sedang dipelajari, dimulai dengan adanya pertanyaan apa, mengapa, kapan, dimana dan bagaimana suatu fenomena alam terjadi. Di lain sisi, metode eksperimen merupakan suatu percobaan untuk membuktikan suatu pertanyaan atau hipotesis tertentu.

6

Menurut Moedijiono dan Dimiyati (Ningsih, 2015), metode eksperimen dalam kegiatan belajar mengajar bertujuan untuk :

- 1) Mengajar bagaimana menarik kesimpulan dari berbagai fakta, informasi atau data yang berhasil dikumpulkan melalui pengamatan terhadap proses eksperimen.
- 2) Mengajar bagaimana menarik kesimpulan dari fakta yang terdapat pada hasil eksperimen, melalui eksperimen yang sama.

- 3) Melatih siswa merancang, mempersiapkan, melaksanakan dan melaporkan percobaan.
- 4) Melatih siswa menggunakan logika induktif untuk menarik kesimpulan dari fakta, informasi atau data yang terkumpul melalui percobaan

7

c. Kelebihan dan Kekurangan Metode Eksperimen

Menurut Hamdayana (2014), kelebihan dan kekurangan metode eksperimen adalah sebagai berikut:

1) Kelebihan

- a) Metode ini akan membuat anak akan lebih percaya kepada kebenaran.
- b) Peserta didik dapat mengembangkan sikap untuk mengadakan eksplorasi.
- c) Dengan metode ini akan dibina manusia baru yang dapat membawa terobosan baru dengan penemuan sebagai hasil percobaannya.

2) Kekurangan

- a) Tidak cukupnya alat-alat yang mengakibatkan tidak semua peserta didik mengadakan eksperimen.
- b) Jika eksperimen membutuhkan waktu yang lama peserta didik harus menunggu waktu pelajaran selanjutnya.
- c) Metode ini lebih sering untuk menyajikan bidang ilmu teknologi.

Adapun cara untuk mengatasi kekurangan metode eksperimen dapat dilakukan dengan beberapa cara:

- a) Terlebih dahulu mengidentifikasi alat dan bahan yang dibutuhkan agar dapat diketahui apakah alat dan bahan yang akan digunakan cukup atau perlu membuat KIT buatan.

- 6
- b) Guru menerangkan se jelas-jelasnya tentang tujuan yang ingin dicapai sehingga siswa mengetahui pertanyaan yang perlu dijawab dengan eksperimen.
- c) Tidak semua materi dapat dieksperimenkan, oleh karena itu pemilihan materi harus diperhatikan dengan baik.

2

Selanjutnya penerapan metode eksperimen dalam pembelajaran juga memiliki beberapa keunggulan (Kulsum, 2022):

- 1) Membangkitkan rasa ingin tahu peserta didik
- 2) Membangkitkan sikap ilmiah peserta didik
- 3) Membuat pembelajaran bersifat aktual
- 4) Membina kebiasaan belajar kelompok maupun individu

Dibalik keunggulan metode eksperimen, adapula kelemahan di dalamnya. Kelemahan utama metode ini adalah memerlukan peralatan yang tidak sedikit guna memecahkan masalah. Alat-alat tidak lengkap membuat murid tidak dapat menjalankan percobaan secara sempurna. Metode eksperimen juga memerlukan jangka waktu yang lama serta wilayah percobaan yang cukup luas. Hal ini tentu akan menjadi hambatan apabila materi pelajaran harus diselesaikan dalam waktu singkat.

Kesulitan yang dialami peserta didik dalam melaksanakan eksperimen akan semakin parah apabila guru kurang menguasai percobaan. Oleh karena itu, guru harus menjadi ahli yang menguasai masalah saat berhadapan dengan peserta didik.

2

Untuk menutupi kelemahan yang terdapat pada metode eksperimen, guru harus memperhatikan beberapa hal berikut agar metode ini dapat berjalan secara efektif dan efisien (Setyanto, 2017):

2

- 1) Ketika murid akan melakukan percobaan, sejumlah alat dan bahan yang berkaitan dengan eksperimen harus dipersiapkan terlebih dahulu. Dalam menyiapkan perlengkapan, guru harus memastikan agar alat atau bahan yang digunakan tidak berbahaya.
- 2) Meningkatkan ketelitian dan konsentrasi peserta didik dalam memecahkan suatu masalah. Metode eksperimen memerlukan jangka waktu lama hingga murid menemukan pembuktian kebenaran dari teori. Metode ini mengajak murid untuk belajar dan berlatih lebih aktif. Oleh sebab itu, guru perlu memberikan contoh secara jelas yang berguna memperlancar praktik percobaan oleh murid.
- 3) Tidak menggunakan metode ini pada seluruh proses pembelajaran, misalnya masalah kejiwaan serta beberapa segi kehidupan sosial dan keyakinan manusia.
- 4) Mengetahui jumlah murid dan alat yang digunakan agar eksperimen berjalan efektif dan tidak memakan waktu lama.

5

Dari uraian di atas, dapat disimpulkan bahwa penerapan metode eksperimen dalam kegiatan pembelajaran memiliki kelebihan dan kekurangan. Kelebihan tersebut berorientasi pada optimalnya kegiatan pembelajaran sehingga tujuan pembelajaran dapat tercapai secara efektif. Disamping kelebihan yang dapat dirasakan oleh peserta didik dalam pembelajaran yang menggunakan metode eksperimen terdapat kekurangan di dalam pembelajaran eksperimen. Hal ini menuntut kemampuan guru dalam menerapkan metode eksperimen dengan baik dan mengawasi proses pembelajaran yang dilakukan peserta didik sehingga pembelajaran dapat berlangsung dengan baik.

d. Langkah-langkah Metode Eksperimen

Penerapan **metode eksperimen**/percobaan adalah suatu metode mengajar yang menggunakan alat tertentu dan dilakukan lebih dari satu kali. Berikut langkah-langkah penerapan strategi eksperimen dalam kegiatan belajar mengajar (Kurniawan dkk., 2022):

- 1) Mempelajari tujuan eksperimen (percobaan), alat, bahan dan langkah kerja eksperimen yang akan digunakan.
- 2) Disarankan, sebelum kegiatan eksperimen berlangsung siswa diberi kuis mengenai langkah kerja eksperimen, alat dan bahan yang akan digunakan (agar peserta didik memahami dengan baik langkah kerja serta kegunaan alat dan bahan).
- 3) Menyiapkan lembar kerja peserta didik (LKPD).
- 4) Sebelum eksperimen dilaksanakan, alat dan bahan disiapkan dalam satu tempat yang akan diambil sendiri oleh kelompok eksperimen.
- 5) Setiap kelompok melakukan eksperimen/percobaan sekaligus mengisi lembar kerja peserta didik.
- 6) Karena aktivitas eksperimen adalah suatu proses kerja peserta didik, maka diperlukan pengawasan terbimbing dari guru.
- 7) Membuat/menuliskan laporan hasil eksperimen.

Tabel 2.1 Sintaks Metode Eksperimen

No	Kegiatan Guru	Kegiatan Siswa
1	Mengelompokkan siswa secara heterogen.	Membentuk kelompok sesuai arahan dari guru.
2	Menyediakan alat dan bahan disuatu wadah untuk digunakan saat	Perwakilan kelompok mengambil alat dan bahan

	eksperimen, serta menyiapkan LKPD yang akan diisi dan digunakan peserta didik.	dan membawa ke meja kelompok. Setiap peserta didik memperhatikan semua alat dan bahan serta LKPD yang akan digunakan.
3	Menjelaskan tujuan dan materi yang akan dipelajari dan hal-hal yang harus dikerjakan peserta didik pada saat eksperimen.	Menyimak penjelasan guru mengenai tujuan dan materi yang akan dipelajari.
4	Mempersilahkan peserta didik memulai eksperimen berdasarkan instruksi yang ada pada LKPD.	Mengkaji LKPD dan mencatat data-data yang diperlukan.
5	Mengawasi kinerja tiap kelompok dengan seksama, memastikan bahwa setiap peserta didik terlibat aktif dalam proses eksperimen, sambil menjelaskan hal-hal yang perlu diperbaiki peserta didik dalam eksperimennya.	Melakukan eksperimen dengan hati-hati dan bekerja sama dengan peserta didik lainnya serta bertanya kepada guru terkait hal yang kurang dipahami dalam eksperimen tersebut.
6	Guru mengajukan pertanyaan yang dapat memfokuskan perhatian peserta didik terhadap eksperimen yang dilakukan.	Sembari melakukan eksperimen peserta didik memperhatikan pertanyaan dari guru dan berusaha

		menjawabnya dan mengaitkannya dengan materi
7	Mengawasi peserta sampai pada tahap akhir eksperimen.	Mencatat data yang didapat setelah melakukan eksperimen dan menjawab soal-soal yang ada pada LKPD.
8	Mempersilahkan kelompok yang telah melakukan eksperimen untuk tampil dihadapan kelompok lain untuk memaparkan hasil eksperimennya. Mengusahakan agar peserta didik mampu berbicara secara bergantian	Memaparkan hasil eskperimen bersama teman kelompok di hadapan kelompok lain. Berbicara secara bergantian dengan teman kelompok.
9	Mempersilahkan peserta didik untuk mengumpulkan LKPD yang telah dikerjakan	Perwakilan tiap kelompok mengumpulkan LKPD dan menyerahkannya kepada guru

Pelaksanaan metode eksperimen dapat berjalan dengan efektif dan efisien apabila guru memperhatikan beberapa hal berikut ini (Roestiyah, 2014):

- 1) Dalam eksperimen setiap peserta didik harus mengadakan percobaan, maka jumlah alat dan bahan atau materi percobaan harus cukup bagi setiap peserta didik.

- 2) Agar eksperimen itu tidak gagal dan peserta didik menemukan bukti yang meyakinkan atau mungkin hasilnya tidak membahayakan, maka kondisi alat dan bahan percobaan yang digunakan haruslah baik dan bersih.
- 3) Peserta didik dalam eksperimen adalah sedang belajar dan berlatih, maka perlu diberi petunjuk yang jelas, sebab mereka disamping memperoleh pengetahuan, pengalaman serta keterampilan juga kematangan jiwa dan sikap perlu diperhitungkan oleh guru dalam memilih obyek eksperimen.
- 4) Perlu dimengerti juga bahwa tidak semua masalah bisa dieksperimenkan, seperti masalah yang mengenai kejiwaan, beberapa segi kehidupan sosial dan keyakinan manusia. Kemungkinan lain karena sangat terbatasnya suatu alat, sehingga masalah itu tidak bisa diadakan percobaan karena alatnya belum ada.

