

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Teaching of Speaking Skills

Speaking is an art. The art of speaking is naturally owned by a person or by using productive language skills. It means that speaking is a human skill to produce meaningful sounds that can be understood by others, thus creating good communication. Speaking is the process of developing symbols, in various contexts. That is, verbal speaking is oral and written communication, while nonverbal speaking is communication that generally uses body language (Sihotang, Sitanggang, Hasugian, Saragih, 2021).

According to Harmer in Syafiq, Rahmawati, Anwari, and Oktaviana (2021), there are some methods that play an important role in improving speaking skills. The first is planning the topic and the points that will be talked about. As a form of speaking practice, students can choose a topic that they think is most suitable. Considering the topic is recommended to make it easier for students to express their opinions. The second is practicing. Students should be motivated to practice independently. As the students become increasingly independent in their thoughts and ideas, they should be supported to practice speaking to themselves and thinking in an English language as frequently as possible. The third is repetition. Students need to try to speak English repeatedly until they can memorize the topic to be discussed naturally.

Mridha and Muniruzzaman (2020) stated that the more people improve their own speaking skills, as well as helping others to improve theirs. The best approach to fully enhance one's speaking skills is to spend time around people who speak the language. It is nearly

impossible for the average student to maintain frequent touch with native speakers of the language in his or her home country.

From all four English skills (reading, listening, speaking, and writing), the most important skill is speaking (Puspitorini, 2018). Through speaking, someone can get their idea across. By speaking, information is easily obtained. When they speak, they should be able to say it with words that are easy for others to understand, so that others can capture the information clearly. In addition, speaking can also make it easier for us to mingle with others. By mingling, others will be more comfortable to work with us, and it can expand our relationships. Moreover, Leong & Ahmadi (2017) stated that speaking helps students in improving their vocabulary and grammar skills and subsequently improves their writing skills. Students can express emotions, ideas, tell stories, request, speak, discuss, and demonstrate various language functions. Speaking is very important to use both within the school environment and outside of school. Therefore, language speakers have more chances to get great job opportunities in various organizations and companies.

Krashen in Loan (2022) claimed there is a mental barrier called Affective Filter when practicing speaking which is created by affective elements such as excessive anxiety, strong inhibition, low self-esteem, and low motivation. Students who have an Affective Filter often have difficulty learning to speak a language because they do not want to be involved. In effect, they tend to experience language learning disabilities. Therefore, it is important for students to do various activities in class that can build their speaking skills, such as group discussions, presentations, role plays, etc. (Khoirunnisa, Suparno, Supriyadi, 2018).

2.2. ESP Teaching Materials

English for Specific Purpose (ESP) has been popular for the last 60 years and is growing rapidly along with the massive global development (Nimasari, 2018). Various institutions and universities require international students who not only have specialized skills but also have comprehensive English proficiency. To meet such international academic standards, educational institutions continue to seek the best innovations in English teaching and learning. However, the general English curriculum can no longer meet the needs of ESP classes because it has its own characteristics. As cited by Mulyadi, Hersulastuti, Purnama, 2019, ESP is the alternative option for the non-English department students to build English communication skills that are relevant to their academic and professional goals. The communication skills taught through the ESP classes will bring a rapid increase for students in work productivity and efficiency as they are prepared to become employees who are ready to communicate with their clients and colleagues. In order to maximize the benefits of the ESP for students' professional goals, the teacher must evaluate numerous aspects of the teaching and learning process, including the teaching materials. As stated in Lapele (2019), real-life speaking materials can assist students' expertise. If they are accustomed to, at ease, and match with the classroom materials, this will make students feel more comfortable while learning and more understand surrounding reality in the workplace for their future career.

Mahendra & Wisnu (2020) and Iswati & Triastuti (2021) found some problems faced by the teachers in teaching ESP, especially in Indonesian context. The first is coping with the students' demands of learning ESP. An emerging change that has been used in most language departments to embrace this notion of language teaching for specific purposes reflects current societal priorities and demands towards English language learning. The emergence of this new problem occurs due to the imbalance between the lack of knowledge of ESP lectures and the high demands of students.

