Original Research

The development of an authentic speaking material of ESP for basic English learners

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Abstract

Basic Instructional Speaking materials of English for Business Management plays important role in teaching learning process for Economic College in order that the education goal as stipulated in National Framework Curriculum (KKNI) could be achieved. The ability to use English in oral communication is the communicative goal. In fact, there have been many Higher Educations such as Economic College does not provide reliable instructional materials which are based on students' needs and industrial needs. Even the materials are not relevant to the students' Department. However, since there has no many ESP books and researches done due to this issue, this research was eventually carried out and the final product is to grand a basic instructional material of ESP for Economic Students. The data analyses were through interview and questionnaires to the first grade students of Sekolah Tinggi Ilmu Ekonomi Sampit. The results indicated the students are considered as basic learners of English who need appropriate materials as per their level ability. Therefore, instructional materials for Business English especially for basic learners who want to speak English for Business needs are hardly needed in STIE Sampit.

Keywords

Speaking skill, ESP, Business English, developing instructional material

1. INTRODUCTION

In facing the era of free trade, every person is supposed to be able to use English as means of oral communication. Speaking is considered as one of the important skills. Based on higher education curriculum. In the with the compilation of KKNI Curiculum, the Minister of Technology Research and Higher Education (since 2020 called Minister of Education and Culture) granted a Circular Letter number 255:B/SE/VIII/2016 concerning the Guideance to Develop a Higher Education Curriculum. The Juridial foundation of the Circular Letter is the Law No. 12 of 2012 concerning Higher Education and the Regulation of the Minister of Technology Research and Higher Education number 44 of 2015 concerning National Standards for Higher Education (SN Dikti).

Nurwardani (2016) explains that the higher education is a program to produce graduates, so the program should ensure that graduates have qualifications equivalent agreed in KKNI. Directorate General of Learning and Students Affairs so far, in compiling the curriculum begins by establishing the profile of graduates which is described as the formulation of their competencies.

Nurwardani (2016) further says that with the KKNI the formulation of capabilities is expressed in terms of "learning outcomes" where competence is included is included or is part of learning outcomes (CP). The competencies include the attitude, cognitive & pyscomotor.

Pyscomotor competence is the skill how to use the English language in reality in the form of oral communication,Speaking therefore is taught in every major in all study programs in higher university such as Sekolah Tinggi Ilmu Ekonomi Sampit. The question which then arise is whether the speaking materials are relevant to the study program and the students' needs.

In some cases, the Speaking materials given in the higher education level, especially in non English Study Program is sometimes irrelevant with the students' needs and background. This happens because of some reasons. Firstly, there are no many ESP for Speaking Material which are available. Secondly teachers are lacks of suitable

instructional English Materials. Thirdly, the English lecturer in STIE does not use teaching materials which has correlation with the Business Management or ESP Materials. In the contrary, the English lecturer uses general materials as the teaching materials and gives a lot of written assisgments more on grammar and vocabulary. The students have only a little assigment for speaking.

From the phenomenon above, English for Specific Purpose (ESP) then becomes such an important part of English language teaching since it gives more specific features of English to certain learners. Since all decisions as to content and method in ESP should be based on the learners' reason for learning (Hutchision and Waters, 1987). An ESP teacher should gain the information about the condition of the learners by conducting need analysis. Need analysis will reveal the target need (what the learner needs to do in the target situation) and learning need (what the learner needs to do in order to learn). The materials design and the syllabus design for ESP class should be based on the need assessment so that the objectives of th learning will be more specific and suitable with the students' background

Based on the above mentioned problems, the authors elaborated the English for specific purpose developing instrustional materials of speaking skills for the first grade students of Sekolah Tinggi Ilmu Ekonomi (STIE) Sampit.

This study aims to explore the proble faced by the first grade students in using English for Spoken Communication for Business English Purpose. Other objective is to reveal the problem in order to create right Need Assessment for Instructional speaking material for ESP.

