

CHAPTER I

INTRODUCTION

1.1 Background of the study

At present, English is the language of globalization, international communication, commerce and trade, the media and pop culture, different motivations for learning it come into play, English is no longer viewed as the property of the English-speaking world but is an international commodity sometimes referred to as *World English* or *English as an International language*

As an international language, English is important to learn and teach. Accordingly, due to its importance, English is learnt and taught from elementary to tertiary levels in Indonesian. The purpose of learning the language is essentially a “deferred” purpose, deferred till the tertiary level of education, normally at university, where, it is agreed, knowledge of English would be helpful in their academic studies. Immediate aims of learning English are defined by the requirements of examinations. Teaching English at tertiary level, therefore, is to be suitable with major context which is called English for Specific Purposes (ESP). Harmer (1991: 1) states that the term English for Specific Purposes has been applied to situations where students have some specific reason for wanting to learn the language. Additionally, Alwasilah (2001: 57) says that higher education students are not longer to learn English as a language. The emphasis should be on the substance of field of study that is mediated by English for Specific Purposes (ESP).

A need has arisen to specify the aims of English learning more precisely as the language has increasingly been required to take on auxiliary role at the tertiary level of education. English teaching has been called upon to provide students with the basic ability to use the language to receive and, to a lesser degree, to convey information associated with their specialist studies. This is particularly so in the developing countries where essential textbook material is not available in the vernacular languages. Thus whereas one talked previously in general terms of ELT (English Language Teaching), there is now some acronymic variants as ESP (English for Special Purposes) which includes of EST (English for Science and Technology), EBE (English for Business and Economics), and ESS (English for Social Sciences) (Allen, 1974: 73; Hutchinson and Waters, 1987: 17). Of course, there can be other specific purposes besides those three kinds of purposes mentioned above as science and technology are developing rapidly.

As a matter of fact, recently the teaching of English for specific purposes becomes fashionable. The need to specify the aims of learning English is especially felt in university level in Indonesia where access to scholarly works and scientific literatures is difficult for those with no knowledge of English relating to their major. The mastery of English language is thus demanded in their study because nowadays more and more textbooks are written in English. The demand for this has often come from groups of students with no need for 'general English' as is provided by secondary schools. They normally have already completed a 'general' course and are to learn English for particular reasons connected with their discipline or profession.

In such a situation English is no longer a 'general subject' that must be learned in order to pass the language examination, but it is probably the medium of instruction and access to scholarly works and literature written in English or for particular reasons connected with their studies or their job (professions). For this reason the extent of teaching for specific and limited purposes is steadily growing. It is because the learners are more aware and know specifically why they are learning the language. The situation like that can be found and resulted in the expansion of one particular aspect of English language teaching (ELT), namely the teaching of English for Specific Purposes (ESP).

Tarbiyah and Teachers Training is one of Faculties of the UIN (*Universitas Islam Negeri: State Islamic University*), Islamic Education Department is one of departments of Faculty of *Tarbiyah* and Teachers Training. English is a compulsory subject for Islamic Education Department students in UIN. It is mandatory for all new students. Every one has to attend two semester language courses worth six credit hours. Thus three credit hours are given to the first year students, with 150 minutes per week, and the other half are given to the second semester. The emphasis of English teaching and learning is on reading ability and skills stated in the objectives. English language at the Islamic Education Department is associated with the specialist studies of the students. So that, the characteristic of English courses at the Islamic Education Department is that it takes the ESP approach.

Although English has been taught for a long time at Islamic Education Department, based on the researcher' observation there are still a lot problems

faced by students, such as students' achievement which are not yet satisfactory, certain teaching methods cannot be applied, and the relevance of the materials to the students needs. However there has not been any research which tried to investigate all these problems.

All these have inspired the researcher to do research on “An Investigation of English for Specific Purposes (ESP) Program at *Sunan Gunung Djati State Islamic University Bandung*. This study will attempt to analyze the principles of ESP implemented at the Islamic Education Department.

1.2 Purposes of The study

As indicated in the background of the study, this study is aimed at:

1. Exploring the characteristics of teaching learning English process employed by lecturers.
2. Investigating English teaching materials provided by lectures of Islamic Education Department of Faculty of Tarbiyah and Teachers Training.
3. Finding out the students' needs in English learning.

This study, therefore, does not deal with the solution to the problems but with the provision of empirical information about learning problems experienced by Islamic Education Department students of The Faculty of *Tarbiyah* and Teachers Training. Nevertheless, some suggestions for solutions and recommendations to overcome the learning problems are presented.

1.3 Research Questions

In line with the purposes of the study, the study attended to address the following questions:

1. How is the teaching of ESP conducted in Islamic Education Department of Faculty of *Tarbiyah* and Teachers Training? .
2. What materials are provided for the students in the teaching of ESP in the research site?
3. What are the students' needs in English learning? Are the teaching of ESP and the materials relevant to the students' needs?

1.4 Scope of the Study

As outlined in the purposes and research questions, the scope of the study will focus on the English teaching materials as a stipulated general course (*Mata Kuliah Umum*), and its implementation of teaching-learning process at Islamic Education Department of *Tarbiyah* Faculty and Teacher Training of *Universitas Islam Negeri (UIN)*. Additionally, this study is also focused on students' needs in learning English.

1.5 Significance of the Study

This study is significant in that it is concerned with the teaching of English at Islamic Education Department of State Islamic University . The results of the study are expected to:

1. shed light on teaching English and can lead the betterment of the teaching of English at UIN in particularly and other institutions in which ESP applied.
2. help students improve their ability in English.
3. improve lectures' knowledge in which ESP context is employed.

1.5. Organization of the Thesis

The thesis will be organized as follows:

Chapter I elaborates introduction with background of the purposes of the study, research questions, scope of the study, significance of the Study, and organization of the thesis.

Chapter II describes The ESP in English Language Course, Types of ESP, and Typical Characteristics of the ESP, and need analysis.

Chapter III explains setting and participants, and research method: research design, data collection technique, and data analysis. .

Chapter IV portrays data presentations and analysis.

Chapter V elaborates conclusions and suggestions

