

CHAPTER IV

FINDINGS AND DISCUSSIONS

The previous chapter discussed about research methodology. This chapter reports the result of the study after conducting the research and obtaining the necessary data using the theoretical framework to answer the research questions about about the types of the syllabus, the teaching strategies applied, and the students response to the tasks given by the lecturer..

4.1 Findings

As indicated in chapter three, data were analyzed based on research questions which were to do with the procedures of translation and language functions. In this research, findings were found and analyzed. To answer the research questions, the researcher obtained the data from the observation, interview, document and questionnaire. As mentioned in the previous chapter, the students at Mechanical Engineering Department Bandung Polytechnic who study English for Technology subject and the English for Technolgy lecturer of Bandung Polytechnic are all considered as population. The researcher took 30 students as the samples from the population to be observed and a lecturer to be investigated. All the data related to the sample and the documents are attached in appendices.

The followings are the result of investigation and analysis the types of syllabus applied by the lecturer, the teaching strategies applied, and the students' responses to the given tasks.

4.1.1 Syllabus Applied by the Lecturer

4.1.1.1 Document Data

The successful syllabus result that was applied by the lecturer could be seen from the materials given to the students. The statement was appropriated to Brown (1994: 16) that defines syllabus as “Design for carrying out a particular language program. Features include a primary concern with the specification of linguistic and subject-matter objectives, sequencing, and materials to meet the needs of a designated group of learners in a defined context”. The table below is the syllabus applied by the lecturer for 2nd semester.

Table 4.1 Syllabus of Technical English 2 Mechanical Engineering students

NO	TOPIC	Language Focus
1	Measurement (Quantity)	Too and Enough
2	Process: Cause and Effect	Clauses of Result Causative Verbs Infinitive and Participle
3	Measurement (Proportion)	Expressions of comparison Percentage and proportion
4	Mid Test	
5	Measurement (Frequency, Tendency, Probability)	Adverbs of frequency Modals and adverbial Expressions of probability Conditionals
6		Passive with can, may, should, must

	Process: Methods	Imperative Infinitive of purpose How? Question By = Participle
7	Final Test	

It was known that after arranged the syllabus, the lecturer should make a lesson plan so the materials would be presented in well ordered. In line with Shambaugh and Magliaro (2006: 26) that “Lesson plan may include teacher- or student-led activities as well as learning objectives, procedures, materials and technology needed, time requirements, areas for enrichment or re-teaching, and assessment.” Unfortunately the lecturer did not provide the lesson plan for some reasons.

4.1.1.2 Observation Data

The writer analyzed the document (see the appendices for the document) and proved the application on the classroom observation. The syllabus is arranged into some materials given in each meeting described on the table below.

Table 4.2 The Materials Presented by the Lecturer

Meetings	Materials/Topics of Materials Presented
I April 8 th 2010	<ul style="list-style-type: none"> - Uncountable consist of : a lot of = very large amount large amount fairly quite a lot = a considerable amount a little = a small amount hardly any = a minute amount of liquid negligible amount -Electrons and their number such as nitrogen, AL, Mg, Ch, Manga, Iron, Rhodium, Silver, Gold. - “Enough and Too much” - Expressions. “To be healthy you must eat; the

	right quantity of food, enough food, a sufficient of food, an adequately amount of food” (Dudley – Evans & Bates, Tony & Martin, 1982: 148,150,154,156,158)
II April 29 th 2010	- There are “Become + Adj. Turn + Color Change into (Noun) Be converted into (Noun) (Dudley – Evans & Bates, Tony & Martin, 1982: 176-190)
III May 20 th 2010	- Distributed the mid test paper and discussed it together that day. (see the midterm test on the appendix)
IV June 3 rd 2010	- “Proportion”, “Relative”, Scale. - They can use in proportion or compare with. - Strong - Hard - Soft - Ductile - Malleable - If we compared Mount Everest and Ben Nevis so it could be Mount Everest is nearly nine times as high as Ben Nevis. (Dudley – Evans & Bates, Tony & Martin, 1982: 198-202)
V June 10 th 2010	“proportion” that talk about the comparison related to the “Relatively, Nearly, Approximately” also “percentages and Ratio” -“The strength of metal is directly proportional in its carbon content the greater the metal contains carbon, the stronger the metal is”. (Dudley – Evans & Bates, Tony & Martin, 1982: 206-215)

The table above clarifies the sample of teaching materials, which presented for five different sessions. Each session takes about 150 minutes.

It concludes that the lecturer tends to use reading passage and the exercises, which are taken from the handout used in every session (see the appendices for hand out). Then the lecturer always gives explanation on the patterns of the mechanical terms given in the text. Those findings above supported by Brown (2001: 136) that “The most obvious and most common form of material support for language instruction comes through textbook”.

Moreover, the lecturer tends to create the classroom activities such as conversation, pronunciation of some terms, oral communication and etc. based on the text.

