**IMPLEMENTATION OF CURRICULUM BASED ON *ENGLISH for SPECIFIC PURPOSES* (ESP) to IMPROVING SPEAKING SKILL in ROOM DIVISION MANAGEMENT**

**Syamsidah Lubis1 ; Dinn Wahyuddin2 ; Rusman3**

1 Student Postgraduate in curriculum development, Universitas Pendidikan Indonesia, Street Dr. SetiaBudhi No 229, Bandung, 40154, Indonesia ; 2 Head of PPG, Professorand Doctor in Curriculum development; 3 Head of curriculum development study program, School Postgraduate.

1 syamsdhl@gmail.com; **2** dinn­\_wahyudin.@.upi.edu. **3** rusman\_71@yahoo.com

**Abstract**

The purpose of the research is to examine more deeply the implementation of English for Specific Purposes (ESP) based curriculum to improving speaking skills in Room Division Management. The speaking skills of a Room Division Management should be appropriate and specific. In this research, the problem is how the planning and implementation of study programs to improving students' speaking skills. The method used is descriptive and quantitative approaches. There are 41 tourism students in Class Room Division Management (RDM).The results of the study show that with the English for Specific Purposes (ESP) students, it is easier to understand English subjects and speaking skills increase in terms of the value of learning outcomes in English courses. From statistical processing, it obtained an average value. So it can be concluded that student learning outcomes are very good, and meet the minimum completeness criteria (KKM) in learning.

Keywords: Curriculum, English for Specific Purposes (ESP), Speaking Skill

**A. INTRODUCTION**

 Higher Education in Indonesia refers to the Indonesian National Qualification Framework (KKNI). The National Qualification Framework is a level of learning achievement that equates formal, non-formal, informal education or work experience in the context of recognition of work competencies in accordance with the work structure in various sectors. The following is the relationship between the Indonesian National Qualification Framework (KKNI).



 The Indonesian National Qualification Framework (KKNI) is an embodiment of the quality and identity of the Indonesian nation with the national education and training system owned by Indonesia. The Higher Education Curriculum is developed by each Higher Education Institution with reference to the National Higher Education Standards for each Study Program which includes the development of intellectual intelligence, noble morals, and skills (UU 35 of Law No. 12 of 2012).

 One of the higher education institutions in the city of Batam is BTP (Batam Tourism Polytechnic), which develops a tourism study program consisting of Study Programs in the Management of Rooms Divisions, Food and Beverage and Culinary. Tourism becomes the new prima donna for foreign investment, and the total foreign investment of IDR 7 trillion which entered Batam Business Entity (BP) records throughout 2018. One example of Piayu tourism investors. Investment in Batam in 2018 Manufacturing industry IDR 1,433 Trillion, Housing IDR 343 Billion, Services IDR 1.3 Trillion, Education IDR 15 Billion, Tourism IDR 4,923 Trillion. Tourism is ranked first in the largest value in Batam (Koran Sindo, published November 15, 2018).

 News Expo, 2011 in Andreas (2016) suggested that language is a necessity for tourism and MICE staffs who are proficient in English are ready to serve. Providing MICE services should provide professional Human Resources (HR) capable of foreign languages. Human Resources (HR) is a determining factor in the tourism industry. Thus education and training in the field of tourism provides a very large contribution in creating human resources (HR) tourism that is reliable and professional. In the tourism industry communication skills using foreign languages ​​are the highest used in the tourism industry sector. And the main foreign language is English, because English is the most widely used international language in the international world. English is developing along with the growth of the global tourism industry, because the communication competence in English is part of the competencies that must be possessed by Human Resources (HR) in tourism, so English is one of the main educational materials in every curriculum of educational institutions.

 In the field of practice Human Resources (HR) is still weak in communication skills. In this case Higher Education must develop and prepare Human Resources (HR) who are competent in their fields. The desired realization is still low in terms of communication skills, especially speaking skills. The problem identified is still low ability in English in the Management Study Program students of the Room Division, seen from the average value of students in the 2016 class of English courses is 64.5 and from this data it can be concluded that the students' speaking skills are still low, because they do not reach the minimum completeness criteria (KKM).

 While the demands and developments of the globalization era that English becomes an important requirement in educational activities and for special purposes or English for Specific Purposes (ESP). In the learning process needs to be addressed especially for students of study programs who are not English study programs by using a more appropriate approach, design and learning by placing student needs as a central issue in the learning process.

