

CHAPTER II

REVIEW OF THE LITERATURE

This chapter presents some theoretical foundations adopted for study. The discussion will cover for the following aspects: English for specific purpose, the origin of ESP, key notion about ESP: absolute and variable characteristic of ESP, type of ESP, characteristic of ESP course, syllabus, the analysis on the syllabus, need analysis, materials development, and materials evaluation.

2.1 English for Specific Purposes

As we face globalisation era, the ability and the need to understand English text book has become increasingly important, at times even urgent. To meet these needs, more and more individuals have highly specific academic and professional reasons for seeking to improve their language skills for the students whose background are out of English department. like Higher Education Institution of Computer Science, willy-nilly the students have to be able to comprehend English textbook or computer instruction where most reference books are written not in simple English. Therefore, to obtain this purpose, ESP must be applied in this field.

ESP programs focus on developing English competence in a specific field, such as software development, business or technology. Some courses prepare students for various academic programs: English for Science and Technology, English for Accounting, English for Computer, etc.

2.2 The Origins of ESP

There are various concerning with the origins of ESP, however Hutchinson & Waters, 1987 succinctly identify three reasons they believe are common to the emergence of all ESP: the demands of a Brave New World, a revolution in linguistics, and focus on the learner.

The demand of a brave new world, the end of the world war II in 1945 brought about outstanding development of science, economy and technology. The development and the expansion of these has spread through out the world. In other words, the expansion in scientific, technical and economic activity covered an international scale. The expansion was dominated by technology and commerce.

It could be convinced that the reasons for learning English had not been well defined. May be, a knowledge of a foreign language had been generally regarded as sign of well rounded education (Hutchinson: 1986). However, since English was acceptable as international language of technology and commerce it yielded a new generation of learners who knew specifically why they were learning English. English businessmen and businesswomen who want to sell their products needed English as a means of communication on a international scale Mechanics who had to learn so as to understand textbooks and journals written in English so that they understood the instruction. Doctors who need to keep up with developments in their field had to learn so as to understand textbooks and journals written in English (Nurkalam: 1998). Therefore, the general effect of al this development had influenced the language teaching profession. The strategy of teaching that language had to be reviewed inline with learner's need and the demand of the new world.

A revolution in linguistics, the demand for English courses, especially in line with the specific needs was growing. At the same time influential new ideas began to emerge in the study of language (Waters:1986). traditional linguists set out to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication. Hutchinson and Waters (1987) point out that one significant discovery was in the ways that spoken and written English vary. In other words, given the particular context in which English is used, the variant of English will change. This idea was taken one step farther. If language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible. Hence, in the late 1960s and the early 1970s there were many attempts to describe English for Science and Technology (EST). The second key reason cited as having a tremendous impact on the emergence of ESP was a revolution in linguistics. Whereas traditional linguists set out to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication. Hutchinson and Waters (1987) point out that one significant discovery was in the ways that spoken and written English vary. In other words, given the particular context in which English is used, the variant of English will change.

Focus on learner, it is important to focus on the learner which made ESP came into being. Learners were seen to have different needs and interest, which would have an important influence on their motivation to learn (Hutchinson :1986). This will support to the development of English courses which is relevant to the learners' needs and interest. Therefore, focus on the learners' needs became equally paramount as the methods employed to disseminate linguistic knowledge.

2.3 Key Notions About ESP

There are four key notions about ESP, as follow: a) the distinctions between the absolute and variable characteristics of ESP, b) types of ESP, c) characteristics of ESP courses, and d) the meaning of the word 'special' in ESP.

2.3.1 Absolute and Variable Characteristics of ESP

Strevens in Gatehouse (2001) defined ESP by identifying its absolute and variable characteristics. Strevens' definition makes a distinction between four absolute and two variable characteristics:

a. Absolute characteristics:

ESP consists of English language teaching which is:

- designed to meet specified needs of the learner;
- related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities;
- centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse;
- in contrast with General English.

b. Variable characteristics:

ESP may be, but is not necessarily:

- restricted as to the language skills to be learned (e.g. reading only);
- not taught according to any pre-ordained methodology.

a. Absolute Characteristics

- ESP is defined to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the discipline it serves;
- ESP is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

b. Variable Characteristics

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students;
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners..

As for a broader definition of ESP, Hutchinson and Waters (1987) theorize, “ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning.” Anthony (1997) in Gatehouse (2001) notes that, it is not clear where ESP courses end and general English courses begin; numerous non-specialist ESL instructors use an ESP approach in that their syllabi are based on analysis of learner needs and their own personal specialist knowledge of using ESP.

2.3.2 Types of ESP

Carter (1983) identifies three types of ESP: English as a restricted language, English for Academic and Occupational Purposes, and English with specific topics.

Mackay and Mountford (1978) in Gatehouse (2001) give an example of English as restricted, like the language used by air traffic controllers or by waiters are examples of English as a restricted language. They illustrate it, as follow: "... the language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situation ally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment" .

The second type of ESP identified by Carter (1983) is English for Academic and Occupational Purposes. He indicates that this English should be at the heart of ESP. Hutchinson and Waters (1987), on the other hand, have developed an excellent "Tree of ELT" in which the subdivisions of ESP are clearly illustrated. ESP is broken down into three branches: English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is "English for Technicians" whereas an example of EAP for the EST branch is English for Medical Studies.

The third and final type of ESP identified by Carter (1983) is English with specific topics. Carter notes that it is only here where emphasis shifts from purpose to

topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions.

2.3.3 Characteristics of ESP Courses

Carter states that there are three features common to ESP courses: a) authentic material, b) purpose-related orientation, and c) self-direction. These features are indeed useful in attempting to formulate one's own understanding of ESP.

Dudley-Evans' (1998) claim that ESP should be offered at an intermediate or advanced level, use of authentic learning materials is entirely feasible. Closer examination of ESP materials will follow; suffice it to say at this juncture that use of authentic content materials, modified or unmodified in form, are indeed a feature of ESP, particularly in self-directed study and research tasks. For Language Preparation for Employment in the Health Sciences, a large component of the student evaluation was based on an independent study assignment in which the learners were required to investigate and present an area of interest market research, pamphlets and logo creation. The students have presented all final products to invited ESL classes during a poster presentation session. For program of health science, students attended a seminar on improving their listening skills. They practiced listening skills, such as listening with empathy, and then employed their newly acquired skills during a fieldtrip to a local community centre where they were partnered up with English-speaking residents.

Finally, **self-direction** is characteristic of ESP courses in that the " ... point of including self-direction ... is that ESP is concerned with turning learners into users"

(Carter, 1983, p. 134). In order for self-direction to occur, the learners must have a certain degree of freedom to decide when, what, and how they will study. Carter (1983) also adds that there must be a systematic attempt by teachers to teach the learners how to learn by teaching them about learning strategies. Is it necessary, though, to teach high-ability learners such as those enrolled in the health science program about learning strategies? It is not. However, what is essential for these learners is learning how to access information in a new culture.

