

**Analysis the Implementation of English for Specific Purposes (ESP) Class in
Islamic Banking Study Program of IAIN Bengkulu**

(A Descriptive Qualitative Analysis)

THESIS

**Submitted as A Partial Requirements for Sarjana Degree
in English Education Program**



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Assalamu'alaikum Wr. Wb

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Wassalamu'alaikum Wr. Wb

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RATIFICATION

This is certify the *Sarjana* thesis entitled “**Analysis the Implementation of English for Specific Purposes (ESP) Class in Islamic Banking Study Program of IAIN Bengkulu**” by **Sella Fransiska (1516230123)** has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

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I hereby sincerely state that thesis entitled : **“Analysis the Implementation of English for Specific Purposes (ESP) in Islamic Banking Study Program of IAIN Bengkulu”** (A Descriptive Qualitative Analysis) is my masterpiece. All thing out my masterpiece in this thesis are signed citation and referred in the bibliography. If after proven that my thesis discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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In the name of Allah the beneficent, the Merficul in the name of Allah the most Gracious and Merficul. Alhamdulillah, all praise be to allah the most graceful and the Merficul, after such a hard work , finally the writer could finish research and finish the report in the form of the minor thesis (skripsi), entitled **“Analysis the Implementation of English for Specific Purposes (ESP) in Islamic Bangking Study Program of IAIN Bengkulu”** (A Descriptive Qualitative Analysis)

1. Prof. Dr.H. Siradjudin M., M.Ag, M.H as Rector of the IAIN Bengkulu.
2. Dr. Zubaedi, M.Ag M.Pd As The Dean of Tarbiyah and Tadris faculty of IAIN Bengkulu.
3. Feny Martina, M.Pd as the chief of English Study Program IAIN Bengkulu.
4. Dr.Syamsul Rizal, M.Pd as fisrt supervisor.
5. Feny Martina, M.Pd as second supervisor.

Finally the words are not enough to be expressed, except praise is to Allah the worlds for blessing and guidance, May their good deeds be accepted by Allah subhanahuWata“ala Amin.

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ABSTRACT

Sella Fransiska. (2020). *Analysis the Implementation of English for Specific Purpose (ESP) Class in Islamic Bankking Study Program of IAIN Bengkulu*. Supervisor 1: Dr. Syamsul Rizal, M.Pd; and Supervisor 2: Feny Martina, M.Pd.

Key Words: *ESP, Islamic Banking.*

The aims of this study were to analyze: (1) teacher's roles in *English for Specific Purpose (ESP) class in Islamic Banking Program of IAIN Bengkulu academic year 2018/2019*; (2) the teacher's materials implementation of ESP class for Islamic banking *in Islamic Banking Program of IAIN Bengkulu academic year 2018/2019*; (3) the course design implementation of ESP class for Islamic banking *in Islamic Banking Program of IAIN Bengkulu academic year 2018/2019*. This study used descriptive qualitative method. The research was conducted at the sixth semester of Islamic Banking program of FEBI IAIN Bengkulu in academic year 2018/2019. The researcher explored the implementation of ESP for Islamic Banking Program that covers: teaching materials, learning activities, and teacher's roles in the classroom. The result showed that: (1) the lecturer's roles at the sixth grade of Islamic Banking IAIN Bengkulu IAIN Bengkulu in academic year 2018/2019 were: explaining lesson related to Islamic Banking topics; guiding students to do oral activities in the classroom; supporting or encouraging students to be active in the classroom; and giving corrective feedback to the students' oral production in the classroom; (2) the English lecturer used some printed learning materials in conducting the lesson with the subject matters related topics to Islamic Banking activities. In addition, the teacher could integrate the textbook content and other supporting learning materials as well as appropriate learning activities. As the result, the teacher's learning materials can be implemented innovatively in the classroom; (3) the lecturer design systematic lesson plan before conducting teaching in the classroom by using CLT approach and gave project in form of oral production activities in form of role play of various situations in bank activities; and the evaluation also conducted orally in order to improve students' speaking skill which is the main goal of the lesson.

ABSTRAK

Sella Fransiska. (2020). Analisis Implementasi Bahasa Inggris untuk Tujuan Khusus pada Program Studi Perbankan Syariah IAIN Bengkulu. Pembimbing 1: Dr. Syamsul Rizal, M.Pd; dan Pembimbing 2: Feny Martina, M.Pd.

Kata Kunci: *ESP, Perbankan Syariah.*

Tujuan Penelitian ini adalah untuk menganalisis: (1) peran guru dalam mengajarkan ESP pada program studi Perbankan Syariah IAIN Bengkulu tahun ajaran 2018/2019; (2) penerapan materi ESP bagi siswa perbankan syariah tahun ajaran 2018/2019; (3) rancangan pembelajaran ESP bagi siswa perbankan syariah tahun ajaran 2018/2019. Penelitian ini menggunakan metode deskriptif kualitatif. Penelitian ini dilaksanakan di program studi perbankan syariah semester VI A IAIN Bengkulu. Peneliti mengeksplorasi penerapan ESP pada program studi Perbankan Syariah yang meliputi: materi pembelajaran, aktivitas belajar, dan peran guru di dalam kelas. Hasil penelitian menunjukkan bahwa: (1) peran guru ESP pada semester VI program studi perbankan syariah IAIN Bengkulu tahun ajaran 2018/2019 adalah: (1) dosen ESP pada semester VI program studi perbankan syariah IAIN Bengkulu tahun ajaran 2018/2019 adalah: menjelaskan pelajaran Bahasa Inggris yang berkaitan topik-topik perbankan syariah; menuntun mahasiswa melakukan aktivitas bahasa lisan di kelas; mendukung dan memotivasi siswa menjadi lebih aktif di kelas; (2) Dosen ESP menggunakan beberapa materi cetak dalam melaksanakan pembelajaran dengan materi yang berkenaan dengan aktivitas perbankan Islam. Kemudian, pengajar ESP dapat mengintegrasikan buku bahan ajar dan materi pembelajaran pendukung lainnya dengan aktivitas pembelajaran yang tepat. Hasilnya, materi pembelajaran dapat terimplementasi secara inovatif di kelas; (3) dosen ESP merancang pembelajaran secara sistematis sebelum melakukan pembelajaran di kelas dengan menggunakan pendekatan CLT dan memberi tugas pada siswa dalam bentuk aktivitas produksi bahasa lisan dengan cara bermain peran atas bermacam-macam situasi; dan evaluasi belajar juga dilakukan dengan evaluasi lisan agar siswa dapat meningkatkan kemampuan berbicara yang menjadi tujuan utama pembelajaran ini.

CHAPTER I

INTRODUCTION

A. Background of the Study

English for specific purposes (ESP) is teaching English that is relevant with the students' area.¹ The word "specific" shows special linguistic needs in learning English and special area as aim why the students learning English. Therefore ESP course tries to facilitate the students in learning English to support them in all activities in special area. Helen Basturkmen stated that ESP is understood as preparing the learners to use English in their academic, professional, or workplace environment.² ESP concern on narrower topic to guide the students establish needed ability to communicate effectively in target area. The teacher obligates to understand the specific purpose of the students. Specific purpose in English here designate for certain purpose which must be reached by the students in learning English. For example, the students learn English because they purpose to master English communication in Banking area. If the specific purpose of the students is learning English for Banking activities, the teacher requires to providing English material related to Banking activities in English teaching and learning process.

¹Tom Hutchinson and Alan Waters, *English for Specific Purposes: A learning Centred Approach*, (New York: Cambrige University Press, 1987), p.8

²Helen Basturkmen, *Ideas and Options in English for Specific Purposes*, (London: Lawrence Erlbaum Associates, 2006), p. 133.

According to Basturkmen (2010) as quoted by R.Syamsul³, needs analysis is the identification of language and skills used in determining and selecting material in ESP-based learning. This analysis can also be used to assess the learner and the learning process at the end of the learning period. The results of the needs analysis are further used as the basis for syllabus design, selection and preparation of materials, teaching and learning process, and evaluation.

From explanation above, it can be concluded that target need and learning are the components that must be existed in the instrument that is used to analyze the students' need. Although the students need analysis is the first stage before arranging a course design, it cannot be conducted if course designer does not consider target need and learning need of the students.

The synergy between educators, students, curriculum, processes, and evaluations must certainly be a concern at class. Therefore, it is necessary systematic and continuous studies are carried out in the process ESP learning. Stufflebeam and Shinkfield (1985) stated⁴ "Evaluation is the process of delineating, obtaining, and providing descriptive and jugmental information about the worth and merit of some object's goals,design,implementation, and impact in order to guide decision making, serve needs for accuntability, and promote understanding of the

³Syamsul Rizal, *Devloping ESP Reading Comprehension Instructionals Materials Through Scheme Theory Approach at PAI Study Program of Tarbiyah Faculty of IAIN Bengkulu*, The 4th UAD TEFL International Confrence, 2017, P.495.

⁴Anid. *Evaluasi Program Pembelajaran*, Yogyakarta, Parama Publisging, 2017, P. 105.

involved phenomena”. Certainly one of the strategies that needs to be done to determine the extent to which the learning process taking place in the school has achieved the expected results. As for things what needs to be evaluated on ESP learning, evaluation of the process, evaluation the teacher and evaluation of results learning, but in this research just focus evaluation the teacher.

There are many problems happened in ESP implementation. The first problem is concerned with teachers. It is in relation to identity crisis of the teachers. There is an argument about who should teach ESP, whether it is language teachers or subject teachers. Language teachers sometimes do not understand the material fully, so they will get difficulty in explaining the content of for example reading text. Meanwhile, the subject teachers sometimes have language problem which will block them in teaching English for Specific Purpose.⁵

The issues on ESP teachers in Indonesia no specific institution or universities which are officially responsible to produces ESP teachers.⁶ Even ESP has been introduced at any vocational schools and universities, for decades there is no even one universities which is responsible for preparing ESP teachers. As the results, there are none of existing ESP teachers who are graduated from undergraduate or graduate programs at universities which specially and formally prepare ESP teacher. It is a

⁵Gita Andriani, *Problems In Teaching English For Specific Purposes (ESP) In Higher Education*, Sriwijaya University, April 23 2014, p.36-37.

⁶ Kusni, *Reformulating English For Specific Purposes (ESP) In Indonesia: Current Issues And Future Prospects*, Faculty of Languages and Arts State University of Padang, 2013, p.41.

universal problem at most institutions in Asia that university graduates become ESP teachers overnight without adequate preparation in ESP teaching methodology.

Many young and unqualified teachers are given demanding teaching schedules and do not have much opportunity to get involved in any activity for professional development. the ESP teachers are mostly S1 or even S2 graduates from English Department with a very limited knowledge of their students' majors and less experience in ESP teaching for they are newly appointed English lecturers., some ESP teachers at universities are content teachers (mostly Masters and Ph.D) who know English (proficient enough in English) and mostly graduated from abroad with no knowledge of how to teach ESP. Most of them have never been trained how to be ESP teachers.

Lastly, it is more frustrated that they have rarely developed their knowledge on ESP by attending seminars, workshops, accessing or reading any reference materials on ESP practices, and accessing sites related to theories and practices of ESP. How can they be professional ESP teachers? Even the numbers of ESP teachers in Indonesia nowadays are bigger, but they are not specially prepared to be ESP teachers. Also, they tended to be relatively junior in terms of their years of experience and standing in ESP, and who have lack of significant level of ESP training. As less experienced and not well-qualified ESP teachers, it is

harder for them since they have to teach in relatively big classes. And they are not supported by areas.

The second problem is Indonesia ESP Course designs⁷, both at vocational schools and universities, are problematic issues. Theoretically, the subject should be an ESP subject, however, in reality it is an English for general purposes. At universities, ESP course design is made individually by the lecturers who do not fully understand ESP. It has never been in touch of ESP specialists or stakeholders" evaluation. the most basic problem in term of the design of the ESP course is the absence of needs analysis as the basis for developing the ESP courses . Needs analysis as theoretically the most important characteristics of ESP have never been done systematically to determine what specific English skill the students need to develop. ESP national curriculum designers for English at vocational schools and ESP lecturers at universities for many study programs as well do not have serious intention to begin their tasks by conducting needs analysis. this situation happens since they do not deeply understand their tasks. So, it is rather logic if the absence of needs analysis will lead to the purposes of many ESP courses in Indonesia do not show that the courses are ESP.

The last Issues of ESP Objectives and Course Materials In terms of ESP course objectives⁸, it was plausible to find out that the goals and

⁷ A Falaus. The current challenges of teaching ESP, *IOP Publishing*, Technical University of Cluj-Napoc, 2017, P.1.