2. Konsep Peningkatan

Menurut Kamus Besar Bahasa Indonesia (KBBI), arti kata peningkatan adalah proses, cara, perbuatan meningkatkan (usaha, kegiatan, dan sebagainya). Adi S mengemukakan bahwa peningkatan berasal dari kata tingkat, yang berarti lapis atau lapisan dari sesuatu yang kemudian membentuk susunan (Ismayani dkk., 2021). Tingkat juga dapat berarti pangkat, taraf, dan kelas. Sedangkan peningkatan berarti kemajuan.

Secara umum, peningkatan merupakan upaya untuk menambah derajat, tingkat, dan kualitas maupun kuantitas. Peningkatan juga dapat berarti penambahan keterampilan dan kemampuan agar menjadi lebih baik. Selain itu, peningkatan juga berarti pencapaian dalam proses, ukuran, sifat, hubungan dan sebagainya.

Kata peningkatan umumnya menggambarkan suatu keadaan yang berubah menjadi lebih baik. Ada 2 hal yang didapatkan jika peningkatan tersebut terjadi

yaitu kualitas dan kuantitas. Kualitas adalah mutu atau nilai dari suatu barang sedangkan kuantitas adalah jumlah hasil dari suatu proses. Dengan adanya tujuan berupa peningkatan, maka taraf kualitas dan kuantitas akan membaik dalam tiap proses dan hasilnya. Peningkatan adalah usaha untuk memajukan sesuatu ke sesuatu yang lebih baik lagi daripada sebelumnya.

3. Hasil Belajar

Hasil belajar merupakan suatu hasil yang didapatkan setelah proses belajar, sehingga guru dapat mengetahui bahwa tujuan pembelajaran yang telah dilakukan tercapai atau tidak tercapai. Menurut Susanto (Nasrah, 2021) hasil belajar merupakan kemampuan atau potensi yang dimiliki setelah menempuh pembelajaran. Dalam hal ini, Rusman (Fitriani, 2022) mengatakan bahwa hasil belajar adaalah sejumlah pengalaman yang diperoleh siswa yang mencakup ranah kognitif, afektif dan psikomotorik. Pengalaman inilah yang selanjutnya akan dites oleh guru sehingga siswa mendapatkan nilai. Nilai yang diperoleh siswa menjadi acuan untuk melihat penguasaan siswa dalam menerima materi pembelajaran.

Jadi dari beberapa pendapat di atas maka dapat disimpulkan bahwa hasil belajar merupakan ketercapaian tujuan belajar yang diperoleh melalui pengalaman pembelajaran yang bisa dilihat dari berbagai aspek. Dari aspek kognitif atau pengetahuan, psikomotorik atau keterampilan dan afektif atau sikap. Hasil belajar peserta didik inilah yang akan dianalisis oleh guru untuk mengetahui apakah peserta didik telah memahami suatu pembelajaran.

4. Hakikat Pembelajaran Ilmu Pengetahuan Alam (IPA)

Ilmu Pengetahuan Alam (IPA) merupakan bagian dari ilmu pengetahuan atau sains yang semula berasal dari bahasa Inggris "*science*". Kata "*science*" sendiri

berasal dari bahasa latin “*scientia*” yang berarti saya tahu. Ilmu Pengetahuan Alam adalah sekumpulan pengetahuan yang tersusun secara sistematis yang berupa fakta-fakta yang diperoleh dari gejala-gejala alam yang berkembang melalui metode ilmiah dan sikap ilmiah. IPA didefinisikan sebagai pengetahuan yang diperoleh melalui pengumpulan data dengan eksperimen, pengamatan dan deduksi untuk menghasilkan suatu penjelasan tentang sebuah gejala yang dapat dipercaya.

⁸ IPA berkaitan dengan cara mencari tahu tentang alam secara sistematis sehingga IPA bukan hanya penguasaan kumpulan pengetahuan yang berupa fakta-fakta, konsep-konsep atau prinsip-prinsip saja tetapi juga merupakan suatu proses penemuan. Pembelajaran IPA diharapkan dapat menjadi wahana bagi peserta didik untuk mempelajari diri sendiri dan alam sekitar sehingga prospek perkembangan lebih lanjut dalam menerapkannya di dalam kehidupan sehari-hari. Proses pembelajarannya menekankan pada pemberian pengalaman langsung untuk mengembangkan kompetensi agar menjelajahi dan memahami alam sekitar secara ilmiah. (Dewi dkk, 2021).

IPA dapat didefinisikan sebagai disiplin ilmu yang mempelajari objek alam dengan hukum yang pasti serta berlaku dimanapun dan kapanpun. Proses belajar IPA melibatkan hampir semua alat indera, seluruh proses berpikir dan berbagai macam gerakan otot, proses belajar ini dapat merangsang pertumbuhan dan perkembangan siswa dengan maksimal karena siswa dilatih untuk belajar secara aktif, hal tersebut dapat dicapai karena proses belajar IPA bisa dilakukan dengan menggunakan berbagai macam cara (teknik) seperti praktikum, observasi lapangan, *study tour* dan teknik lainnya meskipun pada dasarnya belajar IPA memerlukan berbagai macam alat, terutama untuk membantu pengamatan baik di laboratorium

maupun di luar kelas, (Nugraha dkk, 2020). Namun, alat yang digunakan juga tidak harus memakan biaya yang banyak untuk proses praktikum siswa di tingkat sekolah dasar, guru dapat menggunakan barang-barang yang mudah dijumpai dalam kehidupan sehari-hari dan aman digunakan untuk praktikum.

³ Proses pembelajaran IPA di Sekolah Dasar (SD) pada prinsipnya melibatkan tiga unsur yaitu subjek, objek dan konten. ³ Subjek merupakan para pendidik yang terlibat dalam proses pembelajaran IPA di SD, peran subjek sangat vital dan keberhasilan pembelajaran IPA di SD tergantung dari subjek yang ada. Objek merupakan para peserta didik yang terlibat secara langsung dalam pembelajaran IPA di SD, objek tidak dapat direkayasa karena bersifat abstrak, dalam hal ini objek dari masing-masing sekolah tentunya memiliki karakteristik yang berbeda baik itu latar belakangnya maupun kemampuannya di bidang akademik. Konten merupakan materi atau isi pembelajaran yang harus ditransfer oleh subjek kepada objek, dalam penerapannya konten bukan hanya materi namun juga berisi media, strategi, pendekatan, model maupun metode pembelajaran yang digunakan oleh subjek untuk menggali karakteristik dari objek. Subjek harus pandai memaksimalkan konten sehingga hasil yang didapat dari pembelajaran IPA di sekolah dapat maksima. (Nugraha dkk, 2020)

IPA merupakan disiplin ilmu yang memiliki karakteristik yang sangat khas karena berangkat dari fenomena dan gejala alam yang sering ditemukan dalam kehidupan sehari-hari. Karakteristik IPA dijabarkan sebagai berikut (Hisbullah & Nurhayati, 2018):

⁴ a. IPA mempunyai nilai ilmiah, artinya kebenaran dalam IPA dapat dibuktikan lagi oleh semua orang dengan menggunakan metode ilmiah dan prosedur seperti

yang dilakukan terdahulu oleh penemunya.

b. IPA merupakan suatu kumpulan pengetahuan yang tersusun secara sistematis

dan dalam penggunaannya secara umum terbatas pada gejala-gejala alam.

c. IPA merupakan pengetahuan teoritis yang diperoleh atau disusun dengan cara

yang khas atau khusus, yaitu dengan melakukan observasi, eksperimentasi,

penyimpulan, penyusunan teori, ekperimentasi, observasi dan demikian

seterusnya kait mengkait antara cara yang satu dengan cara yang lain.

d. IPA merupakan suatu rangkaian konsep yang saling berkaitan dengan bagan-

bagan konsep yang telah berkembang sebagai suatu hasil eksperimen dan

observasi yang bermanfaat untuk eksperimentasi dan observasi lebih lanjut.

e. IPA meliputi empat unsur yaitu produk, proses, aplikasi dan sikap. Dalam proses

pembelajaran IPA, keempat unsur tersebut diharapkan muncul sehingga siswa

dapat mengalami proses pembelajaran secara utuh, memahami fenomena alam

melalui kegiatan pemecahan masalah, metode ilmiah dan meniru cara ilmuwan

bekerja dalam menemukan fakta baru.

Materi pelajaran IPA yang diberikan di sekolah oleh perancang kurikulum sains diperkenalkan secara berurutan dan berkelanjutan sebagai persiapan untuk pelajaran di tingkat selanjutnya. Tujuan dari pengajaran IPA sebagai produk ini adalah untuk mengembangkan pemahaman konseptual siswa terhadap IPA.

a. Pembelajaran IPA SD Materi Perpindahan kalor:

1) Konduksi

Konduksi adalah proses perpindahan panas melalui zat tanpa disertai perpindahan bagian-bagian zat itu. Konduksi disebut juga perpindahan panas melalui rambatan, (Grasindo, 2017). Konduksi biasanya terjadi pada benda

padat, seperti besi, logam, aluminium, dll. Contoh penerapan konduksi dalam kehidupan sehari-hari adalah ketika memasak air menggunakan panci yang terbuat dari logam, maka lama-kelamaan panci tersebut akan ikut memanaskan. Oleh karena itu diperlukan pegangan panci yang terbuat dari bahan isolator (kayu, plastik atau ebonit) sehingga saat memegang panci, tangan tidak akan terasa panas.

2) Konveksi

Konveksi adalah peristiwa perpindahan kalor atau panas yang disertai dengan perpindahan zat perantaranya (Pratiwi & Supriyadi, 2016). Contohnya saat memanaskan air menggunakan panci yang diletakkan di atas kompor yang menyala, terjadi perpindahan panas dari air di bagian dasar panci yang menerima panas (kalor) dari kompor ke air di bagian permukaan air. Air yang menerima kalor akan memuai sehingga massa jenisnya menjadi lebih kecil sehingga bergerak ke atas, tempatnya akan digantikan oleh air yang lebih dingin yang memiliki massa jenis lebih besar.

3) Radiasi

Radiasi adalah peristiwa perpindahan energi panas tanpa melalui zat perantara. Radiasi juga disebut sebagai pancaran. Contohnya adalah sampainya panas matahari ke bumi dan makhluk hidup merasakan panas tersebut. Panas matahari memiliki banyak manfaat, diantaranya dapat dimanfaatkan untuk mengeringkan pakaian, menjemur bahan bangunan, dll.