2.4 Syllabus: A Definition

A syllabus is an expression of opinion on the nature of language and learning; it acts as a guide for both teacher and learner by providing some goals to be attained. Hutchinson and Waters (1987:80) define syllabus as follows:

At its simplest level a syllabus can be described as a statement of what is to be learnt. It reflects of language and linguistic performance.

This is a rather traditional interpretation of syllabus focusing as it does on outcomes rather than process. However, a syllabus can also be seen as a "summary of the content to which learners will be exposed" Yalden. (1987: 87) in Rabbini (2000). It is seen as an approximation of what will be taught and that it cannot accurately predict what will be learnt.

2.4.1 The Analysis on the Syllabus

A syllabus is a document which says what will (or at least what should) be learnt. (Hutchinson and Waters, 1987:80) explained that the statement of what will be learnt passed through several different stages before it reaches its destination in the mind of the learner. Each stage on its route imposes a further layer of interpretation. They are the evaluation syllabus, the organisational syllabus, the organizational syllabus, the material syllabus, the classroom syllabus, and the learner syllabus.

The evaluation syllabus, this type of syllabus can be said like the document that is made by minister or regulating bodies. And the learner will find out their successful by the end of the course. It also reflects an official assumption as to the nature of language and linguistic performance. For example, if the syllabus is framed in terms of grammatical structure, this reflects a view that knowing a language consists of knowing the constituent structure.

The organizational syllabus, it is most familiar in the form of the content page of the textbook. The organizational syllabus differ from the evaluation in that it carries assumption about the nature of learning as well as language.

The materials syllabus, it is the syllabus interpreted by the materials writer. In writing, the author adds yet more assumption about the nature of language, language learning and language use. The author decide the context in which the language will appear, the relative weightings and integration of skills, the number and type of exercise to be spent on any aspect of language, the degree of recycling or revision.

The teacher syllabus, this kind of syllabus is very influenced by the teacher in term of the clarity, intensity, and frequency of any item, and thereby affect the image that

the learners receive. Therefore, most of students in the world learn language through the mediation of the teacher.

The classroom syllabus, it is the syllabus generated by the classroom interaction and environment. The classroom is not a neutral channel for the passage of information from teacher to learner. It is dynamic, interactive environment, which effects the nature both of what is taught and what is learnt.

The **learner syllabus**, the importance of the learner syllabus lies in the fact that it is through the filter of the syllabus that the learner views the other syllabus, in other word, will have a crucial influence on whether and how future knowledge is learnt.

Moreover, Harmer (1983) as cited in Idarafni (2003: 10-11) explains that there three main areas would deeply influence the content of a syllabus; needs, situation, and students.

Needs, a syllabus designer should consider carefully before designing it by determining what the students' need. A programmer need special kind of comprehending computer instructions, so that he can perform in the skills of reading. In this case, it can be said that the student does not necessarily need to cover the four skills. When syllabus are designed, then, it may be decided to restrict the skills depending upon the needs of the students. A need analysis may be target-cantered, which is to say that it looks at the learners' future role and attempt to specify what language skill or linguistic knowledge the learner needs in order to perform the roles adequately (Munby, 1978 in Bloor, 1984:16) cited in Idarafni (2003).

Situation, one of things should be considered in designing syllabus is situation in which the teaching conducted. There should be different treatment in designing syllabus

between small class, comfortable, and quiet classroom and over-large classes, noise, and not representative class room. Then, the conditions include such factors as the member of the student in a class, the type of the classroom, and the aids and materials available.

Students, a syllabus designer is very aware of the type of student syllabus is designed for. He should want to consider the educational background of his student. Therefore, there should be different treatment between students who are postgraduate and those who have only just completed secondary student. A designer syllabus takes into account what type of students will use the syllabus, concentrating especially on the students' age and their educational background. Moreover, Sysoyev (2000) said that:

Students' analysis can give two kinds of information. The first reflects learners' possession –their current level in their L2-ESP, field knowledge in L1 and or L2 motivation, methods of learning they have experienced, etc. The second represents what learners want to achieve – what traditionally has been called 'ESP'.

In terms of what criteria a syllabus to be organized that one of the main purpose of a syllabus is to break down the mass of knowledge to be learnt into manageable unit, this breakdown has to be based on certain criteria. Presented below are some contents list from a range of ESP syllabus, illustrating the different criteria that can be used.

a) Topic syllabus

1. Memory
2. Internet
3. Database
4. Field
5. Record
6. Data Flow Diagram
7. System Development Life Cycle
8. Software

(*Example of Topic syllabus at Higher Education of Computer Science*))

b) Structural/ situational syllabus

1. Computer and Peripheral (1)
Patterns of the verb 'to be'; demonstrative; personal pronouns.
2. Computer and Peripheral (2)
Questions with 'where?'; some prepositions.
3. Moch. Hablyl in the Computer's exhibition (1)
Adjective; 'either or', 'neither nor'.
4. Moch. Hablyl in the Computer's exhibition (2)
Present Continuous Tense.
5. The Seller and the Customer
Possessive adjective and pronouns; question with 'where?'
6. The Computer Shop in Holiday
'There is', 'there are', 'some', 'any', 'no', (1); questions with 'how many?', the time (1)
7. The Programmer
'Some', 'any', 'no', (2); the time (2)
8. The Software House
Patterns of the verb 'to have'

(Example of Topic syllabus at Higher Education of Computer Science)

c) Functional/ Notional syllabus

1. Properties and shapes
2. Location
3. Structure
4. Measurement 1
5. Process 1 Function and ability
6. Process 2 Action and sequence
7. Measurement 2 Quantity
8. Process 3 Cause and Effect
9. Measurement 3 Proportion
10. Measurement 4 Frequency, Tendency, Probability
11. Process 4 Method

(Nucleus: General Science by M. Bates and T. Dudley-Evans, Longman, 1976)

d) Skill syllabus

1. Describing your program
2. Improving your Data Flow Diagram properly
3. Input design and output design
4. Writing your main final project
5. Writing preliminary investigation
6. Writing designing a program
7. Implementation and maintenance

8. Analyse your program

(Example of Topic syllabus at Higher Education of Computer Science)

Any teaching materials must, in reality operate several syllabuses at the same time. One of them will probably be used as the principal organizing feature, but others are still there, even if they are not taken into account in the organization of the material.

