

CHAPTER I

INTRODUCTION

1.1 Theoretical Background

Language is a system of intentional communication through signs (gestures), or symbols which are understandable to others (Machado, 1980:1). Communications define as giving and/or receiving information, signals or messages. It means that language can be used as a tool to express feeling, such as love and affection. It can also be used as a means of transforming speaker's or writer's intention, for instance, to convince and persuade the hearer or the reader.

The language system is dynamic. It depends on the context and the reason behind the use of it. The language used by a shopkeeper and the customer in the marketplace will be different from the language used by doctor and his patient. The choice of language between technicians will be different from the choice of language among businessmen. Moreover, the need of language is also different. Technicians might need language as a media to convince their colleagues, while doctors might need language to diagnose their patient's disease or translate some instruction of medicine.

Therefore, in language teaching-especially English language teaching-there is a branch of language that groups language teaching into particular specifications, which is known as ESP (English for Specific Purposes). It is developed in the late of 1960s that forced by the need of specific language. It is forced by the growth of the world of commerce and technology which demands

specific language that suits their particular need. At the same time, the development of educational psychology and linguistics that emphasize on the analysis of the nature of the specific varieties of language also brought the growth of ESP.

ESP is a discipline that bids a new approach to English language teaching, its methodology is based on the specific needs of the learner. Kennedy and Bolitho (1980) say that the ESP is based on an investigation of the purposes of the learner and the set of communicative needs arising from these purposes. Therefore, all decision in ESP teaching practice such as content and method are based on the learner reason for learning. It is in line with Munby (1997) which describes ESP as courses where the syllabus and materials are determined in all essentials, by the prior analysis of communication needs of the learner, rather than by non-learner centered criteria such as the teacher's or institution's predetermined preference for general English as for treating English as part of general education. Therefore, in sum ESP is an approach to language teaching which is oriented to fulfill learners' needs.

The view of ESP above considers students needs as the main basis of ESP that distinguishes it from general English. Students needs becomes prior consideration in determines the goal, syllabus, content, method and evaluation of ESP. It is usually observed through need analysis. In general term, need analysis refers to the activity involved in gathering information that will be served as the basis for developing a curriculum that will meet the learning needs of a particular group of students (Brown, 1995:35). While, in ESP context, according to

Hutchinson and Waters, need analysis is the way of gathering information of target needs and learning needs.

Needs analysis involves many groups. Brown (2000:37) categorizes it into four groups. They are target needs, the audience, the need analyst and the resource group. In other words, it does not only involve students but also teacher, curriculum designer, and sponsor. Perceptions of needs from the whole group are important to be considered in order to gain massive information of students needs. As stated by Richterich (Hutchinson and Waters, 1987:56), a need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment. Learners may have a clear idea of the necessities of the target situation, they will certainly have a view as to their lacks, but it's quite possible that the learner view will contradict with the perceptions of other interested parties: course designer, sponsors, and teacher.

Moreover, Hutchinson and Waters (1987:57) proposed that in analyzing the needs of students, it would be normally practiced to ask both the lecturers and the students about their English needs. It assumes that there may be a tendency on the part of the lecturers to exaggerate the need for English, since English medium is often considered to have higher status. The lecturer, in other words, has a personal investment to giving impression that level of English needed is high. On the other hand, the students may give much lower indication of the need for English. Because they know (or would prefer to believe) that it is not really necessary. They might consider their interest lies in English for their employment, social purposes or not having at all.

In sum, it is unwise if students' needs are just analyzed based on teacher's perceptions of the field of students. If teacher does not directly conduct needs analysis in the beginning of the courses, there will be a tendency that the content, method and methodology of ESP teaching might not meet students' needs. Whereas, if we go back to the definitions of ESP above, we will find those learners' perceptions of their necessities, want and lack cannot be ignored in designing the content, method and methodology.

Unfortunately in practice, there are some cases where the content, method, and methodology apply in ESP teaching are only gained from teacher perceptions. As a result the teaching practice is not relevant to students' needs which cause the failure of the courses.

Based on the reason above, the writer is interested to observe the ESP students' needs in relation to EST Teaching Practice. Since, material is the most important characteristics of ESP which deals with strategy of putting material in place relating to students needs. Meanwhile, English Science and Technology is one of the most important branches of ESP. As Swall states, "with one or two exceptions, EST has always set and continuous to set the trend in theoretical discussion in ways of analyzing language and in the variety of actual teaching materials" (Hutchinson and Waters, 1987).

Therefore, the writer chooses the analysis of English needs of Mechanical Engineering Departments' students in relation to EST material: a descriptive research of the implementation of English for Specific Purposes at the Faculty of Technology and Vocational Education as the topic of this paper.

