
English For Academic Purposes (Eap) Learning Management With CLT Approach To Improve Quality Of Accounting Study Program Graduates Unpam And STEI – SEBI (Case Study on Accounting Management Study Program UNPAM and STEI-SEBI in South Tangerang and Bojongsari Depok)

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Abstract

The demand of English language skills proficiency for university graduates now tends to communicate instead of mastering grammar or structure. The ability to discuss and understand about the field of work are very important in order to make them professionals and have high competitiveness. In general, this study aims to look at how the management of learning English EAP (English for Academic Purposes) in the accounting study program at Unpam and STIE-SEBI. Specifically this study aims to see how the planning, implementation, evaluation, obstacles encountered and support for facilities and infrastructure as well as learning outcomes. By using the principles and functions of management and supported by the CLT (Communicative Language Teaching) approach in learning English EAP, this research uses a descriptive method and a qualitative approach. While the research technique uses field observations, interviews, and document studies. The findings of this study generally indicate that EAP learning has been carried out even though it is not yet fully caused by several factors including: inadequate planning, implementation of learning that is not in accordance with the learning objectives which include teaching materials that are not in accordance with student needs, lecturer readiness, evaluation the lack of attention, lack of support for facilities and infrastructure for learning.

Keywords: Management, English, ESP, EAP, GE.

INTRODUCTION

English as the language of Science and Technology (IPTEK) is one of the tools for Indonesia's young generation to play a strategic role in the development of the Indonesian nation because through this language the younger generation can obtain sources of world knowledge and information more easily. Students can learn from original source books if they can understand English. However, English which has been taught since elementary school has not shown its success. Many college graduates fail to find work because they do not have English language competence.

Facing the era of revolution 4.0, education actors are starting to adjust to various existing developments such as; school reform, capacity building, teacher professionalism, dynamic curriculum, reliable facilities and infrastructure, and cutting-edge learning technology to be ready to face the 4.0 revolution era. Meanwhile, students must feel that there is a crisis situation that forces them to become part of the 4.0 industrial revolution. Currently, when Smartphones are part of our lives, many of them have not been able to enjoy the sophistication of this tool, only for games, chatting, shopping etc., have not been used as a search tool for data and information related to education and improving user skills. Smartphone owners can learn more effectively because they get information from modern and reliable sources using high technology.

One of the reasons why English is not successful in Indonesia is because in general what is taught is English grammar, which confuses many learners because Indonesian and English grammars are quite contrasting. The division of time between the present, past and future, is difficult for Indonesian students to understand. This difficulty is one of the reasons why Indonesian students do not dare to use English in class when asked by the teacher to read or speak English. The difficulties faced made the students unable to enjoy the lesson. They cannot digest the information that is conveyed. In addition, the assessment of English language skills for Indonesian learners is assessed from knowledge of grammar (grammar), so the relative value is not too good, not from other abilities, such as conversing.

The Decree of the Minister of Education and Culture No.096/1967 dated December 12, 1967 stated that the purpose of teaching English in Indonesia is to develop students' English communicative skills which include listening, reading, writing, and speaking skills. At the tertiary level, it is expected that students already have knowledge of English grammar and can then apply this knowledge in communicating and interacting in life.

Currently, educational institutions are required to be able to prepare graduates to meet the demands of the 4.0 industrial revolution era with quality assurance because in the end they have to compete with graduates from other institutions or even with graduates from abroad. Education today, facing the demands of the Industrial Revolution 4.0, the industrial revolution 4.0 is a concept that was first introduced by Professor Klaus Schwab, an economist from Germany who wrote a book entitled "The Fourth Industrial Revolution". Klaus argues that there are four stages of the industrial revolution, each of which can change people's lives and ways of working. Appropriate educational learning methods to improve the quality of graduates, among others, can be carried out through several stages, namely: improving human resources, the role of the government in changing educational learning methods, carrying 4.0 education with information and communication technology and curriculum revision by adding five competencies

The root of the problem is the low English language skills of accounting graduates, resulting in low interest and confidence in the business world and industry towards accounting graduates and resulting in graduates not having high competitiveness in the world of work caused by learning management that has not been implemented properly and lecturers are not trained to teach EAP also students do not understand the benefits that will be obtained from studying EAP .. By studying EAP students are prepared to become professional accountants and also by mastering English students can learn other knowledge from original source books. Educational learning methods in Indonesia must begin to shift into visionary thought processes, including honing the ability to think creatively and innovatively. Changes must be made by educational institutions in order to improve the competence of their human resources and resources must be managed properly by using the principles of regularity in education management in general, namely as a process of planning, preparation, implementation and supervision in managing resources in the form of humans, money, materials , methods, machines, markets and information to achieve goals effectively and efficiently in the field of education. This is necessary to deal with various technological and scientific developments that are developing so rapidly.