A language centred approach, the syllabus is the prime generator of the teaching materials, as this model shows:

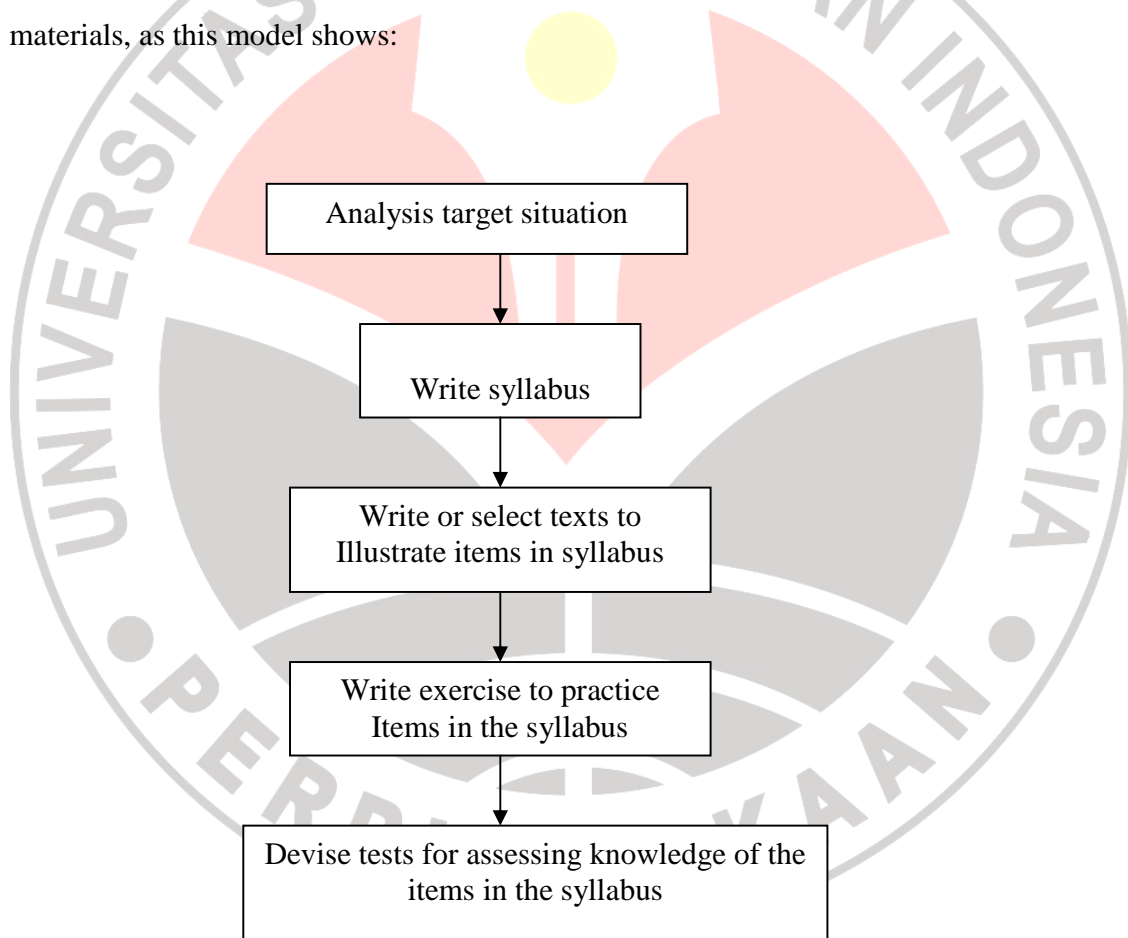


Figure 1 : The role of the syllabus in a language –centred approach (Hutchinson and Water 1987:90)

An alternative approach is needed in a skills-centred syllabus, since the aim is not to present and practise language items, but rather to provide opportunities for learners to employ and evaluate the skills and strategies considered necessary in the target situation. A skill centred approach will often lay great store by the use of 'authentic' texts. A skills-centred approach to the use of the syllabus is suggested by Holmes (1981) as cited in Hutchinson and Waters (1987).

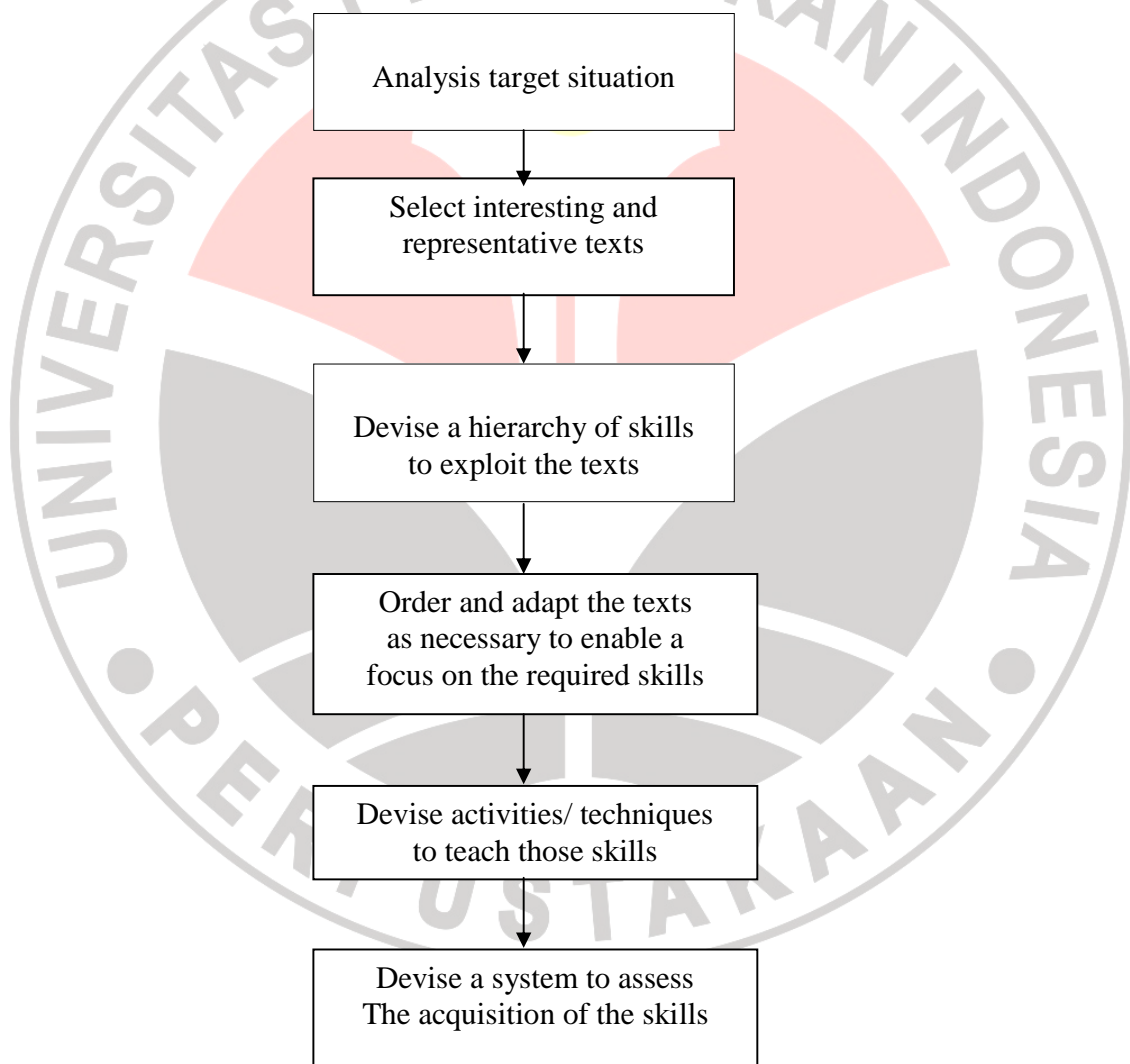


Figure 2: The role of the syllabus in a skills-centred approach (Hutchinson and Water 1987:90)

In this approach the syllabus is not a prime generator. Although Holmes presents it as a linear process, it is more likely that there is a degree of negotiation between texts and skills. Thus, for example, the skills syllabus, as well as, establishing criteria for the ordering and adaptation of text, will probably also play a role in their initial selection. At the same time, the text available will affect what can be focused on in exercise and assessment.