4.1.1.3 Interview Data

Mechanical Engineering Program is designed to produce people that have the ability or skill which are trained to be a good supervisor in a company especially in a foreign company. It makes the English subject is taught in such a practical way to prepare them for the real world of a working field. This was relevant to Brown (2001: 118) “English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy and scientific research”. It could be seen from the citation of the interview with the English for Technology’s lecturer:

Mereka kebanyakan ingin menjadi supervisor di perusahaan-perusahaan yang pada umumnya perusahaan asing entah oil company atau apa. Karena pertama kali mereka masuk ke perusahaan itu yang pertama kali pasti interviu yang harus ngomong bahasa Inggris.

Most of them want to be a supervisor in a foreign company such an oil company. They need English because they will be using it for the first time when they got the interview.

Based on the interview, the lecturer said that she designed the syllabus by herself based on her past experience in teaching English. She compiled the materials based on the students’ need which are appropriate to their English ability and level.

On the syllabus applied by the lecturer, the general step that we know before making a syllabus is making the need analysis. The lecturer said that

Need Analysis *iya tapi tidak secara formal atau secara tertulis cuma saya suka main ke jurusan suka tanya sama mereka sama mahasiswa juga dosennya. Terus mereka inginnya belajar apa gitu jadi kita cocokan bahasa Inggris ini bisa masuk dimana.*

(“Need analysis of course but not formally or written, I just came to their department and talked to some students’ and lecturer about what they want and need so I can choose which part of English materials that suitable for them”).

Need analysis is something important because the focus of the ESP course design is on the learners, so it aimed to meet the learners need and the course.

In line with the topic or theme that used in the classroom, the lecturer said

Apakah mahasiswa dilibatkan dalam menentukan tema-tema yang dipakai dalam KBM bahasa Inggris di kelas? Kalau tema mungkin antara iya dan tidak ya...tapi kalau dalam kerja kelompok iya... karena suatu waktu mereka harus menjelaskan sesuatu dalam kelompok.

Are the students involved in making the learning theme or topic? I think it is between yes or no...but if the condition is on the work in a group it must be, because sometimes they have to explained something on their group.

Based on the statement above, we know the lecturer thought that involved the students in making the learning theme isn’t necessary because the learners didn’t know yet which theme appropriate for them.

In addition, the writer also found information about types of materials provided.

Apakah Ibu menggunakan buku teks sebagai media pembelajaran dikelas Ibu? Iya teks sebagai referensi saat ini mungkin saya termasuk yang tradisional. Saya tidak mau nyiapin dulu jadi saya suruh mereka yang gambar terus nanti kan mau tidak mau mereka gambar kan mereka pinter gambar. Kenapa? Karena begini kalau kita kasih buku seperti ini kadang mereka kan hanya baca sekilas, lagipula sekalian saya nge-drill mereka. kadang-kadang juga internet.

Do you use a text book as a teaching media in your class? Traditionally yes, as a reference sometimes from internet. I don’t want to prepare anything because I believe they are good at draw. If I just gave them a book, they won’t read it and it is good for their drill.

From the lecturer's explanation above, people understand that the lecturer trusts the students to make the teaching media such a picture to describe about the lesson given that day in order to make students feel involved in the teaching and learning process. This was related to Tomlinson (2005: 2) that defines materials development as

Anything which is done by writers, teacher, or learners to provide sources of language input and to exploit those sources in ways which maximise the likelihood of intake: in other words the supplying of information about and/or experience of the language in ways designed to promote language learning.

Moreover, lecturer has some purposes in order to arrange the suitable materials for the students' especially aimed for their life.

Kemampuan apa yang Ibu inginkan terhadap mahasiswa dalam pencapaian hasil belajar bahasa Inggris? Saya mengharapkan mereka bisa karena bahasa Inggris ini adalah alat komunikasi, alat untuk mengekspresikan apa yang ada di pikirannya juga untuk mengungkapkan siapa dia. Jadi dengan dia belajar paling tidak bisa menjelaskan nanti ilmu dia, ilmu yang didapat di sini itu dengan menggunakan bahasa Inggris sehingga mereka benar-benar bisa diakui karena mereka punya skill.

What is your expectation for students' ability after taking the English course? I hope they are able to talk in English because it is a medium to communicate, medium to express what they are feeling. So from this course at least they can explain about their area knowledge in English so people will know that they have skills.

The lecturer believes that if her students are able to communicate in English, means that her English course that she makes has run adequately in fulfilling the students' needs.