⁸ Kusni, Reformulating English For Specific Purposes (ESP) In Indonesia: Current Issues And Future Prospects, p.42.

objectives of ESP courses at Indonesian universities were not really sound ESP courses . English for Economics in a well known university, for example, aims at developing students' mastery of English grammar. English for Chemistry, in other side, aims at preparing students to take TOEFL. English for Biology aims at developing the four English skills (speaking, listening, reading, and writing) in which the ESP course is only one semester (2 credit-hours) along the four-year study time for the students. Those are some examples of deviations from the nature of ESP course objectives happening in Indonesian universities. In the side of ESP course materials, since the early age of ESP, there have been some ESP teaching materials published and widely used. In Indonesia, some of those materials are also available. Currently, ESP materials are also available online. Each of these materials has a major influence on re-shaping the art of the possibility in ESP materials. The problems, however, are related to the lack of findings of needs analysis which capture the materials. Deviations from ESP theoretical domain characterize ESP materials in Indonesia at vocational schools and at universities.

From the explanation above, it can be concluded that the most problems happen to the teacher implementation in ESP are teacher identity, design of the course, and syllabus designer. Problems above are related one to each other. They effect one each other. In the fact have some problems in the implementation.

In IAIN Bengkulu, especially at Islamic Banking sixth semester in academic year 2019, the researcher conducted small observation by visiting the class and interviewing English teacher during English lessons. In a real practice of English For Spesific Purpose (ESP) ,the teachers do not yet have adequate teaching materials and ESP learning syllabus that fits the needs of students in the workforce. Even some teachers teach without regard to basic competencies and student competency standards. New lecturers have difficulty teaching because of teaching, at college, may be a new thing for them. The researcher also interview the lecturer, the researcher asked: “where did you graduated from?”. However the lecturer answered, “ i have graduated in English Literature. This is a problem in implementation ESP.

From the background and problem above, it is important to the researcher to do research in ESP implementation. That’s why the researcher is very interested in doing a research entitled “*Analysis the Implementation of English for Specifc Purpose (ESP) Class in Islamic Bangking Study Program of IAIN Bengkulu*”

B. Identification of the Problem

Based on the background of the study, The Researcher identifies the problems in implementation of ESP, they are :

1. ESP material is made individually by lecturers who do not fully understand ESP.

2. ESP teacher not graduated from ESP or graduate programs Banking and formally prepare ESP teacher.

C. Limitation of the Problem

Based on the problems above, the researcher only focuses on teacher's implementation in teaching ESP, Actually, careful examination of the expectations and perceptions of the ESP learners and instructors is seen to be important in determining the success of ESP courses. There can be a variety of solutions, with the ones suggested in this research among the most frequently implemented by ESP practice in the world.

D. Research Questions

Based on the background above, the problems in this research can be formulated as the following questions:

1. How are the teacher roles of ESP class for Islamic banking *in Islamic Banking Program of IAIN Bengkulu academic year 2018/2019?*
2. How are the teacher materials implemented in ESP class for Islamic banking *in Islamic Banking Program of IAIN Bengkulu academic year 2018/2019?*
3. How is the course design implemented of ESP class for Islamic banking *in Islamic Banking Program of IAIN Bengkulu academic year 2018/2019?*

E. Research Objectives

The objectives of this research are:

1. To analyze teacher competence in *English for Specific Purpose (ESP) class in Islamic Banking Program of IAIN Bengkulu academic year 2018/2019*.
2. To analyze the teacher materials implementation of ESP class for Islamic banking *in Islamic Banking Program of IAIN Bengkulu academic year 2018/2019?*
3. To analyze the course design implementation of ESP class for Islamic banking *in Islamic Banking Program of IAIN Bengkulu academic year 2018/2019?*

F. Significance of the Study

1. Theoretical Significance

The study may give a deeper explanation of ESP the demand of the target situation in Islamic Banking Department. The result of this research is also expected to be one of the references for the following analysis of the implementation of English in Islamic Banking fields.

2. Practical Significance

This study shows the implementation of ESP for Islamic Banking Department in terms of learning English and the learners themselves. The findings are also expected to help ESP teachers to develop the material and practical activities.

G. Definitions of Key Terms

By knowing the key terms, it makes this research is easier to be understood by other researcher and readers. There are many key terms that are related to this research such as: teaching, vocabulary and young learners

1. *English for Specific Purposes (ESP)* is a learner-centered approach to teaching English as an additional language, which focuses on developing communicative competence in a specific discipline such as academics, accounting, agrology, business, IT, teaching, and engineering.
2. *Analysis* is the process of considering something carefully or using statistical methods in order to understand it or explain it.
3. *Islamic Banking* or Islamic finance or sharia-compliant finance is banking or financing activity that complies with sharia and its practical application through the development of Islamic economics. Some of the modes of Islamic banking/finance include Mudarabah, Wadiah, Musharaka, Murabahah, and Ijara

CHAPTER II

LITERATURE REVIEW

A. Brief Insight of ESP and EGP

1. ESP Versus EGP

Widdowson and Wright establish the following distinctive features of EGP and ESP⁹: The most important EGP features are that it focuses often on education. As the learners' future needs are impossible to predict, the course content is more difficult to select and due to this point, it is important for the content in the syllabus to have higher surrender value. The most relevant ESP features are that focus is on training. As English is intended to be used in specific vocational context, the selection of the appropriate content is easier. Moreover, it is important for the content in the syllabus to have a high surrender value, most relevant to the vocational context. The aim may create a restricted English competence

Surrender value stands for the overall utility (value) of the English taught by specific course, the higher the surrender value, the greater utility of the English. These distinctive features reveal the true nature of EGP and ESP. The learners and the purposes for learning English constitute the major difference between ESP and EGP. ESP learners are usually adults, who are familiar with English language. ESP

⁹ Alexandra-Valeria. *A General View On The Relationship Between Esp And Egp*. Professional Communication And Translation Studies, Volume 3, 2010. P50.

learners are highly motivated because their needs are catered to. They are learning the language in order to communicate professional information and to perform some particular, job-related functions.

In ESP course, it is need analysis that determines which language skills are useful for the learners to be able to accomplish certain professional tasks (e.g. for a banking, a tour guide should be focused on the speaking skill). ESP courses are centered on the context. The English language is taught as subject related to the learners' real needs and wishes in a particular field of human activity. The English language is usable immediately in the employment context. The learners are highly motivated as they are aware of their specific purposes for learning English.

The age of EGP learners varies from children to adults and learning the English language is the subject of the courses. EGP courses are mostly focused on grammar, language structure and general vocabulary. EGP courses are responsible for the general language acquisition and, for the vast majority of learners, they are extremely useful. EGP helps students to cope with any subject-matter course. It gives them the ability to generate more language. EGP learners, if well-taught, can use English to cope with the language in any undefined tasks. EGP courses deal with many different topics and each of the four skills is equally treated. Due to the general nature of these courses no needs analysis is conducted.

2. Characteristics of ESP

Strevens (1988) defined ESP by identifying its absolute and variable characteristics. His definition makes a distinction between absolute and variable characteristics¹⁰ :

Absolute Characteristics

- a. ESP is defined to meet specific needs of the learner. ESP is designed based on the students' need in their future work field. In this research, ESP is intended to give English training for specific context of Islamic Banking. It means that the English teacher should design the ESP learning related to the students' activities in Islamic Bank in real.
- b. ESP makes use of the underlying methodology and activities of the discipline it serves. The teacher designed and apply a certain learning and teaching method in order to reach the learning objectives based on the context, in this case English for Islamic Bank context. In teaching and learning materials should cover activities that related to Islamic Bank activities.
- c. ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities. There are some focus on the use of lexis and register of language. There various kinds of vocabularies that related to Islamic Bank activities. In learning ESP is focused on the

¹⁰Mohammad Kaosar Ahmed. Issues in ESP (English for Specific Purposes), *International Journal for Teachers of English*, Vol. 4, 2014, P.41

students' need. Teacher can teach student a specific language skill, for example, in Islamic Banking, students need speaking skill rather than other skills. Therefore, most of learning activities are speaking skill. Then, the English teacher should also consider specific topics related to the Islamic Banking to discuss, for example: transaction in Islamic Banking, Islamic Banking Product, etc.

Variable Characteristics

- a. ESP may be related to or designed for specific disciplines. It means that ESP only focuses on one field of education or profession in order to focus on giving specific English materials based on the students' professionalism.
- b. ESP may use, in specific teaching situations, a different methodology from that of general English. Teacher designed a specific teaching method in order that students become familiar in English activities in their major.
- c. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level. ESP is English for adult where the students have had basic English. Therefore, in this stage, they do not get general English anymore. Instead getting specific learning materials of ESP.

- d. ESP is generally designed for intermediate or advanced students. ESP is an intermediate level where the students join the class for develop their English in specific context based on their field of study or work field. Therefore, the students who join in ESP should have learn general English.
- e. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners. ESP can also be taught to beginner as long as the teaching method and learning materials are appropriate.

3. Need Analysis of ESP

Needs Analysis in ESP ESP is a course that aims to prepare students in using English in specific area, it can be academic, professional, or workplace environments. Thus, to provide proper English material, a teacher requires to analyze the students' needs in ESP. The term “need” it self indicates the existence of certain problem that call for intervention and resolving.¹¹Needs of the students mean there are things that must be known, understood, and found solution to create effective ESP course. Hutchinson and Waters also argued that the term “need” is reasonable reason why there is important thing to conduct.¹² In short, the students’ needs analysis tries to find the

¹¹Chams Eddine Lamri, An Introduction to English for Specific Purposes <http://.faclettte.univ-tlemcen.dz>, accessed on 24th April 2017.

¹²om Hutchinson and Alan Waters, English for Specific Purposes. *Loc Cit.* p. 53

problems, nature, and cause; and decides what prime concern must be created.

In analyzing the learners' needs, a teacher requires considering types of needs divided into two types, they are:¹³

- a. Target needs, this type analyzes what the learners must conduct with English in target situation. In other word, what are English linguistic elements that must be learn to communicate in target area. It can be more understood by looks some components in target situation that are necessities, lacks, and wants. Necessities are what the learners have to know in order to function English effectively in target situation. While the lacks are what are the difficulties faced by students in learning English and the wants are the students' opinion and the students' hope personally in learning English.
- b. Learning needs. Hutchinson and Waters defined learning as the way to think about what route can be taken to learn English for their specific purpose.

From explanation above, it can be concluded that target need and learning are the components that must be existed in the instrument that is used to analyze the students' need. Although the students need analysis is the first stage before arranging a course

¹³ Tom Hutchinson and Alan Waters, English for Specific Purposes. *Loc Cit.* p. 55-

design, it cannot be conducted if course designer does not consider target need and learning need of the students.

4. Materials in ESP

All materials used in class were provided by the group of instructors, who prepared them in such a way that students would be able to work on each step using their target language. In most of the cases, they adapted those used for courses of general English to suit the needs of this specific instance. Dudley-Evans and St John said that¹⁴ ESP practitioners often have to plan the course they teach and provide the materials for it. It is rarely possible to use a particular textbook without the need for supplementary material, and sometimes not really suitable published material exists for certain of the identified needs. It means that the ESP teacher can use a particular textbook or unpublished book as teaching materials in teaching ESP as long as it is reliable for the learning context.

Related to ESP materials, there are some main issues must be emphasised before proceeding any further¹⁵:

- a.** There are major and minor ESP areas/courses, and published materials are sensible to this reality. Business English and Maritime English are examples of these. Some courses that are

¹⁴Revista Pensamiento. Designing and Implementing an ESP Course Revisiting an Experience, *Sede de Occidente*, Vol.17(28), Universidad de Costa Rica, 2017, P.204.

¹⁵Ana Bocanegara-Valle. Evaluating and Designing materials for the ESP classroom, Universidad de Cadiz, 2010. P.142.

tailor-made to suit a particular group of students would also fall within the minor category (for instance, English for tourism to a group of taxi drivers and policemen in a popular town for British tourists).

- b.** Subject-matter content is fundamental to ESP materials. Also known as carrier content, informative content, discipline-based knowledge, specific content, specialist knowledge or expert knowledge, this refers to the information which is specific to a particular discipline and which people, like students and future experts, possess in their mother tongue. ESP teachers will need a reasonable understanding of the specific discipline as well as “an interest in the disciplines or professional activities the students are involved in.
- c.** ESP teachers become evaluators, designers and developers of materials, simply because publishers are naturally reluctant to produce materials for very limited markets; and most ESP areas conform to this reality. These roles are not exclusive to ESP teachers but, if compared with EFL/ESL teachers, they are more often engaged in the task of evaluating, designing and developing materials for their classroom use. It is precisely this additional role of materials providers/developers that has endowed ESP teachers with the denomination of practitioners.