B. Penelitian Yang Relevan

Beberapa penelitian yang relevan dengan penelitian ini adalah:

1. Penelitian yang dilakukan oleh Fitriani dalam penelitiannya yang berjudul

“Pengaruh Model Eksperiential Learning Terhadap Hasil Belajar Ilmu Pengetahuan Alam Kelas V SDN 155 Assorajang Kecamatan Sajoanging Kabupaten Wajo”. Hasil penelitian menunjukkan bahwa ada pengaruh model *Experiential Learning* terhadap hasil belajar siswa pada mata pelajaran Ilmu Pengetahuan Alam kelas V SDN 155 Assorajang Kec. Sajoanging Kab. Wajo. Terlihat pada rata-rata hasil *pretest* siswa sebelum diterapkan model *Experiential Learning* yaitu hanya mencapai 55.50 dan dapat dikategorikan sedang, selanjutnya setelah diterapkan model *Experiential Learning* pada proses pembelajaran maka hasil *posttest* siswa mencapai nilai rata-rata sebesar 88.25, hal ini menunjukkan bahwa hasil belajar siswa secara keseluruhan meningkat.

2. Penelitian yang dilakukan oleh Haslinda Amelia Putri dalam penelitiannya yang berjudul **“Pengaruh Metode Eksperimen Berbantuan KIT IPA Terhadap Hasil Belajar IPA Murid Kelas IV SDIT Khalifah Makassar”**. Hasil penelitian menunjukkan bahwa hasil *posttest* kelas eksperimen $\geq 75\%$ atau 87,50%. Berdasarkan hasil analisis data, maka diperoleh nilai signifikansi (22-tailed) sebesar 0.000, artinya nilai signifikansi < 0.05 . Sehingga dapat disimpulkan bahwa H_0 ditolak dan H_1 diterima. Hal tersebut berarti bahwa terdapat pengaruh Metode Eksperimen Berbantuan KIT IPA pada mata pelajaran IPA siswa kelas IV SDIT Khalifah Makassar.
3. Penelitian yang dilakukan oleh Desti Ulvatiya, Rindah Permatasari dan Yumi Sarassanti dalam penelitian yang berjudul **“Pengaruh Penggunaan Metode Eksperimen Terhadap Hasil Belajar Ilmu Pengetahuan Alam (IPA)”**. Hasil penelitian menunjukkan nilai rata-rata pada *pretest* sebesar 32,54 dan

nilai rata-rata *posttest* sebesar 83,36. Hasil uji hipotesis menunjukkan bahwa nilai signifikansi regresi $0,000 < 0,05$ artinya lebih kecil dari probabilitas 0,005. Dari hasil tersebut dapat disimpulkan bahwa penggunaan metode eksperimen memberikan pengaruh positif terhadap hasil belajar IPA siswa kelas IV SD Negeri 27 Kenual.

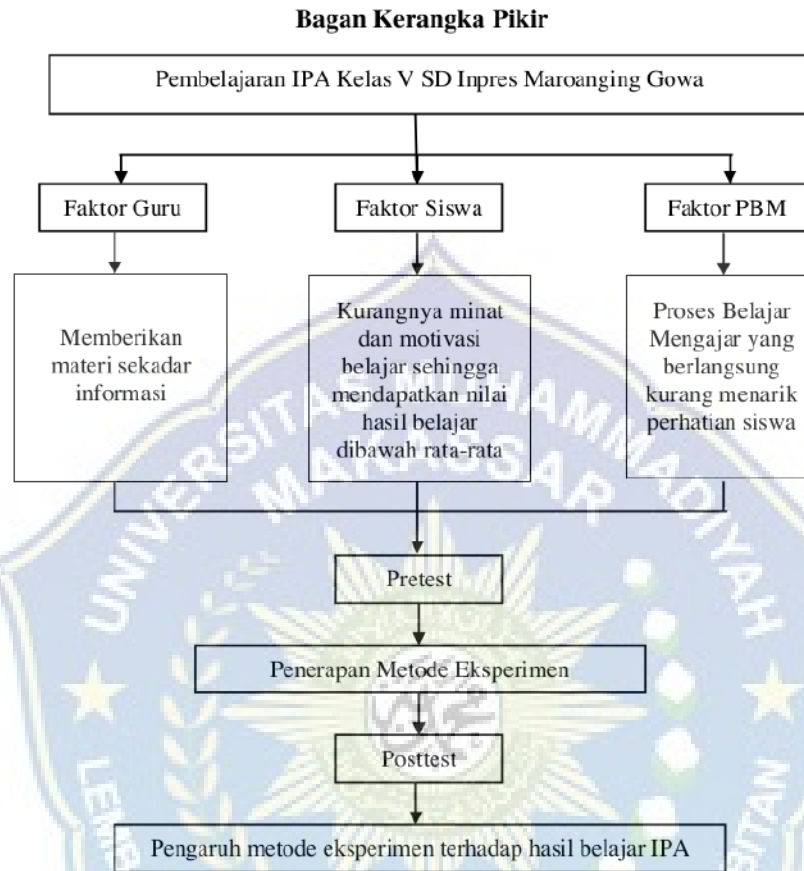
C. Kerangka Pikir

Keberhasilan dari proses belajar mengajar di dalam kelas tidak lepas dari hasil belajar yang diperoleh siswa. Siswa kelas V SD Inpres Maroaging memiliki hasil belajar IPA yang masih rendah. Hal ini dibuktikan dengan masih banyaknya peserta didik yang mendapatkan nilai dibawah KKM. Minat dan motivasi belajar siswa yang kurang pada proses pembelajaran menyebabkan siswa kurang fokus dalam pembelajaran sehingga siswa kesulitan memahami materi. Oleh karena itu pemilihan metode pembelajaran yang menarik penting untuk digunakan, salah satunya adalah metode eksperimen.

Peneliti memilih menerapkan metode Eksperimen sebagai metode pembelajaran di kelas V SD Inpres Maroaging. Dari berbagai penelitian yang telah dilakukan dengan metode eksperimen menunjukkan bahwa metode ini menekankan pada aktivitas peserta didik dalam proses pembelajaran hingga sampai pada hasil percobaannya. Penggunaan metode ini diharapkan siswa mampu bekerja sama dengan rekannya untuk memecahkan masalah dari percobaan yang dilakukan. Penerapan metode eksperimen ini dimaksudkan agar siswa aktif berpartisipasi dalam pembelajaran sehingga nantinya dapat memahami materi dengan baik.

Pelaksanaan penelitian ini menggunakan *pretest* dan *posttest* untuk mengetahui pengaruh penggunaan metode eksperimen terhadap hasil belajar IPA

siswa kelas V SD Inpres Maroanging Kec. Tombolo Pao. Adapun kerangka pikir dalam penelitian ini dapat digambarkan sebagai berikut:



Gambar 2.1 Bagan Kerangka Pikir

D. Hipotesis Penelitian

Berdasarkan teori pendukung dan kerangka berpikir di atas maka hipotesis dalam penelitian ini adalah “Ada pengaruh metode eksperimen terhadap hasil belajar IPA siswa kelas V SD Inpres Maroanging Gowa”.



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III

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BAB III

METODE PENELITIAN

A. Jenis Penelitian

Jenis penelitian yang digunakan dalam penelitian ini adalah jenis penelitian eksperimen dengan pendekatan kuantitatif. Jenis penelitian eksperimen yang digunakan adalah jenis penelitian *Pre Eksperimen* dengan desain *One Group Pretest-Posttest Design*, sehingga penelitian ini hanya menggunakan satu kelas eksperimen dan tidak menggunakan kelas kontrol. Peneliti menggunakan desain ini untuk mengetahui pengaruh metode eksperimen terhadap hasil belajar siswa kelas V SD Inpres Maroanging Kec. Tombolo Pao.

B. Lokasi Penelitian

Penelitian ini akan dilaksanakan di SD Inpres Maroanging Kec. Tombolo Pao Kab. Gowa Tahun Ajaran 2022/2023.

C. Populasi dan Sampel Penelitian

1. Populasi

Menurut Gunawan (2013), populasi adalah keseluruhan objek penelitian. Adapun populasi dalam penelitian ini adalah seluruh siswa kelas V SD Inpres Maroanging Kec. Tombolo Pao pada tahun ajaran 2022/2023 dengan jumlah 28 siswa.

2. Sampel

Menurut Sugiyono (2018:81) bahwa sampel adalah bagian dari jumlah dan karakteristik yang dimiliki oleh populasi tersebut. Sampel dalam penelitian ini diambil dengan menggunakan teknik sampling jenuh. Sampling jenuh adalah teknik penentuan sampel bila mana semua anggota populasi digunakan

sebagai sampel, Sugiyono (2018:85). Pemilihan sampel dalam penelitian ini dilakukan secara penunjukkan langsung dengan memilih satu kelas (tanpa acak) sehingga sampel ditetapkan pada kelas V SD Inpres Maroanging Kec. Tombolo Pao yang berjumlah 28 siswa yang terdiri dari 14 siswa laki-laki dan 14 siswa perempuan.

D. Desain Penelitian

Desain penelitian yang digunakan yaitu *One Group Pretest-Posttest*. Desain ini membandingkan dua data sebelum dan sesudah perlakuan sehingga menghasilkan data akhir (Ismail, 2018). Dalam desain penelitian ini kelas eksperimen diberi tes awal (*pretest*) pada awal pertemuan untuk mengetahui pengetahuan awal siswa sebelum diberikan pembelajaran IPA mengenai perpindahan kalor dengan menggunakan metode eksperimen. Setelah menerapkan metode eksperimen dalam pembelajaran IPA mengenai perpindahan kalor, maka siswa diberikan tes akhir (*posttest*) untuk mengetahui sejauh mana pengaruh pembelajaran IPA dengan menggunakan metode eksperimen terhadap hasil belajar siswa. Secara jelas, desain penelitian ini dapat digambarkan sebagai berikut:

Gambar 3.1 Desain Penelitian *One Group Pretest-Posttest*

$O_1 \quad X \quad O_2$

Sumber: Ismail (2018)

Ket:

O_1 = Nilai *pretest*

X = Perlakuan/*treatment*

O_2 = Nilai *posttest*

E. Variabel Penelitian

Penelitian ini menggunakan dua variabel yaitu variabel bebas (X) dan variabel terikat (Y), berikut uraian lebih lanjut:

1. Variabel bebas adalah variabel yang memengaruhi variabel terikat (Sekaran, 2014). Adapun yang menjadi variabel bebas dalam penelitian ini yaitu “Metode eksperimen”.
2. Variabel terikat adalah variabel yang dipengaruhi dari adanya variabel bebas. Adapun yang menjadi variabel terikat dalam penelitian ini yaitu “Hasil belajar IPA siswa kelas V SD Inpres Maroanging Kec. Tombolo Pao”.

F. Definisi Oprasional Variabel

1. Metode eksperimen sebagai variabel independent (bebas) adalah metode pemberian kesempatan kepada siswa untuk melakukan suatu proses atau percobaan agar siswa mampu mengalami dan membuktikan sendiri proses dan hasil percobaan tersebut.
2. Hasil belajar belajar IPA sebagai variabel dependen (terikat) merupakan kompetensi atau kemampuan yang dimiliki siswa setelah melalui kegiatan belajar mengajar mengenai materi perpindahan kalor.