2. CONCEPTUAL APPROACH

2.1 English for Specific Purpose (ESP)

English language is a means of communication both written and spoken used in informal and formal situation. Informal language is used in more relaxed, everyday situation among friends, families and relatives. Meanwhile English as formal language used in more serious situations;, for example when you are in a job interview or emailing your manager. It can also be used when you are speaking to someone whose level is higher than you or whose age is older than you.

Formal English language can be learned from school or college. Learning English as formal language in college is no longer for general purposes but tend to fulfill students' demands and needs. In other words, Learning English for specific purpose (ESP).

While teaching English to students, teacher must be able to distinguish the purpose of teaching. Teaching materials should be authentic Hutchinson & Waters (1987:3) say that as with many most developments in human activity, ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends. These trends have operated in a variety of ways around the world, but we can identify three main reasons common to the emergence of all ESP. The three main reasons are 1) the demands of a brave new world, 2) a revolution in linguistics, and 3) focus on the learner.

Discussion of this research is how a lecturer teaches formal language in the classroom and how a lecturer prepares students to be able to use English language for their needs. For example, Biology students who are studying biology will need textbooks about biology, Mechanic who usually fixe engine will need textbooks about machine, students majoring in economics will learn books about economics.

In this matter, lecturer will teaches the students based on their needs. Teacher will focus on what the purpose of teaching English language. Teacher teaches English for special purpose. ESP is based on designing courses to meet learners' need (Hutchinson & Waters 1987). They further explain that learners were seen to have different needs and interest which have an important influence on their motivation to learn and therefore on the effectiveness of their learning. (Hutchinson & Waters 1987). It can be concluded that ESP refers to the specific purpose of learning English.

Student approach the study of English through a field that is already known and relevant to their work and studies. This means that they are able to use what they learn in their work later on and in their classroom

2.2 ESP for Business and Economic Purpose

As explained in the chart above that English for Business & Economic is one of the classifications in ESP. In this research, the we focus on the English for Business & Economic Purpose with the content are English Management and Entrepreneurship

Business English enables students to more effectively and fluently communicate in English during day to day workplace scenarios such as presentations, negotiations, meetings, small talk, socializing, writing reports and curriculum vitae.

Studying Business English will also ensure that you are proficient in the use of English for email communications. In many businesses, email is the most common form of written communication and it required a completely different language use.

Having this superior level of English language communication skills is especially helpful if your employer requires you to correspond in English with clients and customers from around the world.

The business people who are running their business activities such as promoting their product, advertising and launching their product will use English in order the product can be accepted not only by the people within the country but people outside their country as well. This is what we usually call as *go international*. Formal English

language can also be seen in my literature or English textbooks.

English is also a key for technology and commerce. Therefore, this language is like a gate to connect people to the outside world. One of ways to connect people to the outside world is by using the language in many literatures or books or textbooks.

In running their business, people need to communicate among one to another, they communicate while they sells their products, or they communicate while doing recruitment. The communication they use usually are not in common ways of communication, but they use terms or utterances in relevant to their business, such as if they are doctors, they use terms in related to medical terms, if they are banker, they use term. Therefore, I master Business English, you are supposed to master four English skills e.g Writing, Reading, Speaking, Listening and the components.

- Business Management as the one of the Classification of Business And Economic Purpose (ESP)

Business English is the type of English used in business contexts such as international trade, commerce, finance, insurance, banking and many office settings (Spencer 2000). In addition to this, Nikolaenko (2008) stated that common business operation divisions include (1) production (2) marketing (3) finance and (4) human resource management. Therefore to specify type of business English in this research, the instructional materials discussion is only focused on Economic Management and Entrepreneurship

- Business Management

Drucker (2014) denotes that the basic task of management includess both marketing and innovation. Furthermore, according to Upcounsel, business management definition is managing the coordination and organization of business activities (Brown and Lampen, 2019). This typically includes the production of materials, money, and machines, and involves both innovation and marketing.