2.5 Needs Analysis

It is very important to start the course design process with an analysis of the target group of students. Many problems in L2 classes are a result of teachers not paying attention to learners' interest and ignoring students as a source of essential with higher education for non English department. Therefore needs analysis must be conducted to find out students' needs in learning English. Needs analysis has been given considerable attention in making a particular course serve a particular group's interests (Hutchinson and Water: 1987).

The terms needs is not as straightforward as it might appear, and hence the terms is sometimes used to refer to wants, desires, demands, expectation, motivation, lacks, constraints, and requirements (Briently in Richards, 2001:54) Needs analysis is the most notable characteristic of ESP. Without need analysis, an ESP program will only offer general English with the indeterminate flag of ESP (Alwasilah, 2001:57) in Nurrohmi (2006). Moreover, Hutchinson and Waters (1987:54) needs analysis is the awareness of a target situation which is a definable need to communicate in English that distinguishes the ESP learner from the learner of General English.

Needs analysis (NA) has been defined as the identification of difficulties and standard situations by observation of participants functioning in a target situation in conjunction with interviews (Basturkmen: 1998). The overall aim of the NA is the identification of elements which will lend themselves to training (Gillet 1973) in Basturkmen: (1998) Language needs analyses are most often used where the learners in select situations face very similar difficulties. Richterich and Chancerell (1987) in Basturkmen: (1998) argue that the aim is not only to identify elements but to establish relative importance, to find out what is indispensable, necessary, or merely desirable. West (1994) in Basturkmen: (1998) states that NA is essentially a pragmatic activity focused on specific situations, although grounded in general theories, such as the nature of language and curriculum. Despite the fact that the term *needs analysis* is used, Hutchinson and Waters (1987) maintain it is *lacks* rather than needs that come to determine curriculum since what we are really interested in is the gap between the target proficiency and the present proficiency of the learners.

The importance of needs analysis in the ESP, stated by Richards (in Nurrohmi, 2006:10) who notes that an ESP approach starts instead with an analysis of the learner's needs. He further stated that different types of students have different language needs and what they are taught should be restricted to what they need. These needs are fairly specific, they can be identified and they should determine the content of any course.

As far as terms of need analysis is concerned, Hutchinson and Water (1987:14) discuss a basic distinction between target needs (i.e. what the learner needs to do in the target situation) and learning needs (i.e. what the learner needs to do in order to learn). Thus, needs analysis can be summarized as follow:

Need analysis is a complex process, involving much more than simply looking at what the learners will have to do in the target situation. Most of all, we have tried to stress that both target situation and learning needs must be taken into account. Analysis of target situation needs is concerned with language *use*. But language *use* is only part of the story. We also need to know about language *learning*. Analysis of the target situation can tell us what people *do* with language. What we also need to know how people learn to do what they *do* with language (63).

Then there are two questions should be considered in line with need analysis: **What are target needs?** 'Target needs' is something of an umbrella term, which in practice hides a number of important distinction . therefore, to look for the target situation in terms of necessities, lacks and wants..

In terms of *necessity*, the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation. For example, a programmer might need to understand terms of programming or computer. Then, having determined the necessity, we also know term of *lacks*, it means what the learner knows already, so that we can then decide which of the necessities the learners need instruction in doing this will depend on how well they can do it already..

How to gather information about target needs? There are a number of ways in which information can be gathered about needs. There are questionnaires, interviews,

data collection (syllabus and materials). Therefore, syllabus designer needs to gather from analysis of target needs by put forward some questions are as follow:

Why is the language needed?

- for comprehending English text book;
- for academic studies;
- for work

How will the language be used?

- medium: reading comprehension
- types of text: academic text, computer text

What will the content areas be?

- subject: computer science
- level: undergraduate

Who will the learner use the language with?

- non native speaker;
- level of knowledge of receiver: students;

When will the language be used?

- reading context;
- English for computer science.

Further, Richards in Nurrohmi (2006:14) writes that need analysis is a procedure to collect information about learners' need (51). Accordingly, the goal of needs analysis is to collect information that can be used to develop a profile of the language needs of a group and content of a language course (90). Moreover purpose of needs analysis are also formulated by Richard (52), for example:

1. to find out what language skills a learner needs in order to perform a particular role.
2. to help determine if an existing course adequately addresses the needs of potential students.
3. to determine which students from a group are most in need of training in particular language skills.
4. to identify a change of direction that people in a reference group feel is important

5. to identify a gap between what students are able to do and what they need to be able to do.
6. to collect information about a particular problem learners are experiencing.

In light with aforementioned, it can be drawn the conclusion that before designing syllabus or materials based on the theories above, syllabus designer should conduct need analysis (what are target needs? How to gather information about the target needs?).

2.5 Materials Development

One of the core dilemmas of teaching ESP whether the materials matches with learners' need or not. It has been "question" as John (1990) statement in Htchinson and Waters (1987) "ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time" (Johns, 1990, p. 91).

In the real world, many ESL instructors/ ESP developers are not provided with ample time for needs analysis, materials research and materials development. There are many texts which claim to meet the needs of ESP courses. Johns (1990) comments that no one ESP text can live up to its name. He suggests that the only real solution is that a resource bank of pooled materials be made available to all ESP instructors (Johns, 1990). The only difference between this resource bank and the one that is available in every educational setting - teachers' filing cabinets - is that this one is to include cross-indexed doable, workable content-based (amongst other) resources.

In line with the students' needs of ESP, some expected that English materials should cover two aspects: academic study and future profession. Regarding to the

academic studies, lecturer should provide the materials which is able to help to comprehend their another lesson, while in connection with future profession, she should set the materials which focus on spoken English

2.6 Materials Evaluation

Having collected and investigated the interviews in terms of needs analysis, what should we do then? There are three possible ways of turning the course design into actual teaching materials:

- a) Select from existing materials: materials evaluation.
- b) Write our own materials: materials development
- c) Modify existing materials adaptation

Evaluation is basically a matching process: matching needs to available solution. If this matching is to be done as objectively as possible, it is best to look at the needs and solutions separately. In the final analysis any choice will be made on subjective grounds. An ESP book has to suit the needs of a number of parties – teachers, students, sponsors, so it is important that the subjective factors, which will admittedly play a part, should not be allowed to obscure objectivity in the early stages of analysis.