4.1.1.4 Questionnaire Data

On the application of the syllabus through the materials, students were asked for the questionnaire. The table 4.3 is mentioned to relate the lecturer's

interview answer and the students' perception. The result could be shown in the following ways:

Table 4.3 The Students' Perception on the Materials Given by the Lecturer

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
(s1) Lecturer distributed the English for Technology's syllabus.	18	60	12	40	0	0	0	0
(s2) Lecturer announces the materials that will be explain.	19	63.3	11	36.7	0	0	0	0
(s3) Lecturer gives varied materials.	10	33.3	16	53.3	3	10	1	3.3
(s6) The English proficiency consider needed in comprehending mechanical terms.	13	43.3	15	50	2	6.7	1	3.3
(s8) The English proficiency considered needed to comprehend also to deepen my area of knowledge.	11	36.7	18	60	0	0	0	0
(s13) I try to ask the lecturer, friends, or books if don't understand yet about the materials given.	10	33.3	20	66.7	0	0	0	0
Total	81	270	92	306.7	5	16.7	2	6.7
Average		45		51.1		2.8		1.1

Table 4.3 shows that there are 45% students answered strongly agree (SA) mostly to the statement number 2 "Lecturer announces the materials explained". There are 51.1% students answered agree (A) mostly to the statement number 13 "I try to ask the lecturer, friends, or books if don't understand yet about the materials given".

There are 2.8% students answered disagree (DA) mostly to the statement number 3 "Lecturer gives various materials". And 1.1% students answered strongly disagree (SDA) to the statement number 3 and 6 about the lecturer gives

various materials and The English proficiency is considered to comprehend and deepen my area of knowledge.

This supports the research by Venkatraman (2007) on his surveys in SASTRA University of India that “Students of Engineering and Technology need a specific set of language skills for their success in education and career. Industries are also voicing their concern about the need for better communication skills among students of Engineering”.

For more details the students’ responses are displayed on figure 4. 2 below.

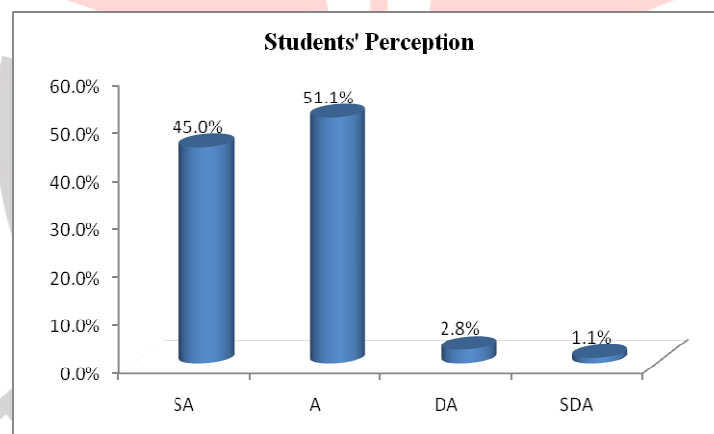


Figure 4.1 Students’ Perception on the Materials Given by the Lecturer

Based on the questionnaire result, 63.3% students strongly agree that the lecturer informed the materials that will be explained before the class begins so the students could prepare first what they are going to learn about on that day.

There is statement from a student “*Perkuliahannya sudah baik tapi sepertinya lebih baik lagi bila disediakan buku pegangan bukan hand out-nya*”

saja". (R29) On the other hand, related through this the questionnaire result shows that 53.3% students are agree and 33.3% strongly agree that lecturer teaches them using various teaching materials. On the open questionnaire, they also give the opinion about this "*Materi lebih mudah dimengerti dengan metode pengajaran yang variatif*". (R7, R16, R28, R30).

Students realized that the English materials are considered in comprehending technical terms, 50% students agree with this statement. Moreover, from the open questionnaire result "*Bagus karena dikaitkan dengan mata kuliah kejuruannya*". (R13) In line with Coffey (1985) "The requirement that the learning materials be content-based means that they should focus on the specific problems that people are likely to encounter in their everyday working lives in the EST field".

Students agree 60% that they are thought English proficiency is considered needed to comprehend also to deepen their area of knowledge. On the open questionnaire they mentioned that "*Karena Bahasa Inggris diperlukan untuk masa depan nanti, maka saya berusaha untuk bisa mengerti*". (R5, R17, R20) Toward those statements above, 66.7% students agree that they are try to ask the lecturer, friends, or books if they do not understand yet about the materials given. Actually they had tried their best to understand the materials because they realized the purpose of learning English for their life.

4.1.2 The Teaching Strategies Applied by the Lecturer

Teaching strategies must be applied in the teaching and learning process. It is aimed to attract students learning comfortably, to make a conducive learning environment in order to create a successful teaching and learning process.

4.1.2.1 Observation Data

Based on the classroom observation result, it could be seen that the lecturer is close to the students, so that the students are not hesitate to give an answer, ask for a question, put forward the opinion, or express what they are feeling. This was coincides with Richards and Rodgers (2007: 166) cited in Breen and Candlin (1980: 99) about the teacher's roles that "...to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts". The interview result are related to the teaching strategy theories on chapter II

On the study of the teaching methodology employed by the lecturer, the activities presented through the findings that could be seen in the following way:

- Opening : - Greeting
- Checking the attendance list
- Pre-Activity : - Lecturer recall about the previous lesson on the last meeting.
- Whilst-Activity : - Lecturer explains about the new materials.
- Students task or discussions.
- Post-Activity : - Together with the students make conclusions about the lesson that day.
- Closing : - Closing the meeting.