ESP is defined as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning (Jaysonlande, 2014) ESP has a long history in the field of language teaching in which it was started in the 1960s when general English course could not meet the needs of language learners. There are three common to the emergence of ESP courses: the demands of Brave New World, a revolution in linguistic and focus on the learner (Hutchinson and Waters, 1987)

2.3 Teaching Speaking for ESP in STIE Sampit fo Management Business through Communicative Approach

It undenied that speaking skill is generally needed in the field of working life, Speaking English for Specific Purpose is used for specific needs of the learners. For example while doing and receiving job application, promoting business, doing meeting, etc. In the line with

this, the Government placed English as the Subject in Curriculum, including STIE as one of the Higher Universities.

STIE Sampit support this Government Program. It can be seen from the Business Manajemen Curriculum of STIE which English is also listed as Mata Kuliah Pengembangan Kepribadaian (MKP) taught in the first semester. Related to the STIE Manajemen Curriculum, it is also described in Vision and Mission of STIE Sampit that STIE takes part in succeding and creating college gradutes who are able to adjust with the era of globalization & are able to develop themselves in where technology is developing fast.

What Speaking for Specific Purpose is considered to be important for the students?

1. For the students who are at the level of higher university, they have been learning English since they were in Primary and Secondary High School. But the type of their introduction is common introduction such as name, address, hoby and something alike. When they are at the level of university or college, Teaching Speaking for spesific purpose is needed. For example,the use of Speaking for interviewing or being interviewed. Another example, students must be able to learn word selections whether it is for informal or formal one. Speaking for ESP uses Formal Communication, for example the use of the expression *i want to* and *i would like to*.

2. Students and learners are supposed to be able to use Speaking skill for ESP when they are in the office because 40% of the students are entreprenuers or bank workers, civil servants or private employeers. And as the one who had ever worked in Private Company beforehand, the writer had strong experiences that how often English is used for spoken communcation.

3. The better the student use English for Spoken communication , the better their other language skills such as writing, reading and listening are automatically improved.

2.4 Methods of Teaching Speaking Skill

- Playing, Simulation and Discussion

Calhoun and Green (2015) defines role playing is a teaching model coming from the dimension of individual or social education. This model helps each students find personal meaning in their social world and government solve diverse dilemes with the assistance of social groups.

Calhoun and Green (2015) proclaim that simulation teaching could be done through 4 steps, namely orientation, participation practise, simulation execution, and participant interview.

Yale Poorvu defines discussion methods are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students for the purpose of furthering students thinking, learning, problem solving, undertanding, or literary appreciation

- Need Assessment

Roger Kaufman (cited by Zohrabi, 2015) defines need

assessment as a process we use to identify gaps between current results and desired ones, place gaps in results (need) in priority order, select the most important ones to be addressed.

A needs assessment identifies gaps that currently exist between a current and future states. Prioritizing gaps is usually done through a framework that focuses on a number of different factors, including the mission, vision and the goals of the organization. The gaps explained that the existing situation that the students cannot comprehend and use the business management terminology and expression for their speaking needs. On the contrary, the desired situation is that the students are able to speak English according to their needs such as working needs.

- The concept of Need Analysis for ESP Developing Instructional Material for Speaking

Evans and John (1998) says that the foundation of ESP is the simple question: Why does this learner need to learn a foreign language? The answer to this question relates to the learners,the language required, and the learning context and thus established primacy of need in ESP.

The situation in STIE Sampit shown in Figure 1. Based on this situation, to construct developing instructional materials for speaking, the writer will consider student'needs for ESP. A model of ESP need analysis which is focused on (1) learners' profesional informations, (2) learners' personal information (3) learners' language information about the target situations (4). learners' lack, (5) learners'need from course, (6) language learning needs, (7) communication information in the target language, and (8) environmental information (Bahar & Yassin, 2015).

3. METHODS

Research & Development is a process used to develop and validate educational products (Borg and Gall, 1983). The products produced can be in the form of software, or hardware such as books, modules, packages, learning programs or learning aids. Furthermore, Asikin and Cahyono (2004) said that research and development aims to produce learning devices such as syllabus, teaching materials, media, practicum modules, student work training, tools to measure the ability of learning tools for measuring learning outcomes, etc.