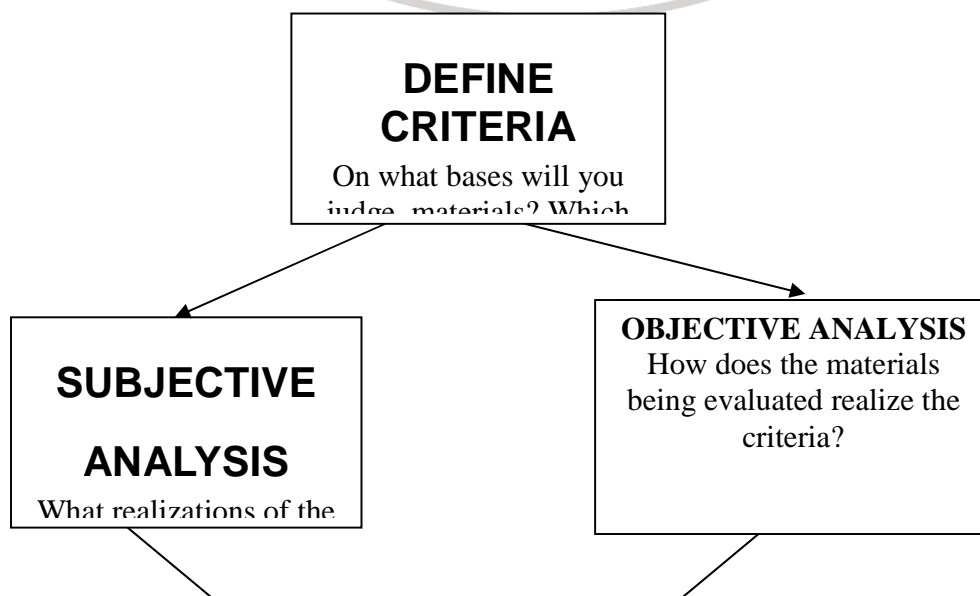




Figure 3 : The materials evaluation process (Hutchinson and Water1987: 98)

2.7 Materials for ESP

There are significantly different between materials for ESP and General English. Designing materials for ESP should meet the ample of requirements as Rowntree (in Nurrohmi 2006:16) mentions that good materials should be given to the student:

1. arouse the learners' interest
2. remind them of earlier learning
3. tell them what they will be learning next
4. explain new learning content to them
5. relate these ideas to learners' previous learning
6. get learners to think about new content
7. help them get feedback on their learning
8. encourage them to practice
9. make sure they know what they are supposed to be doing

10. enable them to check their progress

11. help them to do better

Then, these criteria of good materials are also supported by Richard (2001:252) mentions that good materials for ESP should (1) provide exposure to the specialized genres and registers of ESP, (2) support learning through stimulating cognitive processes and providing a structure and progression for learners to follow, (3) motivate learners through providing achievable challenges and interesting content, and (4) provide a resource for self study outside of the classroom. The materials provide the basis for the content of lesson, the balance of skills taught and the kinds of language practice students take part in. Meanwhile, Dudley Evans and John (Richards, 2001:251) suggest that for the teacher of ESP courses, materials serve the following functions:

1. as a source of language
2. as a learning support
3. for motivation and stimulation
4. for reference

Regarding the materials used in ESP teaching learning process could be taken from various sources as stated by Gatehouse (2001). “ The resources included authentic materials, ESL materials, ESP materials, and teacher-generated materials.” Especially for course book materials. Cunningsworth in Richards (2001) suggested that:

- (1) They should correspond to learners’ needs. They should match the aims and objectives of the learning program.

- (2) They should reflect the uses (present or future) that learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes.
- (3) They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid 'method'.
- (4) They should have a clear role as a support for learning. Like teacher, they mediate between the target language and the learner.

As far as the theories aforementioned, it can be drawn the conclusion that designing a good materials for ESP, there should be considered and matched with the needs of learners, in addition they should be taken from multitude sources. In brief, following the criteria or characteristics or principles of good material in writing ESP materials.

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2.2 English for Specific Purposes

As we face globalisation era, the ability and the need to understand English text book has become increasingly important, at times even urgent. To meet these needs, more and more individuals have highly specific academic and professional reasons for seeking to improve their language skills for the students whose background are out of English department. like Higher Education Institution of Computer Science, willy-nilly the students have to be able to comprehend English textbook or computer instruction where most reference books are written not in simple English. Therefore, to obtain this purpose, ESP must be applied in this field.

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A revolution in linguistics, the demand for English courses, especially in line with the specific needs was growing. At the same time influential new ideas began to emerge in the study of language (Waters:1986). traditional linguists set out to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication. Hutchinson and Waters (1987) point out that one significant discovery was in the ways that spoken and written English vary. In other words, given the particular context in which English is used, the variant of

English will change. This idea was taken one step farther. If language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible. Hence, in the late 1960s and the early 1970s there were many attempts to describe English for Science and Technology (EST). The second key reason cited as having a tremendous impact on the emergence of ESP was a revolution in linguistics. Whereas traditional linguists set out to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication. Hutchinson and Waters (1987) point out that one significant discovery was in the ways that spoken and written English vary. In other words, given the particular context in which English is used, the variant of English will change.

Focus on learner, it is important to focus on the learner which made ESP come into being. Learners were seen to have different needs and interest, which would have an important influence on their motivation to learn (Hutchinson :1986). This will support to the development of English courses which is relevant to the learners' needs and interest. Therefore, focus on the learners' needs became equally paramount as the methods employed to disseminate linguistic knowledge.

2.3 Key Notions About ESP

There are four key notions about ESP, as follow: a) the distinctions between the absolute and variable characteristics of ESP, b) types of ESP, c) characteristics of ESP courses, and d) the meaning of the word 'special' in ESP.

2.3.1 Absolute and Variable Characteristics of ESP

Stevens in Gatehouse (2001) defined ESP by identifying its absolute and variable characteristics. Stevens' definition makes a distinction between four absolute and two variable characteristics:

a. Absolute characteristics:

ESP consists of English language teaching which is:

- designed to meet specified needs of the learner;
- related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities;
- centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse;
- in contrast with General English.

b. Variable characteristics:

ESP may be, but is not necessarily:

- restricted as to the language skills to be learned (e.g. reading only);
- not taught according to any pre-ordained methodology.

a. Absolute Characteristics

- ESP is defined to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the discipline it serves;
- ESP is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

b. Variable Characteristics

- ESP may be related to or designed for specific disciplines;

- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students;
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners..