The lecturer expects her students' to be communicated actively in the classroom. She asked the students' answered all questions in English as much as possible. Sometimes she helped the students' found the right words if there any mistaken.

As could as possible, the learning activities stressed on the simulation. It aimed to insist the students' practice their English ability through the work in pairs, discussed some topic in group, role play, conversation, and shared the answered exercise on the book to the classroom. This was appropriate to (McDonough, 1984: 92) that suggests more on the simulations "ESP, claims to be 'goal-oriented', and the use of simulation as rehearsals for the learner's target situation have come to be very popular as a consequence".

4.1.2.2 Interview Data

The data gathered from the observation above supported by the lecturer's answer on the interview, she said that

Saya mencoba untuk tidak mengambil jarak dalam arti mereka bisa nanya ke saya. Memang pendekatannya seperti itu jadi saya tidak mau mereka menganggap saya ini adalah dosen yang harus ditakuti karena ini belajar bahasa dan selama ini bahasa inggris itu seperti momok seperti matematika. Jadi karena bahasa itu adalah ilmu humaniora jadi pendekatannya harus manusiawi. Dalam arti mereka tetap masih harus sopan.

I always try to close with them, so that they can ask me everything. I don't want them think that I am a lecturer that they must be afraid of. It is about learn a language, so the approach must be humanize. It means that they still have to be polite.

The lecturer make an approach in order to created the comfortable teaching and learning situation. This was relevant to (Brown, 2001: 14)"...were the specific activities manifested in the classroom that were consistent with a

method and therefore were in harmony with an approach as well.” She wants to act like a friend for her students so that if they have any difficulties, they would not hesitate anymore.

It asked to the lecturer “Why do you choose that strategies?” She answered that

Kembalikan pada diri kita, ketika kita belajar sesuatu kemudian ada jarak terus kita menjadi tidak senang dan kalau sudah tidak senang apapun yang diomongin pasti tidak akan masuk. Saya mencoba secara psikologis mencoba untuk menghilangkan adanya dinding pemisah jadi ngajar saya tidak hanya sekedar mengajarkan bahasa inggris, karena bahasa itu nantinya ada hubungan dengan culture.

At least she tried to ask for students’ thought, if we don’t like to someone whatever she said will not be heard. In order to getting closer to the learners, the lecturer should know the learners characteristics as Shambaugh and Magliaro (2006: 68) states

“Learners characteristics is an educational psychological approach to describing your students. It can include age, sex, educational level, achievement level, socioeconomic background, learning preference, verbal ability, and relevant experience, attitudes toward subject, role perceptions, and perceived needs among other possibilities.” She tried to make an approach psychologically because learning language could not be separated from the culture.

In order to answer related about ESP approach as a teaching strategy, the lecturer gave her opinion,

Apakah Ibu mengalami kesulitan dalam menerapkan pengajaran dengan pendekatan ESP?

Problem itu pasti selalu ada tapi saya melihat itu adalah sesuatu yang positif saja.karena banyak hal yang bisa kita lakukan.bagaimana manajemennya saja terhadap pengajaran ESP ini. Saya tidak melihat itu sebuah kesulitan tapi saya lihat itu adalah sebuah peluang. Memang sulit ketika kita tahu mereka tidak tahu ini itu, General Englishnya itu sangat lemah tapi kemudian kembali pada motivasi lagi. Kita Tanya, setelah disini mereka mau kemana? Tujuannya apa? Kalau jawabnya pengennya kerja di perusahaan asing ya mau tidak mau bahasa inggris harus bisa. Jadi saya tidak melihat bahwa mengajar EST sesuatu yang sulit selama kita bisa membangun motivasi mereka dan mengarahkan mereka.

Ya tapi hal ini membuat saya berfikir untuk suatu hari nanti supaya EST ini tidak diajarkan di bawah, artinya tidak diajarkan di semester-semester awal. Tapi alangkah baik bila diajarkan di semester-semester berikutnya saat mereka sudah

memiliki motivasi dan merasa mereka memerlukan bahasa Inggris untuk masa depan mereka.

Do you have any difficulties in teaching using ESP approach? We can't avoid the problem, but I just thought that in a positive way based on how we manage those problems. I'm not see that is a difficulties, I make that a chance. I know it must be hard things to handle when we know that they General English ability is still low, but it back to the motivation. "What do you want to reach in the future?" If the answer is I want to work in a foreign company" so you have to be able to speak English whether you like it or not. But it makes me think that probably EST should be teaching in the next semesters when they have the motivations already.