- d. Unlike EFL/ESL teaching, there exists a mismatch between pedagogy and research; that is, there is a gap between coursebooks and pedagogical practice, on the one hand, and research findings, on the other. For instance, there is a lack of fit between how academic writers write and what the textbooks teach about writing. It means that materials specifically generated for teachers that teach ESP Matching carrier content to real content, Aspects that is used to assist the real content Example: English for Banking. And than The core materials are usually paper-based, however; teachers use videos related to learning goals and learners' needs, projectors, smart board, computer/internet and real objects.

Carver (1983) states that there are three characteristics common to ESP courses:¹⁶

- a. authentic materials – the use of authentic learning materials is possible if we accept the claim that ESP courses should be offered at an intermediate or advanced level. The use of such materials, modified by teachers or unmodified, is common in ESP, especially in self-directed studies or research tasks. The students are usually encouraged to conduct research using a variety of different resources including the Internet; (Milevica)

¹⁶Mohammad Kaosar Ahmed. Issues in ESP (English for Specific Purposes), International Journal for Teacher of English, Vol. 4, 2014,P.52

- b. purpose-related orientation – refers to the simulation of communicative tasks required by the target situation. The teacher can give students different tasks - to simulate the conference preparation, involving the preparation of papers, reading, note-taking and writing.
- c. self-direction – means that ESP is concerned with turning learners into users. For self –direction, it is necessary that teacher encourage students to have a certain degree of autonomy – freedom to decide when, what, and how they will study. For high-ability learners it is essential to learn how to access information in a new culture. Since ESP courses are of various types, depending on specific scientific field or profession, and have specific features, teachers teaching such courses need to play different roles and acquire certain knowledge (Milevica).

In conclusion, in determining teaching materials, teachers can rely on some important considerations, namely: the target audience of the course and the appropriate structural grading - students should be taught what they need to know in the right order with the right opportunities.

5. Evaluating Published Materials

It is important to evaluate published materials used in ESP class. The group of instructors used several instruments and strategies to evaluate the students' progress along the course; they can be¹⁷:

a. ***Language – Learning Log***

Every week, students had to fill out a form with phrases and expressions they learned during that specific week. They also had to mention those aspects that presented some problems for them as well as to include some phrases and expressions they would like to learn in the course. Through this instrument, the teaching team could assess if the use of vocabulary and structures studied was correct or not. During the subsequent planning sessions, the team analyzed the logs and designed several activities to provide feedback accordingly.

b. ***Role Plays***

The development of the speaking and listening skills was the main focus of the course; learners were continuously asked to make up and present conversations. The instructors provided feedback to students regarding the strategies used to convey meaning as well as language use.

c. ***Techno- Homework***

¹⁷Revista Pensamiento. Designing and Implementing an ESP Course Revisiting an Experience, *Sede de Occidente*, Vol.17(28), Universidad de Costa Rica, 2017, P.205.

Students were asked to keep an electronic reflection journal about their learning process. they also received electronic messages from their instructors and they had to answer back to them. the electronic reflection was reviewed on a weekly basis. Since students' language profeciency was very low, they could write their reflections in Spanish. the main objective of this activity was to give the opportunity to express feelings regarding the learning process.

d. Audio and Video Recordings

The midterm evaluation was based on analyzing the students' oral performance while helping international students at the window. Students were taken to their job area and were asked to help international students who would approach the window asking for specifc information. The international students were the two members of the teaching team and a guest. The activity was taped. The information provided by the recording helped the instructors to design several activities to work on such areas as communication strategies used during the conversations, content, language use, and pronunciation. these activities were incorporated in the subsequent lesson plans.

e. Portfolio

Students kept a portfolio with all the material used in class, their refections on their learning process and their vocabulary lists.

f. Final Oral Project

At the end of the course, as a requirement of the Practicum course, learners had to present an oral activity that would show how much they had learned along the course. This activity would be attended by the Practicum professors and the students enrolled in the Practicum. To lower their anxiety, learners rehearsed a conversation that would take place between an international student and an employee from the UCR Registrar's Office. This conversation was recorded by the instructors and was used to provide feedback. the Practicum professors considered the presentation a success. the result was due to hard work and continuous practice.

It means ESP teachers need to use several instruments and strategies to evaluate the students' progress along the course. Measuring the potential teaching/learning value of authentic texts, coursebooks and other types of materials is one of the ESP practitioner's duties. Unlike language teaching at primary or secondary school levels, where administrations, departments or staff choose particular coursebooks for a whole institution, materials evaluation is particularly frequent in ESP at tertiary level. This is simply due to the fact that, as a general rule, no single coursebook is followed from beginning to end but, rather, extracts (units, exercises

or tasks) from a number of published materials are brought together and, if necessary, supplemented with in-house activities.

6. The Teachers Roles in ESP Classroom

Administrations and other stakeholders (including learners) take for granted that a good ESP teacher is also a good materials writer or a good developer of course materials. Dudley-Evans and St John stated that only a small proportion of good teachers are also good designers of course materials¹⁸. This statement was also supported by Bernard and Zemach that what all ESP practitioners have to be is good providers of materials”. Indeed, even though materials writers were good teachers, “not all good teachers [would] make good materials writers.

This is particularly evident if ESP practitioners lack the necessary grounding in materials evaluation, design and development, which in most cases makes them act as materials developers driven by personal intuition, beliefs and experience, if they have any. In any case, materials writing may also be understood as a need to reduce dependency on publisher materials and, more importantly, as a means of professional development.

¹⁸ Ana Bocanegara-Valle. Evaluating and Designing materials for the ESP classroom, Universidad de Cadiz, 2010. P.157.

Barnard and Zemach claim that ESP practitioners,¹⁹ as prospective materials writers, should have “teaching experience in the relevant specialism”, “some degree of knowledge of the relevant specialism”, “an interest in the relevant specialism”, and “familiarity with learning materials available for the specialism”, among others. To my understanding, this heavy reliance on “specialism” is the key feature that emphasises the difference between EFL/ESL teachers and ESP practitioners as materials providers, at the same time as it challenges the latter to: (1) become familiar with the specialist subject (carrier content); Ana Bocanegra-Valle 158; (2) become familiar with the language of the subject (real content); - become familiar with the teaching of adult learners, and large/heterogeneous groups; (3) become familiar with materials evaluation, design and development; (4) be ready to spend time on evaluating, designing and developing materials; (5) be ready to review, pilot test and update materials; (6) be creative, imaginative and flexible; (7) be ready to accept new challenges and overcome anti-scientific attitudes; (8) be ready to rely on expert colleagues’ knowledge and professional experience; and (9) be ready to take into account students’ specialist knowledge.

It means that role of ESP teachers are: as a teacher, course designer and materials provider, researcher, collaborator, and an evaluator it means 'providers of material' thus involves choosing

¹⁹ Ana Bocanegara-Valle. Evaluating and Designing materials for the ESP classroom, *Universidad de Cadiz*, 2010. P.157.

suitable published material, adapting material when published material is not suitable, or even writing material where nothing suitable exists.

Three techniques can be recommended to the ESP teacher: ²⁰

- a. Become familiar with the ESP course materials Of course every teacher should always be familiar with the materials to be used in class. But in this instance the familiarity must extend also to understanding exactly the ESP intention of each text and exercise. The course-books will have been written, almost certainly, in a collaboration between a teacher of English and a subject specialist. The course writer will thus have been aware of the main difficulties and unfamiliarities facing the teacher, and will have dealt with most of them in the accompanying teacher's notes.
- b. Become familiar with the language of the subject Remember the experience of the professor's secretary, the hospital almoner, the reader of Scientific American or of the New Scientist — in short, the educated layman who from interest or necessity accepts and becomes familiar with the language of a subject, though without pretending or seeking to become a specialist in the subject itself.
- c. Allow students to put you right! Do not be above letting the students correct your solecisms in the subject (not errors in English; the teacher will not normally commit errors of grammar, for example). Then you will be in a stronger position to help the students with

²⁰ Mohammad Kaosar Ahmed. Issues in ESP (English for Specific Purposes), International Journal for Teacher of English, Vol. 4, 2014,P.52

their mistakes in the language. The most important requirement is that the teacher should regard success with teaching an ESP course as a professional challenge.

7. Course Design in ESP

Course design is a series activity to design course or learning activities. Hutchinson and Water²¹ define Course design is the process of interpreting the raw needs analysis data to produce "an integrated series of learning experiences to lead learners to a particular state of knowledge. While According to Munby²² "ESP courses are determined in all essentials by the prior analysis of the communication needs of the learners". Course design is a series process—need analysis, interpreting need analysis data, creating syllabus, material writing, classroom teaching, and evaluation.

While According Widdowson²³ ESP course design must be process oriented. A process oriented approach in designing ESP course based on the principle to satisfy the cognitive need of the learners, guarantee the eventual attainment of desired terminal behavior. A process oriented approach based on subject methodologies contains because these needs converge in learning process itself.

²¹T. Hutchinson, and A. Waters, *English for Specific Purposes: A learning-centred Approach*. Cambridge: Cambridge University Press, 1987, p. 65.

²²J. Munby, *Communicative Syllabus Design*, Cambridge: Cambridge University Press, 1987, p. 2

²³H. G. Widdowsen, *English for Specific Purposes: Criteria for course design for English for academic and technical purposes*, Newbury House, 1981, p. 102.

Factors Affecting ESP Course Design, in relation to the factors affecting course design Hutchinson and Water²⁴ used Kipling's honest serving men to outline the basic questions that we need to know before designing course, as follows:

1. Why does the students need to learn?
 2. Who is going to be involved in the process? This will need to cover not just the students, but all the people who may affect on the process: teachers, sponsors, inspectors, etc.
 3. Where is the learning to take place? What potential does the place provide? What limitation does it impose?
 4. When does the learning take place? How much time is available? How will it distributed?
 5. What does the student need to learn? What aspect of language will be needed and how will they be described? What level of proficiency must be achieved? What topic areas will need to be covered?
 6. How will the learning be achieved? What learning theory will underlie the course? What kind of methodology will be employed?
- Based on the question, Hutchinson and Water²⁵ identified factors affecting to ESP course design namely language description, theories of learning and need analysis, as can be seen in the following figure

²⁴ Huncthinson and Waters, *loc.cit.*, p. 21-22

²⁵ *Ibid.*, p. 24.

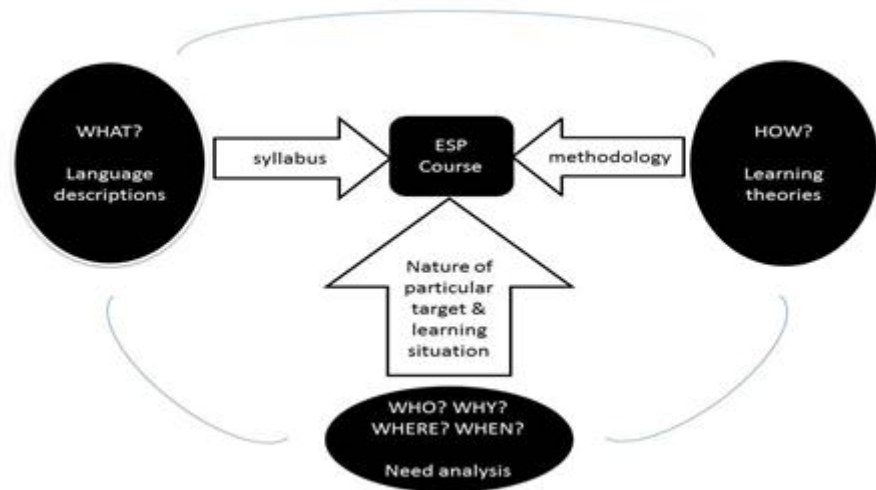


Figure 1 Factors affecting ESP Course Design

The above figure shows that there are three main points affecting ESP course design. The first is language descriptions, the answer of question of what. Language description shows the language knowledge needed by the learners that put at the syllabus. The second factor is how the learner learn a language, and the third factor is the nature of particular target and learning situation. Phillips (as cited in Wello and Dollah)²⁶ considers factors contributing to the success and failure of ESP course as follows:

1. The subject content embodied in the learners' purposes;
2. The duration for ESP course
3. The weekly intensity of the course

²⁶ Well and Syarifuddin, *An Introduction to English for Specific Purposes*, UNM University Press, 2008, p. 34.

4. The composition of the students group according to their mother tongues
5. Age, academic background, degree of competence in second language (if any)
6. The staff- students ratio
7. The staff teaching load
8. The organizational structure of educational institution
9. The budgetary provision for the course and
10. He availability of educational technology.

Furthermore, Wello and Dollah²⁷ classified factors affecting the ESP course into institutional – time allotted for learning English, classroom and learning condition, and attitude of the head institution and staff--, the teachers factor—the competence of the teacher, the confidence of the teachers in using English, teaching strategies, the attitude of the teacher--, and the learner factor—internal and external factors.