The second is lack of ESP training. They emphasize the importance of having proper education in ESP teaching as there are major issues related to the development of curriculum, syllabus, and teaching materials. In line with that, Harmer (2001) insists that ESP teachers need to get training to improve not only their language proficiency, but also their content knowledge relating to the subject matter to meet learners' needs.

The third is lack of proper needs analysis. To establish learning outcomes, ESP teachers are dependent on needs analysis, which means that learning outcomes will not be formulated appropriately if no needs analysis is conducted. Since this is very important and becomes the baseline in developing curriculum, learning outcomes, materials, and teaching activities, the absence of need analysis can make teaching difficult (Ahmed, 2014).

Bachmawati, Hastari, Dwiharto (2021) in their research found two problems in providing ESP materials. Firstly, the resources and the teaching materials do not match with ESP students. Before making materials, the teachers should analyze the needs and perceptions of ESP students. However, the reason why teachers do not do it is because they do not have enough time for it. In addition, the teachers also do not have enough knowledge to make syllabus and suitable materials for students. Secondly, the teachers cannot develop students' most important talents that can be implemented in the real world. Teaching materials that have been designed by teachers are still only limited to General English (GE), not ESP. The materials also focus more on teaching grammar and reading. In fact, students also need to practice their speaking skills because they need to balance their English skills during their days in school. The students will be confused in the real work place if the materials don't suit their needs.

2.3 Informatics Engineering ESP Materials

Some materials used in teaching ESP speaking for informatics engineering students based on ESP curriculum, the teacher' teaching materials, and sources from journals are as follows.

1. Self-introduction

Students introduce themselves in a formal situation where the students meet a certain number of people (Muntiningsih, 2015). The first meeting students were given material by watching videos of examples of how to introduce ourselves. Students should list important aspects of self-introduction then practice it in front of the class. In front of the class, students came forward one by one to introduce themselves. They start by saying their name, date of birth, place of origin, passion, and future plan. The teacher will assess the students' performance based on their pronunciation, fluency, grammar, and content.

2. Presentation

The teacher asks the students to rehearse parts of their own short presentations at home and deliver them in the next class, with paying particular attention to the presentation factors that have been discussed in the earlier classes. The volunteers can then give their short speech as an example of the previous week's tutorial and the quality of their work can be discussed and extensive feedback can be given, so that both the speaker and the audience become aware of how they can improve their speech in the future (Ličen & Bogdanović, 2017).

3. Role-play

Students pretend to be in a given situation, either being themselves or playing the role of someone else. Then, the students use language to interact in the scenario (Nastiti, 2014). Role-play can be done in pair or group. Each group will be given a situation related to work field. Some students can be a senior staff; other students can be a junior staff and another student can be a candidate employee.

4. Suggestion and opinion

Students work in pairs to determine the topic to be discussed. One student elaborates on the topic and the other gives an opinions or suggestions. In ESP class, the teacher can elaborate more topic that relate to work field. Topics that will be discussed can be about workplace rules, new workplace policies, new ideas or ideas to support employee performance, ideas to improve company quality, etc. The first thing the teacher does is provide a video of the sample material of suggestion and giving opinion. By watching the video about how to give opinion, the students can be able to understand the expressions used in giving opinion. Then, the students will have divided into two groups. The first group will watch the video example of giving opinion and the second group will watch the video example of making suggestion. The students will explain the video by answering the questions given for each group. Every student must participate in each Group Discussion by giving, modifying, or adding explanation in each group explanation. For post-activity, the students will be work in pair. They will make a dialogue about making opinion and suggestion then perform it in front of the class. Others students from different group will give comments to their friends' performance.

5. Interview

A session where the teacher gives questions that are commonly asked when applying for a job in some company and then the students answer all the questions. Examples were 'How can your major contribute to your future career?', 'How do you plan to increase sales and profits at this job?', 'What are your greatest accomplishments?' etc. (Hung, 2010). In interview section, the teacher can ask questions such as "What are your skills", "What would you contribute if you were hired by our company?", etc. In the pre activity.