According to Sugiono (2014) research and development method is a method used to produce a certain product, and test the effectiveness of the product. In addition to this, Gall et al. (2003) said that basically research and development have two main objectives; they are (1) to develop a product and (2) to test the effectiveness of the product (Borg and Gall, 1983).
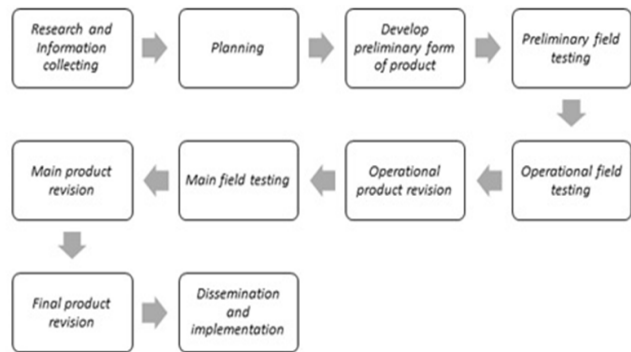

Figure 2 Development and validation of educational products

The sample of this research is 100 (hundred) students of the first grade in Business Management. The hundred samples of the populations are taken randomly from five classes in Business Management.

3.1 The Stages of Developing Instructional Material

The stages in developing instructional materials of English for Business Management and Entrepreneurship students of STIE Sampit will be done by adapting and modifying the theories of Borg & Gall (1983) explained as below:
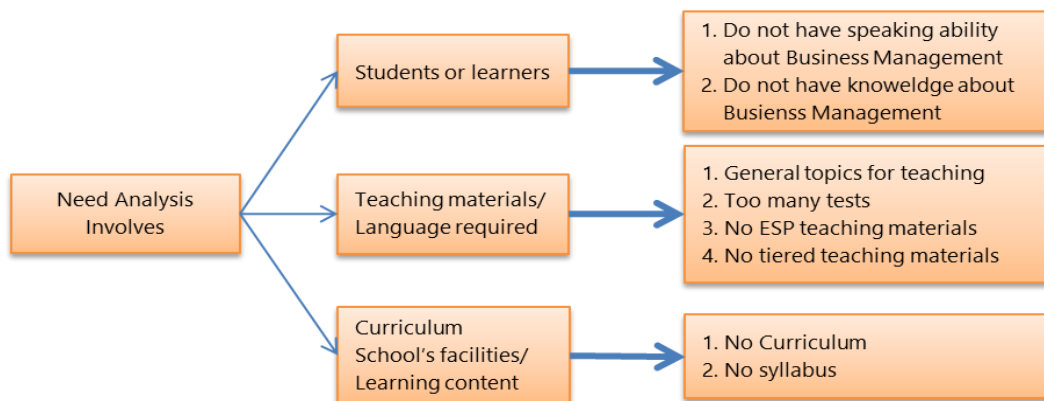

Figure 1 Situation in STIE Sampit

1. Need Analysis / Need Assessments

Data for need analysis / need assessment are based on the followings steps:

$\Rightarrow$ To distribute questionnaires to know the students' interest and needs

$\Rightarrow$ To distribute grammar test sheets to know their English level

$\Rightarrow$ To conduct interview with students and English teacher

$\Rightarrow$ To do classroom observation

$\Rightarrow$ To observe literatures

2. Data Analysis

All the data gathered from the results of questionnaires, interviews, classroom observation and literatures were analyzed to develop instructional materials of English for Business Management.

3. References Study

The researcher collects all references theories, literatures and other references studies to support this product design before being developed.

4. Developing a Model of Instructional Materials

In this stage, the researcher start to develop a model of instructional materials for teaching English skills based on National Framework Qualification Curriculum Based and Syllabus. Based on this, Lesson plans are made.

5. Asking for expert validation

At this stage, validating the product is needed to evaluate whether or not the instructional materials are valid and applicable to the students in Business Management and Entrepreneurship. The Instructional materials of English will be validated by two experts. The first expert is the Senior HRD Manager of Private Plantation Company in East Kotawaringin. He will validate common English utterances used mostly in the office and the purposes. The second expert is a lecturer of Sekolah Tinggi Ilmu Ekonomi Sampit who has been teaching Business English for years.