As for a broader definition of ESP, Hutchinson and Waters (1987) theorize, “ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning.” Anthony (1997) in Gatehouse (2001) notes that, it is not clear where ESP courses end and general English courses begin; numerous non-specialist ESL instructors use an ESP approach in that their syllabi are based on analysis of learner needs and their own personal specialist knowledge of using ESP.

2.3.2 Types of ESP

Carter (1983) identifies three types of ESP: English as a restricted language, English for Academic and Occupational Purposes, and English with specific topics.

Mackay and Mountford (1978) in Gatehouse (2001) give an example of English as restricted, like the language used by air traffic controllers or by waiters are examples of English as a restricted language. They illustrate it, as follow: "... the language of international air-traffic control could be regarded as ‘special’, in the sense that the repertoire required by the controller is strictly limited and can be accurately determined

situation ally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment" .

The second type of ESP identified by Carter (1983) is English for Academic and Occupational Purposes. He indicates that this English should be at the heart of ESP. Hutchinson and Waters (1987), on the other hand, have developed an excellent "Tree of ELT" in which the subdivisions of ESP are clearly illustrated. ESP is broken down into three branches: English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is "English for Technicians" whereas an example of EAP for the EST branch is English for Medical Studies.

The third and final type of ESP identified by Carter (1983) is English with specific topics. Carter notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions.

2.3.3 Characteristics of ESP Courses

Carter states that there are three features common to ESP courses: a) authentic material, b) purpose-related orientation, and c) self-direction. These features are indeed useful in attempting to formulate one's own understanding of ESP.

Dudley-Evans' (1998) claim that ESP should be offered at an intermediate or advanced level, use of authentic learning materials is entirely feasible. Closer examination of ESP materials will follow; suffice it to say at this juncture that use of authentic content materials, modified or unmodified in form, are indeed a feature of ESP, particularly in self-directed study and research tasks. For Language Preparation for Employment in the Health Sciences, a large component of the student evaluation was based on an independent study assignment in which the learners were required to investigate and present an area of interest market research, pamphlets and logo creation. The students have presented all final products to invited ESL classes during a poster presentation session. For program of health science, students attended a seminar on improving their listening skills. They practiced listening skills, such as listening with empathy, and then employed their newly acquired skills during a fieldtrip to a local community centre where they were partnered up with English-speaking residents.

Finally, **self-direction** is characteristic of ESP courses in that the "... point of including self-direction ... is that ESP is concerned with turning learners into users" (Carter, 1983, p. 134). In order for self-direction to occur, the learners must have a certain degree of freedom to decide when, what, and how they will study. Carter (1983) also adds that there must be a systematic attempt by teachers to teach the learners how to learn by teaching them about learning strategies. Is it necessary, though, to teach high-ability learners such as those enrolled in the health science program about learning strategies? It

is not. However, what is essential for these learners is learning how to access information in a new culture.

2.4 Syllabus: A Definition

A syllabus is an expression of opinion on the nature of language and learning; it acts as a guide for both teacher and learner by providing some goals to be attained. Hutchinson and Waters (1987:80) define syllabus as follows:

At its simplest level a syllabus can be described as a statement of what is to be learnt. It reflects of language and linguistic performance.

This is a rather traditional interpretation of syllabus focusing as it does on outcomes rather than process. However, a syllabus can also be seen as a "summary of the content to which learners will be exposed" Yalden. (1987: 87) in Rabbini (2000). It is seen as an approximation of what will be taught and that it cannot accurately predict what will be learnt.

2.4.1 The Analysis on the Syllabus

A syllabus is a document which says what will (or at least what should) be learnt. (Hutchinson and Waters, 1987:80) explained that the statement of what will be learnt passed through several different stages before it reaches its destination in the mind of the learner. Each stage on its route imposes a further layer of interpretation. They are the evaluation syllabus, the organisational syllabus, the organizational syllabus, the material syllabus, the classroom syllabus, and the learner syllabus.

The evaluation syllabus, this type of syllabus can be said like the document that is made by minister or regulating bodies. And the learner will find out their successful by the end of the course. It also reflects an official assumption as to the nature of language and linguistic performance. For example, if the syllabus is framed in terms of grammatical structure, this reflects a view that knowing a language consists of knowing the constituent structure.

The organizational syllabus, it is most familiar in the form of the content page of the textbook. The organizational syllabus differ from the evaluation in that it carries assumption about the nature of learning as well as language.

The materials syllabus, it is the syllabus interpreted by the materials writer. In writing, the author adds yet more assumption about the nature of language, language learning and language use. The author decide the context in which the language will appear, the relative weightings and integration of skills, the number and type of exercise to be spent on any aspect of language, the degree of recycling or revision.

The teacher syllabus, this kind of syllabus is very influenced by the teacher in term of the clarity, intensity, and frequency of any item, and thereby affect the image that the learners receive. Therefore, most of students in the world learn language through the mediation of the teacher.

The classroom syllabus, it is the syllabus generated by the classroom interaction and environment. The classroom is not a neutral channel for the passage of information from teacher to learner. It is dynamic, interactive environment, which effects the nature both of what is taught and what is learnt.

The **learner syllabus**, the importance of the learner syllabus lies in the fact that it is through the filter of the syllabus that the learner views the other syllabus, in other word, will have a crucial influence on whether and how future knowledge is learnt.

Moreover, Harmer (1983) as cited in Idarafni (2003: 10-11) explains that there three main areas would deeply influence the content of a syllabus; needs, situation, and students.

Needs, a syllabus designer should consider carefully before designing it by determining what the students' need. A programmer need special kind of comprehending computer instructions, so that he can perform in the skills of reading. In this case, it can be said that the student does not necessarily need to cover the four skills. When syllabus are designed, then, it may be decided to restrict the skills depending upon the needs of the students. A need analysis may be target-cantered, which is to say that it looks at the learners' future role and attempt to specify what language skill or linguistic knowledge the learner needs in order to perform the roles adequately (Munby, 1978 in Bloor, 1984:16) cited in Idarafni (2003).

Situation, one of things should be considered in designing syllabus is situation in which the teaching conducted. There should be different treatment in designing syllabus between small class, comfortable, and quiet classroom and over-large classes, noise, and not representative class room. Then, the conditions include such factors as the member of the student in a class, the type of the classroom, and the aids and materials available.

Students, a syllabus designer is very aware of the type of student syllabus is designed for. He should want to consider the educational background of his student. Therefore, there should be different treatment between students who are postgraduate and

those who have only just completed secondary student. A designer syllabus takes into account what type of students will use the syllabus, concentrating especially on the students' age and their educational background. Moreover, Sysoyev (2000) said that:

Students' analysis can give two kinds of information. The first reflects learners' possession –their current level in their L2-ESP, field knowledge in L1 and or L2 motivation, methods of learning they have experienced, etc. The second represents what learners want to achieve – what traditionally has been called 'ESP'.

