THE PROBLEMS OF ELECTRICAL ENGINEERING STUDENTS IN LEARNING BUSINESS ENGLISH SPEAKING

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Abstract

The ability of speaking in English is needed in this era. In dealing with that reason, English for Specific Purpose (ESP) becomes the compulsory course in every faculty in university. The material in ESP should meet the student's need; therefore the lecturers should find the material which is appropriate to their students. One of material which is given in ESP is Business English. Business English is a part of ESP branch which gives vocabulary, text and communication in business area. The material in Business English may in a form of application letter and job interview. This paper tries to elaborate the students' problems during the learning of Business English and to find out the factor of the problems.

This study used qualitative method. The students of first semester in electrical engineering department were asked to write an application letter. Then, they made a role play video to practice a job interview within the group of 4-5 students with own position: interviewer, interviewee, and secretary. After that, they upload their video in YouTube. The data was collected through observation and writing technique. The researcher observed the role play video made by the students. Then, the researcher wrote the problem from that observation. The researcher then identified the problems found during the role play and found the factor of the problem. The data were analyzed using speaking assessment category by Brown (2004).

Based on the analysis, there are some problems in four categories, namely grammar, vocabulary, fluency, and pronunciation. The students frequently made errors in terms of grammar, inadequate vocabulary or word choice, level of fluency, and errors in pronunciation.

Keywords: speaking problem, ESP, business English, interactive speaking

Introduction

The ability of speaking in English is needed in some companies recently. Thus, the university facilitates English for Specific Purpose (ESP) for students so that they can compete with others. English for Specific Purpose becomes the compulsory course in every faculty in university. It appears to fulfilling the language needs of university students, nurses, engineers, and so on (Richards, 2015, p. 78). The material in ESP should meet the student's need. English should be taught to achieve specific language skills using real situations, in a manner that allows them to use English in their future profession, or to comprehend English discourse related to their area of specialty (Eddine, 2016).

It would be more efficient to teach ESP's students with the specific material, language and communicative skill (Richards, 2015, p. 77). One of material which is given

to Electrical Engineering is Business English. It is a part of ESP branch which gives the students vocabulary, text and communication in business area. The material in the Electrical Engineering's Business English is application letter and job interview. They are given to the engineering students in order to make them understand how to write application letter and face the job interview.

This paper focuses on the role play of job interview which has been done by Electrical Engineering students. Role play is one of techniques in teaching speaking which can make student perform actively. Role play urges students to communicate in a specific context in which students have a role to act (Arham, et.al, 2016, p. 239). Furthermore, Role play can emerge the creativity of students because students can create their own dialogue and practice it.

Hence, this technique is suitable to be applied in ESP class.

In speaking class, assessment plays an important role as the teacher will know the level of students' oral proficiency in English (Richards, 2015, p. 435). There are five basic type of speaking, namely, imitative, intensive, responsive, interactive, and extensive. The technique of role play assessment includes in interactive speaking. There are two forms of interactive speaking, i.e. transactional language and interpersonal exchanges. Transactional language has the purpose of exchanging specific information while interpersonal exchanges have the purpose of maintaining social relationships (Brown, 2004, p. 142). Teachers can use role play in assessing the students due to its wider language functions and different situation.

When it comes to oral production assessment, teachers should pay attention to students' oral language ability which is called fluency and accuracy. Fluency usually develops when students have a good grasp of grammar, vocabulary, and fixed expression. Meanwhile accuracy refers to features of grammar, pronunciation, and word choices (Richards, 2015, pp. 426-427). Researcher adapts the scoring categories proposed by Brown (2004). The scoring categories, then, will results the level of electrical engineering in speaking English.

Methodology

This study is qualitative descriptive research. This study uses qualitative approach because the data is in the form of video made by students of Electrical Engineering. The process of qualitative research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data (Creswell, 2014). This research includes in case study since this research develops an in-depth analysis of a case.

This research is focused on identifying the problem faced by students in speaking performance and explaining the factors which caused the problem. The subjects in this research were the first semester students of Electrical Engineering who joined ESP in class C. They asked to make a role play video about job interview within the group of 4-5 students with own position: interviewer, interviewee, and secretary. After that, their video was uploaded in YouTube. There were four videos in this research.

The data was collected through observation and writing technique. The researcher observed the role play video made by the students. Then, the researcher wrote the problem from that observation. The data was analyzed by using speaking assessment category by Brown (2004, pp. 172-173). There are five levels of Brown's scoring categories in grammar, vocabulary, comprehension, fluency, and pronunciation.

Findings and Discussion

This research used scoring categories from Brown which is consisted of Grammar (G), Vocabulary (V), Fluency (F), Pronunciation (P),and Comprehension (C). The overall result of oral proficiency categories of electronic engineering's students are as follows:

Group 1	G	V	F	P	C
Student A	1	2	2	1	3
Student B	3	3	3	2	3
Student C	2	2	2	1	2
Student D	3	3	3	2	4
Group 2	G	V	F	P	C
Student A	1	2	2	1	2
Student B	2	2	2	1	2
Student C	3	3	3	3	4
Student D	3	3	4	3	4
Group 3	G	V	F	P	C
Student A	3	2	2	3	2
Student B	3	3	2	2	3
Student C	2	2	2	1	2
Student D	2	2	2	1	2
Group 4	G	V	F	P	C
Student A	4	3	4	5	4
Student B	4	3	3	4	3
Student C	3	3	3	4	3
Student D	3	2	3	4	3
Student E	4	3	4	5	4