Learning from this fact, the teaching of English at universities should ideally now be directed to the needs of students later in the workplace or the real world because the courses taught have started to be specific according to their expertise. Hutchinson and Waters (1987) say that: ESP (English for Specific Purposes) is an approach in language teaching in which all decisions such as content and methods are based on the learner's reasons for learning the language. The history of English for Specific Purposes (ESP) was initially motivated by the need to be able to communicate in the fields of trade, technology, and others. So that the

English taught is emphasized on the ability to communicate. This is in line with the principle of learning that uses a student centered approach in its activities. Diane (2009) English for Academic Purposes (EAP) is a type of ESP that is made based on the needs of learners at various levels. Furthermore, EAP as a branch of ESP is taught in universities to improve students' English proficiency and help them overcome their difficulties in using English as a medium of instruction and communication.

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Each study program will have a specialty according to its area of expertise, therefore teaching specific English (English for Academic Purposes or EAP) will further help prepare graduates to be able to directly interact with their seniors in the workplace. EAP focuses on language learning. The CLT (Communicative Language Teaching) approach helps learners to learn English as their first foreign language, so that students will achieve the expected target together. Olsen and Kagan (1992:8) in Richard (2003) said:

“Cooperative learning is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others”.

The students will help and support each other to be able to achieve this target of learning English. Therefore, the motivation of the students will appear because they are given the opportunity to express their thoughts. Nunan (1989) reports that foreign language and second language teaching methods based on Communicative Language Teaching show some benefit in changing the focus from a teacher-centred classroom setting to a student-centered setting.

The general purpose of this research is to get an overview of EAP English learning with the CLT approach in the Unpam and STII-SEBI accounting study programs. Specifically, this study aims to obtain information, analyze and describe: planning, implementation, evaluation, barriers, support and results of EAP learning outcomes with the CLT approach in the UNPAM and STEI-SEBI Accounting study programs.

In education management, a process of planning, implementing and coordinating various educational resources, involving teachers, educational facilities and infrastructure such as libraries, laboratories, and so on to achieve educational goals and objectives” (Arikunto, 2009:4). In the concept of learning, learning is essentially the main factor of educational efforts, without learning there will be no education. Darsono (2000: 14) explains "that learning is a change in behavior of individuals thanks to the interaction between individuals and others, between individuals and their environment". Ibrahim and Syaodih (1969:3) say: "Learning is a business process carried out by a person in order to obtain a new change in behavior as a whole as a result of the person's own experience in his interaction with the environment. These changes include active behavior, the process of reacting to all situations that exist around the individual, the process that is directed at one goal through experience, the process of seeing, observing, and understanding something that is learned.

The concept of quality, according to Deming (1982:176), quality is conformity to market or consumer needs. A quality company is a company that dominates market share because its production is in accordance with consumer needs. The concept of EAP and CLT, EAP (English for Academic Purposes), EAP is a branch of ESP (English for Specific Purposes) science. ESP is a compulsory subject for non-English majors in higher education. Referring to the Decree of

the Minister of Education and Culture NO.096/1967 dated December 12, 1967, the aim of teaching English in Indonesia is to develop students' English communicative skills which include listening, reading, writing, and speaking skills.

At the tertiary level, it is expected that students have knowledge of English grammar so that they can apply this knowledge in communicating and interacting in life. Therefore, in English language teaching universities, the emphasis is on developing communication skills in certain fields. The stages are carried out before students study their respective fields. EAP is usually designed based on the needs of the learner (need analysis), what kind of English is needed by them in the future in the workplace. Communicative Language Teaching (CLT), the principle of teaching English according to (Richard, 2006) basically CLT is an approach to learning English so that students can communicate effectively in situations that are very important considering that the average student has studied for many years, but unable to communicate (Sholidah, 2012).