B. Some Related Previous Studies

In ESP research, there have been a lot of researchers who conducted their research focused on ESP, especially Islamic economic context. The first Heni Fitriawati (2019) conducted her research entitled *need analysis in english for specific purposes at vocational school (a descriptive Research at the Eleventh Grade Students of Marketing Major*

²⁷ Well and Syarifuddin, *An Introduction to English for Specific Purposes*, UNM University Press, 2008, p. 97.

of SMK Negeri 1 Demak in the Academic Year of 2016/2017). This research analyzes the marketing students' need in learning English at SMK Negeri 1 Demak due to the marketing students learn English using English textbook which has same content with other majors. In fact, the school has five distinctive majors. The subject of this research is the eleventh grade of marketing students in XI PM 1. This research used descriptive qualitative research with observation checklist and questionnaire as the tools in collecting data. To analyze the data, the writer involved four activities; observing English teaching and learning process, giving questionnaire to the marketing students, analyzing and describing the obtained data, and calculating percentage of students' answer in questionnaire. The result of this research shows that the eleventh grade of marketing students in XI PM 1 needs more specific English material and English skill in marketing field. In addition, based on classroom observation, in teaching process the teacher requires to find appropriate way that can make the students more interesting and active. Therefore, to maximize their competence in marketing activities, the marketing students hope that the school can design ESP program.

The second, Nunun Indrasari (2016) conducted her research entitled *A Need Analysis at The Second Semester of Physics Education Students of IAIN Raden Intan Lampung in The Academic Year of 2015/2016*. The data were in the form of qualitative data which are taken from the interview and the questionnaire. The data were about the

problems which are usually faced by physics students during learning English and the students' needs and wants towards the ESP course in IAIN Raden Intan Lampung. The findings describe the students' need of ESP for physics students, the lecturers' view points on the practice of ESP instructions, and descriptions of problems commonly faced by ESP students in Physics Education of IAIN Raden Intan Lampung.

The third, Yulianti Kartika (2016) conducted her research entitled *Teaching English for Specific Purposes of Secretary Department at SMK Nasional Pati in the Academic Year 2015/2016*. This research is to know the difficulties faced by the teacher and the strategies used by the teacher in teaching English for Specific Purposes of Secretary Department at SMK Nasional Pati. This research is qualitative research with a descriptive method. The result of this research shows that the teacher's difficulties are (a) difficulty in arranging ESP syllabus, (b) Difficulty of the availability of ESP textbook, (c) Difficulty to find book activity for the students, (d) Difficulty of the availability of supporting tools, and (e) Difficulty to arrange classroom activity.

The three studies above had similarity and differences. The similarity lied on the core of the research that focused on ESP. However, this research would be different in some aspects: first, this research focused on the implementation of ESP in Islamic Banking program. On the other hand, Heni Fitriawati (2019) focused her research on marketing area; Nunun Indrasari (2016) focused on physical educational program;

and Yulianti Kartika (2016) focused on secretary program. In other words, although the research focused on ESP analysis, but they different in aspects; second, this research applied different research methods which cover: different research design, data collecting, and data analysis. Third, different in population and sample would also cause differences in the research findings.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research conducted a *qualitative method*. Creswell stated that qualitative research as an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem where the process of 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 data²⁸. It indicates that qualitative research is a method to explore and understand information about a group of people of their problem through scientific interpretation in order to get meaning. According to Sukmadinata , Qualitative research opposite from the philosophy of constructivism which assumes that reality is plural dimensional, interactive and social experience an exchange interpreted by individuals.²⁹ Depend on the Sukmadinata's methods of qualitative research, this research is often conducted in the field, allowing direct interaction with the people being studied in their context. Researcher collects the data themselves by examining documents, observing behavior and interviewing participants. According to Moleong state that descriptive qualitative research is a type of research which does not include any calculation or

²⁸John W. Creswell. *Research Design : Qualitative, Quantitative, and Mix Methods Approaches*, (London, Sage, 2014),p.32.

²⁹ Sukmadinata, Nana Syaodih. *Metode Penelitian Pendidikan*: PT. Remaja Rosdakarya.(Bandung,2013)p.94

enumerating.³⁰ This was a descriptive research because it described the data. The method that used was qualitative description, the researcher as an observer while the teaching process was going on. The information was collected without changing the environment or real condition.

B. Sources of Data

This research was conducted at the sixth semester of Islamic Banking program of FEBI IAIN Bengkulu in academic year 2018/2019. The researcher explored the implementation of ESP for Islamic Banking Program that covers: teaching materials, learning activities, and teacher's roles in the classroom. Those aspects were the data in this research and did analyze and evaluate.

C. Data Collecting Technique

The researcher used some research instruments in collected data in this research. The instruments are: *observation checklist*, *interview*, *field note*, and *documentation*. In collecting the data, the procedures of using instrument can be seen as follows:

1. Observation Checklist

Observation is a basic method for obtaining data in qualitative research. The researcher used this instrument to monitor and describe on teaching and learning activities in the classroom. It is the list of some point that the researchers want to observe when observation taking place in the

³⁰Sugiyono. Metode Penelitian Kuantitatif, Kualitatif, dan R&D. (Bandung: Penerbit Alfabeta.2012)

classroom. The aspects that were not covered in this instrument would be written in form of *field notes* to complete the data in this research.

2. *Interview*

Interview is an activity that involves interviewer and interviewee where the interviewer will give some questions to be answered by interviewee. In an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent". Thus, in this case, the interviewer has to conduct collecting data with doing interaction or communication directly. But, it can be conducted face to face or through via electronic.

3. *Documentation*

Documentation can be written and picture by someone that can be used to obtain information. In conducting documentation method, the researcher can provide magazines, books, and documents used by students and teacher during the lesson. The functions of documentation method is to make credible and authentic the result of observation or interview during the research. The procedure is the researcher came to the drama class and follow the lessson. Then the researcher recorded the students' activities in form of video or recording.

D. Instrument of the Research

A tool to collect the data is called research instrument. Instrument must be suitable, valid, and, trustworthy.³¹ In this research, the researcher used the following research instruments to collect the data:

1. Observation Checklist

In this research, the researcher designed observation checklist to collect the data. It helps the researcher to collect the data systematically in the classroom and interpret the actions that related to the implementation of ESP for Islamic Banking Program that covers: the need, teaching materials, learning activities, and teacher's roles in the classroom.

The process of collecting the data through observation checklist, the researcher: (1) came to classroom to join the class and followed whole process happened in the classroom; and (2) prepared the observation checklist to observe the students' need, teaching materials, learning activities, and teacher's roles in the classroom. For the observation checklist, it can be seen as follows:

Table 3.1
Observation Cheklist

No.	Statement	Yes	No	Notes
1	The English teacher used textbook related to Islamic Banking in teaching English.			
2	The teacher delivered topics related to Islamic Banking activities.			
3	The teacher discussed resgisters and dictions			

³¹ Mariano M. Ariola, *Principles and Method of Research*. (Phillipine: Rex Book Store, Inc.), 2006,p. 140.

	related to Islamic Banking			
4	The discourse discussed in the classroom is related to Islamic Banking.			
5	The teacher gave performance activities like in real Islamic Bank office.			
6	The teacher asked students to perform dialogues with the topics related to Islamic banking daily activities.			
7	The teacher introduced some kinds of Islamic Bank documents in English.			
8	The teacher focused on only a certain English skill in teaching Islamic Banking (Only Speaking)			
9	The students were active in following the lesson about English Islamic Banking Activities in the classroom.			
10	The Students were involved actively in doing English activities of Islamic Bank in the classroom.			
11	The students enjoyed the class because they were familiar with the topic of Islamic Banking in English			
12	The English teacher made simulation of Islamic Bank activities in English class.			
13	Learning activities were dominated by practice or performance about Islamic Banking situation rather than theory.			
14	The teacher brought some learning medias related to Islamic Bank.			
15	Teacher's teaching method was appropriate			

	for Islamic students' activities in the future work field.			
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2. *Field Note*

The researcher wrote the things related to the students' need, teaching materials, learning activities, and teacher's roles in the classroom in form of field note in order to complete the data in the research. Field note was written during the classroom and completed after the lesson. In the field notes, the researcher wrote all things that were not included into the other instruments. The function of the field note was as complementary data in this research.

3. *Interview*

To get deeper information or data in this research, the researcher did interview. The researcher interviewed the teacher in order to explore the information related to the need, teaching materials, learning activities, and teacher's roles in the classroom. Interview was conducted after the classroom. The researcher prepared a list of questions to guide her in interview.

The process of collecting the data through observation checklist, the researcher: (1) prepared questions that the researcher would like to ask to the teacher; (2) asked one by one prepared questions; and (3) recorded the

teacher's answers. Interview was conducted in several times in order to obtain complete data.

Table 3.2

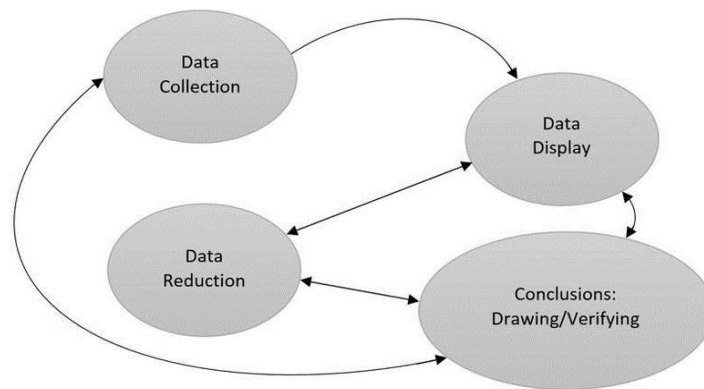
Interview Sheet

1. What are then purposes of learning English for Islamic Banking students?
2. What English skills do the Islamic Banking students want to improve?
3. What difficulties do the students find during the process of teaching and learning English in Islamic banking context?
4. What is the main source of teaching and learning English in Islamic Banking Classroom?
5. What is the relationship between the teaching source used and the target area?
6. Do you use a specific technique in teaching English for Islamic Banking class? What technique?

The researcher was made documentation all activities during the research. The aim of documentation is to support the authenticity of the data in the research. To completed the documentation, the researcher did: (1) collected all documents, such as: the result of observation checklist, filed notes, interview recorder and interview script, and phorograph during the research; (2) attach them in form of research appendices.

E. Data Analysis

The researcher was applied interactive model of data analysis proposed by Miles and Huberman that consists of three main components: data reduction, data display, and drawing and verifying conclusion³²:



*Figure 2:
Interactive Model of Data Analysis*

Data Reduction is started by explaining, selecting the basic things, focusing on something important to the content of data which derives from the field. It describes deeply to the observation result. Data reduction was done by making summary contact, developing category coding, making reflection note and data selection. The data are reduced because they are not related to the title of the research and the formulation of the research problem.

Data Display is the process showing data in form of words, sentence, narrative, table, and graphic in order that the data collected are mastered by the researcher as the basic to take

³²Matthew B. Miles and A. Michael Huberman. *Qualitative Data Analysis: A Sourcebook Third Edition*. (USA, Sage Publishing, 1994) P. 174.

appropriate conclusion. A display is an organized, compressed assembly of information that permits conclusion drawing and action. In this research, the researcher used narrative essay in displaying the data because it is the most common data display used in qualitative research.

Verification and Conclusion is making conclusion is the process of drawing the content of data collected and the form of a good statement and having clear data. The conclusion drawing can be started from tentative conclusion which still needs to be completed. After getting the data, it is analyzed continuously and verified about the validity to get more significant and clear result.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter would discuss the research finding and discussion. The purpose of the research finding is to answer the problem statements in the first chapter. There are two objectives in the research, namely; knowing how is the teaching process of English subject includes the assessment, media and methods for the banking student and knowing the material of teaching English subject for the banking students of IAIN Bengkulu at the academic year 2018/2019.

A. The Result of the Research

4. The Teacher's Roles of ESP class for Islamic banking in *Islamic Banking Program of IAIN Bengkulu academic year 2018/2019*

a. Teaching and Learning Activities

During the ESP lesson in the classroom, the lecturer gave performance activities like in real Islamic Bank office. For example, at the second meeting of the lesson, the English teacher started the lesson by introducing a number of vocabularies related to "Money Matters", the same topics with the lesson. Then, the teacher continued the lesson into tenses lesson. The English lecturer reviewed "Simple Present Tense" with some examples related to bank activities. At the last activities, the English lecturer asked students to implement the number of vocabularies that the students have learned and simple present tense concept to make dialogue related to "Money Matters". In short, the teaching and learning activities

in ESP class of Islamic Banking program related to performance activities. For more detail data, see appendix 1 about the teacher's syllabus; appendix 6 about the Result of observation checklist meeting 2.