Her answer was different with lecturers from another university that the writer visited before. The lecturer thought that applied ESP was chance, not difficult things.

Because it has any relation with the students' motivation in learning it was relevant to Dudley- Evans and St. John (1998: 170-171) as cited in Richards (2007: 251) that suggest the teachers of ESP courses, teacher serve the following function: as a source of language, as a learning support, for motivation and stimulation, and for reference. So the lecturer has to be able to motivate the students. As cited:

Bagaimana cara Ibu membangkitkan semangat belajar mahasiswa, khususnya dalam belajar Bahasa Inggris?" "Ya kadang-kadang suka kelihatan kan dari face mereka dan masalah mahasiswa itu tidak akan jauh-jauh dari urusan hubungan antara pria dan wanita yang patah hatilah yang jatuh cintalah, saya kadang-kadang suka ngeledekin mereka jadi kan mau tidak mau dia harus kita bawa cerita kemana dulu lalu kembali belajar lagi.

Could you explain the way how you motivate the students in learning English? Sometimes it can be seen from their face, and I believe their problem will not be so far from the relation between boys and girls. So I talk to them about it first, after that I back to lesson again.

In line with the lecturer's response, Richards (2007: 252) states that "ESP, to support learning through stimulating cognitive processes and providing a structure and progression for learners to follow, to motivate learners through

providing achievable challenges”. The lecturer’s answer appropriate with the principles of the teacher roles that the lecturer should be the motivator for the students.

4.1.3 The Students’ Responses to the Given Tasks

4.1.3.1 Questionnaire Data

On the table below, there are results of the students’ response to the task that the lecturer gives them after the class or while the teaching and learning process in order to deepen the comprehending of the students to the learning process.

Table 4.4 The Students’ Responses to the Given Tasks

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
(s9) The ability to communicate in English support my career in the future.	24	80	6	20	0	0	0	0
(s18) Lecturer gives us tasks after the class.	3	10	20	66.7	7	23.3	0	0
(s19) Lecturer instructions are easy to understand.	3	10	24	80	3	10	0	0
(s20) Task that the lecturer given help me to comprehend the materials.	7	23.3	21	70	2	6.7	0	0
(s21) The test are relevant trough the materials given.	7	23.3	21	70	2	6.7	0	0
Total	44	146.7	92	306.7	14	46.7	0	0
Average		29.3		61.3		9.3		0

The table shows that there are 29.3% students strongly agree mostly to the statement number 9 “The ability to communicate in English support my career in

the future”. They know that they work field in the future cannot be separated from the English language actually if someday they work in a foreign company. This was relevant to Richards (2007: 28) “The ESP student is usually studying English in order to carry out a particular role, such as that of foreign student in an English-medium university, flight attendant, mechanic, or doctor”.

Sixty one point three percent (61.3%) students agree mostly toward the statement number 19 “Lecturer instructions are easy to understand”. There are 9.3% answering disagree mostly on the statement number 18 “Lecturer gives us tasks after the class” that was coincide with (Estaire and Zanon, 1994: 12) “Class work is organized as a sequence of tasks, and it is task that generate the language to be used, not vice versa”. For more details the students’ responses displayed on the following figure.

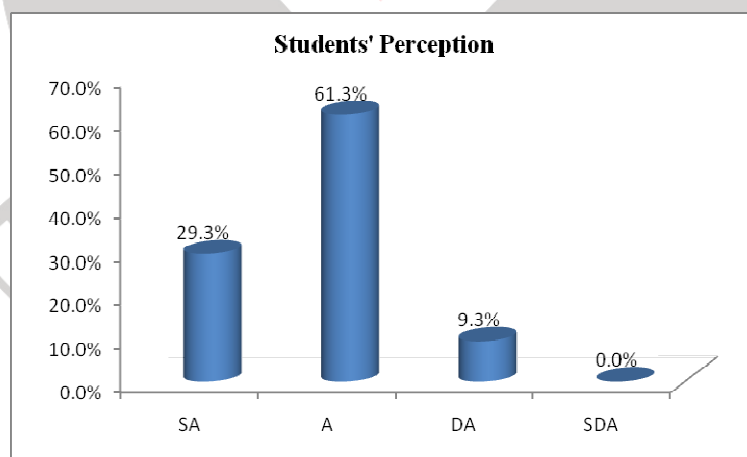


Figure 4.2 The Students’ Response to the Given Tasks

The questionnaire results, 66.7% students agree that “Lecturer gives us tasks after the class”. It matches with the lecturer’s answer that it is not a problem

giving the students task after the class or assessment while the teaching and learning process.

Seventy percent (70%) students agree that “Task that the lecturer given, help me to comprehend the materials.” It was proper to (Estaire and Zanon, 1994: 12) “Class work is organized as a sequence of tasks, and it is task that generates the language to be used, not vice versa”. They know already the aim of the task, so they always do the task given by their lecturer in order to deepen their English ability in comprehending the materials.