In terms of what criteria a syllabus to be organized that one of the main purpose of a syllabus is to break down the mass of knowledge to be learnt into manageable unit, this breakdown has to be based on certain criteria. Presented below are some contents list from a range of ESP syllabus, illustrating the different criteria that can be used.

a) Topic syllabus

9. Memory
10. Internet
11. Database
12. Field
13. Record
14. Data Flow Diagram
15. System Development Life Cycle
16. Software

(Example of Topic syllabus at Higher Education of Computer Science))

b) Structural/ situational syllabus

9. Computer and Peripheral (1)
Patterns of the verb 'to be'; demonstrative; personal pronouns.
10. Computer and Peripheral (2)
Questions with 'where?'; some prepositions.
11. Moch. Hablyl in the Computer's exhibition (1)
Adjective; 'either or', 'neither nor'.
12. Moch. Hablyl in the Computer's exhibition (2)
Present Continuous Tense.
13. The Seller and the Customer
Possessive adjective and pronouns; question with 'where?'

14. The Computer Shop in Holiday
'There is', 'there are', 'some', 'any', 'no', (1); questions with 'how many?', the time (1)
15. The Programmer
'Some', 'any', 'no', (2); the time (2)
16. The Software House
Patterns of the verb 'to have'
(*Example of Topic syllabus at Higher Education of Computer Science*)

c) Functional/ Notional syllabus

12. Properties and shapes
13. Location
14. Structure
15. Measurement 1
16. Process 1 Function and ability
17. Process 2 Action and sequence
18. Measurement 2 Quantity
19. Process 3 Cause and Effect
20. Measurement 3 Proportion
21. Measurement 4 Frequency, Tendency, Probability
22. Process 4 Method

(*Nucleus: General Science by M. Bates and T. Dudley-Evans, Longman, 1976*)

d) Skill syllabus

9. Describing your program
10. Improving your Data Flow Diagram properly
11. Input design and output design
12. Writing your main final project
13. Writing preliminary investigation
14. Writing designing a program
15. Implementation and maintenance
16. Analyse your program

(*Example of Topic syllabus at Higher Education of Computer Science*)

Any teaching materials must, in reality operate several syllabuses at the same time. One of them will probably be used as the principal organizing feature, but others are still there, even if they are not taken into account in the organization of the material.

A language centred approach, the syllabus is the prime generator of the teaching materials, as this model shows:

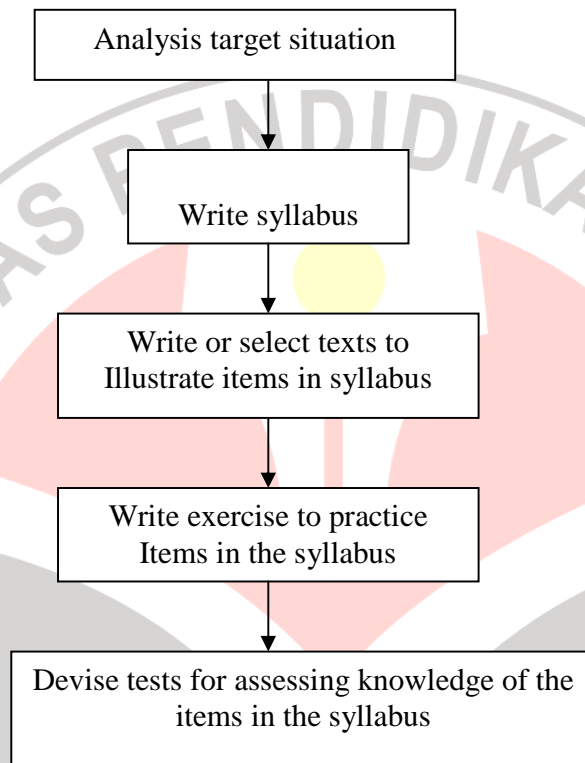


Figure 1 : The role of the syllabus in a language –centred approach (Hutchinson and Water 1987:90)

An alternative approach is needed in a skills-centred syllabus, since the aim is not to present and practise language items, but rather to provide opportunities for learners to employ and evaluate the skills and strategies considered necessary in the target situation. A skill centred approach will often lay great store by the use of ‘authentic’ texts. A skills –centred approach to the use of the syllabus is suggested by Holmes (1981) as cited in Hutchinson and Waters (1987).