6. Invitation

In the invitation material, students will learn several expressions to invite someone, accept an invitation from someone, and reject an invitation from someone. In a work field it's important conversation. Students can practice conversations on how to invite people to work with their company, reject offers of cooperation, invite others to work with them, etc. After getting case examples, they are given the opportunity to practice in front of the class. In pre-activity, the teacher gives a several questions through a mini game and the students should answer it. In the main activity, to understand deeply about invitation, the students watch a learning video provided by their teacher. The video contains an explanation and example of how you make an invitation. Then, the teacher presents a Power Point to get some brief explanation on how to give, accept, and refuse/decline an invitation. The teacher gives a conversation video about an invitation and the students should find examples of each expression in the video. For post activity, the teacher gives a quiz about invitation. So, the students will be able to identify how to make, accept, and refuse/decline an invitation.

7. Advertisement / promote product

Students talking about offering a product to client with marketing words that can convince clients to buy the product (Ramadhani, Aulawi, Setiawan, Rahayu, 2023). Advertisement is very useful. In the first activity, before starting to learn to promote products, an advertiser must be able to understand their product knowledge. In the second activity, the teacher asks questions such as “What is the name of the product?”, “Who is your target audience?”, “To what problems do your product is designed?”, “What is the focus of your product?”, etc. In the third activity, students learn about some tips to set unique selling product. For final project, the students should make a video as a marketing staff who describe their USP (Unique Selling Product).

8. Handle complaint

Students should be prepared to deal with complaint cases in the work environment, so that they can practice handling them. More assignments and case studies could be given to learners to expose them to real situations in the workplace (Sudana & Pratiwi, 2023). In the first activity, the teacher gives learning videos about making and responding to a complaint. The students will be able to correctly identify the appropriate and less appropriate statements to make a complaint as well as the ways to respond to a complaint appropriately. In the main activity, students given a lecture on how to make and respond to a complaint in English, they will be able to make a complaint in English appropriately and politely as well as to respond to a complaint effectively. In the post activity, students given scenario cards illustrating various problematic situations, the students given a task to work in pair to make and respond to a complaint in English politely, appropriately, and creatively using the learned expressions of making and responding to a complaint.

9. Debate

In ESP debates, language is used to express arguments. Arguments that both reinforce and attack are delivered in a coherent and targeted manner. Debate implies performing the appropriate role by using accurate language, and appropriate verbal and non-verbal communication strategies. It can improve public speaking skills in English as a foreign language (Sánchez & Sanz, 2022). In the pre-activity, the teacher gives several example of facts and opinions. The students should identify which is the facts and which is the opinions. By examples given, the students will be able to identify the difference between facts and opinions correctly. In the main activity, the teacher will give an explanation about the difference between fact and opinion. Then, the students should make an example about a fact or an opinion about their surrounding or friends. The teacher gives an example of news that is currently the topic of conversation. The news contains a statement from a Minister about a new policy in education. Each of students must deliver their opinion about the Minister's statement. Their opinion must be supported by some facts in the forms of data, statistics, or experts' quotes. From this main activity, the students will be able to deliver a fact or an opinion about their surrounding correctly and given the recent issue, the students will be able to build opinions based on some facts accurately. For post activity, the teacher gives the students a quiz to answer to check the students' understanding.

10. Telling procedure

Students instructs audience on how to complete a specific task, which divided into two categories, how to make something and how to do something. In the pre activity, the teacher provides a several picture about steps how to make something and steps how to

do something. Then the students should create a title for each picture. Next in the main activity, the teacher gives materials through Power Point Presentation about the definition, purpose, common forms, and the structure, and an example of procedure text. In the post-activity, the teacher gives a quiz for the students to check their understanding about procedure text and they will be able to recognize the expressions in the telling procedure appropriately.

2.4 Students' Perception towards ESP Speaking Materials

2.4.1 Definition of students' perception

According to Richards & Schmidt (2010), as cited in Khoirunnisa et al. (2018), perception is the process of identifying and understanding information, situations, and things by using senses of hearing, touch, and sight. As Given (2008: 177) asserted that “the meaning of perceptions can be comprehended by researchers only by inquiring the individuals. Asking students of what they believe is open to them and what is closed is the practical application of reason by the researcher”. If the experiences and reactions experienced by students are different, then the perception of each student is also different (Gencoglu, Lorenz, Ridwan & Jansen, 2021). Richter and Lara Herrera (2017) examined Mexican, Brunei, Malaysian, Myanmar, Filipino, Thai, Indonesian, Cambodian and Vietnamese students' perceptions of the characteristics and pedagogical knowledge of a good English teacher. According to them, a professional teacher is one who emphasizes positive personality traits and uses modern teaching.