The detail procedures of learning conducted by the English lecturer could be following the detail process in the classroom. In order to know how is the teaching process of English subject for the banking students of bachelor degree in IAIN Bengkulu in academic year 2018/2019, the researcher observed the teaching learning process of banking English the researcher observe the 6A class. This finding would answer the first problem statement of this research. The data were taken from observation that the researcher did in 6A class. These were the explanation of the teaching process of English subject in 6A class.

The class was held conditionally depended on the agreement between the student and the lecturer. Even the English subject had an official schedule on every Thursday. There were four times of class observations on teaching English subjects for the banking students in the 6A class. The first observation was grammar discussion which talks about Pronouns. Second observations were the teaching process for the product in retail Banking material which is talking about bank products, Online Banking, Telephone Helpinnes, and Comparing products. the third observations were the teaching process for the Personal Loan and Credit material. The last observation is in the last class meeting, the researcher did it in order want to know how the assessment from the lecturer is.

The first observation was held on Thursday, March 21st, 2019 at 11.10-12.30 am. The class was held in the 6A class. The class was begun with the greeting from Mr.Andriadi, the lecturer English subject of 6A class. Then they pray together by saying Basmallah before they started the lesson. The lecturer checked the attendance too and there were two students who absent on that day. That day, the students would be given an explanation by the lecturer about Explaining Money matters in unit 1 of the banking and finance textbook. The lecturer begun with explained the materials which consisted of Managing your finance, finance and the economy, banks and building societies. The materials were designed to teach the student how to know personal banking habits, types of financial organizations and how investment banks work. As the lecturer said that one of the banker's duties is not only meet with Indonesian people but from another country, so they must learn English for Banking. The bankers should be able to communicate carefully in their meet consumers from another country.

After the students understand the purpose of the study, the lecturer give some vocabularies related banking, there are : *ATM, balance, credit, current account, direct debit, home insurance, rent, salary, standing order, withdrawl*. he asked the students the meaning of vocabularies in bahasa Indonesia, some students not knowing the meaning of vocabularies, so the lecturer explained it. after that the lecturer give a example conversation by phone:

A: good morning. AFC Bank, can i help you ?

*B:good morning. I am a customer of the bank and i want to
(1)_____ some money*

*A:Yes,sir. Which department do you want?Er... what is the money
for ?*

B: i want to (2)_____ a flat.

A :just a moment. Oh yes, Mr.Sharma is free

The lecturer explained the material using Communication Language Teaching (CLT). The lecturer gives the dialog to make the students more understand the real work. The lecturer also gives an example of how the way to pronounce the dialog. Then, the students repeat after the lecturer read the conversation.the lecturer also give example how to read number, e.g *account number :59233021*, Sometimes, the number has a different pronounce to red. Such as "0" it can read "0" and "zero". While to know about the other number, the student has already understood. They study the number on another subject. When the students understand about the conversation, the lecturer asks the student to make another conversation by using their own idea in group pairs. Then, the students present their work in front of the class.

The second observation was held on Tuesday, march 29th, 2019 at 11.10 a.m. the class was held in 6A class. The class begins with a greeting from Mr.Andriadi Then they prayed by saying bismillah together to start the class. All of the students of the 6A class prepare the book while the

lecturer checked the attendance of the students. In that day, there is one student who absent. After the check, the attendance lecturer ask the students to open their handout on page 12 about “Products in retail Banking” has several discussions within. They are find out what a customer needs and give advice, give and check instructions, talk about the future, express present and future ability, compare details of products. the lecturer explained about conversation between customer and customer advisor. the materi about open account bank.

The purpose of the conversation practice is to show them the real situation that would be met by their a letter when they worked as a banker. The lesson begins with the instruction of the lecturer to red the materi first. Then, after the student finishes read, the lecturer and the student discuss that vocabulary together. The lecturer guides the students to read the vocabulary. This reading activity is to drill pronunciation practice. When the students understand about the conversation, the lecturer asks the student to make another conversation by using their own idea in group pairs. Then, the students present their work in front of the class.

Finally, the lesson closed by evaluation and conclusion from the lecturer. The lecturer gives suggestions to the students. The lecturer gives advice to the students to increase their vocabulary in order to raise their comprehension in English subjects. The lecturer said: “Actually, if you face any new material, when your vocabularies are rich enough it will easier for you to comprehend anything” The lecturer gives a conclusion at

the end of the lesson about retail banking (online banking). The lecturer explains the importance of this material. The importance of this material is to practice the student to face the real situation in their future occupation. The class was ended by saying hamdallah together. The lecturer asks the students to prepare the next materials. The student should comprehend and translate the vocabulary.

b. Lecturer's – Students' Interraction in the Classroom

The teacher's-students' interaction in the classroom were active where the English teacher focused on only one skill, in this case, speaking skill (See Appendix 6 about the result of observation checklist). It is also proved by the teacher's syllabus (Appendix 1: learning goals), the main goal of this lesson is to develop the students' speaking skill, especially making dialogue related to economic, business, banking, and financial. To get good speaking skill, the students should be supported by the mastery of pronunciation, vocabularies in banking, grammar, and working culture in banking area.

Duirng the lesson, students actively participated in the classroom. The teacher asked students to perform dialogues with the topics related to Islamic banking daily activities. Before making dialogues, the teacher gave time to students to prepare dialogues in pair or small groups. This learning process made students active following the class activities. The students looked enjoy did all activities because they were able to do it and

have basic knowledge about English materials that they were discussing. For more data, see appendix 6 about the result of observation checklist.

c. Lecturer's Performance for Improvement

For improving the students' performance, the English teacher used to give corrective feedback to students, especially in producing correct pronunciation in the level of word, phrase, and sentences. The students responded positively about the corrective feedback which given by the English lecturer.

Based on the detail explanation above, it is clear that the ESP teacher has important roles in conducting lesson for in Islamic Banking program of IAIN Bengkulu in academic year 2018/2019, namely: explaining lesson related to Islamic Banking topics; guiding students to do oral activities in the classroom; supporting or encouraging students to be active in the classroom; and giving corrective feedback to the students' oral production in the classroom.

5. The teacher's Materials Implementation of ESP class for Islamic banking in Islamic Banking Program of IAIN Bengkulu academic year 2018/2019

In this part, it would discuss about learning materials used in the classroom. The explanation is as follow:

a. Published Materials

In implementing the lesson, the English teacher used published materials. The English teacher used some learning sources: the first, he used English for Banking Book entitled *English for Banking and Finance* written by Marjorie Rosenberg. It is published in 2015 by Pearson USA. This book used for main sources. The content is about English based on Banking context. The second, he used book entitled *Check Your English Vocabulary for Banking and Finance Second Edition* written by John Marks published in 2017 by A & C Black London. This book is as supplementary book for students. The book consists of various kinds of English Banking vocabularies. It is helpful for students to improve their English vocabularies, especially vocabularies for banking. Then, he also used some videos that related to banking and financial fields in order that students can see the real practice of English for Banking and Financial. In addition, some forms of banking services and financial documents that he can say as authentic teaching materials are also provided in order that the students can see them in a real (See data in Appendix 7 about the result of interview for teacher, especially point 4).

b. Subject Matter – Content of the Learning Materials

The students discussed various topics related to banking. Based on the syllabus designed by the English teachers, the content of learning materials consisted of some topics, namely: money matters; product in retail banks; personal loans and credit; Islamic Banking; the structure of a

bank; and finance in company (See Appendix 1 about the teacher's syllabus). Based on the data above, it can be concluded that the topics discussed by the students in this lesson were really related to banking and Islamic banking.

c. Suggested Activities in Printed Learning Materials

The activities in printing materials encouraged students to explore their speaking skill in daily banking activities. The printed book provided many registers and dictions related to Islamic banking activities. The teacher also had important roles in using English textbook. The teacher can understand the strong relationship between teaching sources and the target area in this English class. Related to the textbook, he also prepared related teaching sources in forms of textbooks, videos, and authentic materials in form of banking and financial documents to reach target area of English mastery, especially English for Islamic Banking in order that the English training that they take can be a skill that support the students' career in the future. It means that the English teacher can integrating the textbook content and other supporting learning materials as well as appropriate learning activities in the classroom (See appendix 1 about teacher's syllabus; appendix 7 about the result of interview for teacher, especially point 5).

Based on the explanation above, it can be concluded that the English teacher at 6A used some printed learning materials in conducting the lesson with the subject matters related topics to Islamic Banking

activities. In addition, the teacher could integrate the textbook content and other supporting learning materials as well as appropriate learning activities. As the result, the teacher's learning materials can be implemented innovatively in the classroom.

6. The Course Design implementation of ESP Class for Islamic banking *in Islamic Banking Program of IAIN Bengkulu academic year 2018/2019*

In this part, the researcher explained some aspects of ESP in the class 6A of Islamic Banking as follows:

a. Teacher's Lesson Planning

Before conducting teaching and learning activities in the classroom, the teacher designed syllabus and lesson plan. Based on the teacher's lesson plan, the teacher designed the lesson in 16 meetings in a semester. 14 meetings for learning process, 2 meetings are for evaluation (Mid term and final test). Each meeting has different topics and focused. In the lesson plan, the teacher discussed topics related to Islamic banking in different focused.

b. Teacher's Method and Procedures in Teaching in the Classroom

According to the interview and classroom observation, the researcher explained the finding of the part of the first problem statement. The first finding is talking about the teaching method of English for ESP in Islamic Banking. In teaching English for Specific Purpose in IAIN Bengkulu especially in the Islamic banking department of a bachelor degree, the

English lecture of 6A used the CLT method and role play technique in Speaking skills. These are the explanations:

The method and technique on teaching English for Specific Purpose (ESP) in IAIN Bengkulu for the Islamic banking students of a bachelor's degree is communicative language teaching CLT method and Discussion. These method are integrated with teaching techniques for speaking skills. The technique is role play technique. The lecture uses role-play technique to teach English subject which is focus on speaking skills. The lecturer divided the students into some pairs of the group. Then the lecturer explained an example of dialogue in the handout about the banking situation. The students paid attention to the explanation that they were asked by the lecturer to write another simply dialogue of banking and financial situation. Each pair group wrote their own dialogue. When they finished writing, the lecturer asked them randomly to perform their role-play tasks in front of the class.

According to the lecturer in the interview session, the CLT method that the lecturer used in teaching English for banking students in 6A class. As the lecturer said:

"....Communicative Language Teaching. I think the teaching Technique is appropriate for this class because the focus of the lesson is speaking skill.

The result of the class observation, The methods that the lecturer uses are communicative language teaching (CLT) and role-play. The lecturer

usually uses a communicative language teaching (CLT). In which to conduct a teaching ESP, it should use a problem solving technique. So that, the method that the lecturer uses to teach ESP students in IAIN Bengkulu is suitable enough.

c. Students' Projects in ESP Class

Most of project in this class do project in form of oral production. The English teacher always asks students to make simulation of Islamic Bank activities in English class. Learning activities were dominated by practice or performance about Islamic Banking situation rather than theory. The lecturer also brought some authentic materials as learning media. They can be forms, bank brochures, and documents related to bank transaction. In conclusion, the lecturer provided students with communicative projects in every meeting (for more detail data, see appendix 6 about the result of observation checklist)

d. Learning Evaluation

In order to know-how is the assessment of English subject for the Islamic banking students of IAIN Bengkulu in the academic year 2018/2019. The researcher interviewed the English lecturer and observed the teaching process to gather information about the assessment. This finding would answer one of the parts which are including in the first problem statement of the research. There was an explanation according to the interview and the

observation that the researcher did during the teaching process. The interview was held on Tuesday, March 23th 2019. The teacher told:

“For the English subject assessment, I use different assessment in different skill in order to assess the student. There are four skill; reading, listening, speaking, and writing. In order to assess reading skill it is integrated with writing assessment by reading aloud. Listening skill integrated with speaking skill, I use a role play conversation in every unit of material.”

According to the lecturer explanation, the lecturer just assessment in a speaking skill. For speaking skill, the lecturer uses a role play conversation. The students act like the subject in the conversation. In student’s handout are served several conversations in each material, so the lecturer can use that conversation to assess the speaking skill. They do a conversation in group pairs to play a role as a subject in conversation. Sometime, the conversation which is present in front of the class is the conversation written by them.

During the observation that the researcher did, there were two kinds of assessments that the lecturer did in the teaching process in those three meetings, the meetings which discussed about the “making appointment”, the lecturer used role play task on assessing this unit during the teaching process. This role play task consisted two students each group. The first student play a role as the consumer advisor who explain about give the instruction and other student play a role as a consumer. This role play task

was practice in 5 minutes each group. Before they practiced their role play, the pairs group should make their own conversation about making appointment and activities in banking work field.

Based on the explanation above, it can be concluded that the lecturer design systematic lesson plan before conducting teaching in the classroom by using CLT approach. The lecturer gave project in form of oral production activities; and the evaluation also conducted orally.