In the implementation of CLT, support is needed to create effective communication such as: 1. Interaction between speakers and listeners, creative collaboration, creating a meaningful and useful atmosphere through interactions between speakers and listeners. Learn and listen to what is heard and seen during the process, trying to respond to what is heard or seen. From this activity, students will be motivated to be able to participate in a discussion. Ormon (2008) said: Responses to situations that are followed by satisfaction are strengthened, responses that are followed by discomfort are weakened". The response to a pleasant situation will be strengthened, while if it is not comfortable it will be weakened. From the statement above, it is necessary to create a comfortable atmosphere so that the stimulus and response can occur, two-way communication is created.

RESEARCH METHODS

This research uses a qualitative approach with case studies on second semester students of the Unpam and STEI-SEBI Accounting Study Programs. In this approach, qualitative data is collected in stages, simultaneously in one data collection stage so that the data obtained is complete and more accurate. While the qualitative descriptive method makes descriptive or descriptions in a systematic, factual and accurate way about the facts being investigated. The method emphasizes more on meaning, is directed at understanding social phenomena that will involve all parties: people involved in interviews, observations, providing data, opinions, thoughts and perceptions which include students, lecturers, employees, and the academic community. In addition, data is also obtained from the external environment such as graduate users, accounting study program partners. Sugiono (2017) said that qualitative methods are often referred to as new, postpositivistic, artistic and interpretative research methods. What is meant is that research with qualitative methods is reality, does exist and is in accordance with reality, art and research based on the researcher's interpretation.

RESULTS AND DISCUSSION

EAP Learning Planning with CLT Approach.

Observations in the field show that planning for the preparation of the Strategic Plan of the Study Program is carried out by taking steps to collect supporting data as important information before formulating strategic planning is still done manually, there is no management information system that is able to prepare data quickly, precisely, and accurately both in UNPAM and at STEI SEBI.

The formulation of strategic plans which in practice is difficult to do by involving all stakeholders but is mostly done by those who are experienced in planning preparation, this happens because in addition to efficiency issues, the formulation of strategic plans has not been seen by related parties as something very crucial. The strategic plan produced by the two higher education institutions, Unpam and SEBI, gives the impression that the formulation is ideal but some of it is not in line with the demands in the field.

Implementation of EAP Learning with the CLT Approach, related to learning, field findings indicate that there is an inconsistency between the syllabus that has been formulated with SAP and the presentation in the field, or there is a tendency that the syllabus is no longer a reference in the presentation of courses, there is a tendency for lecturers not to be bound by the syllabus, scientific authority, and the ability to always update the material with current conditions.

Evaluation of EAP Learning with the CLT Approach, the use of the English for Academic Purposes (EAP) method which was found to be still not effective due to several factors, including: First, the lack of basic English language skills or English grammar so that they were able to communicate receiving EAP material with the CLT approach. many obstacles because of the emphasis on the communicative. Second, the readiness of lecturers to deal with situations like the one above requires certain skills in order to motivate students to start loving English which is an excellent thing that can be offered if graduates compete in finding work. Third, learning materials, these materials must be prepared based on a predetermined plan so that the curriculum, syllabus and RPS/SAP are in line and targets can be achieved according to the plan. From the results of observations, and interviews with lecturers, and students, the preparation of the material is not carried out by the team but only appoints certain lecturers who are considered loyal and capable and in a relatively insufficient time.

Constraints of EAP Learning with the CLT Approach, quite a lot of problems that arise due to lack of facilities, awareness of the importance and strategic role of English, lack of human resource competence, low student motivation, more specifically English courses which are always considered a burden, make the learning process in the classroom less exciting. Teaching methods and techniques are also the key to the success of a teacher in the classroom. The results of the learning evaluation every semester do not get attention from lecturers or institutions to improve service/quality learning. Creating a comfortable atmosphere in the classroom will increase student learning motivation.

Support for Facilities and Infrastructure, Researchers observe that the completeness of source books is not adequate, it is not even enough to just exist and be available, but must be in accordance with the needs of students. The search system for books and original source books in English is rarely found so that the learning culture does not change Also, students still prefer translated books over the original books. Pamulang University is currently building a library that will be able to accommodate many students and lecturers who need references, a large, magnificent and comfortable and sophisticated building is currently under construction and is expected to increase student learning motivation and a place to gather valuable sources of information in various forms, books. , national and international scientific journals.