 This is in line with the application of the English for Specific Purposes (ESP) based approach. Where students become the main consideration in determining the process and direction of learning so as to achieve the objectives to be achieved. Based on the above problems about the curriculum of tourism study programs in English courses, an approach based on English for Specific Purposes (ESP) based both in planning and implementation so that students' speaking skills improve.

**B. LITERATURE REVIEW**

1. **Curriculum Implementation**

Hamalik (2006) argues that implementation is the operationalization of curriculum concepts that are still written to be actual in learning activities. Hamalik (2009) also argues that implementation is a process of applying ideas, concepts, policies, or innovations in the form of practical actions so as to have an impact, whether in the form of changes in knowledge, skills, values ​​and attitudes.

 Hamalik (2006) argues that there are three approaches to curriculum implementation including: First, fidelity perspective has characteristics in terms of curriculum implementation in schools trying to implement curriculum in accordance with a predetermined design. The curriculum is seen as a design (program) that will be implemented in class. The curriculum is seen as a design (program) that will be implemented in class. The curriculum is seen as something real (program plan) that the teacher will teach. Both mutual adaptations have an approach with the main characteristic in implementation is that the implementation is carried out with adjustments based on real conditions, needs and demands for contextual development. This approach assumes that based on empirical findings, in reality the curriculum can never really be implemented according to plan, but needs to be adapted to local needs. This approach is also more towards the design and content of the curriculum designed outside the context of learning, then adapted by the teacher as a curriculum development locally and adaptation can also be done during the implementation process takes place. Third, the Enactment Curriculum has an approach that curriculum implementation makes various efforts to optimize curriculum implementation.

1. ***English for Specific Purposes* (ESP)**

Mackay, Mounford in Mubarak (2011) suggested that ESP as a "clearly utilitarian purpose" of learning English for special needs for academic, work, scientific. determined field of specialization, and because adults make real use of special language in the special settings they work ... It means that ESP as English is designed through centered learning, because adult learning is as needed.

 Hutchin and Waters (1987) suggested that English for Specific Purposes (ESP) as:

… State that in ESP context, the effect of the historical occurrences resulted from a mass of people across the globe who key language for the field of science, technology and commerce. The emergence of English for Specific Purpose (ESP) teaching movement resulted from the English language needs of the learners for Specific purpose in accordance with their professions or job deceptions.

 Furthermore, the characteristics of English for Specific Purpose (ESP). John & Marcando (2000) put forward the characteristics of English for Specific Purpose (ESP) as: 1) designed to meet needs of the learner;2) related to content (i.e. in its themes and topics) to particular disciplines, occupation, or activities;3)Centered on the language appropriate to these activities in syntax, lexis, discourse, semantics, and analysis of this discourse; 4) in contrast to “ general English”.

 Donough in Yaumi (2012) argues that” ESP courses are those where the syllabus and materials are determined in all essentials by prior analysis of the communication needs of the learner. So the ESP approach is a bottom-up approach. ESP refers to learning English which is oriented towards the special needs of learners according to the field of science and work. Material developed based on needs analysis. In other words, English in English for Specific Purpose (ESP) can support students' knowledge of the field of science in their chosen study program. Therefore, the preparation of curriculum both teaching material (RPS) and Syllabus must be in accordance with the needs of students in the study program being taught.

1. **Speaking Skill**

Speaking skills are one of the four language skills in English (listening, writing and reading), and must be learned and mastered by students in English courses The ability to speak is inseparable in daily life, especially tourism study program students who incidentally provide services to guests, especially foreign tourists. Speaking is a language skill that is often used as a medium of communication in everyday life. Language encompasses every means of communication by symbolizing thoughts and feelings to convey meaning to others, including a wide variety of different forms of communication, such as writing, speech, language and symbols, facial expressions, cues, pantomimes, and art.

 Tarigan (2008) argues that speaking is the ability to pronounce articulation sounds or words to express, express or convey thoughts, ideas, and feelings. Speaking is a tool for communicating ideas that are arranged and developed according to the needs of the listener or listener. Furthermore speaking is a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistic factors. Factors that affect speaking directly include: a) pronunciation; b) intonation, c) choice of words; d) word and sentence structure, e) systematic discussion, f) content of the conversation, g) how to start and end the conversation; h) appearance.

**C. METHOD**

In this study using a descriptive method with a quantitative approach. As in the problem in this research is how the planning, implementation and learning outcomes of students in English language speaking skills in the Study Program Room Division Management (RDM). There are 41 tourism students in Class Room Division Management (RDM). This study uses a descriptive method with a sample of all populations. The data collection is to spread the questionnaire / to lecturers who teach English courses in study programs. the Furthermore, the questionnaire that has been distributed is processed into statistical data to see how students plan, implement and learn.