G. Prosedur Penelitian

Penelitian ini akan dilakukan melalui 4 tahap, yaitu:

1. Tahap observasi
 - a. Menggunakan surat perizinan pelaksanaan penelitian dan melakukan diskusi dengan kepala sekolah mengenai penelitian yang akan dilakukan.
 - b. Melakukan konsultasi dengan wali kelas V mengenai proses pembelajaran IPA yang akan dilakukan saat penelitian.
 - c. Mengamati proses pembelajaran yang diberikan oleh guru dan

mengamati keadaan siswa.

2. Tahap Persiapan

- a. Mengkaji kurikulum materi pelajaran IPA kelas V SD Inpres Maroangng Kec. Tombolo Pao untuk penyusunan silabus dan RPP bersama dengan wakil kelas.
- b. Menyusun Rencana Pelaksanaan Pembelajaran (RPP).
- c. Membuat Lembar Kerja Siswa (LKS) yang akan digunakan.
- d. Menyusun soal tes hasil belajar yang terdiri dari soal-soal pilihan ganda berdasarkan indikator dan tujuan pembelajaran yang tertuang dalam RPP.

3. Tahap Pelaksanaan

- a. Memberikan tes awal (*pretest*) untuk mengetahui hasil belajar dalam pembelajaran IPA dikelas V sebelum diberikan tindakan (*treatment*), 1 kali pertemuan.
- b. Pemberian *treatment* berupa proses pembelajaran yang menggunakan metode eksperimen dilaksanakan di kelas sebanyak 3 kali pertemuan.
- c. Memberikan tes akhir (*posttest*) untuk mengetahui kemampuan akhir siswa dengan menggunakan metode eksperimen.

4. Tahap Evaluasi

- a. Mengolah data yang didapatkan sebelum dilakukan pembelajaran menggunakan metode eksperimen dengan soal *pretest*. Begitupun dengan soal *posttest*.
- b. Setelah data hasil evaluasi penelitian diperoleh selanjutnya melakukan analisis data.

- c. Menyusun laporan hasil penelitian.

H. Instrumen Penelitian

¹ Instrumen yang digunakan untuk memperoleh hasil belajar IPA siswa yaitu tes tertulis dalam bentuk soal pilihan ganda (*multiple choice*) sebanyak 20 nomor pada materi perpindahan kalor. Pemilihan ¹ bentuk soal pilihan ganda dilakukan untuk mengurangi kesubjektifan dalam pemberian skor. Penskoran 5 (lima) untuk jawaban yang benar dan 0 (nol) untuk jawaban salah.

I. Teknik Pengumpulan Data

Teknik pengumpulan data yang akan digunakan oleh peneliti yaitu:

1. Tes Hasil Belajar

⁵ Tes tertulis yang digunakan berupa tes pilihan ganda dalam bentuk soal *pretest* dan *posttest*. Jumlah soal tes yang digunakan dalam penelitian ini adalah sebanyak 20 soal. Tes ini digunakan untuk memperoleh informasi tentang hasil belajar siswa sebelum perlakuan dan hasil belajar siswa setelah menerapkan metode eksperimen.

2. Dokumentasi

Dokumentasi ialah teknik pengumpulan data mengenai hal yang berkaitan dengan penelitian berupa nilai *pretest/posttest*, foto kegiatan dan persuratan. Dokumentasi membantu memperoleh data penelitian.

⁶ J. Teknik Analisis Data

Teknik analisis data yang digunakan adalah analisis statistik deskriptif dan analisis statistik inferensial.

1. Analisis Statistik Deskriptif

- a. Deskripsi Hasil Belajar *Pretest* dan *Posttest Pelajaran* IPA dengan Penggunaan Metode Eksperimen terhadap Siswa Kelas V SD Inpres Maroanging Gowa

Analisis deskriptif digunakan untuk mendeskripsikan hasil belajar siswa dalam pembelajaran IPA baik ketika sebelum perlakuan dan setelah diberi perlakuan metode eksperimen. Statistik deskriptif yang dimaksud dalam penelitian ini adalah mendeskripsikan data perolehan hasil belajar siswa dalam penelitian ini seperti nilai rata-rata (*mean*), nilai tengah (*median*), nilai yang sering muncul (*modus*), simpangan baku (*standart deviation*), nilai terendah (*minimum*) dan nilai tertinggi (*maksimum*). Kategori hasil belajar dapat dilihat pada tabel berikut:

Tabel 3.1 Kategori Hasil Belajar

Skor	Kategori
95-100	Sangat tinggi
85-95	Tinggi
75-85	Sedang
65-75	Rendah
0-65	Sangat rendah

Sumber: SD Inpres Maroanging

- b. Uji N-Gain

Setelah mendapatkan data hasil *pretest-posttest* kemudian melakukan uji N-Gain, hal ini dimaksudkan untuk mengetahui peningkatan hasil belajar siswa sebelum dan sesudah diberikan perlakuan pada proses pembelajaran. Menurut Doyan (2015) untuk mengetahui besarnya N-gain, dapat dihitung menggunakan persamaan:

$$N - \text{gain} = \frac{S_{\text{post}} - S_{\text{pre}}}{S_{\text{max}} - S_{\text{pre}}} \times 100\%$$

Keterangan:

N-gain = Gain

S_{post} = skor posttest

S_{pre} = skor pretest

S_{max} = skor tertinggi

Berdasarkan hasil skor, gain selanjutnya dikategorikan ke dalam 3 kriteria yaitu:

Tabel 3.2 Kategori Tingkat N-Gain

Nilai N-Gain	Kategori
$g > 70\%$	Tinggi
$30\% \leq g \leq 70\%$	Sedang
$g < 30\%$	Rendah

Sumber: Doyan (2015)

2. Analisis Statistik Inferensial

Uji ini digunakan untuk mengetahui variabel independen (X) berpengaruh secara signifikan terhadap variabel dependen (Y). Signifikan berarti pengaruh yang terjadi dapat berlaku untuk populasi (dapat digeneralisasikan).

a. Uji Hipotesis

Analisis statistik inferensial yang digunakan untuk menguji hipotesis pada penelitian ini adalah uji-t. Setelah uji prasyarat dilakukan dan terbukti bahwa data-data yang diolah berdistribusi normal, maka dilanjutkan dengan pengujian hipotesis. Pengujian hipotesis dilakukan

untuk mengetahui apakah hipotesis yang diajukan dapat diterima atau ditolak. Uji hipotesis yang digunakan adalah dua sampel berpasangan (*paired sample test*), teknik ini digunakan untuk menguji apakah nilai tertentu berbeda secara signifikan dengan menggunakan program SPSS.

Adapun kriteria pengambilan keputusan sebagai berikut:

1

H_0 : Tidak ada pengaruh metode eksperimen terhadap hasil belajar IPA siswa kelas V SD Inpres Maroangng Gowa.

H_1 : Terdapat pengaruh metode eksperimen terhadap hasil belajar IPA siswa kelas V SD Inpres Maroangng Gowa.



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HASIL PENELITIAN DAN PEMBAHASAN**A. Hasil Penelitian**

Hasil dan analisis data penelitian dibuat berdasarkan data yang diperoleh dari kegiatan penelitian tentang pengaruh metode eksperimen terhadap hasil belajar IPA pada siswa kelas V SD Inpres Maroanging. Penelitian ini dilaksanakan selama empat kali pertemuan dimana pertemuan pertama dilakukan *pretest*, pertemuan kedua dan ketiga digunakan untuk proses pembelajaran dan pertemuan kelima digunakan untuk *posttest*. Hasil penelitian terdiri dari dua hasil yaitu hasil analisis yang menggunakan statistik deskriptif dan hasil analisis yang menggunakan statistik inferensial.

1. Hasil Analisis Statistik Deskriptif

Hasil analisis data statistik deskriptif menunjukkan tentang distribusi skor hasil belajar sebelum dan sesudah pembelajaran IPA dengan melalui metode eksperimen sekaligus atas masalah yang dirumuskan dalam penelitian apakah ada pengaruh metode eksperimen terhadap hasil belajar siswa pada mata pelajaran IPA kelas V SD Inpres Kec. Tombolo Pao Kab. Gowa. Berikut ini peneliti mendeskripsikan hasil penelitian yang dilakukan di SD Inpres Maroanging Gowa.

a. Deskripsi Hasil Belajar *Pretest* dan *Posttest* Pelajaran IPA dengan Penggunaan Metode Eksperimen terhadap Siswa Kelas V SD Inpres Maroanging Gowa

Untuk memberikan gambaran awal tentang hasil belajar IPA siswa Kelas V yang di pilih sebagai obejek penelitian. Berikut disajikan skor hasil belajar IPA

siswa kelas V SD Inpres Maroanging Gowa, sebelum perlakuan (*pretest*):

Tabel 4.1 Pengolahan data hasil belajar siswa

Statistik Deskriptif	<i>Pretest</i>	<i>Posttest</i>
Jumlah sampel	28	28
Nilai terendah	30	50
Nilai tertinggi	80	95
Nilai rata-rata	51,07	76,25
Median	52,50	77,50
Modus	45	85
Standar deviasi	12,936	12,444

Hasil perhitungan tabel 4.1 di atas menggunakan program SPSS 26.0 for windows. Adapun jumlah siswa yang mengikuti tes sebelum perlakuan (*pretest*) yaitu 28 orang, skor tertinggi yang diperoleh adalah 80 dan skor terendah yaitu 30. Nilai rata-rata yang diperoleh adalah 51,07 yang dimana masih dalam kategori kurang. Adapun standar deviasi hasil belajar siswa ialah 12,936. Sedangkan hasil belajar (*posttest*) kelas V SD Inpres Maroanging Gowa setelah menggunakan metode eksperimen pada tabel diatas dengan jumlah murid yang mengikuti *posttest* yaitu 28 orang, skor tertinggi adalah 95 dan skor terendah adalah 50 standar deviasi hasil belajar siswa ialah 12,444 dan nilai rata-rata yang diperoleh adalah 76.25 Hal tersebut mengalami peningkatan dari hasil belajar sebelumnya dengan skor rata-rata 51,07.

Tabel 4.2 Tingkat Frekuensi Keberhasilan Hasil Belajar

Pretest dan Posttest

Kelas Interval	Kategori	Pretest		Posttest	
		Frekuensi	Persentase%	Frekuensi	Persentase%
96 – 100	Sangat tinggi	0	0	1	3,6
86 – 95	Tinggi	0	0	10	35,7
76 – 85	Sedang	1	3,6	8	28,6
66 – 75	Rendah	4	14,2	5	17,9
0 – 65	Sangat rendah	23	82,2	4	14,2
	Jumlah	28	100	28	100

Sumber: Data diolah di lampiran B

¹ Berdasarkan data yang diketahui pada tabel di atas maka dapat disimpulkan bahwa hasil belajar pada tahap *pretest* dengan menggunakan instrument tes dikategorikan yaitu sangat rendah, 23 siswa dengan persentase 82,2%, kategori rendah 4 siswa dengan persentase 14,2%, kategori sedang 1 siswa dengan persentase 3,6%, kategori tinggi 0 siswa dengan persentase 0%, dan kategori sangat tinggi 0% siswa dengan persentase 0%.

