

THE IMPLEMENTATION OF ENTRA (ENGLISH FOR TRANSPORTATION) IN ESP PROGRAM OF PPI MADIUN

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Abstract

The aim of this research is to describe the students' responses on the implementation of EnTra (English for Transportation) in ESP Program of PPI (Politeknik Perkeretaapian Indonesia) Madiun. The design of this study is descriptive qualitative in which data sources obtained from the students' responses on the interviews and questionnaires after experiencing of using the EnTra Application in English class. The result shows that, from over 60 students as respondents, agree that the application is useful for them in studying English in the area of transportation. There are seven indicators used to measure the student' perception toward the application, those are: aspects of the material relevance, aspects of material organizing, aspects of evaluation / practice questions, aspects of language, aspects of the effects for learning strategies, aspects of software engineering, and aspects of visual appearance. The average students' scoring upon the application after using it for three months is 4,03 based on range scoring 1-5. From this result, it can be concluded that EnTra application is worthy enough to use as the supplementary media in learning English transportation.

Keywords: EnTra, ESP, implementation, perception

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Introduction

The implementation of ESP (English for Specific Purposes) courses in public tertiary institutions in the field of transportation is basically an attempt to answer challenges to the world of work and the needs of stake holders. The entry of Indonesia as one of the members of the MEA (Asian Economic Community) requires education practitioners to be able to produce graduates who are able to compete globally. Nowadays, English is an absolute requirement to find a job. At the time of the job interview in the field of transportation, for example, it has required the TOEFL as one of the prerequisites to be considered for acceptance. This happens because companies in the transportation sector have prepared them to be more able to compete globally, especially in the current era of free trade and it is hoped that by mastering passive and active English they can serve consumers optimally both locally and

internationally. Therefore, English is very important to be mastered by cadets.

As a new approach in learning English, ESP has characteristics and characteristics that are different from general English learning. These characteristics are certainly also clearly and significantly different from other learning English, such as English as Second Language (ESL) or English as A foreign Language (EFL). Hutchinson et al. (1987) states that there are four main characteristics of ESP as an approach in learning English, namely: (a) ESP is designed to meet the needs of learners, (b) the substance and content of ESP is related to themes and topics in certain fields of science, (c) centered on linguistic forms that are appropriate to the activities and fields of science or work they have, (d) ESP is different from General English (GE).

Robinson (1990) goes on to state that there are three main characteristics of ESP that differentiate it from General English (GE), English as Foreign

Language (EFL), English as Second Language (ESL). These three characteristics are goal oriented (Good Oriented). In this context, English learners are not only for reasons of wanting to know language as a language and culture contained in it, but ESP learners have specific and specific goals in the academic and professional fields of one another. The substance of ESP is also designed and developed based on the concept of needs analysis (need analysis). The concept of needs analysis aims to specialize and relate and bring closer what is needed by students both in the academic and professional fields. ESP is basically taught at a high and professional level or workplace.

However, ESP learning in academies/ campuses within the Transportation HR Development Agency Training Institute is not yet effective and in line with the expected targets. The lack of interest in cadets to learn English in greater depth is the most fundamental problem that is often encountered. They study English only to abort obligations because English is a compulsory subject. In detail, based on an initial needs analysis through observation and interviews at the Academy / campus within the Ministry of Transportation, namely: Indonesian Railroad Academy Madiun, an overview of several obstacles, both faced by ESP lecturers and cadets, includes the following: (1) Lack of motivation to learn English ESP; (2) Less attractive learning media; (3) The unavailability of teaching materials that are suitable to their needs; (4) English vocabulary is still minimal, making it difficult for cadets to learn and master the transportation ESP; (5) There is no clear curriculum reference to be used as a guide in ESP teaching.

One of the efforts in increasing the learning motivation of cadets is through interesting learning media. Learning media according to Daryanto (1993: 1) is

a tool that can help the teaching and learning process that serves to clarify the meaning of the message conveyed so that teaching objectives can be conveyed better and more perfect. According to Thorn (in Munir 2009: 219-220) so far the models and instructional media used are monotonous and conventional, this ineffective learning process can be overcome by using interactive learning models and media. At present there are various interactive learning models and media that are used to support the learning process such as learning tutorial CDs, educational games and many more.

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Brown (1973) revealed that learning media used in learning activities can influence the effectiveness of learning. In the beginning, learning media only functioned as a teacher's aid for teaching which was used as a visual aid. Around the middle of the 20th century the business of visual utilization was complemented by the use of audio equipment, so an audio-visual aid was born. In line with the development of science and technology (science and technology), especially in the field of education, the use of learning aids or learning media is becoming more widespread and interactive, such as the presence of computers and the internet.

This research tries to figure out the responses of the students on implementation of an application created previously, called EnTra, in the ESP program of Indonesian Railroad Academy Madiun. EnTra is an android application made to answer the problems faced by the students described previously. It covers the four of English skills in the field of transportation. The idea of EnTra is to bring the class in to the smartphone, so that the students can learn and interact wherever and whenever they are. The specifications of the EnTra learning media are as follows:

1. EnTra is a learning medium that was developed to help cadets in higher education in the field of transportation to be able to master the English language of transportation more easily.
2. EnTra is a digitalization of materials that have been taught to cadets by adding and subtracting in several sections by focusing on vocabulary in transportation with visualization in the form of images, with complete meanings, pronunciation, and examples of usage in context.
3. Technically EnTra is a specialized English learning media in the field of transportation in the form of an Android application, which is expected to make it.

