Promoting Students' Speaking Spontaneous through English Survival Activity: A Case Study on Students of Agriculture
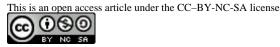
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Abstract. English lecturers frequently worry about encouraging students to use English in spontaneous conversation, mainly English, for specified purposes. The study details classroom activities that encourage students to talk spontaneously in Agriculture. An early stage of group preparation is required to instil confidence in students to speak English freely in class. Students are responsible for identifying themes and laying the framework for class discussions. Cultivation, food production, and cattle business are suggested materials for various class activities. The teacher's role is to enlighten students about available resources, establish ground rules, and promote free expression. These events are intended to instil students' confidence in English speaking.

Keywords: English for specific purposes, Speaking spontaneous

Introduction

Due to the continuous use of English in the workplace and globalization, the need for language courses targeting vocational and workplace requirements has increased (Marra, 2013). A common concern of English as a Foreign Language and English for Specific Purposes instructors is how to inspire students to use English beyond textbook vocabulary in spontaneous speech. Fitria (2020) states that The term "English for Specific Purposes" (often abbreviated as "ESP") operates the word "specific" to allude to the reason why students are studying English. Hans and Hans (2015) stated that the English for Specific Purposes (ESP) method enhances the relevance of what the students and learners are studying, allowing them to utilize English that they are already familiar with. The English for Specific Purposes (ESP) curriculum includes a needs analysis of the students or learners and the integration of motivation, subject matter, and material to teach directly applicable skills. English for agriculture is a specialized kind of English. The English resources should correspond to the needs of the students, whether they are used for reading agricultural theories, putting those theories into practice on the field, or preparing students to enter the workforce. Because ESP plays such a crucial part in academic and professional settings, the curriculum must be significantly reorganized to cater to the specific language requirements that students face in their respective places of work or study (Lesiak-Bielawska, 2015). In addition, the most recent ESP material being developed for the vocational school needs to pay careful attention to applying practical linguistic strategies.

For example, it needs to include a communicative approach in its ESP material design (Sokolova et al., 2015). It also needs to design ESP materials based on the student's English skill level (Marcu, 2020). It is anticipated that these modifications will result in English language materials that are not only acceptable for the English requirements of students but also suitable for the career skills they will need in the future. Rata, et al. (2012) state that English for agriculture is a type of English for specific purposes. Learners and their reasons for studying English constitute the most important distinction. ESP students are often individuals with prior English proficiency learning the language to communicate professional skills and fulfill particular job-related responsibilities. Therefore, the foundation of an ESP program is the examination of aims, needs, and functions for which English is required.

Speaking is one of the most valuable activities in daily life and the most necessary linguistic competency, as it is the crucial skill required to have a conversation. Speaking is the primary skill that is necessary to conduct a conversation. In addition, speaking is a participatory process that involves both the production of new knowledge and the reception of existing information. Therefore, speaking proficiency is mainly focused on students in schools and institutions. Students should be taught how to talk effectively in a communicative model of speaking class using the components of English-speaking abilities, such as communication, grammar, vocabulary, fluency, and comprehension. This should be done for students to succeed in their speaking endeavours. Learners may find speaking difficult if the skill is not presented in an engaging manner using appropriate learning resources. In this regard, the most desirable outcome would be the selection and utilization of instructional material that is adequate and appropriate by both the lecturer and the learner to facilitate increased English language learning. (Afrizal, 2015)

The development of oral communication skills is an essential component of English education. The capacity to speak effectively and clearly in the target language enables language learners to succeed in school and college. Therefore, English lectures must emphasize teaching speaking rather than requiring learners to memorize grammar rules. Furthermore, English lectures should foster an environment where meaningful conversation can occur. To achieve this objective, English classes should incorporate various speaking exercises to aid students in acquiring lifelong communication skills. These activities increase student engagement and enthusiasm for classroom responsibilities while improving the educational experience. (Samy Mahmoud Ibrahim, 2015)

English lectures in higher education can pick from various models for their speaking sessions. According to Afrizal (2015), the teaching and learning process in the classroom needs to be improved by incorporating SCL (Student-Centered Learning) methods. These methods include small group discussions, role-play, simulations, case studies, discovery learning, cooperative learning, and so on. Using these models is highly suggested for fostering an increase in the development of communication skills. Consequently, students will be better equipped to prepare for their future social life and possess competent skills. Mokoginta (2013) The Student-Centered Learning (SCL) technique is discussed in this article. It has been argued that although the application of SCL is related to learning activities that take place in classrooms, it is also strongly associated with the efforts of motivating learners, involving them in creating goals for learning, and encouraging them to find the relationship between their learning and their life experience. In addition, it is noted that the use of SCL is partly related to cultural difficulties from the point of view of both the instructor and the learner.

Various phrases also describe it in practice, which has caused uncertainty regarding its application. In addition, according to Afrizal (2015), Higher education or university-level

speaking instruction prepares students to provide an explanation for the contents of oral texts and engage in interactive activities with them. Then, students are expected to communicate successfully in various contexts to express information, thoughts, and emotions and create social relationships.