In Addition after the students passed the midterm test, they agree 70% that “The test are relevant through the materials given”. (See the appendices for the midterm test).

4.1.3.2 Observation Data

On the teaching and learning process, tasks are needed to check the students' comprehension. From the classroom observation result, it can be seen that the students look enthusiastic through the English learning activities. In line with Estaire and Zanon (1994: 13) that “The classroom work which, as far as possible resembles activities which our students or other people carry out in everyday life, thus reproducing processes of everyday communication”.

In every meeting there must be activities at least the students do some exercises such as making sentences or discuss the theme that given by the lecturer. Sometimes they presented a role play, arranged the paragraph, answered the questions, discussed with their group, and simulations.

4.1.3.3 Interview Data

Based on the interview with the lecturer, the writer asked some questions about kind of the tasks given to the learners.

Bentuk tes apa saja yang digunakan oleh Ibu dalam menilai kemajuan berbahasa Inggris mahasiswa” “Kalau pre-test saya enggak, kalau mid iya karena itu sudah terjadwal mid sama final tapi kalau yang hariannya kan nggak mungkin saya menilai oral. Saya prefer ke tertulis saja dan itu kan semua ada di sana. Keaktifan ya, jadi kan kita sudah bisa melihat sebenarnya. Jadi seandainya mereka jatuh di mid-test masih banyak kemungkinan-kemungkinan itu karena tidak saya jadikan tolok ukur seratus persen. Yang harian ini yang bisa mengangkatnya.

What kinds of test do you applied to know how well the students' English skill? I don't make a pre-test, just mid and final test. It is impossible thing for me to do to test orally. I prefer to the written because I think it can describe everything. So if their midterm test result is not good, I use the daily participation in the class for the final score.

One classroom consists of 30 students so it was difficult for the lecturer to conduct the oral test. Actually it will be better if there any oral test to maximize the students speaking and listening ability.

Related to the attractive tasks that the lecturer gave to the students, the writer also asked about it.

Bagaimana cara Ibu memberikan tugas yang menarik untuk mahasiswa? Ya kadang-kadang saya suka berikan tugas yang ada gambarnya kemudian mereka saya suruh presentasi di depan kelas kadang-kadang berkelompok. Sifatnya masih yang term dulu.

How do you give the attractive tasks to the students? Sometimes I give them a picture then I ask them to present it in front of the class, sometimes it was in a group. All of these are still on the term.

On the other words, the attractive task was coincide with Estaire and Zanon (1994: 67) "...textbooks and the framework are perfectly compatible as long as certain conditions are met: that the textbook materials are used under a thematic umbrella and are seen as leading towards the achievement of specific final tasks which are closely

related to students' experiences". The task that the lecturer gave, practice the students in perform their English ability in front of the class.

In order to relate with the students' response toward the task given, the writer asked a question "*Bagaimana respon mahasiswa terhadap tugas/latihan dan tes yang Ibu berikan?*" (How the students' responses through your task or exercise that given by the lecturer?") Lecturer answered "*Selama ini mereka kerjakan kalau disuruh kumpulkan ya mereka kumpulkan jadi tidak ada masalah*". ("So far I have found no problem with it").

4.2 Discussions

4.2.1 The Syllabus Applied by the Lecturer

As already been stated in the findings above, the objective of the teaching and learning process is to design people who have the ability or skill that trained to be a good supervisor in a company actually in a foreign company so the teaching is prepared as practical as possible to suit the real working condition.

On the syllabus applied by the lecturer, the first explanation was from the document analysis.

4.2.1.1 Document Data

In order to describe criteria of the syllabus applied by the lecturer, the writer classify the criteria of syllabus into Functional/Notional Syllabus based on Hutchinson and waters (1994: 86). They gave the example of these criterions of

syllabus similar with the textbook that the English lecturer of Bandung Polytechnic used for the English course.

It is kind of syllabus that the content of the language teaching is a collection of the functions or the notions that are performed when the language is used. So this is appropriate to the syllabus applied by the lecturer.

The choice of which syllabus that used really depends on the method that has been developed based an assumption about the nature of language. Besides determining the criteria of language syllabus, assumption both language and language learning in approach also determine the roles of the lecturer or the students'.

With the functional/notional syllabus, it is believed that the teaching strategies more suitable with the Communicative Language Teaching (CLT) because through this syllabus materials arranged based on the functional/notional analysis.

Classifying stages of the syllabus that was used by the lecturer is the next process. Based on the data given by the lecturer from the document analysis, the syllabus that the lecturer used is The Organisational Syllabus. "It is the most familiar in the form of contents page of a textbook, and this is form of syllabus that most people would think of when asked: 'what is a syllabus?' The organisational syllabus, therefore, is an implicit statement about the nature of language and of learning" (Hutchinson and Waters, 1994). It can be classified as the organisational syllabus because the lecturer used the organisational materials

based on the Dudley – Evans & Bates. *Nucleus; English for Science and Technology, General Science “Teachers’ Manual”* (1982).