6. Trying out the Instructional Materials – I

Trying out the Instructional Material is in order to know whether or not the material was suitable for the students in the first Grade of Sekolah Tinggi Ilmu Ekonomi Sampit. The material is *Interviewing*.

7. Revision

In this stage, the revision would be done when the data was collected during the expert validation indicated that the material developed did not fulfill the criteria and the students still experiences difficulties to achieve the learning objectives in each unit of the material. Some small revision was suggested to put more vocabularies about Business English and an example for another common form of curriculum vitae. Grammar added were the use of tenses: present tense and future.

8. Final Product

After the instructional materials were revised and tried out, the writer made the evaluation toward the instructional materials. The evaluation was measured based on the student's achievement in learning English and their motivation to learn it. After the evaluation step was accomplished, the writer wrote the final product of Instructional Materials of English for Business Management and Entrepreneurships

The product shall be released in the form of Business English Module for Interviewing at the basic level.

3.2 Data

The data needed in this research were taken from various sources, namely the result of questionnaires, he curriculum and syllabus, need assessments, validation process by experts and from the material try out. This is the initial research carried out by the research related to educational product to be developed. The initial step through data observation. For the ease of observation data, it is divided into 2 types source Primary data and Secondary data. It can be shown below:

Primary data and the instruments used

The following are the instruments used to collect the data of the research:

1. Interviews

- Interviews with the students to find out students' needs and obstacles
- Interviews with the previous English lecturer to find out teaching materials used, teaching procedures and method used beforehand.

2. Questionnaires

3. Grammar test sheets

4. Classroom observation

5. Field observation

Secondary data collection

The secondary sources were observed from literatures, teaching modules, regulation and curriculum.

1. Literatures such as textbooks, academic journal and articles

Sumarsono et al. (2017:29) states that textbook which is related to the department in vocational school is hardly needed. The textbook which could facilitate good English language teaching and learning based on the students' and industry 'needs should be authentic.

In addition to ESP rules, Stan (2013:102) in *Teaching Financial Business English Using Specialized Journals* suggested that ESP should provide learners with proper materials to meet their future professional needs and pointed out: "business English is not only about language, but about language use". In other words, the language used here is related to economic concepts, contexts, and communications, especially for international business and financial affairs.

2. Research on English lecturer's teaching module and lesson plan
3. Study on educational regulation and curriculum

The curriculum and the goal should be achieved through Integrated English Skills. It was set the learning outcomes which are going to achieved are core competency, competency and the objectives in the cognitive domain, affective domain and psychomotor domain.

Borg and Gall (1983:772) it was stated that Planning includes defining skills, stating objectives, determining course sequences, and small scale feasibility testing. Develop preliminary form of product includes preparation of instructional materials, handbooks and evaluating devices.

The instruments used in this article were survey using questionaire and interviews with the students and the English lecturer. Beside that, study of literaratures and to see student learning test sheets are also conducted. There are two types of data which are going to be .collected and analyzed in the prelimenary research.

The data collectted then were analyzed using the following formula:

$$R = \frac{f}{h} \times 100\%$$

Where :

R   = Respondent's percentage
f   = The number of respondents who choose each option
h   = Number of all respondents (Arikunto, 2016:23)

Qamariah in Toendan (2006: 46) explains that the criteria of percentage towards questionnaire response are as follows:

- 100% is considered as all of the students
- 90-99% is considered as mostly of the students
- 80% - 89% is considered as a lot of students
- 50% -79% is considered as many
- 30% - 49% is considered as some
- 1% - 29% is considered as less
- 0% is considered as none.

4. RESULTS

4.1 Interviews and Questionnaires

The Interviews and questionnaires were carried out to gather information about what kinds of materials the lecturer gave to the students as well as to see the hand book given to the students. It was found that the materials used are for general terms and purpose, for example about family or vacation. There is level of the difficulty for teaching materials and media used is only paper and textbooks.

Table 1 show that the results of interviews and questionnaires were elaborated as follows.

1. The students have interests in learning English. Cook and Artino (2016) views that interest means the motivation that is as a driving force. This result gives a good chance for the research to construct a model of instructional materials that attract more attention of the students.

