

## CHAPTER I: INTRODUCTION

This chapter presents the background of the study, the objective of the study, the research questions, the significance of the study, the scope of the study, the methodology of the study, the definition of terms, and the organization of the paper.

### 1.1 Background

Since the Law Number 20 Year 2003 on the National Education System has been endorsed, the number of international schools in Indonesia has been growing (Firman and Tola, 2008:78). However, there are conditions that international schools need to fulfill. Firman and Tola (2008:79) mentioned that international schools would have to cooperate with institutions in Indonesia, involve Indonesian teachers, and provide subjects such as religion and Indonesian citizenship. Apart from international schools, international-standard pilot schools (RSBI) initiated by state schools have also been a growing trend. However, the government of Indonesia has recently erased RSBI labels from schools around Indonesia (Afifah, 2013; Herujiyanto, 2013; Sumintino, 2013).

The chemistry education department of UPI (Indonesia University of Education) which is responsible for producing chemistry teachers is aware of the situation and condition where there are many international schools established around West Java. Since 2007, the Chemistry Education Department has initiated an international class. In the 8<sup>th</sup> semester, the initiated international class students are

sent to do their teaching practice (PPL) in international and international-standard pilot schools (RSBI) around West Java. Although there are no more RSBI schools due to the recent decision of Indonesia' Supreme Court, the chemistry education department at UPI Bandung will not erase their initiated international class. This is because there are several international schools around West Java where they can send their students for PPL.

Before sending the initiated international class students to international schools, the Chemistry Department at UPI Bandung provides the students a non-compulsory English course since 2010. However, there have been several drawbacks in the implementation of the non-compulsory courses. Based on the researcher's observation, the drawbacks cover facility, time allocation, choosing suitable content, materials, activities, and assessments for the course.

Furthermore, there has not yet been a research conducted to reveal the needs of chemistry education students. As a result, non-compulsory English course designers for the chemistry department at UPI Bandung lack reference and literature that provides guidance and ideas in developing the courses.

For that reason, in designing an English course for the chemistry education students, needs analysis would be necessary. Needs analysis is the first stage in course design (Dudley-Evans and St. John, 1998; Jordan, 2009; Mehrdad, 2012; Songhori, 2008; Nation and Macalister, 2010; Hutchinson and Waters, 1987; and Brown, 1995). In addition, Dudley-Evans and St. John (1998:145) believe that needs analysis helps develop a course as it reveals ideas from stakeholders.

The present study aimed at proposing an English subject syllabus that is expected to meet the needs of the chemistry education students. Consequently, the present study practiced needs analysis to reveal the needs of the chemistry education students that would be the basis in proposing an English subject syllabus for the chemistry education students.

### **1.2 Objective of the study**

The objectives of the research are:

- 1.To identify the chemistry students' needs in English.
- 2.To propose a syllabus that is expected to meet the needs of the chemistry students.

### **1.3 Research Questions**

In line with the aim of the study, the questions that the research attempts to answer are:

- 1.What are the chemistry students' needs in English?
- 2.Which proposed syllabus is expected to meet the needs of the chemistry students?

### **1.4 Significance of the study**

Theoretically, there has never been a research conducted to reveal the needs of chemistry education students. Therefore, the present study would be the first and would provide literature on the needs of chemistry education students. Meanwhile, practically, the present study will provide guidance in the creation of syllabus and is expected to provide an example to follow for future course

designers who will develop non-compulsory English courses in the chemistry education department at UPI Bandung in the future.

### **1.5 Scope of the study**

The data of the present study only focused on the English needs of the chemistry students' in the initiated international class at UPI Bandung. The data were collected from 14 students in the chemistry education department at UPI Bandung who will be practicing their teaching in the future.

### **1.6 Definition of terms**

The following terms are specifically defined in the study:

**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, 2010:13)

**Needs Analysis:** 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, 1996:723).

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

## 1.7 Organization of the study

This study is divided into five chapters; the brief illustration is be described below:

### Chapter I

This chapter presents an introduction for the study that consists of the objective of the study, the research questions, the significance of the study, the scope of the study, the methodology of the study, the definition of terms, the organization of the paper, and concluding remarks.

### Chapter II

This chapter presents the theoretical foundation that is related to the study, namely, ESP, needs analysis, and steps to ESP course design.

### Chapter III

This chapter deals with research methodology to accomplish the study. It comprises the method of the study, respondents of needs analysis, data collection, data analysis, and validity.

### Chapter IV

This chapter discusses the findings of the study concerning on the students' needs in English and the proposed syllabus.

## Chapter V

This chapter presents the conclusion and suggestions for further research.