In the teaching learning process, students' perceptions can be used as evaluations to improve the quality of teaching and learning process (Syauqi, Munadi, Triyono, & Bruri, 2020). As stated in Alzebaree & Hasan (2021), students' perception can help improve the

quality of teaching activities by identifying teachers' characteristics in teaching, one of which is in developing teaching materials. It can help teachers to identify how they should treat their students and what students need and expectations from their teachers. Furthermore, these characteristics can enhance teachers' pedagogical practices by improving their positive characteristics. Generally, in many contexts, teacher effectiveness has been measured through student learning outcomes.

At each meeting before ending the class, the teacher can directly ask how the students perceive the teacher's teaching manner, the materials the teacher provides, and what problems the students encounter during class. Teachers can also ask students' perceptions at the end of the semester so that the teachers can teach better in the next semester. After asking students' perceptions, teachers can directly discuss with the university institution to improve the teaching system in the next semester. Student perceptions can be used to improve the teaching system in ESP, because student and institutional perceptions are related to each other (Owston, York, & Murtha, 2013).

2.4.2 Types of Perception

Perception is divided into three categories: positive perception and negative perception (Irwanto, 2002), and neutral perception (Gasper, 2018).

1. Positive perception

Positive perceptions are perceptions that represent all information knowledge (both known and unknown) in a positive or good manner. In addition, positive perception is a positive interpretation that involves students in evaluating something around them. In this case, if a student has a positive perception, then he will accept and support the perceived object. There are several indicators of positive perceptions. The first is high engagement and participation. It means the students actively

participating in class discussions, asking questions, and showing enthusiasm for learning are signs of a positive perception. The second is full of interest and curiosity. Students with a high interest and curiosity can display a genuine interest in the subject matter, seeking out additional resources, or pursuing related projects outside of class can indicate a positive perception. The third is high self-motivation. Students will initiative in their own learning, setting goals, and demonstrating a strong work ethic can be indicative of a positive perception. The fourth is showing satisfaction with feedback. Students who satisfy with the learning activities will give positive feedback to teachers.

2. Negative perception

Negative perceptions are perceptions that represent all information knowledge (both known and unknown) in a negative or bad manner. In other words, negative perceptions are a negative interpretation that involves the students in evaluating something around them. There are some indicators of negative perceptions. The first is lack of engagement. Students who appear disinterested, disengaged, or passive in class may have a negative perception of the learning experience. The second is resistance to learning. Students with this behaviour will resist assignments, avoid homework or procrastinating on tasks. The third is complaints and criticisms. Students who don't satisfy will complaints about the teachers and the educational experience.

3. Neutral perceptions

Neutrality exists when positive and negative effects are both minimal. This situation represents a state of indifference, where one does not feel strongly positive

or negative. Neutral perception does not mean that the person does not have any perspective, but the person really does not have a special connection between the two sides, or we often refer to it as indifference, nothing special, and the absence of unequal values. Therefore, neutral perception means when someone feels neither too positive nor negative towards the perceived target.

2.5 Literature Review on Perception of ESP Materials

A previous study by Encalada & Sarmiento (2019) showed that the students had a positive perception towards ESP speaking materials provided by the teacher. A high percentage of answers demonstrated that students have no suggestions regarding the use of this type of video-based material. Students also mentioned that they had improved their vocabulary and pronunciation development. A high number of participants considered that SRV as a video-based material provides opportunities to practice what they have learned in class because they can express themselves naturally and how it has helped them to become less fearful when speaking in English. It is essential to emphasize that a significant number of students do not give suggestions to improve the use of SRV. Instead, they encourage the use of such videos not only in class but as homework.

Another study by Kohnke, Jarvis, Ting (2021) showed that the students had a positive attitude towards ESP speaking materials given by the teacher. The students recognized that multimodality in teaching and learning activities motivated them to engage more with the course content both inside and outside the classroom. Most agreed that the combination of images, graphics, and short texts, and captions made conveying their understanding more interesting and enjoyable. In addition, the materials helped the students communicate the learning process, become more self-confident to succeed in the discourse community, assessed their discipline-specific language knowledge, and motivated them to learn.