**D. FINDING**

Following are the results of data processing from planning, implementation and student learning outcomes in speaking skills.

1. **Curriculum Planning Based on English for Specific Purposes (ESP)**

 In curriculum planning there are several statement items that must be filled out by lecturers in planning lectures (English courses). The questionnaire filled out showed that the lecturer had taken the right and planned steps, as seen from the results of the questionnaire distribution, and the respondents' answers. From the alternative answers in the form of disagree, disagree, agree and strongly agree shows that the lecturer gave answers agree, seen from the average of all items is 3.4 and it can be concluded that the lecturer has done a good planning.

1. **Implementation of Curriculum Based on English for Specific Purposes (ESP)**

 In the implementation of the English for Specific Purposes (ESP) based curriculum, lecturers provide learning in accordance with what is already in the Semester Learning Plan (RPS), while the results of questionnaires given to lecturers regarding the implementation of English for Specific Purposes (ESP) -based curriculum. From alternative answers in the rare form, rarely, sometimes and always shows that the lecturer always gives answers, judging by the average of all items is 4 and it can be concluded that the lecturer has implemented well.

1. **Student Learning Outcomes in Speaking Skills**

 Planning and implementation in the Room Division Management study program has fulfilled the contents in the learning curriculum. How student learning outcomes are seen from the final value of learning (UAS). Following are the results of processing student data grades.

|  |
| --- |
| **Descriptive Statistics** |
|  | N | Minimum | Maximum | Mean | Std. Deviation | Variance | Kurtosis |
| Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error |
| VAR00001 | 16 | 83.40 | 89.90 | 85.2875 | 1.86293 | 3.471 | 1.017 | 1.091 |
| Valid N (listwise) | 16 |  |  |  |  |  |  |  |

 From the statistical processing of SPSS 20, the number of students 16 gained an average value of 85. So it can be concluded that student learning outcomes are very good, and meet the minimum completeness criteria (KKM) in learning.

**E . DISCUSSION**

1. The result presented by the study form quantitative data that are analyzed using SPPS 20 and also interview for add information. The results of interviews with lecture and tourism students Room Division Management (RDM). The results of the interview that the planning of learning English has been based on English for Specific Purposes (ESP) and plans made by lecturers always provide and explain the curriculum that will be passed during one semester, and at the beginning of learning lecturers (sir) provide topics during one semester, several topics are presented, the final project is in the form of a project and presented at a meeting 13. Furthermore, the lecturer always explains the learning objectives to be followed at the beginning of the semester, so students know what the objectives of the material provided by the lecturer, and are able to apply in practice in the field. The result from curriculum planning, there are several statement items that must be filled out by lecturers in planning lectures (English courses)*.* The alternative answers in the form of disagree, agree, and strongly agree shows that the lecturer gave answers agree, seen from the average of all items is 3.4 and it can be concluded that the lecturer has done a good planning.

 Implementation of learning in the Room Division Management (RDM), as the results of interviews with lecturers who teach English courses. He stated that the had an RPS that contained learning activities starting from the first activity, namely preliminary activities, core activities, and closing activities. Preliminary activities in learning begin with preparing students for learning by looking at absences. The lecturer explained the benefits of teaching materials in the world of work, and how the implications for the world tourism industry. The lecturer asks questions that relate previous knowledge to the material to be learned, and at the same time explains the learning objectives, competencies to be achieved, and the scope of the material. Then the last step in the preliminary activity is to explain the steps taken during the learning process. At the core activity, the learning process starts from giving the opportunity to students to find information through reading various literatures according to the theme of tourism learning, then presented in the class either individually or in groups. Furthermore, the lecturer gives the opportunity for students to carry out observations in accordance with the theme of tourism, and gives the opportunity for students to conduct experiments in accordance with the theme of tourism. tourism activities in the form of how to speak English with guests, serve guests and others. Furthermore, it gives an opportunity for students to do a case analysis in accordance with the theme, usually done when students present in class and analyzed together about something that is presented, and students explain the benefits of the theme created and report to the lecturer the results of the presentation. Furthermore, lecturers provide opportunities for students to find generalizations in accordance with the theme of tourism, and students identify problems in accordance with the theme of tourism. Finally, in the core activity is the lecturer giving feedback both verbally or verbally on student success, and provide direct motivation in class to students who have not participated actively. Lecturers in the learning process are only as facilitators. In the implementation of the English for Specific Purposes (ESP) based curriculum, lecturers provide learning in accordance with what is already in the Semester Learning Plan (RPS), while the results of questionnaires given to lecturers regarding the implementation of English for Specific Purposes (ESP) based curriculum. From alternative answers in the rare form, rarely, sometimes and always shows that the lecturer always gives answers, judging by the average of all items is 4 and it can the lecturer has implemented well.