This was supported by Dudley- Evans and St. John (1998: 170-171) cited in Richards (2007: 251) that suggest for teachers of ESP courses, materials serve the following function: as a source of language, as a learning support, for motivation and stimulation, and for reference. So the lecturer classified the materials that she chooses appropriate with the Richards (2007: 252) who states that

ESP materials may therefore seek to provide exposure to the specialized genres and registers of ESP, to support learning through stimulating cognitive processes and providing a structure and progression for learners to follow, to motivate learners through providing achievable challenges and interesting content, and to provide a resource for self-study outside of the classroom.”

4.2.1.2 Observation Data

In the process of designing the materials, there must be a process called need analysis. The writer found that the lecturer made a need analysis first before making the materials but not as a formally way. She asked some lecturer in Mechanical Department about what they need so she could decide which materials could be chosen. It was appropriate to Richards (2007: 32):

An important principle of ESP approaches to language teaching is that purposes for which a learner needs a language rather than a syllabus reflecting the structure of general English should be used in planning an English course. Rather than developing a course around an analysis of the language, an ESP approach starts instead with an analysis of the learner’s needs.

Having managed the need analysis and reviewed the theoretical models of learning and language that are available, ESP practitioners could move to the next phase in establishing ESP language program namely Course Design.

4.2.1.3 Interview Data

Based on the result of the interview to the lecturer, she used Language Centred Course Design as the approach because it is aimed to draw a connection as direct as possible between the analysis of the target situation and the content of the ESP course. As the figure 4.5 shown below.

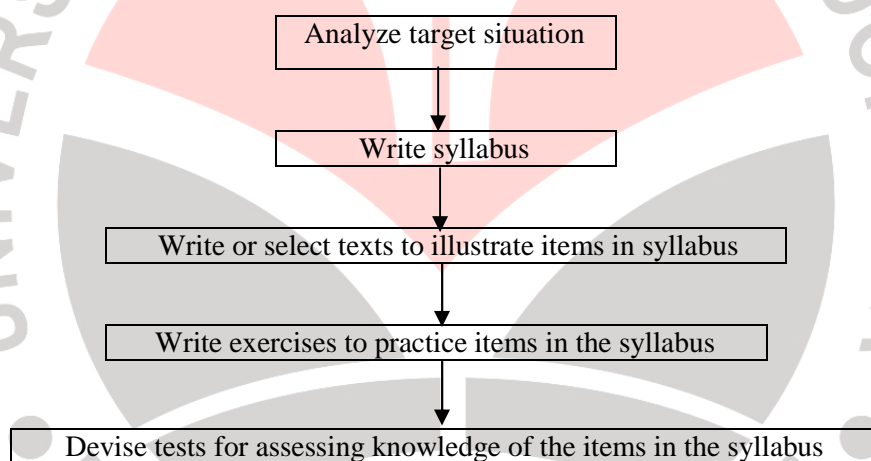


Figure 4.3 The Role of the Syllabus in a Language-Centred Approach

It was relevant to Hutchinson and Waters (1994: 90) that “...it is the crystallization of what the course is all about-the inspiration for the production of texts and exercises and the basis on which proficiency will be evaluated”.

In practical terms, this entails the use of the theoretical and empirical information which is available to produce a syllabus, to select, adapt or write materials in accordance with the syllabus, to develop a methodology for teaching

those materials and to establish evaluation procedures by which progress towards the specified goals will be measured.

4.2.1.4 Questionnaire Data

On the materials development that the lecturer applied for the source, she used a textbook and gives the copy as a handout for the students. In line with Brown (2001: 136) “The most obvious and most common form of material support for language instruction comes through textbook.”

In addition Brown (2001: 136) mentioned the reason why the lecturer get the materials sources from the book, states that“...to be a teacher that already handed appropriate textbooks just need to prepare a lesson, carrying it out, monitoring it’s unfolding, and managing the dynamics of a classroom full of students”.

4.2.2 The Teaching Strategies Applied by the Lecturer

Teaching strategies could not be separated from the application in the classroom. As a result from the classroom observation, it could be classified that the English for Technology subject in Mechanical Engineering Department held in an ESP classroom which was coincide with McDonough (1984: 92):

ESP classroom within any group of learners there will be a greater or less differential of pace of learning, amount of target language already known, subject/professional knowledge, type of subject or profession, status, time available for language learning, motivation and interest, and expectation of language learning.

In accordance with the teaching strategies or techniques and ESP, Hutchinson and Waters (1994: 19) states that:

ESP must be seen as an approach not as a product. ESP is not a particular kind of language and methodology, nor does it consist of a particular type of teaching material. Understood properly, it is an approach to language learning, which is based on the learner need.