Sedangkan pada tahap *posttest* dengan menggunakan instrument tes dikategorikan yaitu sangat rendah 4 siswa dengan persentase 14,2%, kategori rendah 5 siswa dengan persentase 17,9%, kategori sedang 8 siswa dengan persentase 28,6%, kategori tinggi 10 siswa dengan persentase 35,7%, dan kategori sangat tinggi 1 siswa dengan persentase 3,6%.Melihat dari data hasil persentase dapat dikatakan bahwa perubahan setelah menggunakan metode eksperimen tergolong tinggi.

¹ b. Uji N-Gain

Data *pretest* dan *posttest* siswa selanjutnya dihitung dengan menggunakan rumus *normalized gain*. Tujuannya adalah untuk mengetahui seberapa besar

peningkatan hasil belajar IPA siswa kelas V SD Inpres Maroanging Gowa setelah menerapkan metode eksperimen. Hasil pengolahan data yang telah digunakan (lampiran B) menunjukkan hasil belajar normalized gain atau rata-rata gain ternormalisasi siswa setelah metode eksperimen diterapkan.

Tabel 4.3 Klasifikasi Gain Ternormalisasi pada Siswa Kelas V SD Inpres Maroanging Gowa

Kofisien Normalitas Gain	Klasifikasi	Frekuensi	Persentase%
$g < 0,3$	Rendah	2	7,14
$0,3 \leq g < 0,7$	Sedang	23	82,14
$g \geq 0,7$	Tinggi	3	10,72
Rata-rata gain = 0,54		28	100

Sumber: Data diolah di lampiran B

Berdasarkan tabel 4.3 di atas bahwa peningkatan kemampuan siswa setelah metode eksperimen berada pada kategori tinggi dengan rata-rata gain ternormalisasi 0,54 yang berarti termasuk kategori sedang.

2. Hasil Statistik Inferensial

a. Uji Hipotesis

Uji hipotesis dianalisis dengan menggunakan Uji-t Program SPSS Versi 26 (paired Samples t test) untuk mengetahui apakah terdapat pengaruh metode eksperimen terhadap hasil belajar IPA di kelas V SD Inpres Maroanging Gowa. Sesuai dengan hipotesis penelitian bahwa terdapat pengaruh metode eksperimen terhadap hasil belajar kelas SD Inpres Maroanging Gowa.

Penelitian menentukan nilai t_{tabel} terlebih dahulu, untuk mencari t_{tabel} peneliti menggunakan tabel distribusi t dengan taraf signifikansi $\alpha = 0,05$ atau $df = N - 1 = 28 - 1 = 27$ maka diperoleh $t_{0,05} = 1,703$. Setelah diperoleh $t_{tabel} 1,703$ dan $t_{hitung} -26,664$,

³ t_{hitung} bernilai negatif ini disebabkan karena nilai rata-rata hasil belajar *pretest* lebih rendah daripada rata-rata hasil belajar *posttest*. Dalam konteks kasus seperti ini maka nilai t_{hitung} negatif dapat bermakna positif sehingga nilai t_{hitung} menjadi 26,664. Hasil pengolahan data yang telah dilakukan (lampiran B) maka diperoleh $t_{tabel} < t_{hitung}$ atau $1,703 < 26,664$. Berdasarkan hasil dari t_{hitung} dan t_{tabel} dapat disimpulkan bahwa H_0 ditolak H_1 diterima. Ini berarti bahwa ada pengaruh metode eksperimen terhadap hasil belajar kelas SD Inpres Maroanging Gowa.

B. Pembahasan

Pada bagian ini diuraikan hasil penelitian yang telah dilakukan. Berdasarkan data didapatkan, hasil analisis deskriptif mengalami peningkatan dalam pembelajaran. Dari hasil observasi keterlaksanaan pembelajaran dengan metode eksperimen menunjukkan bahwa semangat belajar siswa semakin meningkat dengan adanya perlakuan dalam proses pembelajaran. Siswa diberi LKPD dan laporan percobaan yang membuat proses pembelajaran menjadi efisien. Kondisi pembelajaran siswa juga menyenangkan karena menggunakan metode eksperimen, yang dimana siswa bisa melakukan percobaan mengenai materi secara langsung dan mengaitkannya dengan kegiatan sehari-hari. Hal tersebut membuat siswa semakin bersemangat dalam memahami materi pembelajaran dan akhirnya berpengaruh terhadap hasil belajar IPA yang semakin meningkat. Berdasarkan analisis N-Gain diperoleh hasil belajar IPA siswa setelah diterapkan metode eksperimen berada pada kategori sedang dengan rata-rata gain ternormalisasi 0,54.

Selanjutnya, dilakukan analisis yang kedua yaitu analisis statistik inferensial yang terlebih dahulu dilakukan uji asumsi yaitu uji normalitas. Uji normalitas

pretest dan *posttest* hasil belajar siswa pada mata pelajaran IPA kelas V SD Inpres Maroanging Gowa menggunakan uji Shapiro-Wilk menunjukkan bahwa data berdistribusi normal karena nilai *pretest* menunjukkan sig. 0,460 > 0,05. Kemudian pada nilai *posttest* dengan sig. 0,108 > 0,05. Dengan demikian data dari *posttest* juga berdistribusi normal. Setelah melakukan uji tersebut, maka dilakukan uji hipotesis.

Berdasarkan uji hipotesis dengan inferensial menunjukkan bahwa terdapat pengaruh metode eksperimen terhadap hasil belajar IPA siswa kelas V SD Inpres Maroanging Gowa. Hasil statistik menggunakan perhitungan manual untuk uji *t paired samples test* diketahui bahwa terdapat pengaruh metode eksperimen jika dilihat dari rata-rata (*mean*) hasil *posttest* lebih besar daripada *pretest* yaitu 76,25 > 51,07.

Adapun uji hipotesis dengan menggunakan rumus uji-t, diketahui bahwa nilai *t* hitung sebesar 26,664, dengan frekuensi atau *df* sebesar 28-1=27, pada taraf signifikan 0,05 diperoleh *t* tabel sebesar 1,703. Oleh karena itu, *t* hitung pada taraf signifikan 0,05 maka H_0 ditolak dan H_1 diterima yang berarti bahwa terdapat pengaruh penggunaan metode eksperimen terhadap hasil belajar IPA pada siswa kelas V SD Inpres Maroanging Gowa pada materi perpindahan kalor. Hasil penelitian tersebut sejalan dengan pendapat Sukmawati (2022) bahwa dengan metode eksperimen dapat meningkatkan hasil belajar siswa, dimana terdapat 28 siswa yang mencapai KKM dan 2 siswa yang tidak mencapai KKM. Peningkatan hasil belajar siswa ditunjukkan melalui uji hipotesis dengan $t_{hitung} > t_{tabel} = 14,76 > 1,699$. Dengan demikian, H_1 diterima dan H_0 ditolak.

Kedua, penelitian yang dilakukan oleh Putri (2021) berjudul “Pengaruh

Metode Eksperimen Berbantuan KIT IPA terhadap Hasil Belajar IPA Murid Kelas IV SDIT Khalifah Makassar” menyebutkan ⁵ terdapat perbedaan yang signifikan pada hasil belajar IPA antara siswa yang mengikuti pembelajaran menggunakan metode eksperimen berbantuan KIT IPA dengan siswa yang mengikuti pembelajaran secara konvensional pada siswa kelas IV SDIT Khalifah Makassar. Hal ini dibuktikan dengan rata-rata skor hasil belajar IPA yang diperoleh oleh kelas eksperimen adalah 87,50 sedangkan rata-rata skor hasil belajar IPA yang diperoleh kelas kontrol adalah 73,13. Selain itu, Satria Harri (2016) dalam penelitiannya berkesimpulan bahwa penerapan metode eksperimen berdampak signifikan terhadap hasil belajar siswa karena dengan penggunaan metode tersebut dapat meningkatkan hasil belajar siswa. Hasil penelitian yang telah dilakukan oleh Desti Ulvatiya, Rindah Permatasari dan Yumi Sarassanti (2021) juga menunjukkan hal yang sama, bahwa penggunaan metode eksperimen memberikan pengaruh positif terhadap hasil belajar IPA siswa. Dengan nilai rata-rata *pretest* siswa kelas IV SD Negeri 27 Kenual sebesar 32,54 dan nilai *posttest* sebesar 83,36.

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V

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¹ BAB V

SIMPULAN DAN SARAN

A. Simpulan

Berdasarkan rumusan masalah, tujuan, hasil penelitian dan pembahasan yang telah diuraikan, maka dapat ditarik kesimpulan bahwa terdapat pengaruh metode eksperimen¹ terhadap hasil belajar siswa pada mata pelajaran IPA kelas V SD Inpres Maroanging Kecamatan Tombolo Pao Kabupaten Gowa. Hal ini didasarkan pada peningkatan nilai hasil *pretest* dan *posttest* siswa. Pada *pretest* terdapat 1 siswa yang mencapai KKM dan 27 Siswa yang tidak mencapai KKM. Setelah diberikan perlakuan dan melaksanakan *posttest* terdapat 19 siswa yang mencapai KKM dan 9 Siswa yang tidak mencapai KKM. Peningkatan hasil belajar siswa juga ditunjukkan melalui uji hipotesis dengan $t_{tabel} < t_{hitung} = 1,703 > 26,664$.² Dengan demikian, H_1 diterima dan H_0 ditolak.

B. Saran

Berdasarkan hasil penelitian terhadap proses pembelajaran menggunakan metode eksperimen pada siswa kelas V SD Inpres Maroanging Gowa, maka diikemukakan beberapa saran sebagai berikut:³

1. Kepada Kepala Sekolah sebagai pemegang kebijakan pendidikan di sekolah, kiranya memberikan dorongan serta fasilitas kepada guru agar dapat mengembangkan metode-metode pembelajaran yang inovatif dan variatif dalam mengembangkan mutu pendidikan di sekolah.
2. Kepada para pendidik khususnya di SD Inpres Maroanging agar tidak hanya menjelaskan secara verbal dan sebaiknya mengadakan pertemuan secara

berkala untuk membahas permasalahan dan upaya-upaya yang penyelesaian masalah tersebut.