Research Method

Referring to the purpose of the research in the Background, this study is categorized as a descriptive qualitative study. Data from this study were obtained from recording, answering questionnaire, interviewing, and observing, the implementation of EnTra in the ESP program of Indonesian Railroad Academy Madiun. Data collection process was scheduled will last for one month.

According to Miles and Huberman (1994), there are several phases in the process of analyzing qualitative research data, namely: Data Reduction, Data Presentation, and Drawing Conclusions. Data reduction is done to separate all data in accordance with their unity. After the data taken from recording, interviewing, and observing collected, the data is arranged systematically to facilitate researchers to make observations and provide an overview of the observations. In addition, data reduction can be used to facilitate the coding of data in accordance with the problems encountered so that it is easy to recognize data in accordance with its units. Thus, the focus analysis of the students' response and impression of the implementation of EnTra in the ESP program of Indonesian Railroad Academy Madiun can be done more carefully, systematically and more adequately. The amount of data that is not small can make it difficult for researchers to see a picture of the whole in drawing conclusions. Presentation of data in chart form can assist researchers in seeing the overall data obtained. From the beginning the researcher tried to find the meaning of the data collected and tried to find a conclusion. Initial conclusions are still vague and doubtful, but after the data collected the conclusions can be more real.

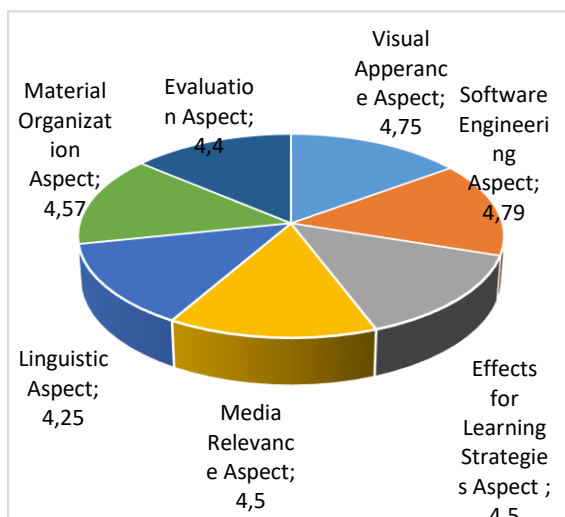
Result and Discussion

There are seven aspects of the learning application the researchers want to discover in this study, those are: Visual Appearance Aspect, Material Organization Aspect, Linguistic Aspect, Software Engineering Aspect, Media Relevance Aspect, Effect for Learning Strategies Aspect, and Evaluation Aspect. The students were asked to answer questionnaire form to know their first impression of the application impression after using the application in

their learning. Despite answering questionnaire, the students were interviewed randomly for further information about their questionnaire answers.

There are eight questions to answer for each aspect, in which the scale of the score is between one to five for each item. The result shows that the average score for every aspect measure is 4,53, it means that for each aspect of the learning application has average score four more score and it includes into high. The details of the scores average in each aspect can be seen in this below pie chart.

Pie Chart of Students' Responses



Visual Appearance Aspect

This term refers to how things look to the visual system. Objects have physical properties, and in this regard, optical properties are usually most relevant together with size, texture, shape, etc. Caivano (2015). EnTra application was built by using MIT App Inventor, the appearance is little bit monotony since it does not have template choices. However, the result of the questionnaire and interviews done in the ESP program of Indonesian Railroad Academy Madiun is beyond what was

expected. The monotony of EnTra appearance still got high average score from the students, 4,75. The result of the interviews show that the reasons why the students gave high score in this aspect is due to the benefits they got from this application. With notes for improvements, almost all the students agree that this application helps them a lot in learning English.

Material Organization Aspect

This term refers to a systematic approach to storing and retrieving materials. The specific organization is dependent on the arrangement and space in the classroom and on the style and preferences of the teacher and students who work in the room. The goal of organizing materials is to give students and teacher quick access to the correct materials with a minimum amount of disruption to learning. In simple words, it refers to how the material of ESP on transportation is presented in the EnTra Application.

The idea of EnTra is to bring the classroom into one single application that can be accessed everywhere and every time. There are six main features in this application, those are: Join a class feature, practice feature, discuss with friends feature, consult with teacher feature, use dictionary feature, and criticism and suggestion feature. The students can choose the features based on their necessity in learning. Every lesson is equipped with exercises to measure the students' understanding about the lessons being learned. The students can also join a discussion about the lessons in discuss with friends feature. If they have some difficulties, the students can consult with the teacher personally by selecting consult with teacher feature, in which directly connect to teacher's phone number via WhatsApp. EnTra is also equipped by a simple dictionary in transportation,

whenever the students face difficulties in some terms, they can use this feature. The last is criticism and suggestion feature, this feature is made to invite the users/ students to give their criticism or suggestion for the improvement of the application.