Considering the researcher's first-semester experience with Agriculture students at the agriculture faculty of Universitas Majalengka, the following are issues regarding the lecturer's and students' classroom activities in the teaching and learning processes. The English instructor employed traditional teaching techniques, including grammar-translation, audio-lingual, and direct instruction. He urged pupils to create and remember dialogues without offering appropriate time for practice and involvement in speaking activities. In addition, many students still struggled with lexical issues when speaking. The first was associated with the students' vocabulary, grammar, and pronunciation. The second element was the students' reluctance to talk, resulting from the lecturer assigning only dull topics. As a result, most students were reluctant to demonstrate their speaking skills, and the instructor only called on the most engaged individuals. Due to the limited time, the students could not express their opinions. The English professor gave only a few pupils with remarkable skills the opportunity to speak. Consequently, most students listened and remained silent. After nearly completing the session, the instructor handed all pupils homework on prior and upcoming material.

In most cases, the structure of an ESP course is determined by the special requirements that students of a given field have. The designers of the ESP courses do needs analyses to determine the students' target needs and learning needs. After making this determination, they incorporate the necessary linguistic elements and abilities into the curriculum. (Marcu, 2020). For instance, themes were arranged in a specific order over three stages to evaluate speaking talents. Initially, we concentrated on broad topics such as personal information, the natural world, straightforward conversations, and storytelling. Following that, we moved on to more general technical issues to discuss them in the following step. Creating projects and business presentations for student conferences was the focus of the third step of topic selection.

The researchers need to establish a class on creativity by using a suitable English Survival technique to promote students' speaking activity. In foreign language terminology, spontaneous speaking should be understood as unscripted speech, in which lecturers do not know precisely what pupils will say, or vice versa. The speaker (students or lecturers) only has something to say due to having heard and understood what has been communicated. However, Pearson, the global education publisher, characterizes it as "communicative English use" — this is entirely separate from prepared or planned language. Hawkes (2012) emphasizes that the best spontaneous speaking often contains an element of "struggle" as learners extend their knowledge to the very limit to keep the dialogue going.

Several previous studies have been undertaken on the subject. (Afrizal, 2015) conducted a study on enhancing students' speaking skills by addressing knowledge gaps. The results demonstrated that IGT activities increased students' speaking ability in class. This is evident by the progress made after each cycle. This is evidenced by the students' steadily improving mean exam scores, which rose from 58.8 in the first cycle to 68 in the second and 81.3 in the third. In addition, an improvement was recognized as a result of observations made by students, which demonstrated positive responses. The questionnaire findings indicated that the mean score for student perception was 3,616. This shows that the students responded favourably to the application of this method. In addition, Stan (2012) researched at the University of Agricultural Sciences and Veterinary Medicine in Cluj, Romania, on the language teaching approach conceived for teaching English for

Specific Purposes (ESP) to students of Agriculture and Horticulture. This research was published in the journal Language Teaching Research. As a result of this research, several findings were drawn, including the following: course designers for any English as a Second Language program should first investigate the actual and various wants, wishes, gaps, and requirements of potential students. Even though ESP students are typical learners of an intermediate or advanced level and in specific disciplines, they still need to improve their knowledge of general English. The course designers should help students identify their learning needs because sometimes the learners do not have a clear picture of their capacity. The ESP course supports learners' particular, individually recognized requirements and goals. The learning opportunities provided by the modules developed for use within the course cater to the provisions of students that are not always satisfied by what is presented in the lecture hall. (Alphonsus & Bola, 2013) This study highlights the need to make English language instruction more straightforward and enjoyable by including improvisation. The reliance on textbooks as a primary means of instruction is likely to blame for most schools' subpar performance of English language students.

Consequently, instructors and facilitators need to be creative to bridge the gap between the concrete experience of the students and the abstract world of the English language. To this end, it is ideal for both the instructor and the student to select and use instructional media in a manner that is acceptable and appropriate to facilitate improved English language learning. Therefore, this research investigates the usefulness of improvisation in teaching and learning English by using a sample of students from the first year of the Management Science program at the Federal University of Agriculture in Abeokuta, which is located in the state of Ogun in Nigeria.

According to Arias-Contreras & Moore (2022) A needs analysis is used throughout this research to investigate the English language requirements that agricultural technicians in Chile must meet. Additionally, the study studied the perspectives of those involved in the agriculture industry and education on these requirements. Qualitative data collection consisted of document analysis and interviews with five technicians working for one company and five teachers working for one VET institution. According to the findings, technicians needed to have a good command of the English language to do specific duties. In addition, all of the educators thought that their students should be taught general English and English pertinent to their particular interests and requirements. However, because there are not many vocational language programs, it is difficult for English teachers to instruct relevant subjects to the fields of study their students are pursuing. The findings of this research add to a greater comprehension of the usefulness of the English language for students learning in specialized settings. (Norman, 1996) researched promoting students' speaking spontaneously in EFL Class. This article describes classroom activities that enhance free oral interaction among intermediate-level EFL students. To give students the confidence to utilize English freely in class, a preliminary stage of private preparation is generally required. The students are responsible for researching issues and creating the groundwork for class discussions. The suggested materials for various class activities are newspapers, short articles, poems, and scenes from plays, which offer pupils a more authentic language medium than EFL textbooks. The role of the teacher is to enlighten pupils about available resources, establish ground rules, and encourage free expression.