 The learning process in the closing activity begins to make conclusions together with students, reflect on the activities that have been carried out, feedback on the process and learning outcomes in the form of results from UAS. Furthermore, the lecturer plans follow-up activities (remedial, enrichment either individual assignments or group assignments and the result are the students have fulfilled KKM in learning. From the table, the number of students 16 gained an average value of 85. So it can be concluded that student learning outcomes are very good, and meet the minimum completeness criteria (70) in learning.

**F. CONCLUSION**

 In this study it can be concluded that the curriculum planning of the Study Program Room Division Management of the BTP is good and has been in accordance with the needs of students. Furthermore, curriculum implementation is also a good category seen from respondents that the lecturer has implemented learning in accordance with the steps in the Semester Learning Plan (RPS). And finally, student learning outcomes show that with the English for Specific Purposes (ESP) the ability of students to speak English increases as seen from learning outcomes (UAS) processed using SPSS 20 statistics with an average acquisition of 85.

**G. REFERENCES**

Arikunto, Suharsimi. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik (Edisi revisi cet 14)*. Jakarta: PT Rineka Cipta.

Ajisoko.2018. *Develoving Instructional Design Of English For Specific Purposes In The English Educational Study Program Borneo University Of Tarakan.* Jurnal Edukasia, Volume 5,Nomor 2,tahun (2018). E-ISSN:2654-329X.Tersedia Online: <http://ojs.borneo.ac.id/ojs/index.php/JED/article/view/423>.

Astawa. (2011). *Pengajaran “English For Guiding” Berbasis Pendekatan Sosiokultural*. Jurnal Santiaji Pendidikan, 2011, 1 (2): 170-178. ISSN 2087-9016.

Askar. (2005). *Improving ESP Course Design at Indonesia Universite: A collective Collaborative Model*.Yogyakarta: Proceeding pada internasional TEFLIN Conference .Ahmad Dahlan University.

Battacherjee, A. (2012). *Social Science Research: Principles, Methods, and Practices*. First published 2012 ISBN-13

Benavent, TG. (2011). *Use of Authentic Materials in the ESP Classroom*. Encuentro 20, 2011. ISSN 1989-0796.

Chen, Y. (2006). *From common core to specific.* *The Asian ESP Journal, 1, 24-50.*

Creswell, J.W. (2007). *Qualitative inquiry and Research Designs: Choosing Among Five Traditions*. Thousand Oaks, CA: Sage.

Dudley-Evans, Tony. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press.

EKO M, Andreas. (2016). Pengembangan Bahan Ajar Bahasa Inggris Berbasis Kompetensi Kerja Untuk Mempersiapkan Peserta Didik Menempuh On The Job Trining di Bagian Front Office Hotel (Studi Pengembangan di International Hotel Management School). Masters thesis, Universitas Sebelas Maret. Tersedia Online: <https://eprints.uns.ac.id/28840/>).

Far, Mohammad M. (2008). *On the Relationship Between ESP & EGP: A General Perspective.* *English for Specific Purposes World Issue* I (17), Volume 7,2008) <http://www.espworld.info/Articles_17/PDF/On%20the%20Relationship%20between%20ESP%20%26%20EGP%20%28Mohseni%20Far%29.pdf>.

Gao, J. J. (2007). *Designing an ESP course for Chinese university students of business. The Asian* *ESP Journal, 3(1), 98-107.*

Gede. (2014). *Identifikasi Materi Ajar Keparawisataan Serta Relevansinya dengan materi Ajar Bahasa Indonesia Ragam Keparawisataan Untuk Siswa Kelas X SMK Program Keahlian UPW Di Kota Denpasar***.**Seminar Nasional Riset Inovatif II, Tahun 2014.ISSN:2339-1553.

Ghozali, Imam (2011). Pengembangan Buku Teks Bahasa Inggris Integratif untuk Sekolah Menengah Kejuruan: Penelitian Pengembangan Pendidikan di Sekolah Menengah Kejuruan Jurusan Usaha Jasa Pariwisata di Yogyakarta. PhD thesis, Universitas Sebelas Maret.

Hossain. (2013). *ESP Needs Analaysis for Enginering Students: A learner Centered Approach*. Journal of PU. Part B.Vol 2.No 2 July 2013.pp 16-26. Presidency University.ISSN 2224-7610.

