

# CHAPTER I

## INTRODUCTION

This chapter consists of the background of the research, research problem, aims of the study, significance of the study, limitation of the study, research methodology, clarification of the terms and organization of the paper.

### 1.1 Background

Language, as we know, is something specific to humans. It is the basic that distinguishes humans from all other living beings. Through language, people are able to express ideas and concepts as well as moods, feelings, and attitudes. As an international language of science and language for transmitting knowledge, everyone knows the importance of English. English language comes to our aid in our commercial transactions through the globe. English is not only for international commerce but it also has become essential for communication.

The growth of business in international scale is a result in the importance of English as a common medium of communication. Therefore, it is very important to understand English language for people who do not have the knowledge of English. People learn languages when they have opportunities to understand English in their work. To fulfill this need, there is a teaching approach of general English Language Teaching (ELT) appeared namely English for Specific Purposes (ESP). In this view, ESP is a powerful means for such opportunities. The need of ESP courses increase continually as Hortas (1995) describes:

To meet this communication needs, more and more individuals have highly specific academic and professional reasons for seeking to improve their language skill: for these students, usually adults, courses that fall under the heading English for specific purposes (ESP) hold particular appeal.

Teaching English for Specific Purposes is different from teaching English as a Second Language (ESL), as we know as general English. Saville- Troike (2006: 4) states:

A second language is typically an official societally dominant language needed for education, employment, and other basic purposes. It is often acquired by minority group members or immigrants who speak another language natively. In this more restricted sense, the term is contrasted with other terms in this list.

ESP students are usually adults who already have some acquaintances with English and are learning the language in order to communicate a set of professional skills and to perform particular jobs. In other words, ESP learners learn English as media to achieve their needs and goals in their future job. Therefore, an ESP program built on an assessment of purposes and needs and the functions for which English is required.

ESP concentrates more on language in context than on teaching grammar and language structures. The subjects are varying from Accounting, Computer Science, Tourism and Business Management, etc. ESP teaching needs analysis that determines which language skills are most needed by the students and the syllabus is designed accordingly. For example, an ESP program emphasizes the development of reading skills for students who are preparing for graduate work in business administration, or to promote the development of spoken skills in students who are studying English in order to become tourist guides. Therefore, the term “specific” in ESP refers to the specific purpose for learning English. This means that they are able to use what they learn in ESP classroom in their work and studies. In contrast, as a general rule, all four language skills; Listening, Reading, Speaking, and Writing are stressed equally in ESL.

The implementation of ESP is not easy in Indonesian context because it is taught as a foreign language. This fact inspired the writer to conduct a research on the lecturers' perception on ESP course design at Tourism Marketing Management Program at non-English Department in Indonesia University of Education as the subject of this study.

## **1.2 Research Questions**

The study will be focused on the following questions:

1. What are the lecturers' perceptions on formulating the goals for students of Tourism Marketing Management Program?
2. What are the lecturers' perceptions on developing materials for students of Tourism Marketing Management Program?
3. What are the lecturers' perceptions on implementing the strategy in teaching English for students of Tourism Marketing Management Program?
4. What are the lecturers' perceptions on developing evaluation for students of Tourism Marketing Management Program?

## **1.3 Aims of the Study**

The purpose of the study is to find the answer to the previous questions. Particularly, the aims of the study are as follows:

1. To identify lecturers' perceptions on formulating the goals in teaching English for students of Tourism Marketing Management Program;
2. To identify lecturers' perceptions on developing the materials in teaching English for students of Tourism Marketing Management Program;

3. To identify lecturers' perceptions on implementing the methodology in teaching English for students of Tourism Marketing Management Program;
4. To identify lecturers' perceptions on developing the evaluation in teaching English for students of Tourism Marketing Management Program.

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

In term of learning, this study gives the lecturers a clearer perception on deciding course design in teaching English for Specific Purposes at Tourism Marketing Management Program in Indonesia University of Education. The results of the study can be used as a source of consideration. For English teachers, the findings of this study can be used as a guide in determining goals, selecting appropriate materials, using method, and employing evaluation in the implementation of ESP approaches as required by the curriculum. Meanwhile, for other researchers, the research of this study is expected to give some informative input to conduct another investigation.

#### **1.5 Limitation of the Study**

This study focused on investigating the lecturers' perception on deciding course design and its component in teaching English for students of Tourism Marketing Management Program that is focused on investigating the lecturers' perception on determining the goals. It is also focused on identifying the lecturers' perception on developing the materials and the teaching method applied. In addition, this research is focused on the lecturers' perception on identifying the evaluation in the implementation of ESP approaches for students of Tourism Marketing Management Program at Non-English Department at UPI.