Considering the positive effects of implementing English Survival, the article presents a set of classroom activities that enable students to speak spontaneously in Agriculture. Therefore, the researchers were motivated to implement this method in the teaching of speaking to enhance the students' capacity for spontaneous speech.

Method

In this study, the research approach applied was a qualitative case study research design. This strategy was utilized to gain insight into the phenomenon from the participants' perspectives. (Creswell, 1994). According to Denzin and Lincoln (2005), "a series of interpretive, material acts that make the world visible" best describes the combination that makes up qualitative research. Obtaining data that characterizes occurrences, organizing the data, tabulating the data, visualizing the data, and summarizing the data are all components of this research strategy. (Creswell, 2012). The research context of this study was the Department of Agriculture at a University in Majalengka. The participants of this research were six agriculture students. The researcher chose the participant based on preliminary observation. To obtain the data, observation and interviews were conducted in this research. The observation was conducted to determine how English Survival Activity encourages students from Agriculture to talk spontaneously. Data were also collected using semi-structured interviews. The interview was addressed to understand how English Survival Activity instills students' confidence in speaking. The observation and interview results were assessed by looking at the student's confidence level in their speaking ability, as demonstrated in their presentations. This allowed the students' speaking abilities to be evaluated.

Findings and Discussion

Materials were made available during the English Survival program's deployment to help satisfy various communication, grammar, vocabulary, fluency, and comprehension goals. Considering the implementation, students were allowed to develop discourse by discussing topics with their companions. In addition, agriculture-related issues were presented to the students at each meeting, including Cultivation, food production, cattle business, and other issues.

Implementing English Survival in classroom interaction contributed to students' innate understanding of initiating and sustaining classroom conversation. The researchers also utilized encouraging tactics to encourage student interaction. It was presumed that the fact that control was lost and the selected correction supplied during practice was appropriate variables of confidence and engagement. These ideas had contributed to classroom disruptions such as laughter, the usage of local language expressions, and diminished concentration. In addition, Students failed to properly use their monitor control utterances in spontaneous speech, causing this to occur.

Table. 1. Result of Students' classroom disruption

No.	Classroom Disruption	Results of observation
1.	A laughter Problem	In this phase, students prefer to use filler expression in their speaking. Such us: 'er..' 'well,..' 'hmm…' and 'um…'
2.	Using Local Language	In this phase, considering the result of observation, students used local language such as Sundanese. They combined both English and Sundanese language in their conversation.
3.	Diminish Concentration	Students provide irrelevant response when question and answer session.

The English Survival program was implemented with minimal oversight of grammar correction. Students had become preoccupied with meaning negotiation due to the abovementioned circumstances, to the neglect of formal language rules. Consequently, the student's performance in the aspect declined. Therefore, the researchers felt obligated to focus more on the sector. The researchers start the implementation by interviewing the students and evaluating their speaking abilities, paying particular attention to their grammar and vocabulary. The researchers also began providing grammatical feedback and new terminology in response to students' errors. Thankfully, the correction did not impede any of the productive activities that were taking place in the classroom. The grammatical and lexical corrections also boosted the students' performance and enabled them to pass with higher grades.

While putting English Survival into practice, the researcher used various resources and customized them to be appropriate for the student's skill level. The students could absorb the material in more depth thanks to the proper materials to expose them to a new language. This sped up the process of learning for the pupils. However, the drilling process may be hampered if many new words that are unrecognizable in terms of pronunciation are used. In the classroom, students frequently inquired and confirmed new vocabulary terms. To remedy the issue, the researcher was required to minimize the quantity of new lexes in the meeting materials for subsequent sessions. Subsequently, in the speaking class at Agriculture students of Universitas Majalengka, the implementation of English Survival contributed to the students' successful score increases. The lecturers' performance, the classroom environment, instructional planning, and resources contributed to this result. For students to feel comfortable participating in classroom activities, it is necessary for the components that have been determined to work together well. Students had full participation in the activities taking place in the classroom when they did not feel inhibited from starting their conversations. Under these circumstances, students would respond positively to being nudged and stimulated to complete the lesson's objectives.

Conclusion

To encourage students' confidence in speaking and promote their ability to speak spontaneously, English Survival activities were implemented in teaching English to Agriculture students. The study results indicate a series of classroom activities designed to encourage students Agriculture to talk spontaneously, namely the English Survival Activity, which includes three stages. First, an early stage of group preparation is required to instill confidence in students to speak English freely in class. Second, students are responsible for identifying themes and laying the framework for class discussions. Third, cultivation, food production, and cattle business are suggested materials for various class activities. Last, students deliver a presentation spontaneously. Furthermore, the interview results show that the English Survival Activity was intended to instil students' confidence in speaking English.

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