3. Kepada peneliti, diharapkan mampu mengembangkan metode eksperimen ini dengan menerapkan pada materi lain apakah materi lain cocok dengan metode ini demi tercapainya tujuan yang diharapkan.
4. Kepada calon peneliti, agar dapat mengembangkan dan memperkuat metode eksperimen ini serta memperkuat penelitian ini dengan cara mengkaji terlebih dahulu dan mampu mengadakan penelitian yang lebih baik.



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FAKULTAS EKONOMI DAN BISNIS

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No.252/05/A.4-II/IX/44/2022

Berdasarkan Surat Masuk dari Nomor 1249/A.2-II/IX/1444/2022 dari Direktur Program Pascasarjana Unismuh Makassar maka Yang Bertanda tangan dibawah ini :

Nama : **Dr. H. Andi Jam'an., S.E., M.Si**
NBM : 651 507
Jabatan : Dekan Fakultas Ekonomi dan Bisnis

Memberikan kepada mahasiswa dibawah ini

Nama : Nurjannah
NIM : 10507 11 012 20
Program Studi : Pascasarjana Pendidikan Bahasa Inggris
Judul Tesis : An Analysis of English for Specific Purpose Materials
Implementatiton to The Students Of Econmics and Business of
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Dengan ini memberikan izin penelitan di Fakultas Ekonomi dan Bisnis Universitas Muhammadiyah Makassar dari tanggal 13 September 2022 s/d 13 November 2022.

Demikian Surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makassar, 16 Safar 1443 H
13 September 2022 M

Dekan,

Dr. H. Andi Jam'an., S.E., M.Si
NBM: 651 507

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1. Rektor Unismuh Makassar
2. Arsip

MUHAMMADIYAH UNIVERSITY OF MAKASSAR
Faculty of Economics and Business

ENGLISH FOR ECONOMICS AND BUSINESS

*The Useful of English Expressions
for Business Communication*



1

GREETINGS

Greeting means welcoming someone with particular words or a particular action. When meeting people formally for the first time, we greet by shaking hands and saying greetings. Generally we do not greet by shaking hands with people we know well. We greet by just saying 'hi' or 'hello'.

Here are some expressions you can use to greet people.

FORMAL AND INFORMAL GREETINGS

Formal Greetings

- Good morning.
- Good afternoon.
- Good evening.
- How are you?
- How do you do.

Response

- Good morning.
- Good afternoon.
- Good evening.
- Very well, thank you

How do

Informal Greetings

- Hello
- Hi
- How are you doing?
- How have you been?
- How are things going?
- What's up?
- How is it going?
- How's life treating you?

Response

- Hello
- Hi
- Fine, thanks and you?
- Great, thanks.
- Not bad.

"Give me five!"

1. Dialog

Please read the following dialog, and then practice it with your friend.

Ahmad : Hi, Ina. How is it going?

Tina : Hi, Ahmad. Very well, thanks, and how are things going with you?

Ahmad : Great, thanks. Where are you going?

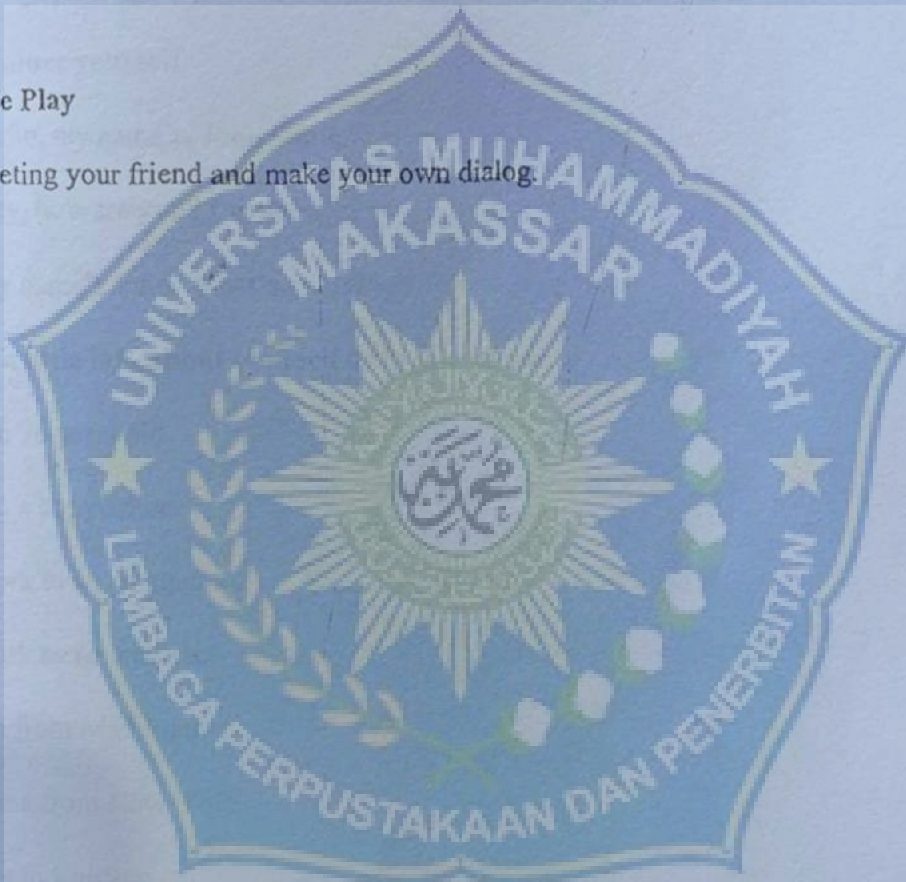
Tina : I'm going to library. I want to meet someone there.

Ahmad : Oh, I am going there too. I want to return this book.

Tina : OK. Let's go there together.

2. Role Play

Greeting your friend and make your own dialog.



2

INTRODUCING YOURSELF

Introductions seem so simple, yet many of us get nervous and stumble after hearing the words, "Can you introduce yourself?" Introductions can range from formal to casual and even playful. Here are some examples to get the conversation started.

First, introduce yourself:

1. "Hello, my name is John Smith."
2. "Hey, how are you? I'm John."
3. "My name's John. What's yours?"

Next, give a little info about yourself or break the ice:

1. I am 26 years old.
2. I am a copywriter.
3. I work in an ad agency.
4. I work as an architect.
5. I am from Michigan.
6. I come from New York.
7. I live in Chicago.
8. I like reading books.
9. I like reading books and love to swim.
10. I am a good cook.
11. I am good at playing chess.

12. I like to shop when I'm free.
13. "That's a great tie. Where did you get it?"
14. "I'm originally from San Diego, but I just moved here a week ago. Are you from around here?"
15. "Say, where's the best place to grab some barbeque?"

Listen to their response, and keep the conversation going:

1. "Oh, you got that tie from JCPenney? They've really improved their stores lately."
2. "So you're originally from Canada. Do you ski?"
3. "Saucy's BBQ, eh? What's your favorite dish there?"

Close the conversation:

1. "It has been a pleasure meeting you. I look forward to seeing you again."
2. "Sounds like you know a lot about this city. Maybe you could show me around sometime?"
3. "Well, if you're ever craving barbecue, let me know and we can go to lunch."

Example:

1. *"Hi, my name is John Miller and I am the VP of Marketing at Concept Management Northeast, just outside of Boston."*
2. *"Hi everyone, my name is John Miller. I've got 15 years' worth of experience marketing conferences like this one to vendors, colleges, and HR departments. What I am good at, and the reason why I'm here, is getting the right people, businesses and great ideas in a room together"*

I'm not good on details; that's why I work with Tim. I promise that I'll get people excited about the conference and the gifts and talents of everyone else in this room will take over from there. I'm looking forward to working with all of you."

3. *Hello friends, I'm Richard. I work as a manager at PT. Indofood. I like playing badminton and travelling. "It has been a pleasure meeting you.*

Role Play

Practice to introduce yourself to your classmates



3

BUSINESS INTRODUCTIONS

A. Formal Introduction

- I'd like to introduce you to my dear friend, Mrs. Pleasant.
- Allow me to introduce myself/my colleague, Ms. Winters
- Let me introduce you to my colleague, Dean Richards.
- Mr. Richards, this is David Porter from Aerospace Inc.

How do you do?

How do you do?

It's a pleasure meeting you.

B. Informal Introduction

- This is my boss, Mr. Stratford.
- Jared, this is my secretary, Barbara.

Good to meet you.

Nice to meet you too.

- I'd like you to meet my co-worker, Collin Beck.
- Collin, this is Susan Palmer.

Nice to meet you.

My pleasure.

- Have you met, Jason?
- Jason, this is Teresa.

- Hi, I'm Jill Watson.
- I don't believe we've met. I'm Greg.

Important body language to remember: Smile, eye contact, shakes hands.

C. Conversation Practice

Practice the following dialog with your friends.

- Aidil : Hi, Farhan. Have you met Mr. Jack?
- Farhan : No, I haven't actually.
- Aidil : Mr. Jack, this is Muhammad Farhan from Makassar Maju Cooperation.
- Mr. Jack : Hello, Farhan. I'm Jack from Canada Economic Project. Nice to meet you.
- Farhan : Nice to meet you too, Mr. Jack. Is it the first time you come to Indonesia?
- Mr. Jack : No, it is the third. I have some business in Makassar.
- Farhan : It's sound great. I hope we can cooperate sometimes.
- Mr. Jack : Yes, I hope so. It's my business card.
- Farhan : Thanks so much. It is mine.
- Aidil : Well, Mr. Jack. We have to go now, the meeting will be started. See you, Farhan next time.
- Farhan : See you too. Bye!

4

BLACKBERRY

1. Warm Ups

- Write all the words you can think of about Blackberry on the board or on a piece of paper. Talk about these words with your partner(s).
- Brainstorm good and bad things about Blackberry and write them on the board. Students talk about these in pairs.
- In groups; students write down as many facts as they can about Blackberry. The winner is the group with the most facts. Teacher may wish to have groups share their facts to make sure they are real.

2. Read Comprehension

BlackBerry is one of the world's leading smart phone and e-mail devices. It currently enjoys a 20% market share of mobile phone sales, but that is under pressure from Apple's iPhone and similar phones. The BlackBerry is developed by the Canadian IT company RIM (Research In Motion). It started out life in 1999 as a pager but quickly developed into a more communicative tool that exploited Internet capabilities. It soon grew to be the number one choice for business people in the USA. Barack Obama famously was rarely unattached to his device during the 2008 presidential campaign. Today, more than 40 million Blackberries a year are shipped worldwide. The addictive nature of the device means it has picked up the nickname "CrackBerry", a term borrowed from "crack" cocaine.

3. Blackberry Survey

➤ Write five GOOD questions about Blackberry in the table. Do this in pairs.

Each student must write the questions on his / her own paper,

➤ When you have finished, interview other students. Write down their answers.

	STUDENT 1	STUDENT 2	STUDENT 3
Q.1.			
Q.2.			
Q.3.			
Q.4.			
Q.5.			