Since ESP is an approach, not a product, it means that to realize the approach must use specific teaching strategy that could be chosen by the lecturer. Considering to this theory, the lecturer in Bandung Polytechnic uses learning centered and communicative approach, which she tries to become a mediator between the material and the students in every meeting. The lecturer also teaches in two ways because she tries to make the students active especially in speaking.

4.2.2.1 Observation Data

Could be seen from the video recorded of the classroom observation, the activities that are the lecturer applied in the classroom and McDonough statement was appropriate It was coincide with McDonough (1984: 92) states “ESP claims to be ‘goal-oriented’ and the use of simulation as rehearsals for the learner’s target situation have come to be very popular as a consequence”. The lecturer tends to use more simulation to give stimulation for the students to practice their language skill.

Therefore Brown (2001) mentioned that “...for designing and implementing the classroom lessons there must consist of techniques, textbooks, and technology”. To fulfill the classroom lessons, the lecturer used the textbook

and picture also sometimes the audio cassettes as the technology of teaching media. Even though there are some teachings media that more sophisticated such as provided the video of the native conversation or self-made videotapes, but the teaching media used was good enough on supported the teaching and learning process.

Based on the classroom observation, the lecturer was likely to hold the Communicative Language Teaching (CLT) where the students were asked to practice their speaking in role play about what they had communicated with each other in the mechanical laboratory or some other places around them using the mechanical terms they have learned. Also when the students were asked to discuss some topic from the book, they are forced in their group to speak up what they thinking about bravely.

Related to the CLT, Richards and Rodgers (1986: 66) states

CLT is regarded more as an approach since the aims of CLT are a) to make the communicative competence the goal of language teaching and b) to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

CLT deals more with the assumption about language and language learning and Larsen-Freeman (1986) names it the communicative approach. CLT emphasizes linguistic performance instead of linguistic competence.

It could be seen that CLT regards language as means for communication and interaction. This assumption suggest the lecturer to consider what aspects of a foreign language should be taught that lead her to decide what syllabus and teaching materials that appropriate for the students'.

4.2.2.2 Interview Data

The lecturer tends to use more simulation to give stimulation for the students to practice their language skill. This was relevant to McDonough (1984: 92) “ESP claims to be ‘goal-oriented’ and the use of simulation as rehearsals for the learner’s target situation have come to be very popular as a consequence”.

Moreover Brown (2001) mentions that “...for designing and implementing the classroom lessons there must consist of techniques, textbooks, and technology”. To fulfill the classroom lessons, the lecturer used the textbook and picture also sometimes the audio cassettes as the technology of teaching media. Even though there are some teachings media that more sophisticated such as provided the video of the native conversation or self-made videotapes, but the teaching media used was good enough on supported the teaching and learning process.

4.2.3 The Students’ Responses to the Given Tasks

4.2.3.1 Questionnaire Data

In order to prepare the better future, there must be some efforts to do actually in comprehending something that hold the important role. It happens to the students in Mechanical Engineering Department that whether like or not, they must do some exercises or tests or we called it tasks that given by the lecturer to deepen their ability in English.

The learners hold the roles and characteristics related to Richards (2007: 28) states that "...ESP student is usually studying English in order to carry out a particular role, such as that of foreign student in an English-medium university, flight attendant, mechanic, or doctor." They learn English in order to supporting their area knowledge in mechanical program.

As the relation to the tasks that given by the lecturer, (Estaire and Zanon, 1994: 12) mention that "... in Task Based Learning (TBL) the teacher asks students if they carry out a series of tasks, for which they will need to learn and recycle some specific items of language".

4.2.3.2 Observation Data

On the classroom observation result and the document analysis through the materials (see appendices), the lecturer gives the kinds of Communication Tasks which are Estaire and Zanon (1994: 13) defined as "...a piece of classroom work which involves all the learners in the comprehension of the foreign language (spoken or written), the production of the foreign language (spoken or written) and oral interaction in the foreign language".

Lecturer sometimes asks them to answer the question based on the text (which is trained the reading ability), making sentences whether in group or individually (tasks for the writing ability), role play (tasks for the speaking and listening ability), also discussion on the topic from textbook (handout), etc.

4.2.3.3 Interview Data

According to interview, classroom observation, and the document analysis could be shown that the lecturer used a textbook as a guideline or framework for making the tasks that given to the students. This was coinciding with Estaire and Zanon (1994: 67) state that:

...textbooks and the framework are perfectly compatible as long as certain conditions are met: that the textbook materials are used under a thematic umbrella and are seen as leading towards the achievement of specific final tasks which are closely related to students' experiences.

It could be conclude that the textbook was really influence for the lecturer in making the tasks especially in practice the students' reading and writing ability. For the listening and speaking, the lecturer provides the students' with the tasks such as simulation or conversation. The forthcoming chapter will provide conclusions and suggestions.