B. Discussion

The research was conducted because of some background happened at the ESP class at sixth semester of Islamic Banking program of IAIN Bengkulu in academic year 2018/2019. The problems were in some classes of sixth semester, ESP material is made individually by lecturers who do not fully understand ESP because they did not graduated from ESP or graduate programs Banking and formally prepare ESP teacher. Therefore, the researcher was very interested in investigating: (1) to anlyze teacher competence in *English for Specific Purpose (ESP) class in Islamic Bangking Program of IAIN Bengkulu academic year 2018/2019*; (2) to analyze the teacher materials implementation of ESP class for Islamic banking *in Islamic Banking Program of IAIN Bengkulu academic year 2018/2019*; and (3) To analyze the course design implementation of ESP class for Islamic banking *in Islamic Banking Program of IAIN Bengkulu academic year 2018/2019*. By applying theory proposed by Dudley-Evans and St John and (1998) and

Carver and descriptive qualitative research method, the research result the following findings:

First, the ESP teacher at the sixth grade of Islamic Banking IAIN Bengkulu has important roles in conducting lesson for in Islamic Banking program of IAIN Bengkulu in academic year 2018/2019, namely: explaining lesson related to Islamic Banking topics; guiding students to do oral activities in the classroom; supporting or encouraging students to be active in the classroom; and giving corrective feedback to the students' oral production in the classroom.

The purpose of the conversation practice is to show them the real situation that would be met by their a letter when they worked as a banker. The lesson begins with the instruction of the lecturer to red the materi first. Then, after the student finishes read, the lecturer and the student discuss that vocabulary together. The lecturer guides the students to read the vocabulary. This reading activity is to drill pronunciation practice. When the students understand about the conversation, the lecturer asks the student to make another conversation by using their own idea in group pairs. Then, the students present their work in front of the class. Finally, the lesson closed by evaluation and conclusion from the lecturer. The lecturer gives suggestions to the students. The lecturer gives advice to the students to increase their vocabulary in order to raise their comprehension in English subjects.

Second, the English teacher at 6A used some printed learning materials in conducting the lesson with the subject matters related topics to Islamic

Banking activities. In addition, the teacher could integrate the textbook content and other supporting learning materials as well as appropriate learning activities. As the result, the teacher's learning materials can be implemented innovatively in the classroom.

It means that in implementing the lesson, the English teacher used published materials. The English teacher used some learning sources: the first, he used English for Banking Book entitled *English for Banking and Finance* written by Marjorie Rosenberg. It is published in 2015 by Pearson USA. This book used for main sources. The content is about English based on Banking context. The second, he used book entitled *Check Your English Vocabulary for Banking and Finance Second Edition* written by John Marks published in 2017 by A & C Black London. This book is as supplementary book for students. The book consists of various kinds of English Banking vocabularies. It is helpful for students to improve their English vocabularies, especially vocabularies for banking. Then, he also used some videos that related to banking and financial fields in order that students can see the real practice of English for Banking and Financial.

Third, the lecturer design systematic lesson plan before conducting teaching in the classroom by using CLT approach. It means that the lecturer did well-prepare for learning design and materials before teaching; and the lesson conducted by using CLT approach in the classroom. The lecturer gave project in form of oral production activities in form of role play of various

situations in bank activities; and the evaluation also conducted orally in order to improve students' speaking skill which is the main goal of the lesson.

It means that the students discussed various topics related to banking. Based on the syllabus designed by the English teachers, the content of learning materials consisted of some topics, namely: money matters; product in retail banks; personal loans and credit; Islamic Banking; the structure of a bank; and finance in company.

Based on the explanation above, it can be concluded that the lecturer's roles at the sixth grade of Islamic Banking IAIN Bengkulu IAIN Bengkulu in academic year 2018/2019 were: explaining lesson related to Islamic Banking topics; guiding students to do oral activities in the classroom; supporting or encouraging students to be active in the classroom; and giving corrective feedback to the students' oral production in the classroom. The English lecturer used some printed learning materials in conducting the lesson with the subject matters related topics to Islamic Banking activities. In addition, the teacher could integrate the textbook content and other supporting learning materials as well as appropriate learning activities. As the result, the teacher's learning materials can be implemented innovatively in the classroom. Then, the lecturer design systematic lesson plan before conducting teaching in the classroom by using CLT approach and gave project in form of oral production activities in form of role play of various situations in bank activities; and the evaluation also conducted orally in order to improve students' speaking skill which is the main goal of the lesson.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After completing the research, it can be concluded that: (1) the lecturer's roles at the sixth grade of Islamic Banking IAIN Bengkulu IAIN Bengkulu in academic year 2018/2019 were: explaining lesson related to Islamic Banking topics; guiding students to do oral activities in the classroom; supporting or encouraging students to be active in the classroom; and giving corrective feedback to the students' oral production in the classroom; (2) the English lecturer used some printed learning materials in conducting the lesson with the subject matters related topics to Islamic Banking activities. In addition, the teacher could integrate the textbook content and other supporting learning materials as well as appropriate learning activities. As the result, the teacher's learning materials can be implemented innovatively in the classroom; (3) the lecturer design systematic lesson plan before conducting teaching in the classroom by using CLT approach and gave project in form of oral production activities in form of role play of various situations in bank activities; and the evaluation also conducted orally in order to improve students' speaking skill which is the main goal of the lesson.

B. Suggestion

Based on the result of the research, there are some suggestions preposed by the researcher for students, English teachers, and the next researcher as follows:

1. For students

- a. Learning ESP is important for students to support their English skill related to their duture career.
- b. The students should give more attention in learning ESP because it can give them more benefits in future job.

2. For English Teachers

- a. English teachers should have a good design of teaching ESP for students in order that the lesson can give more benefits for students.
- b. The English teacher should prepare appropriate learning materials for ESP class.
- c. The English teachers always try to explore creative and innovative learning materials for finding the most appropriate learning activities.

3. For the Next Researchers

- a. The researcher hopes that the next researchers can do other kinds of research related to ESP, especially in Islamic Banking.
- b. The researcher hoped that the next researchers can developpe this research into broder scoope and focusof the research.

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Appendix 1

RENCANA PEMBELAJARAN SEMESTER
MATA KULIAH WAJIB PROGRAM STUDI PERBANKAN SYARIAH
FAKULTAS EKONOMI DAN BISNIS ISLAM IAIN BENGKULU
SEMESTER GENAP TAHUN 2018/2019

Mata Kuliah	:	Conversation II
Kode Mata Kuliah	:	MPK69010
Semester	:	VI
Jumlah SKS	:	0 SKS
Sifat Mata Kuliah	:	Mata Kuliah Wajib Prodi
Koordinator Mata Kuliah	:	
Evaluasi	:	1. Kreativitas Siswa (10%) 2. Tugas Terstruktur (20%) 3. UTS (30%) 4. UAS (40%)
Cara Penilaian	:	
CAPAIAN PEMBELAJARAN: Mata kuliah ini dirancang untuk mengembangkan kemampuan siswa berbicara (<i>Speaking</i>), terutama komunikasi lisan yang berhubungan dengan dunia ekonomi, bisnis, perbankan, dan finansial. Untuk mencapai kemampuan <i>speaking</i> yang baik, siswa juga akan menguasai secara praktis mengenai pengucapan (<i>pronunciation</i>), kosa kata (<i>Banking and financial Vocabularies</i>), tata bahasa (<i>grammar</i>), dan <i>working culture</i> bidang ekonomi, bisnis, perbankan, dan finansial.		

MATA KULIAH WAJIB PROGRAM STUDI EKONOMI ISLAM
FAKULTAS EKONOMI DAN BISNIS ISLAM IAIN BENGKULU

SEMESTER GENAP TAHUN 2018/2019

No.	Bahan Kajian	Cakupan Bahan Kajian	Sumber Belajar
1	Kontrak Perkuliah	<ul style="list-style-type: none"> - Menjelaskan kontrak perkuliahan - Ruang Lingkup Mata Kuliah - Kebijakan Pelaksanaan Perkuliahan 	
2	Money Matters a. Managing Finance b. Finance and the Economic	<ul style="list-style-type: none"> - Understanding a number of personal banking vocabularies. - Review Simple Present tense - Making dialogues about personal banking habits and economics 	<ol style="list-style-type: none"> 1. John Marks. (2007). <i>Check Your English Vocabulary for Banking and Finance Second Edition</i>. London: A & C Black. 2. Marjorie Rosenberg. (2015). <i>English for Banking and Finance</i>. USA: Pearson. 3. Raymond Murphy. (2012). <i>Essential Grammar in Use</i>. USA: Cambridge University Press.
3	Money Matters a. Banks and Building Societies b. Investment Banks	<ul style="list-style-type: none"> - Understanding a number of bank investment vocabularies. - Making dialogues related to description different types of financial organization. 	<ol style="list-style-type: none"> 1. John Marks. (2007). <i>Check Your English Vocabulary for Banking and Finance Second Edition</i>. London: A & C Black. 2. Marjorie Rosenberg. (2015). <i>English for Banking and Finance</i>. USA:

			Pearson.
4	Products in Retail Banking a. Bank Products b. Online Banks	<ul style="list-style-type: none"> - Understanding a number of English vocabularies related to retail banking products. - Review the use of Modal for ability and possibility, making suggestions and recommendations. - Making dialogues related to bank products and online banks 	<ol style="list-style-type: none"> 1. John Marks. (2007). <i>Check Your English Vocabulary for Banking and Finance Second Edition</i>. London: A & C Black. 2. Marjorie Rosenberg. (2015). <i>English for Banking and Finance</i>. USA: Pearson. 3. Raymond Murphy. (2012). <i>Essential Grammar in Use</i>. USA: Cambridge University Press.
5	Products in Retail Banks a. Telephone Helpliness b. Comparing Products	<ul style="list-style-type: none"> - Understanding a number of English adjectives related to bank products. - Review the use of comparative and superlative adjectives. - Making dialogues related to telephone helpliness and comparing products. 	<ol style="list-style-type: none"> 1. John Marks. (2007). <i>Check Your English Vocabulary for Banking and Finance Second Edition</i>. London: A & C Black. 2. Marjorie Rosenberg. (2015). <i>English for Banking and Finance</i>. USA: Pearson. 3. Raymond Murphy. (2012). <i>Essential Grammar in Use</i>. USA: Cambridge University Press.
6	Personal Loans and Credits a. Credit and debit Card	<ul style="list-style-type: none"> - Understanding a number of loan and credit vocabularies. - Review future tense (<i>will</i>) 	<ol style="list-style-type: none"> 1. John Marks. (2007). <i>Check Your English Vocabulary for Banking and Finance Second Edition</i>. London:

	b. Plastic Money	vs. <i>Going to</i>) - Making dialogues related to credit, debit card, and plastic money.	A & C Black. 2. Marjorie Rosenberg. (2015). <i>English for Banking and Finance</i> . USA: Pearson. 3. Raymond Murphy. (2012). <i>Essential Grammar in Use</i> . USA: Cambridge University Press.
7	Personal Loans and Credits a. Personal Loans and Overdrafts b. Mortgages	- Understanding a number of overdraft and mortgages vocabularies. - Making dialogues related to loans, overdraft, and mortgages.	1. John Marks. (2007). <i>Check Your English Vocabulary for Banking and Finance Second Edition</i> . London: A & C Black. 2. Marjorie Rosenberg. (2015). <i>English for Banking and Finance</i> . USA: Pearson.
8	Ujian Tengah Semester		
9	Islamic Banking a. The basic of Islamic Banking b. Islamic Retail Product	- Understanding a number of loan and credit vocabularies. - Review <i>past simple</i> and <i>used to</i> - Making dialogues related to Islamic Banking and Retail Product.	1. John Marks. (2007). <i>Check Your English Vocabulary for Banking and Finance Second Edition</i> . London: A & C Black. 2. Marjorie Rosenberg. (2015). <i>English for Banking and Finance</i> . USA: Pearson. 3. Raymond Murphy. (2012). <i>Essential Grammar in Use</i> . USA: Cambridge

