

# CHAPTER I

## INTRODUCTION

This part explains the problem of this present study which is related to ESP teachers in the Indonesian context. This first section provides an overview of the research to be conducted. It comprises background of the study, thesis statement, research questions, objective of the study, significance of the study, definition of operational terms, limitation of the study, and organization of the research.

### 1.1. Background of the Study

In the Indonesian context, *Sekolah Menengah Kejuruan* (SMK) or public vocational school is educational system where students are prepared to be able to involve in many aspects of global contention. To fulfil that demand, one of the keys with which students should be equipped is the ability to use English since it is the language used in the global communication. However, as mentioned in Ministry of Education and Culture Regulation (2014 No. 60) the English that should be mastered by SMK students is related not only to their daily communication but also to their future professions and jobs. In other words, students are expected not only to be able to use English as a daily communication language but also as a language that supports their performance in the work fields. To equip students with such mastery, therefore, English for Specific Purposes (ESP) is implemented in SMK.

Although vocational high school education has been demanded to prepare students for the work field (Lo, 2012), in the Indonesian context, there are still fundamental problems that can be found in the output of SMK. One of the problems which is highly criticized by employers is that most of SMK graduates do not have enough capacity to communicate using English in their work fields. As a result, they find themselves difficult to handle jobs which require them to communicate with foreign clients. Besides, they are potentially considered to be uncompetitive and unused in their job fields.

The fact that the quality of most of SMK graduates is still far from ideal, according to some research results, is allegedly triggered by the fact that the teaching and learning process is still problematic. National Education Standards Board (2013) found that there is still a gap between what students have learnt at schools and the expectation of the work fields. Hersulasti (2012) points out that the EFL teaching practices which are conducted at SMKs are not effective to make students able to use English appropriately. She adds that the teaching and learning process is only focused only on written tasks, vocabulary memorizing or grammar. Herisulasti's explanation clearly indicates that the teaching and learning activities are still far from preparing students to be able to use the target language in their daily life and their future work fields.

Regarding the problematic teaching and learning process at SMKs, some research identified some factors which lead to this condition (Cahyadin, 2013; Dardjowidjojo, 2000; Kusni, 2011; Marwan, 2009). Marwan (2009) suggests that there are four challenges faced by SMK teachers in implementing ESP program at SMK, those are students' motivation, mismatch between reality (students' English proficiency) and expectation (curriculum), lack of quality resources, and teachers' heavy workload. Furthermore, Andriani (2014) mentions that problems in teaching English for Specific Purposes (ESP) at SMK can be categorized into five broad problems. They are (1) teaching pedagogy, (2) the teachers, (3) the design of the course, (4) students' ability and (5) students' needs. In terms of teachers' professionalism, Cahyadin (2013) suggests that ESP teachers under his study are not specially prepared and trained for teaching ESP, in fact they are GE teachers. The same view is also stated by Dardjowidjojo (2000) and Kusni (2011), who explains that, with respect to the education background, some ESP teachers do not have any qualification in English teaching.

From the explanation above, it is considered that the lack of ability of most of SMK graduates in communicating using English is due to the teaching and learning process which is not able to prepare the students to use the target language. Regarding this, some research identifies many factors which trigger the ineffectiveness of teaching practice; one of them is teacher's factor. The studies

conducted by Cahyadin, (2013), Dardjowidjojo (2000), and Kusni (2011) have revealed the teachers' weaknesses. Nonetheless, none of the studies portray the problems of teachers' performance which potentially make the teaching and learning process ineffective. Moreover, to get a broader picture of the problems in terms of teacher's aspect in ESP teaching, it is necessary to conduct a research in a different context. This means that there is still a gap which needs to be filled in the current condition in regard to the problems of ESP teaching. Thus, by deep investigation on how an SMK teacher teaches ESP in one of the SMKs in Bandung, this study is intended to fill in the gap.

## **1.2. Research Questions**

Regarding the issue discussed above, the research questions, therefore, were formulated as follows:

- 1) How does the teacher teach ESP?
- 2) What are the problems of teacher's performance in ESP teaching?

## **1.3. Objectives of the Study**

This present study aimed at finding out the way the teacher teaches ESP. Moreover, it also investigated the problems regarding her teaching performance.

## **1.4. Significance of the Study**

This research work is an attempt to, hopefully, provide valuable data and remedial work to the ESP teaching situation in Indonesia, and more precisely that of SMK. This study provides the reader with a worthy contribution to ESP in Indonesia, in general. Consequently, ESP practitioners and General English teachers who want to teach ESP classes in different ESP situations and in different vocational school across the country can benefit from this study, i.e., they are all, in fact, urgently called to carefully handle and compare their situations, difficulties with the one that is studied in this research.

## **1.5. Definition of Operational Terms**

There are some terms in this study that need to be clarified to avoid misinterpretation and unnecessary misunderstanding of the terms used in this study. Some terms are clarified as follows:

- 1) ESP course: ESP programs are focus on increasing learners' English competence in many specific disciplines, such as tourism, nursing, medical science, business, or information technology and use different methodology in the teaching of General English (Dudley-Evans & John, 1998).
- 2) ESP teacher: refers to teacher who is teaching ESP, in ESP known as practitioner.
- 3) Problem: a situation, person or things that needs attention and needs to be dealt with or solved (Cambridge dictionary).

### **1.6. Limitation of the Study**

This research is intended to portray the problems in terms of teacher aspect in ESP teaching. This problem covers the teacher planning and implementing of ESP teaching. The findings of this study are only true to the respondent involved in it. In other words, there is no attempt of generalization; therefore, there might be other interpretation to the issue raise in this study.

### **1.7. Organization of the Thesis**

#### **Chapter 1**

The first chapter is an introduction to what the research project is all about which covers the background of the study, research questions, and objective of the study, significance of the study, definition of operational terms, limitation of the study, and the organization of the thesis.

#### **Chapter 2**

The second chapter contains a review of related literature to understand the whole idea of what the projected study is trying to communicate. The chapter will include the theories and some related research on ESP.

#### **Chapter 3**

The third chapter provides the elaboration on the designed research methodology. It mainly contains the description of research design and details of the data collection and analysis procedure in this research.

#### **Chapter 4**

The fourth chapter deals with the analysis and interpretation of the main findings.

#### **Chapter 5**

The last chapter of this thesis consists of the implication of this study, conclusions, and recommendations.