## **1.6 Research Methodology**

A descriptive study was used in the investigation. The decision to use this study was based on my intention to get an in-depth understanding by investigating the process that occurs in this type of teaching and learning. The descriptive study determines and reports the way things are; it involves collecting numerical data to test hypotheses or answer questions about the current status of the subject of study (Gay *et al.* 2006: 11). In this study, descriptive method is used to explain, analyze, and classify the lecturers' perception on deciding ESP course design at Tourism Marketing Management Program.

### **1.6.1 Setting**

This study is carried out in Indonesia University of Education which is located on Jl. Setiabudhi No 229 Bandung. This research location was chosen based on the consideration of its feasibility to provide the data needed to answer the research questions.

### **1.6.2 Population and Sample**

In this research, the writer determined the samples which would be considered to provide a valid data. The writer chooses the English lecturers at Tourism Marketing Management Program (Faculty of Social Studies education) at non-English Department of University of Education (UPI) Bandung as the sample of the study.

### **1.6.3 Instruments**

The writer uses the following instruments to gain the data related to the problems as described below.

1.6.3.1 Questionnaires is used to elicit information about many different kinds of issues, such as language use, communication difficulties, preferred learning styles, preferred classroom activities, and attitudes and beliefs (Richards, 2001:60);

1.6.3.2 Interview is used to provide the data by direct communication. According to Maxwell (1996:76), interviewing can be a valuable way (the only way, for events that took place in the past or ones to which you cannot gain observational access) of gaining a description of actions and events. The interview results were expected to be useful at the preliminary stage of designing a questionnaire to help the writer get a sense of what topics and issues can be focused on in the questionnaire.

#### **1.6.4 Research design**

This study is based on the descriptive method. The method is used to explain, analyze, and classify the data from questionnaire, interview and documents.

#### **1.6.5 Procedure of Data Analysis**

There are some procedures which are employed in this research. They are as the following:

1.6.5.1 The writer conducted a library study. The writer tried to find out the theories and concepts related to the research by reading some books and articles. The writer also searched for other related sources of the information through the internet;

1.6.5.2 The writer determined the subjects of the research. The subjects of this research is lecturers at Tourism Marketing Management Program of UPI;

1.6.5.3 The writer asked for the syllabus and the subject materials from the lecturers;



1.6.5.4 The writer distributed questionnaire and described the data gained from the questionnaire;

1.6.5.5 The writer conducted an interview with the respondents to get more information related to their answer on the questionnaire sheet; and

1.6.5.6 The writer analyzed the data. The data are analyzed by identifying the lecturers' perception on ESP course design in teaching English in the Subject of English for Specific Purpose at Tourism Marketing Management Program at UPI.

## **1.7 Clarification of the Terms**

Several key terms in this research will be clarified to avoid misconceptions and misunderstanding of the concepts. The following clarification would be helpful:

### **1.7.1 Perception**

“Perception is the process of attaining awareness or understanding of sensory information” (Retrieved from Wikipedia, the free encyclopedia, 2009). In other words, it is the process of using the senses to acquire information about the surrounding environment or situation. Perception in this study refers to lecturers' opinion in designing course design implemented in English for students at Tourism Marketing Management Program of UPI.

### **1.7.2 English for Specific Purposes ( ESP)**

ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning (Hutchinson and Waters, 1987: 19). ESP programs used printed and audio-visual materials that are specially designed to meet the needs of a specific group of learners, usually adults. Typical ESP textbooks are English for corporate communications and English for information systems (Hortas: 2007).

### 1.7.3 Course Design

Course design is the process by which the raw data about a learning need is interpreted to produce an integrated series of teaching-learning experiences (Kaur: 2009).

### 1.7.4 English for Tourism

English for tourism is one of the divisions of ESP that focuses on the learners who have specialization at the Tourism Marketing Management Department. English course is designed to fit and support studying their field of work.

### 1.7.5 Case Study

Case study is the detailed analysis of a single (or limited number) of people or events. The major problem with case studies is the problem of objectivity. Case studies can assist psychology by illustrating how a theory could be applied to a person or events and by assisting with the development of hypotheses for more systematic testing, e.g., Piaget's case studies of the cognitive development of his three children.

### 1.7.6 Approach

Approach is theoretical positions and belief about the nature of language learning and the applicability of both to pedagogical settings (Brown, 1994:51)

## 1.8 Organization of the Paper

This paper is divided into five chapters and the organization of the paper can be described as follows:



- **Chapter I**

This section contains introduction which discuss background of the research, research problem, aims of the study, significance of the study, limitation of the study, research methodology, clarification of the terms and organization of the paper.

- **Chapter II**

It contains theoretical foundation, which serve as a basis for the investigating the research questions.

- **Chapter III**

It contains the method of the study, which will discuss: (a) subject and location of the research, (b) method and technique of data collection, (c) research design, and (d) data analysis.

- **Chapter IV**

This chapter reports the result of the study.

- **Chapter V**

It contains the writer's interpretation of the result of the research in the form of conclusions and suggestion in accordance with the result of the research.