The implementation of learning in the language laboratory is an academic service aimed at improving psychomotor skills. The moratorium is not a management priority. Learning English in the laboratory has not become a top priority for the Management at both Unpam and

STEI-SEBI educational institutions, this is supported by the fact on the ground that laboratory facilities are not maintained.

Learning Outcomes of EAP with CLT Approach, The need for English proficiency is felt and urgent from time to time, but this has not received great attention from institutions and especially lecturers and students who feel the need firsthand. Teaching English at the university level should have been directed to the needs of their respective fields or in other words the application of EAP even though GE is not prohibited from being used.

Mastery of English cannot be obtained in a short time, it takes practice, courage and willingness to try for a long time. Institutions must provide facilities so that activities can take place, for example providing facilities to conduct group discussions, English speaking community which gets attention from lecturers as facilitators.

Some students who are already working should use class time to ask the lecturers a lot about problems in the workplace related to English so that it is not only themselves who get enlightened but other friends also get information.

In planning learning, it is necessary to think about preparing programs that will motivate students, such as the use of high-tech learning media, to be more creative in developing their English proficiency, for example regularly holding speech contests or speeches, writing competitions, singing English songs in collaboration with associations. students (HIMA) in the campus environment or involving other campuses. Or maybe the study program sends its students to take part in these competitions in other institutions, either by other campuses or by Dikti or other educational institutions.

The government recommends that educational institutions cooperate with business and industry to be able to send students whether they are internships or just observation so that students get a clear picture of the work environment and what demands they will face in the future. From this experience, students will be able to predict what they should do because they definitely don't want to fail in their work later. This activity must be included in the planning so that it can be carried out and all financial or non-financial preparations can be made available on time.

Having good management means that the leader carries out his duties and responsibilities as a professional, nurturing leader, and has good competence, so that the policy directions issued are more focused on improving service quality, indirectly improving the quality of the learning process. The example and commitment of the leadership determine the success of the organization, the leader who commits himself to advance his organization.

EAP learning planning with CLT approach. The formulation of strategic plans as proposed by experts such as Whelen and Hunger (1996:7-15) divides the strategic management process into four stages, namely environmental recording, strategy formulation, strategy implementation, and strategy control. Lewis and Smith (1994:113) "the major components of strategic management efforts include; mission, vision, goals, and objectives, and culture (value, norms, attitude, and behavior)".

Comparing with field observations, the results of interviews and document studies show that the steps that must be taken in the context of planning, do not support the implementation of a good planning process due to several factors, insufficient sources of information, inaccurate data, and support or selection of sources. improvised human resources (not a planning expert or someone who can see the possibilities far ahead) make planning less effective, less beneficial for the implementation of a good learning process.

The RPS or SAP prepared by the teacher has indeed been made by considering several aspects which in fact are outside the predetermined learning objectives. It is proven by the finding that students are not encouraged to practice speaking but rather focus on understanding

grammar so that it is not suitable for the purpose of learning English. It must be remembered that the dual function of English for students, apart from being a general course, can also be a tool for learning English.

Implementation of EAP Learning with the CLT Approach, research findings on learning planning are not only important to be formulated by a lecturer in charge of courses (English) and lecturers who are in charge of a specific field (accounting) in lectures, lesson plans must at least contain aspects of 1) learning quality, 2) refers to the system approach 3), refers to learning theory, 4) refers to individual learning, 5) refers to learning outcomes, 6) refers to the interrelation of learning variables, 7) refers to the ease of learning, and 8) refers to the quality of the method. learning and the approach used. EAP English learning with a CLT (Communicative Language Teaching) approach adheres to the principle of constructivism because the principle of constructivism which calls for the active participation of learners, the development of independent learning, and developing knowledge is in line with the CLT principle. Richard, (2006) said that CLT is the principles of teaching English as a means of communication, how the activities in the classroom, and the role of teachers and students. CLT is an approach so that students can communicate effectively in situations that are very important to carry out considering that the average student has studied English for many years, still unable to communicate. (Solihah, 2012).

The conclusion on the observation of the implementation of EAP learning at the two educational institutions observed shows that there are many factors that become obstacles in achieving learning objectives including: lecturers' readiness to teach EAP, student readiness to accept lessons, student discipline, learning materials that are not in accordance with needs, environmental conditions , students' learning motivation is still low, especially in learning English, fear, shame are big obstacles in learning.