In addition, the result of the questionnaire shows that the average score for the material organization aspect is 4,57, which is categorized in to high. The deeper investigation through interviews why it obtained high average score indicates that most of students are pleased with the concept of bringing the classroom to the smartphone. The complexity of the features EnTra has makes the students be more enthusiastic and challenged to learn.

Linguistic Aspect

Newmonic (2016) states that there are three major aspects of linguistic: form, content, and use. Form: includes the building blocks of language such as morphology (grammar), syntax (sentences) and phonological awareness (sound awareness). Content: includes factors such as semantics, including word knowledge and world knowledge, and vocabulary. Use: the area of pragmatics. That is, the understanding and use of language in a social context. This includes the ability to use appropriate language in a communicative and social milieu, and understand social rules.

In this application, the material used is compiled from many ESP transportation books. Those are selected and arranged based on the results of need analysis on the students joining ESP program of Indonesian Railroad Academy Madiun before the application was developed. There three major problems faced by the students in ESP program: 1) the students need more media in learning; 2) they are lost enthusiasm since the learning strategy

used by the teacher is little bit boring; 3) they do not have sufficient time to learn English, since their opportunity of learning is just in the classroom, which is only 100 minutes a week.

The response of the students especially to the language aspect used in the application is the lowest score of all aspects, with only 4,25 in average. They think that the language used is little bit difficult compared to their level of English proficiency. The suggestions of improvement are a lot in this aspect.

Software Engineering Aspect

It refers to the process of analyzing user needs and designing, constructing, and testing end user applications that will satisfy these needs through the use of software programming languages. It is the application of engineering principles to software development. In contrast to simple programming, software engineering is used for larger and more complex software systems, which are used as critical systems for businesses and organizations.

As it is explained previously that the application was built by using open source software called MIT App Inventor, in which compare to other similar Android builders, it is simpler and more monotonous in visual appearance. It uses a graphical user interface (GUI) that is very similar to the Scratch programming language and the StarLogo TNG user interface, which allows users to drag and release visual objects to create applications that can run on mobile devices. In creating App Inventor, Google made use of significant prior research in educational computing, and work carried out within Google in an online development environment.

Furthermore, most the students agree that this application is simple and useful, so this aspect obtains the highest average score of all with 4,79. It

indicates that simplicity design and the lightweight application running with minor bug in it become the major concern of the students.

Media Relevance Aspect

Media should be used judiciously in the learning process. Media can be used to motivate discussions or lock in concepts. However, there are a number of important considerations for faculty before they integrate media or ask their students to use or develop media in their courses. EnTra uses several media in delivering the learning materials. 1) Videos, selected videos, derived from open sources sites, like YouTube, metube, etc., which are relevant to topics being discussed, are used in easing the students to understand; 2) Pictures, such as sketch, cartoon, and other relevant pictures are also equipped in the application; 3) and Audios, which are mostly used in the Listening session.

The average score gained by this aspect is quite high, 4,5. It indicates that most of the students accord that the media equipped by the application is relevant enough to be used in the application.

Effect for Learning Strategies Aspect

Learning strategies refer to methods that students use to learn. Learning strategy is an individual's approach to complete a task. More specifically, a learning strategy is an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in nonacademic settings (Schumaker & Deshler, 1992). Therefore, teachers who teach learning strategies teach students how to learn, rather than teaching them specific curriculum content or specific skills.

Again, that the idea of EnTra is to bring the classroom into one single

application that can be accessed everywhere and every time brings a different atmosphere to the students in learning English. The limited time they have in learning is overcome by this application which really helps them. It is proven by the score they give to this application aspect, "Effect for Learning Strategies Aspect". The average score is 4,5, which is categorized into high.

Evaluation Aspect

Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards. In checking the students' understanding, this application uses many exercises which appears or can be selected after the students finish the lessons. Several types of question styles are used as the test variation to avoid boredom, such as multiple choice, WH question, matching, conclusion drawing, etc. Each session of exercise is completed with a scoring system appeared after the last item answered. The students can not go back to the previous items since it directly disappears after answered. It is useful to maintain the attitude of the students and check their real understanding.

By applying these kinds of evaluation model, the students are directed to prepare them selves to deal with TOEFL test or a like, which can measure their English proficiency. The result of questionnaire shows that the average score level of the evaluation aspect of this application is 4,4, and it is categorized into high. It brings a new challenge for the students on how they can get better mark in the application.

Conclusion

The students' impression after trying out EnTra application overall is good. They believe that this application can be a valuable supplementary media in learning English transportation. There

seven aspects measured in this research, those are: aspects of the material relevance, aspects of material organizing, aspects of evaluation / practice questions, aspects of language, aspects of the effects for learning strategies, aspects of software engineering, and aspects of visual appearance. The average students' scoring upon the application after using it for three months is 4,53 based on range scoring 1-5. From this result, it can be concluded that EnTra application is worthy enough to use as the supplementary media in learning English transportation.

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