

CHAPTER 1

INTRODUCTION

This introductory chapter presents a review of the thesis. It is arranged in seven sections. First and foremost, the background of the study is briefly discussed, followed by an overview of the study setting and statement of the problem. Purpose of the study and research questions are presented as fourth and fifth section respectively. Sixth section justifies the significant of the study as the seventh section sets out the thesis organization.

1.1. Background of the Study

Since its emergence in 1960s (Orr, 2001, p. 207), ESP has gained notable place in the literature and has been continuing to be an important and dynamic area of specialization within ELT (Flowerdew, 1990, p. 326). Not only for English speaking countries, the major concern related to ESP is also noticed elsewhere (Salager-Meyer, 2000, p. 11). Initiated by the development in educational psychology (Hutchinson & Waters, 1987), ESP counts varied learners' needs and interests as a priority since they directly affects learners' motivation, and yet the effectiveness of their learning (Hutchinson & Waters, 1987, p. 8). This exact learner-centered view has successfully facilitated the increasing demand of English for specific disciplines, professions and purposes projected to better meet the learners' needs (Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987; Paltridge & Starfield, 2011). This very demand also reflects the history of ESP tracked by Water & Hutchinson (1987) which is connected to the raise of technology and commerce resulted from World War after-effect. Now decades later the world has not shown any sign of slowing down especially in area of science and technology (UN, 2015).

As in Indonesia, ESP has also answered the demand for specific English used in the vocational and professional field by establishing its place in the vocational high school level curriculum as well as higher education level curriculum. Higher education institutions in Indonesia, both government-funded and independent, at least provide two credit hours of ESP program for their students in order to address the needs of specific language and communication skills required to function effectively in their disciplines of study, professions or career. Yet,

many ESP teachers and curriculum designers often neglect the learners' specific needs by excluding needs analysis from ESP plans (Paniya, 2008) as well as abandoning its prospective contribution to day to day teaching and learning process such as teaching methodology and material being used (Paniya, 2008; Kusni, 2001). Therefore, to facilitate the mentioned needs, the institutions need to design a suitable course that is intended to fulfill the gap between the students and the world. This attempt can be realized by firstly conducting the needs analysis to reveal the ideas from stakeholders as it is known as the first step of course design (Dudley-Evans & St. John, 1998; Jordan, 2009; Mehrdad, 2012; Nation & Macalister, 2010; Hutchinson & Water, 1987). Once the profile containing information about what Berwick (1989) called "perceived and felt needs", or what Hutchinson & Water (1987) called "necessities, wants and lacks of the learners" are gathered, then a course designer can use it as a basis of deciding other components of a program, syllabus or curriculum (Brown, 2001).

Despite the unarguable clarity of the importance of ESP and Needs Analysis mentioned above, little attention has been given to the development of them in Indonesian higher education system (Marwan, 2009). He further highlighted the main challenges in teaching ESP in Indonesia by pointing out the gap between 'expectation and reality' created by industrywide's demands, institution stakeholders, ESP teachers and students. Therefore, in order to overcome such gap it is then necessary to draw a clear picture as a small representation of ESP teaching in Indonesia to which the higher educational institutions can look up as a model. It is highly expected that the picture drawn from this study can provide a rather general description of students' needs, stakeholders' wants and industrywide's expectation.

To achieve such purpose, this study tried to build a profile containing information in regards to the English for Engineering at Indonesia University of Education through the Needs Analysis (Presents and Target situation Analysis). The understanding of these needs can then be used as the basis on which the effective objectives, goals, syllabus and teaching methodologies constituted the major part of the curriculum can be appropriately defined (Dudley-Evans & St. John, 1998; Jordan, 2009; Nation & Macalister, 2010; Hutchinson & Water, 1987). Thus to fulfill the growing demand of the above needs, this study, therefore, puts forward a framework for a NA approach as the basis for investigating the English language needs of the Engineering students and community. It targeted both engineering students and practitioners at Indonesia University of Education to capture a rather general profile of English for Engineering in

Indonesia. Moreover, the mentioned setting was expected to be a representation of typical engineering students, typical institution stakeholders as well as a typical place in which technology and engineering are factors on demand. Indonesia University of Education is a state university located in Bandung, Indonesia that offers various engineering majors bundled in the Faculty of Technical and Vocational Education. This faculty is a home of six departments covering seventeen study programs. Four non-education study programs were chosen as they offered technical study programs which were mechanical engineering, building engineering, electrical engineering and architecture engineering. Furthermore, these four study programs were expected to be the source of the engineering community population being investigated.