Evaluation of the Success of EAP Learning with the CLT Approach, the results of the study found that at both Unpam and STEI-SEBI educational institutions the monitoring and evaluation activities carried out tended to be less well planned. In fact, monitoring and evaluation activities are important aspects of strategic planning, as stated by Sallis (1993: 121) "monitoring and evaluation are key elements in strategic planning". Other findings also show that monitoring and evaluation activities have not been followed up with corrective actions and suggestions for improvement as well as considerations in formulating strategic policies going forward. Sallis (1993:121) describes the purpose of monitoring and evaluation as "preventing things from happening again". So the evaluation that has been carried out has not met the prevention criteria so that errors do not occur again because the results of the evaluation are not followed up or become material for consideration in making decisions at the time of drafting the strategic plan.

Barriers to EAP Learning with the CLT Approach, for lecturers and students, disciplinary issues may not receive serious attention so that in facing the demands of the global era, when competition is getting tougher, graduates cannot compete when looking for work and working in the workplace. Continuous learning culture, not yet a part of student life including lecturers, disorderly in class makes the atmosphere uncomfortable and not conducive to being able to receive lessons.

The English curriculum has not received attention, not everything mandated by the National Curriculum can be realized by the study program because of several things including: HR readiness, adjustment of old courses with new ones, English courses which are only 2 semesters, so it is felt to be lacking, the fact that language laboratory facilities cannot be utilized to help students learn English more attractively cannot be realized, including aids in the form of high technology multimedia. .

The EAP (English for Academic Purposes) learning process with learning methods/strategies that are less able to deliver students have a complete understanding of a subject. The learning process tends to be only a process of knowledge transfer (transfer of knowledge) while the transfer of value (transfer of value) is less of a concern. EAP has not been fully taught to Accounting students, especially in the Unpam and STEI-SEBI Accounting study programs considering the background of students' language skills. The limitations of lecturers as human resources who are able to teach EAP courses are not yet available. Management also needs to be prepared. Learning methods, the weakness of learning methods that still adhere to the paradigm of the center lecturer, while students are only passive recipients of information. There is a tendency that the methods and strategies applied have not been able to empower students' abilities to think at a high level (high order thinking), on the contrary, the existing methods even though they have implemented active, collaborative, cooperative learning methods, but the difficulty of cultivating students to learn to eliminate the fear of being wrong when they have to try to interact. Especially in learning English, the biggest problems faced by students are shyness and fear of making mistakes, fear of being laughed at by their classmates for mispronouncing, writing wrongly, not being able to read or hear what their classmates say. Unfavorable atmosphere such as hot air, lack of air ventilation, causes a less comfortable atmosphere for students to receive lessons well.

Support for Facilities and Infrastructure, facilities and infrastructure have not become a priority and have become a material for thinking in the preparation of the Strategic Plan, sometimes even having to wait a long time, very vital facilities must be immediately held, such as English language modules, comfortable rooms, stationery such as board markers. small but can hinder the success of the teaching and learning process. Support Facilities and Infrastructure plays an important role in a teaching and learning process, security, availability of learning aids, determines the success of the teaching and learning process. Paying attention to the needs of students as customers (customers), continuous service improvement helps the success of the learning process and maintains user trust, also maintains the image of the organization so that it is not abandoned by customers.

Learning Outcomes of EAP with CLT Approach. The current condition is that many Unpam graduate students who work are still not working in their field of study due to the lack of graduate competence which can actually be supported by their English skills because in fact until now the ability to speak English has a higher selling point.

Likewise with STEI-SEBI students, although lecturers have prepared materials according to student needs, the readiness of students to receive lessons has not been utilized to gain as much knowledge as possible.

CONCLUSION

In general, EAP learning has not shown optimal results, the inhibiting factors ranging from less effective planning, the material prepared is not in accordance with the needs of students, low student learning motivation, lack of support for learning media, creativity of lecturers and students to create a conducive learning atmosphere which hindered the success of EAP learning in the two educational institutions. Supposedly with the principle/character of CLT communication, there are several things such as: language as a system for expressing meaning, the main function of language is functionally and communicatively, the structure of the language reflects the use of functional and communicative and language units are not grammatical but functional and communicative have not been utilized optimally because of the difficulty of accepting a new culture, fear of making mistakes, shame and lack of student motivation and creativity of lecturers.

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