			University Press.
10	Islamic Banking a. Islamic Corporate Banking Product b. The Concept of Islamic Banking	<ul style="list-style-type: none"> - Understanding a number of Islamic Corporate banking vocabularies. - Making dialogues related to Islamic Corporate Banking Product and the Concept of Islamic Banking. 	1. John Marks. (2007). <i>Check Your English Vocabulary for Banking and Finance Second Edition</i> . London: A & C Black. 2. Marjorie Rosenberg. (2015). <i>English for Banking and Finance</i> . USA: Pearson.
11	The Structure of a Bank a. Department b. The Structure of the Bank	<ul style="list-style-type: none"> - Understanding a number of bank structure vocabularies. - Review <i>present perfect tense</i> - Making dialogues related to different departments in bank, bank jobs, responsibilities, and hierarchy in a bank. 	1. John Marks. (2007). <i>Check Your English Vocabulary for Banking and Finance Second Edition</i> . London: A & C Black. 2. Marjorie Rosenberg. (2015). <i>English for Banking and Finance</i> . USA: Pearson. 3. Raymond Murphy. (2012). <i>Essential Grammar in Use</i> . USA: Cambridge University Press.
12	The Structure of a Bank a. Presentation b. The Changing World of Banking	<ul style="list-style-type: none"> - Making presentation <i>Changing World of Bank</i>. 	1. John Marks. (2007). <i>Check Your English Vocabulary for Banking and Finance Second Edition</i> . London: A & C Black. 2. Marjorie Rosenberg. (2015). <i>English for Banking and</i>

			<i>Finance. USA: Pearson.</i>
13	Finance in Companies a. Cash Flow b. Balance Sheet	<ul style="list-style-type: none"> - Understanding a number of vocabularies related to <i>cash flow</i> and <i>balance sheet</i>. - Making <i>Conditional Sentence</i> - Making dialogues related to cash flow and balance sheet. 	<ol style="list-style-type: none"> 1. John Marks. (2007). <i>Check Your English Vocabulary for Banking and Finance Second Edition</i>. London: A & C Black. 2. Marjorie Rosenberg. (2015). <i>English for Banking and Finance</i>. USA: Pearson. 3. Raymond Murphy. (2012). <i>Essential Grammar in Use</i>. USA: Cambridge University Press.
14	Finance in Companies a. Income Statement b. Cash Flow Statement	<ul style="list-style-type: none"> - Showing cause of a problem and its effect . - Making dialogues related to Income statement and cash flow statement. 	<ol style="list-style-type: none"> 1. John Marks. (2007). <i>Check Your English Vocabulary for Banking and Finance Second Edition</i>. London: A & C Black. 2. Marjorie Rosenberg. (2015). <i>English for Banking and Finance</i>. USA: Pearson. 3. Raymond Murphy. (2012). <i>Essential Grammar in Use</i>. USA: Cambridge University Press.
15	Review and Reinforcement	Review materials and oral exam try out	
16	Ujian Akhir Semester		

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Bengkulu, 04 Maret 2019

Dosen Penanggung Jawab

Dosen Pengajar

Drs. M. Syakroni, M.Ag

Andriadi, M.A

NIP.

RENCANA PEMBELAJARAN SEMESTER
MATA KULIAH WAJIB PROGRAM STUDI TADRIS BAHASA INGGRIS
FAKULTAS TARBIYAH DAN TADRIS IAIN BENGKULU
SEMESTER GENAP TAHUN 2018/2019

Ming gu Ke-	Kemampua n Akhir yang	Bahan Kajian	Bentuk Pembelajaran	Wak tu Belaj	Kriteria Penilaian	Bob ot Nila
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	Diharapkan			ar		i
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	<ul style="list-style-type: none"> - Kesepakatan dalam KBM - Membaca Sastra - Membentuk kelompok diskusi - Kebijaksanaan Pelaksanaan Perkuliahan 	Kontrak Kuliah	Ceramah dan tanya jawab	100 menit		
2	<ul style="list-style-type: none"> - Siswa mampu mengucapkan sejumlah kosa kata bahasa Inggris yang berkaitan dengan personal Banking, memahami makna sekaligus konteks 	Money Matters c. Managing Finance d. Finance and the Economic	<ul style="list-style-type: none"> - Ceramah - Diskusi - Review dan menyimpulkan bersama - Evaluasi dan tindak lanjut 	100 menit	<ul style="list-style-type: none"> - Penugasan - Role Play 	

	<p>penggunaan nya dalam kalimat.</p> <p>- Siswa dapat memahami formula Simple Present Tense baik kalimat verbal maupun nominal serta penggunaan nya pada level kalimat.</p> <p>- Siswa mampu mengakom odasi kosa kata dan aplikasi simple present tense yang telah dikuasi untuk menciptaka</p>					
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	n dialog yang berkenaan dengan <i>personal banking habits and economics</i> .					
3	<ul style="list-style-type: none"> - Siswa mampu mengucapkan sejumlah kosa kata bahasa Inggris yang berkaitan dengan <i>building societies</i> dan <i>Investment Banks</i>, memahami makna sekaligus konteks penggunaan nya dalam kalimat. - Siswa 	Money Matters c. Banks and Building Societies d. Investment Banks	<ul style="list-style-type: none"> - Ceramah - Brainstorming - Diskusi - Review dan menyimpulkan bersama - Evaluasi dan tindak lanjut 	100 menit	<ul style="list-style-type: none"> - Penugasan - Role Play 	

	mampu mengakomodasi kosakata dan tata bahasa yang telah dikuasai untuk menciptakan dialog yang berkenaan dengan <i>building societies</i> dan <i>Investment Banks</i> .					
4	- Siswa mampu mengucapkan sejumlah kosakata bahasa Inggris yang berkaitan dengan <i>Bank Products</i> dan <i>Online</i>	Products in Retail Banking c. Bank Products d. Online Banks	- Ceramah - Brainstorming - Diskusi - Review dan menyimpulkan bersama - Evaluasi dan tindak lanjut	100 menit	- Penugasan - Role Play	

	<p><i>Banks</i>, memahami makna sekaligus konteks penggunaannya dalam kalimat.</p> <p>- Siswa dapat memahami formula <i>Modal for ability and possibility, making suggestion s and recommendations</i> serta penggunaannya pada level kalimat dan konteks penggunaannya.</p> <p>- Siswa mampu</p>					
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	mengakomodasi kosakata dan aplikasi tata bahasa yang telah dikuasai untuk menciptakan dialog yang berkenaan dengan <i>Bank Products and Online Banks</i> .					
5	- Siswa mampu mengucapkan sejumlah kosakata bahasa Inggris yang berkaitan dengan <i>Bank Products in Retail Banks</i> ,	Products in Retail Banks c. Telephone Helpline d. Comparing Products	- Ceramah - Brainstorming - Diskusi - Review dan menyimpulkan bersama - Evaluasi dan tindak lanjut	100 menit	- Penugasan - Role Play	

memahami makna sekaligus konteks penggunaan nya dalam kalimat (Adjectives).						
- Siswa dapat memahami formula <i>Comparative</i> dan <i>Superlative</i> serta penggunaan nya pada level kalimat.						
- Siswa mampu mengakomodasi kosa kata dan aplikasi tata bahasa untuk menciptakan dialog yang						

	berkenaan dengan <i>Products in Retail Banks.</i>					
6	<p>- Siswa mampu mengucapkan sejumlah kosa kata bahasa Inggris yang berkaitan dengan <i>Personal Loans and Credit</i>, memahami makna sekaligus konteks penggunaannya dalam kalimat.</p> <p>- Siswa dapat memahami formula <i>Present Future</i></p>	<p>Personal Loans and Credits</p> <p>c. Credit and debit Card</p> <p>d. Plastic Money</p>	<p>- Ceramah</p> <p>- Brainstorming</p> <p>- Diskusi</p> <p>- Review dan menyimpulkan bersama</p> <p>- Evaluasi dan tindak lanjut</p>	100 menit	<p>- Penugasan</p> <p>- Role Play</p>	

	<p><i>Tense (Will Vs. Going to)</i> serta penggunaannya pada level kalimat.</p> <p>- Siswa mampu mengkomposisi kosakata dan aplikasi tata bahasa untuk menciptakan dialog yang berkenaan dengan <i>Personal Loans and Credit</i>.</p>					
7	- Siswa mampu mengucapkan sejumlah kosakata bahasa Inggris yang	Personal Loans and Credits c. Personal Loans and Overdra	- Ceramah - Brainstorming - Diskusi - Review dan menyimpulkan bersama - Evaluasi dan tindak lanjut	100 menit	- Penugasan - Role Play	

	berkaitan dengan <i>Personal Loans, Overdraft, dan Morgages,</i> memahami makna sekaligus konteks penggunaan nya dalam kalimat. - Siswa mampu mengakom odasi kosa kata dan aplikasi tata bahasa yang telah didikuasi untuk menciptaka n dialog yang berkenaan dengan <i>Personal Loans,</i>	fts d. Mortgag es				
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	<i>Overdraft, dan Mortgages.</i>					
8	Ujian Tengah Semester					
9	<ul style="list-style-type: none"> - Siswa mampu mengucapk an sejumlah kosa kata bahasa Inggris yang berkaitan dengan <i>Islamic Banking Islamic Banking dan Islamic Retail Products</i>, memahami makna sekaligus konteks penggunaan nya dalam kalimat. - Siswa dapat 	Islamic Banking c. The basic of Islamic Banking d. Islamic Retail Products	<ul style="list-style-type: none"> - Ceramah - Brainstorming - Review dan menyimpulkan bersama - Evaluasi dan tindak lanjut 	100 menit	<ul style="list-style-type: none"> - Penugas an - Role Play 	

	<p>memahami formula</p> <p><i>Past Simple and Used to</i></p> <p>serta penggunaannya pada level kalimat.</p> <p>- Siswa mampu mengkomodasi kosakata dan aplikasi tata bahasa yang telah dikuasai untuk menciptakan dialog yang berkenaan dengan <i>Islamic Banking and Islamic Retail Product.</i></p>					
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10	<ul style="list-style-type: none"> - Siswa mampu mengucapkan sejumlah kosa kata bahasa Inggris yang berkaitan dengan <i>Islamic Corporate Products</i>, memahami makna sekaligus konteks penggunaannya dalam kalimat. - Siswa mampu mengkomodasi kosa kata dan aplikasi tata bahasa yang telah dikuasai untuk mencipta 	Islamic Banking c. Islamic Corporate Banking Product d. The Concept of Islamic Banking	<ul style="list-style-type: none"> - Ceramah - Brainstorming - Diskusi - Review dan menyimpulkan bersama - Evaluasi dan tindak lanjut 	100	<ul style="list-style-type: none"> - Penugasan - Role Play 	
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	n dialog yang berkenaan dengan <i>Islamic Corporate Products and the concept of Islamic banking.</i>					
11	<ul style="list-style-type: none"> - Siswa mampu mengucapk an sejumlah kosa kata bahasa Inggris yang berkaitan dengan <i>structure of a bank</i>, memahami makna sekaligus konteks penggunaan nya dalam kalimat. - Siswa 	The Structure of a Bank c. Department d. The Structure of the Bank	<ul style="list-style-type: none"> - Ceramah - Brainstorming - Diskusi - Review dan menyimpulkan bersama - Evaluasi dan tindak lanjut 	100 menit	<ul style="list-style-type: none"> - Penugas an - Role Play 	

	<p>dapat memahami formula <i>Present Perfect Tense</i> serta penggunaannya pada level kalimat.</p> <p>- Siswa mampu mengkomodasi kosakata dan aplikasi tata bahasa yang telah dikuasai untuk menciptakan dialog yang berkenaan dengan <i>the structure of a bank</i>.</p>					
12	- Siswa mampu mengucapkan sejumlah	The Structure of a Bank	<p>- Ceramah</p> <p>- Brainstorming</p> <p>- Diskusi</p> <p>- Review dan</p>	100 menit	<p>- Penugasan</p> <p>- Role Play</p>	

	<p>kosa kata bahasa Inggris yang berkaitan dengan <i>the changing world of bank</i>, memahami makna sekaligus konteks penggunaan nya dalam kalimat.</p> <p>- Siswa mampu mengakomodasi kosa kata dan aplikasi tata bahasa yang telah dikuasi untuk menciptakan dialog yang berkenaan dengan <i>the</i></p>	<p>c. Presentation</p> <p>d. The Changing World of Banking</p>	<p>menyimpulkan bersama</p> <p>- Evaluasi dan tindak lanjut</p>		- Presentation	
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	<i>changing world of bank.</i>					
13	<ul style="list-style-type: none"> - Siswa mampu mengucapkan sejumlah kosa kata bahasa Inggris yang berkaitan dengan <i>Finance in Company</i>, memahami makna sekaligus konteks penggunaan nya dalam kalimat. - Siswa dapat memahami formula <i>Conditional Sentence</i> serta penggunaannya pada 	Finance in Companies c. Cash Flow d. Balance Sheet	<ul style="list-style-type: none"> - Ceramah - Brainstorming - Diskusi - Review dan menyimpulkan bersama - Evaluasi dan tindak lanjut 	100 menit	<ul style="list-style-type: none"> - Penugasan - Role Play 	

	<p>level kalimat.</p> <p>- Siswa mampu mengkomodasi kosa kata dan aplikasi tata bahasa yang telah dikuasai untuk menciptakan dialog yang berkenaan dengan <i>Finance in Company</i>.</p>					
14	<p>- Siswa mampu mengucapkan sejumlah kosa kata bahasa Inggris yang berkaitan dengan <i>income statement</i></p>	<p>Finance in Companies</p> <p>c. Income Statement</p> <p>d. Cash Flow Statement</p>	<p>- Ceramah</p> <p>- Brainstorming</p> <p>- Diskusi</p> <p>- Review dan menyimpulkan bersama</p> <p>- Evaluasi dan tindak lanjut</p>	100 menit	<p>- Penugasan</p> <p>- Role Play</p>	

<p><i>and cash flow statement,</i></p> <p>memahami makna sekaligus konteks penggunaan nya dalam kalimat.</p> <p>- Siswa dapat memahami formula <i>showing cause and effect</i> serta penggunaannya pada level kalimat.</p> <p>- Siswa mampu mengakomodasi kosakata dan aplikasi tata bahasa yang telah dikuasai untuk</p>					
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	menciptakan dialog yang berkenaan dengan <i>income statement and cash flow statement.</i>					
15	<i>Review materials dan try out for oral test</i>	Review and Reinforcement	<ul style="list-style-type: none"> - Ceramah - Brainstorming - Diskusi - Review dan menyimpulkan bersama - Evaluasi dan tindak lanjut 	100 menit	<ul style="list-style-type: none"> - Penugasan - Role Play 	
16	Ujian Akhir Semester					

Bengkulu, 04 Maret 2019

Dosen Penanggung Jawab

Dosen Pengajar

Drs. M. Syakroni, M.Ag

Andriadi, M.A

NIP.