Table 1   Data analysis result of 3 competencies

Cognitive - Analysis Results			
No	Students	Problems	Problem Solving
1.	Brain & Knowledge	Having no knowledge about English for Business	To give teaching materials as per students level in order that the students have knoweledge as per need and study
		Do not know how to use English Language for the intended ESP	To give students teaching materials as per their needs and college
		Having no knoweldge about the business english terminology	To give them terminnology about business English
Affective Analysis Results			
No	Students	Problems	Problem Solving
1.	Interest/ Motivation	Lack of interest & motivation because of monoton teaching method & approaches	Various of teaching methods & approaches (CLL) to increase students ' motivation and interest
Pyscomotor Analysis – Results			
No	Students	Problems	Problem Solving
1.	Skill	No Speaking skill for ESP	The students have skill ability in spoken communication as per their needs

Table 2 Students' need for developing ESP instructional material for speaking

No.	Description	Level of strength				
		Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree
1.	The Explanation and the Understanding of English Business and Speaking for ESP	0-19,9%	20-39,9%	40-59,9%	60-79,9%	80-100%
2.	The Comprehension of Business English and Speaking Skill for ESP	0-19,9%	20-39,9%	40-59,9%	60-79,9%	80-100%
3.	The Comprehension of the Speaking as one of the Integrated English Skills	0-19,9%	20-39,9%	40-59,9%	60-79,9%	80-100%
4.	The Need of Interesting Media/ Methods & Spesific Topic for Speaking	0-19,9%	20-39,9%	40-59,9%	60-79,9%	80-100%

2. The students have knowledge about English skills, but not most of them. This result will help the researcher to produce a model that included all the skills (integrated skills) that help more students to have more knowledge about English skills.
3. The students' ability in this topic is still low. Therefore, the researcher will provide ESP teaching materials for beginner in order to assist them in learning Business English.

The product of this research is in the form of a Module of Instructional Materials. According to Butcher et al. (2019), the characteristic of a good module should consist of Self Instruction, Self Contained, Stand Alone, Adaptive and Friendly.

In relation to previous statement, Simonson et al. (2019) defined modules as one unit of the smallest teaching and learning program which specifically outlines:
1. Instructional objectives to be achieved
2. The topic will be the basis of the teaching-learning process
3. The main material studied Position and function of modules in a broader program unit.
4. The role of the teacher in the teaching-learning process.
5. Tools and resources to be used learning activities that students must carry out and live in sequence.
The students's need for developing ESP Instructional Material for Speaking is served in Table 2.

4.2 Grammar Test Sheets
Table 3 shows the mastery of grammar is below 50% which means *not good*. The result of grammar questionnaire shows that the students are English Beginners or they are at the beginner level.

4.3 Classroom and Field Observation
It was found that it is difficult to find out book or textbook related to Basic English Learners for ESP.

5. DISCUSSION

Kretchmer (2003) said that The purpose of the discussion is to interpret and describe the significance of the research's findings in light of what was already known about the research problem being investigated, and to explain any new understanding or fresh insights about the problem after you've taken the findings into consideration.

The researcher has been appointed as the lecturer who teaches Business English in Sekolah Tinggi Ilmu Ekonomi Sampit since September 2019 due to the resignation of previous English lecturer. At the beginning of the teaching, the researcher noticed that there are several things are

Table 3 The questionnaire result of grammar test level

No.	Grammar liem description	The mastering of grammar	
		Percentage of right answers	Percentage of wrong answers
1	To Be, Personal Pronoun, Adjective and Nouns	40%	60%
2	Past tense & present tense	14%	86%
3	Present Continuous & Future Tense	12%	88%
4	Modal Auxiliary	35%	67%