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

5

ECONOMIC ACTIVITY

List of Words:

1. Essential: penting
2. Provides: menyediakan
3. Food: makanan
4. Shelter: tempat bernaung (tinggal)
5. Probably: mungkin
6. Satisfy: memuaskan
7. Enjoyable: menyenangkan

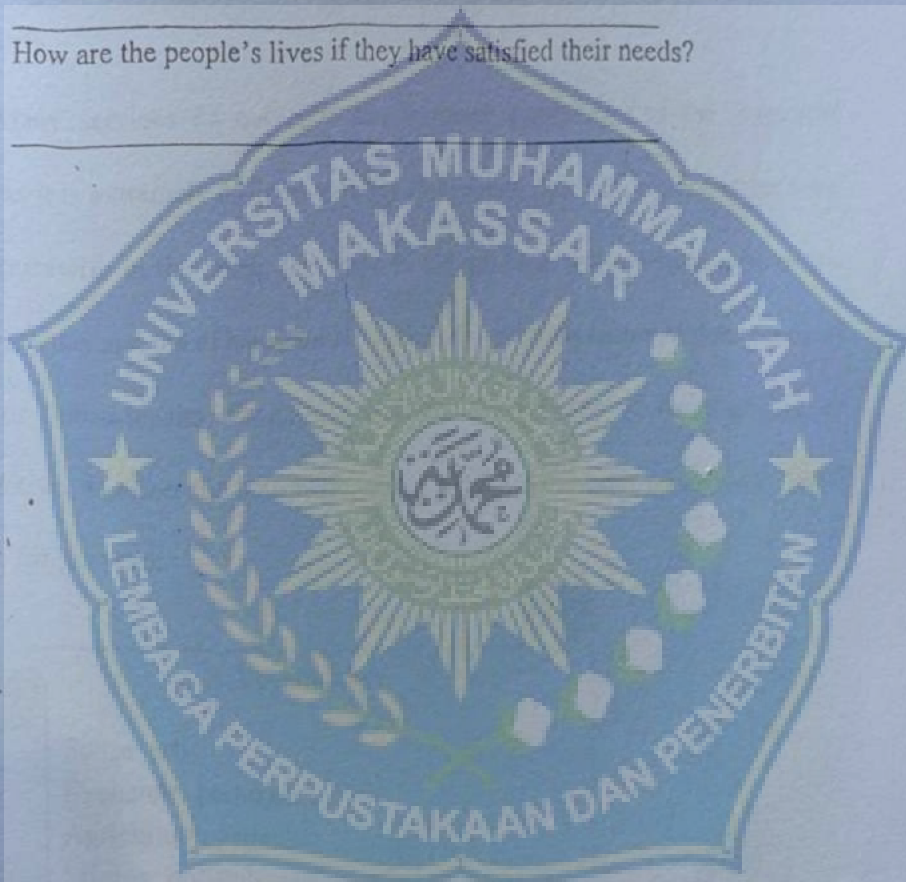
The economic activities taken together make up the economic system of a **town**, a city of the world. Such an economic system is the sum-total of what **people** do and what they want. The work people do either provides what they need **or** provides the money with which they can buy essential commodities.

Most people hope to have enough money to buy commodities and **services**. We need food, clothes, and shelter. We probably would not go to work if **we** could satisfy these basic needs without working. But even when we have **satisfied** such as basic needs, we may still want other things, such as television, **radio**, and many others. Our lives may be enjoyable if we have such things.

Answer the following questions based on the text.

1. Why do the people work?

2. Do the economic activities systems of town take together not make up the economic system, a city or the world?
3. Why do most people want to have enough money?
4. What the people need?
5. Can the people satisfy their basic needs without working?
6. How are the people's lives if they have satisfied their needs?



6

PRODUCTION

Production in the economic sense is any activity resulting in goods or services intended for exchange. In addition to agriculture, mining, manufacturing and fishing, it includes the services of transportation agencies of wholesalers and retailers, and all services of business professional people, musicians, entertainers, and so forth.

Many services do not enter the ordinary transaction of the economic system, as it is extremely difficult to judge their value. Such services are the work of the housewife in the home, the work of the gardener who grows some of his own vegetables and the of householder who is also a handy man and does some of his minor house-repairs. Economics consider the services of these people as unproductive, as either the housewife, or the gardener does not receive any fixed payment for his work.

Vocabulary:

Sense: arti
Exchange: pertukaran
Agriculture: pertanian
Mining: pertambangan
Fishing: perikanan
Wholesaler: pedagang besar
Retailers: pengecer
Judge: menilai, menimbang
Householder: pemilik rumah

Answer the following questions:

1. What is production?

2. What includes the services of transportation agencies in relation to agriculture?

3. Is the work of the housewife in the home entered the ordinary transaction of the economic system?

4. Why the work of the gardener is not considered the ordinary transaction of the economic system?

5. Why the work in a factory is considered productive?

6. Do the economists consider the activities of the musicians and entertainers productive or unproductive?

7

EXPRESSIONS FOR MAKING AND RECEIVING CALLS AT WORK

A. Making Phone Calls

1. Introducing yourself

- Good morning/afternoon/evening. This is Mike at (company name)/Mike from (department name). Could I speak to (person you're calling for)? [If you are calling to speak to a specific person]
- Good morning/afternoon/evening. This is Mike at (company name)/Mike from (department name). I'm calling about/because... [If you are calling for a specific reason but not to talk to a specific person]

2. When the person you want to speak to is unavailable

- Can I leave a message for him/her?
- Could you tell him/her that I called, please?
- Could you ask him/her to call me back, please?
- Okay, thanks. I'll call back later.

3. Dealing with bad connections

- I think we have a bad connection. Can I call you back?
- I'm sorry, we have a bad connection. Could you speak a little louder, please?

- I'm sorry, could you repeat that please?

4. Ending the call

- Thank you very much. Have a good day.
- Thanks for your help. Have a good day.

B. Receiving Phone Calls

1. Answering the phone

- Company ABC, this is Mike. How may I help you?
- Good morning/afternoon, Company ABC. How may I help you?
- Purchasing department, Frank speaking.

Note: If we are taking an external call and talking to a customer, "How may I help you?" is common. If we are taking an internal call, we normally do not say "How may I help you?" For internal calls, saying your name and your department is usually sufficient.

2. Getting the name of the caller if he/she doesn't give it to you

- May I have your name please?
- Who am I speaking with?
- May I ask who's calling?

3. Responding to a caller's request

- Sure, let me check on that.
- Let me see if she's available.
- Sure, one moment please.

4. Asking someone to wait on the line

- Can I put you on hold for a minute?
- Do you mind holding while I check on that (or “handle that for you,” “check to see if he’s available,” etc)

5. Taking a message

- He’s/she’s not available at the moment. Would you like to leave a message?
- He’s/she’s out of the office right now. Can I take a message?

6. Dealing with bad connections

- I’m sorry, we have a bad connection. Could you give me your number and I’ll call you right back?
- I think we have a bad connection. Could you speak a little louder, please?
- I’m sorry, you have the wrong number.

7. Ending the call

- Is there anything else I can help you with?.....Okay, thanks for calling. Have a great day. [used during external calls with customers]
- Is there anything else I can do for you?Okay, have a good day. [more casual, used more for internal phone calls or phone calls that are not customer service calls]

Conversation

A : Good afternoon, Fowler's, may I help you?

B : Extension 237 please.

A : I'm sorry, the line's busy, will you hold?

B : Yes, I'll hold.....

A : I'm putting you through.

C : Marketing, Harry Webb speaking.

B : Could I speak to Maurice Caine please?

C : I'm sorry, he's in a meeting at the moment.

B : Do you know when he'll be back?

C : He should be back around four. Can I take a message?

B : Yes, please ask him to call David Jones on 629 3478

C : 629 3478, right?

B : That's right.

C : OK, I'll see he gets your message

Practice

Practice making calls and leaving and taking messages.

8

DESCRIBING OBJECT

There are many ways to describe an object. You can describe it by using the following vocabulary.

1. **Size:** large, small, high, tall, medium, short, big, long
2. **Texture:** hard, soft, heavy, light
3. **Colour:** red, blue, green, yellow, green, black, etc.
4. **Shape:** round, oval, square, rectangular, triangular, cone, cylinder
5. **Material:** Wood, Leather, faux leather, Metal (aluminum, iron, bronze, precious metal, gold, silver), Plastic, Glass, ceramic, Paper, cardboard, Fabric/cloth: cotton, wool, silk, upholstery, canvas, Stone, Rubber
6. **Weight:**
 - It weighs 75 kilos.
 - Light
 - Heavy
 - It's lighter than...
 - It's heavier than...
 - It's not too heavy.
 - It's very light.

Asking for Details

- What does it look like?
- How big is it? (What size is it?)

- How much does it weigh?
- What color is it?
- What's it made out of?
- What is it?
- What does it do?
- What the purpose of (...a refrigerator)?
- What do you use a (... peeler) for?
- How does a (... water heater) work?

Sample Response

- It's small, with eight hairy legs.
- It's 3 meters, by 4 meters, by 5 meters.
- It weighs 25 kilograms.
- It's bright yellow, brighter than a banana.
- It's made of plastic and aluminum.
- It's a musical instrument.
- It puts a sharp point on wooden pencils.
- The purpose of a refrigerator is to keep food cold so it does not spoil.
- A peeler is used to remove the skin of fruits or vegetables.
- Water is collected in a large tank and heated by either gas or electricity.

Example:

In my free time, I like to play the guitar. To play the guitar, you need a guitar, a pick, and a tuner. A guitar is a musical instrument. It is usually made out of

wood. It is about one meter tall. It has a large, eggplant shaped body with a long, thin neck. It has six strings that you pluck to make sounds. It can be the color of wood or can be painted any color. A pick is small. It is about the size of your thumb. It is triangular. It is made out of plastic. You use it to play the strings of a guitar. A tuner is a tool that that helps you ensure the strings of the guitar are in tune. One model is 10cm long, 6cm wide, and 1cm tall. It is electronic and requires batteries. It is made out of plastic. It is sold in the colors black and silver.

Conversation:

A: I have a new watch?	A: Am I bought a new brooch last
B: Oh, have you? What is it look	week?
like?	B: Really? What does it look like?
A: Well, it's small and round.	A: It's small and star shaped.
	B: It's made of gold.
	A: Nice.

Task

You are designing a new product that you want to sell. What is it? And what does your product look like?

9

ASKING FOR INFORMATION

Transaction might be affected by the information about products and price.