1.2 Statement of The Problem

Referring to the background and explanation above, the writer formulate following questions to be discussed.

- 1.2.1 What are the English needs of Mechanical Engineering department students?
- 1.2.2 What are the materials used in EST teaching practice of Mechanical Engineering Department students in Faculty of Technology and Vocational Education?
- 1.2.3 Are the materials relevant with English needs of Mechanical Engineering Department students?

1.3 Aims of the Research

- 1.3.1 Analyzing English needs of Mechanical Engineering department's students.
- 1.3.2 Identifying the existing EST material of Mechanical Engineering Department.
- 1.3.3 Analyzing the relevance of EST material to English needs of Mechanical Engineering students.

1.4 The Significances of the Research

It is expected that, this research can give description of English needs of Mechanical Engineering Department students to the EST practitioner. That will be useful information in designing and selecting material, which suit students' needs both for academic and occupational purposes.

Moreover, this research is expected to give contribution to the Faculty of Technology and Vocational Education especially Mechanical Engineering Department in providing their students with appropriate English knowledge which support their field, therefore they will be able to compete both in the academic and the work field.

1.5 The Limitation of Research

Based on the aims of the research above, the scope of the research will be limited in identifying students' English needs, the existing material used in EST teaching practice and its relevance to students' English needs.

1.6 Methodology

1.6.1 Subject of the Research

The population of the research is Mechanical Engineering Department Students, and the sample is the first semester students of Mechanical Engineering Department Mechanical Engineering Department in the Faculty of Technology and Vocational Education.

1.6.2 Method

The research is carried out by using descriptive method. That is a method of research that involves collecting data in order to answer questions concerning the current status of the subject of study (Gay, 1895:189). It determines and report the way things are.

This method is conducted through several steps, such as collecting, classifying, computing the data, and making conclusion and report.

1.6.3 Data Collection

The data were collected through library research, questionnaire, interview and observation.

a. Library Research

It is used in order to get the theoretical background, which can support the research. It collects through reading text book, journal and articles which mostly found in the internet.

b. Questionnaire

It is used to collect data by distributing a set of written questions to the Mechanical engineering Departments students. The questionnaires consist of open and closed questions.

c. Interview

Interview is the process of obtaining data by direct communication. It is form of self report data gathering, which is used in qualitative research to gather answer to specific question from small sample of individuals (Gay, 1987:103).

In this research, the interview is held with the students, the lecture, the head of Mechanical Engineering Department, the last grade students of Mechanical Engineering Department.

d. Observation

It is used to identify the real material used in the process of learning.

1.7 Data Analysis

After being obtained, the data are organized and analyzed. The kind of data is qualitative and quantitative, so the organization and analysis of the data are divided into two ways.

1.7.1 Quantitative data

The use of quantitative data is to find out respondents' perception, opinion and judgment. It is used to analyze English needs of students. It is assumed that one of suitable method to gain quantitative data is by distributing questionnaire. As stated by Suharto (1988:22),

“Dalam hal instrumentasi dan peralatan, penelitian kuantitatif menggunakan : inventori, kuesener, indeks, kuesener, skala kisaran, dan sector tes.”

The data are analyzed by using the most basis descriptive statistic (frequency) which refers to how often something occurs.

The following steps are:

- a. Scoring students' response on closed questionnaire
- b. Using SPSS (Statistical Package for Social Science) in all calculation of closed questionnaire. All the calculation dealing with number used this program such as to find frequency and percentage.
- c. Making a table consist of the statement, the frequencies and the percentage that have been computed

1.7.2 Qualitative Data

The result of interview and observation as the part of qualitative data are analyzed by applying qualitative method. The initial steps in qualitative analysis are reading the interview transcript, observational notes or documents that are to be analyzed (Maxwell, 1996). It is used to analyze the result of interview and observation for both students and lecturer.

1.8 Clarification of Term

English needs refer to what the students need in learning English in order to be able to use it for particular purposes. EST material in this research refers to the existing material used in the process of EST teaching practice.

1.9 Organization of the Paper

This investigation is organized into five chapters as follows:

CHAPTER I

This section contains an introduction which discusses: background, statement of the problem, the significance of the research, aims of the research, research method, and clarifications of the key terms and organization of the paper.

CHAPTER II

It contains theoretical foundation, which is served as a basis for investigating the research problem.

CHAPTER III

This section includes the methodologies of the research, which discuss the steps and procedures of the research, the instruments of the research and the reasons for choosing its procedure.

CHAPTER IV

This chapter present and analyze the findings of the research.

CHAPTER V

It contains the writer's interpretation of the research results in the form of conclusion and the implications or suggestion in accordance with research result.