Appendix 3
Research Instrument

OBSERVATION CHECKLIST

Institution : IAIN Bengkulu
Department : Perbankan Syariah
Semester : VI A
Date of Observation : _____

Directions: Give checklist (✓) the number which presents your response. Then, write some notes in the column to describe clear condition about objects being observed in the classroom.

No.	Statement	Yes	No	Notes
1	The English teacher used textbook related to Islamic Banking in teaching English.			
2	The teacher delivered topics related to Islamic Banking activities.			
3	The teacher discussed registers and dictions related to Islamic Banking			
4	The discourse discussed in the classroom is related to Islamic Banking.			
5	The teacher gave performance activities like			

	in real Islamic Bank office.			
6	The teacher asked students to perform dialogues with the topics related to Islamic banking daily activities.			
7	The teacher introduced some kinds of Islamic Bank documents in English.			
8	The teacher focused on only a certain English skill in teaching Islamic Banking (Only Speaking)			
9	The students were active in following the lesson about English Islamic Banking Activities in the classroom.			
10	The Students were involved actively in doing English activities of Islamic Bank in the classroom.			
11	The students enjoyed the class because they were familiar with the topic of Islamic Banking in English			
12	The English teacher made simulation of Islamic Bank activities in English class.			
13	Learning activities were dominated by practice or performance about Islamic Banking situation rather than theory.			
14	The teacher brought some learning medias related to Islamic Bank.			
15	Teacher's teaching method was appropriate for Islamic students' activities in the future work field.			

Appendix 4

Research Instrument

Interview Guidelines (For Teacher)

Direction:

The researcher will follow the following procedures in doing interview:

- 1. Saying thanks to informants for their willingness to have interview about English for Islamic Banking.*
- 2. Introducing herself and explaining the purposes of conducting this interview.*
- 3. Reminding informants to answer questions honestly and giving opinion based on their real experience during teaching in the classroom.*
- 4. Recording all needed information and taking some important notes as research data.*

The questions that must be answered by the English teacher for interview.

1. What are then purposes of learning English for Islamic Banking students?
2. What English skills do the Islamic Banking students want to improve?
3. What difficulties do the students find during the process of teaching and learning English in Islamic banking context?
4. What is the main source of teaching and learning English in Islamic Banking Classroom?
5. What is the relationship between the teaching source used and the target area?
6. Do you use a specific technique in teaching English for Islamic Banking class?
What technique?

Appendix 5

FIELD NOTE

Day 1

Day / Date :Thursday, 14th March 2019

Description Sheet

Pre activity : The class was begun with the greeting from lecturer in 6A class. Then they pray together by saying Basmallah before they started the lesson. The lecturer checked the attendance too and there were two students who absents in that day.

Core Activity : That day the first meeting, the students given an explanation by the lecturer about the subject and ESP. next, The lecturer begins to explain the materials which will learn. the first materi is money matters. The lecturer asked student some vocabularies related to rhe banking and finance, there are: ATM, balance, credit, current account, direct debit, home insurance, rent, salary, standing order, withdrawl. some student did not know the meaning of the words. and then The lecturer explains the word one-by-one. Then the lecturer give a conversation . by phone :

A: good morning. AFC Bank, can i help you ?

B:good morning. I am a customer of the bank and i want to (1)_____ some money

A:Yes,sir. Which department do you want?Er... what is the money for ?

B: i want to (2)_____ a flat.

A :just a moment. Oh yes, Mr.Sharma is free

The lecturer explained the material using Communication Language Teaching (CLT). The lecturer gives the dialog to make the students more understand the real work. The lecturer also gives an example of how the way to pronounce the dialog. Then, the students repeat after the lecturer read the conversation.the lecturer also give example how to read number, e.g account number :59233021, Sometimes, the number has a different pronounce to red. Such as "0" it can read "0" and "zero". While to know about the other number, the student has already understood. They study the number on another subject. When the students understand about the conversation, the lecturer asks the student to make another conversation by using their own idea in group pairs. Then, the students present their work in front of the class.

Closing Activity :After finishing the task, the lecturer discusses with the student.

Day 2

Day / Date :Thursday , March 21st 2019

Description Sheet

Pre activity : :The class was begun with the greeting from lecturer in 6A class. Then they pray together by saying Basmallah before they started the lesson. The lecturer checked the attendance too and there were two students who absents in that day.

Cre ctivity : today the materi is Products in retail Banking” has several discussions within. They are find out what a customer needs and give advice, give and check instructions, talk about the future, express present and future ability, compare details of products. the lecturer explained about conversation between customer and customer advisor. the materi about open account bank. The purpose of the conversation practice is to show them the real situation that would be met by their a letter when they worked as a banker. The lesson begins with the instruction of the lecturer to red the materi first. Then, after the student finishes read, the lecturer and the student discuss that vocabulary together. The lecturer guides the students to read the vocabulary. This reading activity is to drill pronunciation practice. When the students understand about the conversation, the lecturer asks the student to make another conversation by using their own idea in group pairs. Then, the students present their work in front of the class.

Close-activity : Finally, the lesson closed by evaluation and conclusion from the lecturer. The lecturer gives suggestions to the students. The lecturer gives advice to the students to increase their vocabulary in order to raise their comprehension in English subjects. The lecturer said: “Actually, if you face any new material, when your vocabularies are rich enough it will easier for you to comprehend anything” The lecturer gives a conclusion at the end of the lesson about retail banking (online banking). The lecturer explains the importance of this material. The importance of this material is to practice the student to face the real situation in their future occupation. The class was ended by saying hamdallah together. The

lecturer asks the students to prepare the next materials. The student should comprehend and translate the vocabulary.

Day 3

Day / Date :Thursday, 19th April 2019

Description Sheet

Pre activity : The class was begun with the greeting from lecturer in 6A class. Then they pray together by saying Basmallah before they started the lesson. The lecturer checked the attendance too and there were two students who absents in that day.

Core activity : The teacher explains that for the midterm, the test is in the form of a debate. Today's activity is a debate simulation, the teacher explains that the assessment is based on students who are active in participating in the debate

activity. The teacher divides students in six groups and then explains how the rules of playing debate, and then writing a motion on the board. in class some students look happy and relaxed

Close activity : After the debate simulation ends, the lecturer reminds students to learn to prepare for the midterm next week. The class was ended by saying hamdallah together

Day 4

Day / Date :Thursday, 26th April 2019

Description Sheet

Pre activity : The class was begun with the greeting from lecturer in 6A class. Then they pray together by saying Basmallah before they started the lesson. The

lecturer checked the attendance too and there were two students who absents in that day.

Core activity : as was explained last week today is the midterm, the test given in the form of playing debate and the motion of the debate is related to the material explain before. students are divided into 6 groups. during the activity students seemed to be actively following it. The lecturer has also prepared an assessment to assess students in class. although the exams are in groups but the lecturer evaluates students by giving more value to students who are more active in class

Close activity : The class was ended by saying hamdallah together

Appendix 6

Result of Observation cheklist

Appendix 3
Research Instrument

RESULT OBSERVATION CHECKLIST

Institution : IAIN Bengkulu
Department : Perbankan Syariah
Semester : VI A
Date of Observation :

Directions: Give checklist (✓) the number which presents your response. Then, write some notes in the column to describe clear condition about objects being observed in the classroom.

No.	Statement	Yes	No	Notes
1	The English teacher used textbook related to Islamic Banking in teaching English.	✓		
2	The teacher delivered topics related to Islamic Banking activities.	✓		
3	The teacher discussed registers and dictions related to Islamic Banking	✓		
4	The discourse discussed in the classroom is related to Islamic Banking.	✓		
5	The teacher gave performance activities like in real Islamic Bank office.	✓		
6	The teacher asked students to perform dialogues with the topics related to Islamic banking daily activities.	✓		
7	The teacher introduced some kinds of Islamic Bank documents in English.		✓	
8	The teacher focused on only a certain English skill in teaching Islamic Banking (Only Speaking)	✓		
9	The students were active in following the lesson about English Islamic Banking Activities in the classroom.	✓		
10	The Students were involved actively in doing English activities of Islamic Bank in the classroom.		✓	
11	The students enjoyed the class because they were	✓		

	familiar with the topic of Islamic Banking in English			
12	The English teacher made simulation of Islamic Bank activities in English class.	✓		
13	Learning activities were dominated by practice or performance about Islamic Banking situation rather than theory.	✓		
14	The teacher brought some learning medias related to Islamic Bank.		✓	
15	Teacher's teaching method was appropriate for Islamic students' activities in the future work field.	✓		

Appendix 8

Result of Data Interview

1. First question is “what are the purposes of learning English for Islamic Banking Students?”.

You know that English for specific purposes aimed at training students in order to be ready their future, especially future work. In

Islamic Banking Study Program, the students are prepared to face the work in banking and accutancy field. Therefore, the purposes of English for Islamic Banking is to equipt students to be able to develop their speaking skill, especially verbal communication related to banking and financial fields.

2. Second question is “What English skills do the Islamic Banking students want to improve?”

The most focus is speaking skill. They must have good communication skill because their future job related to banking products and services. To reach good speaking skill, the students are also equpted by some langauge elements, namely: pronuciation intensive training, vocabulary control for Banking and financial Vocabularies, basic grammar, and working culture in the field of banking and financial. So, to reach the success in speaking skill, serious effort in supporting students’ language element mastery is important to do.”

3. Third question is “What difficulties do the students find during the process of teaching and learning English in Islamic banking context?”.

I think there were some problems faced by the students in English for Islamic Banking Class. You know that the students that can join in ESP class are the students who have good basic of English because the instructor wants to focus in Economic English. In fact,

many students who still problems in basic skill of English. As the instructure, I must review for some basic English in the classroom. Then, some students do not have really good in learning motivation. In this case, I must motivate them about the important of English in Banking and financial field. Last but not least, some students are not confidence to produce English oral production in the classroom. They are have not been familiar with speaking English.

4. fourth question is “What is the main source of teaching and learning English in Islamic Banking Classroom?”

I used some learning sources: the first, I used English for Banking Book entitled English for Banking and Finance written by Marjorie Rosenberg. It is published in 2015 by Pearson USA. This book used for main sources. The content is about English based on Banking context. The second, I used book entitled Check Your English Vocabulary for Banking and Finance Second Edition written by John Marks published in 2017 by A & C Black London. This book is as supplementary book for students. The book consists of various kinds of English Banking vocabularies. It is helpful for students to improve their English vocabularies, especially vocabularies for banking. Then, I use some videos that related to banking and financial fields in order that students can see the real practice of English for Banking and Financial. In addition, some

forms of banking services and financial documents that we can say as authentic teaching materials are also provided in order that the students can see them in a real.

5. Fifth question is “What is the relationship between the teaching source used and the target area?”

It has strong relationship between teaching sources and the target area in this English class. I prepared related teaching sources in forms of textbooks, videos, and authentic materials in form of banking and financial documents to reach target area of English mastery, especially English for Islamic Banking in order that the English training that they take can be a skill that support the students’ career in the future.

6. Sixth question is “Do you use a specific technique in teaching English for Islamic Banking class? What technique?”

Sure. Communicative Language Teaching. I think the teaching Technique is appropriate for this class because the focus of the lesson is speaking skill.