Asking for information by the customers indicates the interest in making a transaction. The sellers should know the quality of products, prices, and the ways of payment. It is necessary for the customers to recognize the products before they decide to buy them. Well, practice the sample expressions in the table below:

Information about Products	Information about Price
<ul style="list-style-type: none"> • What can you tell me about this one? • Could you tell me about these products? • Could you give me some information on this? • We specialized in art and design. • This is one of our top brands. • It's our best selling record. • This one is the best in its class. • This model comes with several features. • This particular one has two components. • It's an excellent computer. 	<ul style="list-style-type: none"> ◦ How much? ◦ How much is it? ◦ How much does it run? ◦ What does this sell for? ◦ This sells for 200 hundred rupiahs. ◦ That costs Rp. 137.000. ◦ This one goes for \$ 5. ◦ It's expensive, isn't it?

Practice the following dialogue with your pair.

A: Could you tell me about these products?

B: Yes, these products have a good quality.

A: What's about the model?

B: This model comes with several features.

A: What are you major products?

B: Garment materials.

A: What do you specialize in?

B: We specialize in art and design.

A: What's about the price?

B: This one is priced at \$80.-

A: I want that one.

B: Yes mom/sir.



10

COMPLAINING

Complaints are expressions of "displeasure or annoyance" in response to an action that is seen by the speaker as unfavorable. Suppose you want to complain about the pizza you have just ordered because it's too salty, what are the expressions needed to express and respond to complaints?

Here are expressions you can use when complaining:

- I have a complaint to make. ...
- Sorry to bother you but...
- I'm sorry to say this but...
- I'm afraid I've got a complaint about...
- I'm afraid there is a slight problem with...
- Excuse me but there is a problem about...
- I want to complain about...
- I'm angry about...

Examples:

I have a complaint to make.	Your pizza is just too salty.
I'm sorry to say this but	your food is inedible.

1. I'm afraid I've got a complaint about your child. He's too noisy .
2. I'm afraid there is a slight problem with the service in this hotel.
3. Excuse me but you are standing on my foot.
4. I want to complain about the noise you are making.
5. I'm angry about the way you treat me.

Responding to complaints

1. Positive response to complaints:

- I'm so sorry, but this will never occur / happen again.
- I'm sorry, we promise never to do the same mistake again.
- I'm really sorry; we'll do our utmost/best not to do the same mistake again.

2. Negative response to complaints:

- Sorry there is nothing we can do about it.
- I'm afraid, there isn't much we can do about it.
- We are sorry but the food is just alright.

Task

Work in pair. It is related to the previous lesson (lesson 8 & 9). After buying the product, you are disappointed because it is not good as the seller told you at the market. Make a conversation that complains about the product.

11

APOLOGIZING

Everybody makes mistakes sometimes. When it happens we need a phrase to tell the other person how really sorry we are and stop them getting really angry. An apology is an expression of remorse for something you've done wrong, and occasionally serves as a request for forgiveness, as well. Apologizing for a mistake might seem like an impossible task, but you can get through it by swallowing your pride and putting your best foot forward.

Making Apology

Here are some expressions you can use to make and respond to apologies.

1. I do apologize for...
2. I must apologize for...
3. I apologize for...
4. I'd like to apologize for...
5. I am so sorry for...
6. I shouldn't have...
7. It's all my fault.
8. I'm ashamed of...
9. Please, forgive me for...
10. Excuse me for ...
11. I'm terribly sorry for...
12. Pardon me for this...

13. Please, forgive me for my....

14. Please, accept my apologies for...

Prefacing bad news

- ✓ I'm sorry (I have) to tell you this, but . . .
- ✓ I hate to tell you this, but . . .
- ✓ I don't know how to tell you this, but . . .
- ✓ I have some bad news.

Accepting Apology

- That's all right.
- Never mind.
- Don't apologize.
- It doesn't matter.
- Don't worry about it.
- Don't mention it.
- That's OK.
- I quite understand.
- You couldn't help it.
- Forget about it.
- Don't worry about it.
- No harm done.

Conversation

Work in pair to practice the following short conversation.

A: I'm sorry. I have tell you this, but...

B: What do you mean?

A: Our boss told me yesterday. I don't know how to tell no, but I have to.

B: What is it?

A: I have some bad news.

B: That's okay.

A: Your proposal is rejected, and you will move to another apartment.

B: Sorry to hear that! But, I just try to forget it.

A: Yes, we hate this.

ROLE-PLAY:

Student A

You bought a product last week. But when you use it, it is not running or broken. Make your complain and practice to accept an apology.

Student B

You are the manager of the shop. Your shop has a policy of exchanging faulty goods. In this case you ask for apology.

12

COMMON PHRASAL VERBS FOR BUSINESS ENGLISH

PHRASAL VERB	DEFINITION	EXAMPLE
to ask around	to ask many people the same question	I need a good real estate agent. Could you ask around the office and see if anyone knows one?
to back (someone) up	to support	Thanks for backing me up in the meeting.
to call (someone) back	to return a phone call	We have a bad connection. I'll call you back in a few minutes.
to call (something) off	to cancel	Management is going to call the meeting off because so many people are out sick today.
to not care for	to not like (formal)	I don't care for team building activities. I think they are a waste of time.
to check in	to arrive and register at a hotel or airport	We checked in at 5 PM and then went to get something to eat.
to check out	to leave a hotel	We checked out a few hours late and had to pay an extra fee.
to check (someone/something) out	to look at carefully, investigate	I'm not sure why the copier isn't working. I'll check it out.
to chip in (also to pitch in)	to help	We should be able to finish quickly if everyone pitches in.
to come across	to find unexpectedly	I was reading last night and I came across a couple of phrasal verbs I had never seen before.
to count on	to rely on	We have a great team. I can count on everyone to do their best.
to cut back on	to consume less	It's a tough economy. We're trying to cut back on unnecessary expenses.

to cut in	to interrupt	Can I cut in and say something, please?
to do (something) over	to do again	I can't believe I closed the document without saving. Now I'm going to have to do the whole thing over.
to do away with	to discard; to put an end to	They did away with bonuses last year because their profits were so low.
to drop by	come without an appointment; to visit briefly	John dropped by my office to talk about last month's figures.
to drop (someone/something) off	to take someone/something somewhere and leave them/it there	My car was in the shop, so Kevin dropped me off at my house.
to end up	to eventually reach, do, or decide	At first I thought I wanted to be an accountant. Then, I studied finance. I ended up getting my degree in management, though.
to figure (something) out	to understand; to find the answer	I can't figure out why the printer isn't working. I've tried everything, and it still won't work.
to fill (something) out	to write information in blanks	There were a lot of forms to fill out when I got my new job.
to find out	to gain knowledge about something	I finally found out how to forward my mail from one email account to another.
to get (something/someone) back	to receive something that you had before	You can borrow my stapler, but make sure I get it back when you're done with it.
to get back at	to retaliate; to take revenge on someone	He might get back at you for asking him so many tough questions during his presentation.
to get in	1) enter 2) arrive	1) Get in the car. I'll give you a ride. 2) I worked late last night and didn't get in until after 9 PM.
to get over (something)	to recover	I was upset that I didn't get the promotion, but I got over it after a while.

to get together	to meet (but not for the first time)	I try to get together with some old friends from college once or twice a year.
to get up	1) to get out of bed 2) to stand	1) I get up late on the weekends because I have to get up really early on weekdays. 2) He got up and walked to the podium to give his speech.
to give in	to reluctantly stop fighting or arguing	Management didn't want to give in to the union's demands, but in the end they didn't have a choice.
to give (something) up	to quit a habit or quit doing a certain activity	I gave up checking Facebook at work. I'm trying to be more productive.
to give up	to stop trying	Just because we failed the first time doesn't mean we should give up. We just need to change a few things.
to go after	1) to follow someone 2) to try to achieve something	1) Pam will give her talk first, and Scott will go after her. 2) If we got the account, they would be our biggest client. I'm really going to go after the account.
to go against	to compete, oppose	We're going against three or four other contractors. Be sure to bid low.
to go over	to review	I want to go over last month's numbers with you.
to hand (something) in	to submit (a report, a paper, etc)	I forgot to hand in my expense reports. Now I won't get reimbursed until next month.
to hand (something) out	to distribute the same thing to a group of people	I'll start explaining the changes while Jason hands out a copy of the new policy.
to hang on	to wait for a short time (informal)	Could you hang on for a second, please? I'll be right there.
to keep (something)	to continue doing	You've been doing really

to let (someone) down	something to disappoint; to not help or support	well lately. Keep it up! I was really depending on him to expedite the shipping on that order. The products are still in the warehouse. He really let me down.
to let (someone) in	to allow to enter	I forgot my badge again. Hopefully someone else is in the office and can let me in.
to look forward to	to be excited about something in the future	I'm really looking forward to having an extended weekend next week.
to look into	to investigate	Please look into some ways we can cut costs. Every penny counts.
to look out for	to be careful, vigilant, and take notice	You must always look out for new business opportunities.
to look over (something)	to check; examine	Could you look over this report to make sure there are no mistakes?
to look up to	to have a lot of respect for someone	I really look up to her. She has been with the company for a long time and is really knowledgeable.
to make up	1) to invent (a story, lie, excuse, reason, etc.) 2) to resolve an argument or quarrel (not a separable verb when used like this). 3) to compensate for something	1) I don't believe their story. I think they made it up. 2) Are they still fighting about that? I thought they had made up a while ago? 3) I didn't get anything accomplished yesterday. I'm going to have to work extra hard to make up for it today.
to mix (something) up	to confuse two or more things	I always mix their names up. Which one is Bob, and which one is Brad?
to pass (something) out	to give the same thing to many people	Carly is passing out a schedule of today's events.
to pass (something) up	to decline (usually something good)	Don't pass up on this great opportunity. Place your order today.
to put (something) off	to postpone	I haven't done my taxes yet. I've been putting it off for a long time.

to put (something) together	to assemble	How long will it take to put the scale model together?
to run into	to meet someone unexpectedly	I ran into Stacey from Accounting in the supermarket yesterday.
to send (something) back	to return	The product was defective. We'll have to send it back.
to set (something) up	to arrange; organize	I'll set up the conference call and send you an invite.
to shop around	to compare prices	We should bid low on this one. They always shop around.
to sort (something) out	to organize or resolve a problem	There was some confusion with the new work schedule. No one is sure who works on Sunday. We're calling a meeting to sort it out.
to take (something) back	to return an item	She always shops there because she knows that she can take anything back that she isn't happy with.
to think (something) over	to consider	Honestly, I don't know what I'm going to do. The job offer is great, but I'm not sure if I want to leave my current position. I'll have to think it over.
to turn (something) down	1) to decrease the volume or strength of something (volume, heat, etc) 2) reject and offer	1) Could you turn your music down so I can take this call? 2) They turned down our proposal.
to try (something) out	to test or use something experimentally	We're going to try it out for a few weeks and let you know what we think. If we like it, we'll place an order.
to use (something) up	to finish the supply	I can't believe it's only May and I've used up all my sick days already.

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