1.2. The Research Questions

In order to capture the profile of English needs of engineering community, this study attempted to answer the following research question:

1. What are the specific English needs of Indonesian Engineering students and professionals to fully function in their academic and target career situation?
2. What type of syllabus is expected to meet the needs of engineering students in the mentioned context?

1.3. The Research Aims

This study aimed to capture the English needs perceived by Indonesia engineering students in academic and professional journey of their lives. Thus, by investigating both English needs of engineering students and professionals, this study was able to capture the profile of English Engineering (EG) in Indonesia. Through a needs analysis using questionnaires and interviews to elicit the subjective perceptions of these populations, this study pursued the following objectives:

1. To produce a profile of the specific English needs of typical Indonesian engineering students and professionals to fully function in their academic and target career situation through Needs Analysis;

2. To produce a model of ESP data-driven syllabus which is suitable for the mentioned context

It was highly expected that this study would help to foster further understanding of engineering students' current and future English language needs from a pedagogical perspective in Indonesian setting. Moreover, it was also expected to explore and indentifying learners' specific needs as a necessary starting point in designing or developing courses, programs and curricula (Munby, 1978; Hull, 2006)

1.4. Significance of the study

The significance of this study can be attributed, first and foremost, to the shift of focus in the field of language teaching and learning from the teacher to the learner (Hull, 2004, p. 2) as it provides a picture of present and target needs to build the curriculum foundation (Richterich & Chancerel, 1987, p. 4; Harmer, 2007; Master, 2007; Dudley-Evans & St. John, 1998; Jordan, 2009; Nation-Macalister, 2010; Hutchinson & Water, 1987). It is a motivating factor for choosing this particular topic, since it reflects the efforts of the crucial role of learners' needs that drive the process of curriculum design and development, material production and teaching ESP methodology. Moreover, an analysis of students' needs, interests, abilities and difficulties is necessary in order to identify what they would like to do with the language, what kind of language they already know, what kind of language they lack and what kind of problems they encounter in Indonesian context. Thus, understanding these needs and identifying the kind of language that learners are going to use in their target careers is likely to be importance in the ESP learning and teaching process in general and Indonesian English for Engineering in particular. Lastly, this study is expected to help those affected by the ESP/EE course itself to refresh their perception of its planning and implementation, especially in Indonesia University of Education context.

1.5. Organization of the thesis

This thesis is divided into five chapters:

Chapter I:

This first chapter has set out the background and the setting of the study, as well as the rationale for undertaking it.

Chapter II:

It reviews the extant literature pertaining to ESP and approaches to curriculum development in ESP. It begins by presenting some definitions of ESP and outlining its history and characteristics. Next, it examines the relationship of ESP to language theories and the approaches to curriculum development in ESP and presents the process of ESP curriculum development. There is also a discussion of the concepts of needs analysis, an outline of the classifications of needs and the framework of needs analysis, and a review of some research studies of needs analysis in the ESP context.

Chapter III:

It depicts the methodological approach adopted to achieve the study objectives. The research paradigm and design are explained. The development of the procedures and methods for collecting and analyzing the data is described and issues of access and ethics are considered.

Chapter IV:

It presents the key findings of the analysis of the research data with regard to the students' language needs. These include results based on the use of quantitative research methodology. The findings of the study are discussed with reference to each of the research questions and in relation to relevant literature.

Chapter V:

It concludes the thesis by summarizing the study and its key overall findings, focusing on its pedagogical and research implications and indicating its strengths and weaknesses as well as suggestion for further research studies.

1.6. Definition of terms

English for Specific Purposes (ESP): an approach to language teaching designed to meet the specific needs of learners by making use of underlying methodology and activities of the discipline it serves and is centered on the language, skills, discourse, and genres which suit the activities (Basturkmen, 2010,p. 13)

Needs Analysis: Needs analysis is the process of identifying the students' target English situations and using them as the basis of ESP instructions in order to provide students with the needed specific language so they can succeed in the course and in the future (John as cited in Benesch, 1996, p. 723).

Language Syllabus: It is the linguistic and subject matter which is to be taught (Kranhke, 1987, p. 4; Nunan, 1989, p. 5; Richards, 2001, p. 152)

English for Engineering: It is a subdivision of English for Science and Technology derived from the ESP tree developed by Hutchinson and Waters (1987)