Table 4 Module framework

No. Items	Description
Cover page	• The front cover, by combining colors, pictures (illustrations), matching shapes and font sizes • Consist of Module Title, The Authors, and Picture Illustration
Introduction	• Contains information about the role of modules in the learning process
Table of content	• is completed with page numbers. Module Position Map Diagram showing the position of the module in the whole learning program (according to the competency achievement
Standard competency	• Competency Standards Competency standards to be studied in module
Description	• Description A brief description of the name and scope of the module content, the link of the module to other modules, the learning outcomes to be achieved after completing the module, as well as the benefits of the competency in the learning process and life in general.
Time	• 90 (ninety) minutes • Time used to reach the stipulated competencies
Prerequisites	• The initial abilities required to study the module, both based on evidence of mastery of other modules as well as by mentioning the specific abilities needed.
Module usage guide	• Contains guidelines for using the module, namely: 1. Steps to be taken to properly study the module 2. Equipment, such as facilities / infrastructure / facilities that must be prepared in accordance with learning needs
Final objectives	• Statement of purpose the end (performance objective) that students want to achieve after completing a module.
Final goal formulation must contain	• Statement of the final goal (performance objective) that students want to achieve after completing a module.

needed to take considerations. Finally, the research carried out a research in December 2019, the researcher found the results based on data collected through need analysis. The researcher not only distributed questionnaires, but also the researcher did interviews and field observation.

5.1 Module Framework
Learning process and method in the speaking materials:

1. Contains abilities that must be mastered for a single learning activity.
2. Contains a summary of knowledge/concepts/principles in the description of the material.
3. Contains task instructions aimed at strengthening understanding of important concepts/knowledge/principles learned.
4. Contains spoken tests as checking material for students and teachers to find out the extent to which mastery of learning outcomes have been achieved, as the basis for carrying out the following activities.
5. Contains instructions or work procedures for a practical activity that must be done by students in the mastery of psychomotor abilities. The contents of the worksheet include: tools and materials used, instructions on work safety/safety that must be considered, work steps, and work drawings (if needed) in accordance with the objectives to be achieved. Worksheets need to be completed with observation sheets that are designed according to the practical activities carried out.
6. Contains the answer to the questions from the test given in each learning activity and evaluates the achievement of competencies, complete with evaluation criteria on each item.
7. All references and libraries used as references during module preparation.
8. The module framework and contains can be seen in Table 4.
9. The module Speaking Topics can be seen in Table 5.
10. The module lay out can be seen in Table 6.

6. CONCLUSION

The research find out that most of the students of Sekolah Tinggi Ilmu Ekonomi Sampit, whether the students who are presently studying in STIE or the students who have graduated almost the have the same obstabcle. The obstabcles are they have no idea the reason why the Subject Lesson -English Business- is given to them in the past because the materials they are using or they were using at the time is general materials. They are also new

Table 5 Topics of instructional materials

Topics	Descriptions
Interview	Being an interviewer
	Asking about someone's identity
	Asking about someone's capability
	Asking about someone's strength
	Asking about someone's weaknesses
	Asking about someone's wish
	Asking about the position someone's apply for
	Being an interviewee
	Telling about self-identity
	Telling about self- capability
	Telling about self- strength
	Telling about self- weaknesses

Table 6 Module lay out

Items	Description
Paper	Paper used is A4
Letter	Times New Roman "12"
Each paragraph and text	Contains one point, Use short paragraphs, and Use short sentences. To make each page interesting and easy to remember, text is supported visually through photos, insert history of successful entrepreneurship
Numbering	Use 'alphabet or Roman letters
Motivation words	Are inserted in each page for inspiratory & Reader motivation

learners for ESP of Management. They should be equipped with the ESP Basic Speaking Materials as per their English Level. However, they have no such materials so far. As the result, most of them are not able to speak for their office needs, for example attending an interview carried in English Language. Lack of appropriate textbooks, module or materials are the causes. Therefore, by granting the authentic ESP Speaking materials, it is hoped to overcome this issue and will help and give contribution to ESP new learners, Economic College, STIE, future researchers and the readers of this article.

7. SUGGESTION

Instructional material for teaching Speaking for ESP is a must to be developed. The expected instructional materials for ESP Speaking is supposed to have the following features: (1) The topics for speaking in the classroom are arranged based on the real activities in the office,banks or private companies where English is spoken, (2) The choice of vocabularies in the speaking topics lesson should be related to business context, and (3) Speaking assessments.

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