The students of electrical engineering in class C mainly have a problem in grammar, vocabulary, fluency, pronunciation. Furthermore, some students in group 1, 2, and 3 have a problem in comprehension. Those problems can be seen from this data taken from group 1:

Situation: Student A and C is the applicant. Student A is arrogant. Student B is the receptionist.
Student C comes to the office after student A.
C : Excuse me.
B : Yes sir, welcome to our company. What can I do for you?
C : **I am Dayat, the application in this office. Can I meet with Mr. Afif?**
B : Okay, you can <u>wait</u> here.
A : **Hi… do you think accepted here?**
C : Yes.. I am
A : **Ah..you should you will not be accept.**
C : Wear black and white not only show the intellectual. You must wear black and white.
A : Black and white? **It doesn't my <u>style</u>. My <u>style</u> is high level with you. The boss must be accept me seen from my skill.**

The data above shows that there are a problem with grammar such as in **do you think accepted here, you should you will not be accept,** and **the boss must be accept me seen from my skill.** Those problems are happened for the student cannot control the passive structure. She makes frequent error of grammar since the beginning until the end of her dialogue. Then, the problem of vocabulary choice is seen in **I am Dayat,** *the application* **in this office.** The student cannot differentiate the usage of *applicant* and *application.* Moreover, the problem of vocabulary can also be seen in **Black and white? It doesn't my style. My style is high level with you.** It seems that the student still use *Bahasa Indonesia* structure on that sentence. Furthermore, the problems of pronunciation are seen in the word 'style' and 'wait. The student pronounces /sti:l/ instead of /staɪl/ and /waɪt/ rather than /weɪt/ on the conversation.Besides, the data below also demonstrate the vocabulary problem.

Situation: Student C comes into interview room. Student D is an interviewer.
D : Please tell me about yourself and the reason you apply here!
C : Okay..my name is NurHidayat. I am graduated from English Engineer. **The reason why I apply the job in herebecause job is very matching with my background which is electrical.**

The vocabulary problem appeared in '**The reason why I apply the job in here <u>because job is very matching</u> with my background which is electrical'.** The use of the word 'matching' on that sentence is inappropriate. The student should change that word into 'suitable' or 'meet with my qualification'.

Comprehension also emerges as a problem in this class. Most of the students are on second level. Brown denotes that comprehension on this level is that the students can get the main point of the conversation of non-technical subjects i.e. topics that require no specialized knowledge. Students sometimes need repetition or slowed speech to understand the idea. The example of comprehension problem below is taken from group 3.

Situation: Student D is the interviewer and student B is the applicant.
D : What do you ideal company?
B : Because I have advertise work at security system.
D : Where do you have last job?
B : No… Sir… I am graduator.
D : What do you <u>know</u> about this company?
B : This company had developer very good.

The comprehension problem is seen from the bold sentences. Student D asks student B about his ideal company. However, student B does not answer that question correctly. It seems that student B cannot get the point of student D's question. Student D actually wants to ask about the ideal company based on student B's perspective; however student B answers about his experience. The choice of word used by student B to tell about his

experience is also incorrect. He uses 'advertise' instead of 'experience'. Moreover, vocabulary problems of student B also emerge on 'No… Sir… I am graduator'. He, in this case, overgeneralizes the word 'graduate'into 'graduator'. It is happened because of student's understanding of –or/-er suffix to describe people and their job. Then vocabulary problem as well as grammatical problem also emerged in 'Where do you have last job?'. From that sentence, student D wants to ask about student B's working experience. He needs to change his question into yes/no question using 'Do you have any working experience?' or 'what is your last position before you apply in this company?'.Grammatical errors on that conversation are appeared in the question delivered by student D. Those errors are appeared on 'What do you ideal company?' and 'This company had developer very good." They should be changed into 'what is your ideal company?' or 'Describe your ideal company?' and 'This company had a very good developer'. It gives the impression that the students still confuse how to create a good question word and create a noun phrase.

To sum up, the speaking proficiency level of electrical engineering in job interview topic can elaborated as follows:

Group	Level	Description
Group 1	3	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topic.
Group 2	3	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topic.
Group 3	2+	Able to satisfy most work requirements with
Group 4	4	language usage that is often, but not always, acceptable and effective. Able to use the language fluently and accurately on all levels normally pertinent to professional needs.

Conclusion

Above all, the main problem of the electrical engineering in learning Business English is their pronunciation . Almost all student still mispronounce the basic word such /nəʊ/ into /knəʊ/ , /weɪt/ into /waɪt/ and etc. This problem is happened since they seldom practice on their pronunciation. Then, the vocabulary problem in this case will influence their fluency and accuracy in speaking. Most of the students except in group 4 still have limited vocabularies and they speak with some circumlocutions. Their lack of vocabularies makes them grope for a specific vocabulary and it influences their fluency level.

It is suggested that in learning ESP, the lecturers should give them broader vocabularies in dealing with topic given. Drilling the students about structure will also be helpful to overcome students' problem n speaking. Then, the students should practice how to pronounce the word correctly like the students in group. They always pay attention to the pronunciation and ask the correct way in pronouncing the word.

Further research can also be conducted in dealing with this problem. It can criticize more deeply about the factor of the problem such as intralingual factor, interlingual factor and communication strategy.

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