Hutchinson,T &Waters, A. (1987). *English for Specific Purposes*. Cambridge: *Cambridge* *University Press.*

Ismailia, dkk. (2015). *Pengembangan Program Pelatihan Pra-Magang Mahasiswa Program Studi Bahasa Inggris Politeknik Negeri Jember*. Jurnal Inovasi Teknologi Pendidikan. Volume 2, No 2. p- ISSN:2407-0963,e- ISSN: 2460-7177.Oktober.2015(132-142). Online:http://journal.uny.ac.id/index.php/jitp.

Johson, M.A.,& Machando, P.D.(2000). *English Specififc Purposes:Tailoring Courses to student Needs and to the Outside World*. Dalam Makalah *Teaching English as a second or Foreign Language.*

Kusumaningputri. (2010). *English for Specific purpose (ESP) di Universitas Negeri Jember: Tantangan dan Solusi Jurnal Pengembanagan Pendidikan*.Vol. 1. No.1. ISSN: 14138876. Jember. LP3 UNEJ.

Kurniawaty, Layla. (2013). *English for Specific Purpose (ESP) Teachimg Aproach For Student. (Praja) Of Public Administration Institute Of Home Affairs (IPDN).* Tersedia ONLINE (httpicerd2018.conference.upi.eduwp-contentuploadssites30201812fullpaper-layla-Kurniawati.pdf).

Khan dkk. (2011). *Need Analysis of English for Occupational and Specific Purposes. International Journal of Social Sciences and Education.* Vol.1 Issue 4 Oct 2011.

Ketut Astawa, dkk. (2015). *Implementasi Kurikulum 2010 Dan Implikasinya Pada Jurusan Parawisata Politeknik Negeri Bali*. Jurusan Pariwisata Politeknik Negeri Bali. Soshum Jurnal Sosial Dan Humaniora, Vol. 5. No 3. November 2015.

Lo, Y. F., & Sheu, C. M. (2008). *The design, implementation, and evaluation of an English tour guide project*. *The Asian ESP Journal, 4(2), 79-94.*

Lo, Yi-Hsuan Gloria. (2011)*. ESP versus EGP: A case study of an ESP program for vocational high school students of Tourism*. TIESPJ, Vol. 3: 2, 2011

Melinda. (2013). *ESP Dalam Pembelajaran Bahasa Inggris Di PTAI*. Jurnal Ijtimaiyya.Vol 6.No.2. Agustus 2013.

Paniya. (2008). *Designing an ESP Course for Indonesian Vocational College Students. Ragam Jurnal Pengembangan Humaniora Vol. 8 No. 1, April 2008*.

Rethy F. Lioew. *Peran LPTK Dalam Pengembangan Pendidikan Vokasi di Indonesia*.Seminar Internasional, ISSN 1907-2066.

Robertson, P. (2005)*. How to become a flight attendant in Korean: English skills. The Asian ESP Journal, 1(3),* Retrieved July 10, 2011 from <http://www.asian-esp-journal.com/December_2005_pr.php>.

Singera, F.et all. (2014). *Developing a competence-based curriculum for the 21st century: the case of Kuwait*. Procedia *- Social and Behavioral Sciences* 128, 475 – 481.

Sutiyono. (2014). Model Pengembangan Bahan Ajar Untuk Meningkatkan Keterampilan Berbicara Bahasa Inggris Siswa Sekolah Dasar Di Bandar Lampung. Disertasi.

Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*.Bandung: Alfabeta.

Sujana. Dkk. (2010). *Landasan Filosofis dan Teoritis Standar Bahasa Inggris Dalam KTSP Dan Tantangan Kurikulum LPTK Bahasa Inggris*. Jurnal Linguistik, sastra dan budaya (LISDAYA).jpbs fkip unram. Vol, 6.No.1.2010.

Vicic, P. (2011). *Preparing Materials for ESP Teaching*. Inter Alia 2, 107-120.

Simion, MO. (2012). *The Importance of Teaching English in the Field of Tourism Universities*. Economy Series, Issue, 2/2012.

Tarigan. (2008). *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Angkasa: Bandung.

.Ulfa, K. (2015). *Designing ESP Materials for Tourism Students of Akademi Pariwisata Medan*. Pelita Informatika Budi Darma, Volume: IX, Nomor: 22. Maret, 2015.

Unal, Abdulkadir. (2014). *The Probelms Encountered in English for Specific Purpose: Business Department Case*. The Clute Institute International Academic Conferences. Munich, Germany.