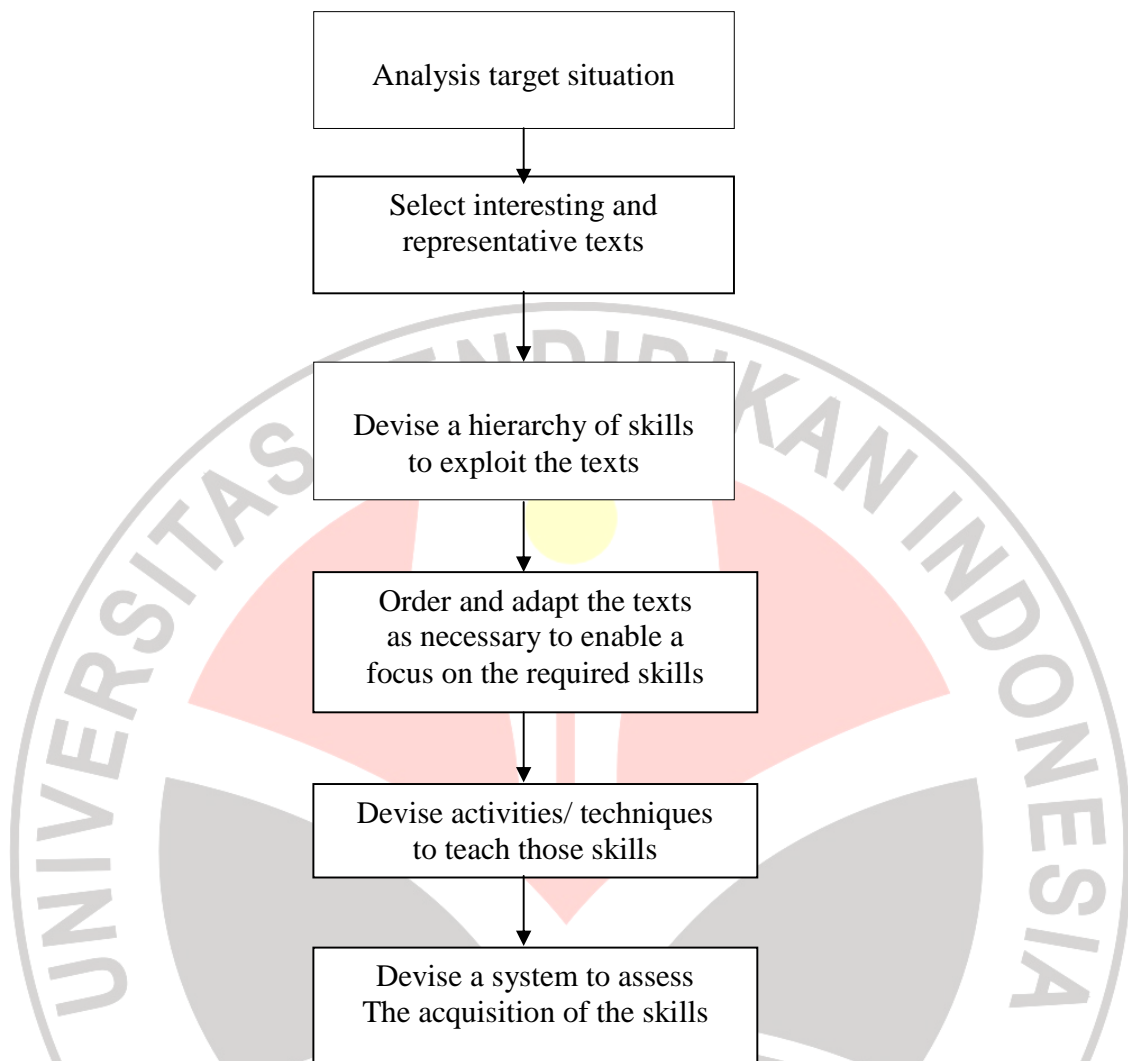


Figure 2: The role of the syllabus in a skills-centred approach (Hutchinson and Water 1987:90)

In this approach the syllabus is not a prime generator. Although Holmes presents it as a liner process, it is more likely that there is a degree of negotiation between texts and skills. Thus, for example, the skills syllabus, as well as, establishing criteria for the ordering and adaptation of text, will probably also play a role in their initial selection. At the same time, the text available will affect what can be focused on in exercise and assessment.

2.5 Needs Analysis

It is very important to start the course design process with an analysis of the target group of students. Many problems in L2 classes are a result of teachers not paying attention to learners' interest and ignoring students as a source of essential with higher education for non English department. Therefore needs analysis must be conducted to find out students' needs in learning English. Needs analysis has been given considerable attention in making a particular course serve a particular group's interests (Hutchinson and Water: 1987).

The terms needs is not as straightforward as it might appear, and hence the terms is sometimes used to refer to wants, desires, demands, expectation, motivation, lacks, constraints, and requirements (Briently in Richards, 2001:54) Needs analysis is the most notable characteristic of ESP. Without need analysis, an ESP program will only offer general English with the indeterminate flag of ESP (Alwasilah, 2001:57) in Nurrohmi (2006). Moreover, Hutchinson and Waters (1987:54) needs analysis is the awareness of a target situation which is a definable need to communicate in English that distinguishes the ESP learner from the learner of General English.

Needs analysis (NA) has been defined as the identification of difficulties and standard situations by observation of participants functioning in a target situation in conjunction with interviews (Basturkmen: 1998). The overall aim of the NA is the

identification of elements which will lend themselves to training (Gillet 1973) in Basturkmen: (1998) Language needs analyses are most often used where the learners in select situations face very similar difficulties. Richterich and Chancerell (1987) in Basturkmen: (1998) argue that the aim is not only to identify elements but to establish relative importance, to find out what is indispensable, necessary, or merely desirable. West (1994) in Basturkmen: (1998) states that NA is essentially a pragmatic activity focused on specific situations, although grounded in general theories, such as the nature of language and curriculum. Despite the fact that the term *needs analysis* is used, Hutchinson and Waters (1987) maintain it is *lacks* rather than needs that come to determine curriculum since what we are really interested in is the gap between the target proficiency and the present proficiency of the learners.

The importance of needs analysis in the ESP, stated by Richards (in Nurrohmi, 2006:10) who notes that an ESP approach starts instead with an analysis of the learner's needs. He further stated that different types of students have different language needs and what they are taught should be restricted to what they need. These needs are fairly specific, they can be identified and they should determine the content of any course.

As far as terms of need analysis is concerned, Hutchinson and Water (1987:14) discuss a basic distinction between target needs (i.e. what the learner needs to do in the target situation) and learning needs (i.e. what the learner needs to do in order to learn). Thus, needs analysis can be summarized as follow:

Need analysis is a complex process, involving much more than simply looking at what the learners will have to do in the target situation. Most of all, we have tried to stress that both target situation and learning needs must be taken into account. Analysis of target situation needs is concerned with language *use*. But language *use* is only part of the story. We also need to know about language *learning*. Analysis of the target situation can

tell us what people *do* with language. What we also need to know how people learn to do what they *do* with language (63).

Then there are two questions should be considered in line with need analysis:

What are target needs? 'Target needs' is something of an umbrella term, which in practice hides a number of important distinctions. Therefore, to look for the target situation in terms of necessities, lacks and wants..

In terms of *necessity*, the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation. For example, a programmer might need to understand terms of programming or computer. Then, having determined the necessity, we also know term of *lacks*, it means what the learner knows already, so that we can then decide which of the necessities the learners need instruction in doing this will depend on how well they can do it already..

How to gather information about target needs? There are a number of ways in which information can be gathered about needs. There are questionnaires, interviews, data collection (syllabus and materials). Therefore, syllabus designer needs to gather from analysis of target needs by put forward some questions are as follow:

Why is the language needed?

- for comprehending English text book;
- for academic studies;
- for work

How will the language be used?

- medium: reading comprehension
- types of text: academic text, computer text

What will the content areas be?

- subject: computer science
- level: undergraduate

Who will the learner use the language with?

- non native speaker;

- level of knowledge of receiver: students;
- When will the language be used?
- reading context;
 - English for computer science.

Further, Richards in Nurrohmi (2006:14) writes that need analysis is a procedure to collect information about learners' need (51). Accordingly, the goal of needs analysis is to collect information that can be used to develop a profile of the language needs of a group and content of a language course (90). Moreover purpose of needs analysis are also formulated by Richard (52), for example:

7. to find out what language skills a learner needs in order to perform a particular role.
8. to help determine if an existing course adequately addresses the needs of potential students.
9. to determine which students from a group are most in need of training in particular language skills.
10. to identify a change of direction that people in a reference group feel is important
11. to identify a gap between what students are able to do and what they need to be able to do.
12. to collect information about a particular problem learners are experiencing.

In light with aforementioned, it can be drawn the conclusion that before designing syllabus or materials based on the theories above, syllabus designer should conduct need analysis (what are target needs? How to gather information about the target needs?).

2.5 Materials Development

One of the core dilemmas of teaching ESP whether the materials matches with learners' need or not. It has been "question" as John (1990) statement in Htchinson and Waters (1987) "ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time" (Johns, 1990, p. 91).

In the real world, many ESL instructors/ ESP developers are not provided with ample time for needs analysis, materials research and materials development. There are many texts which claim to meet the needs of ESP courses. Johns (1990) comments that no one ESP text can live up to its name. He suggests that the only real solution is that a resource bank of pooled materials be made available to all ESP instructors (Johns, 1990). The only difference between this resource bank and the one that is available in every educational setting - teachers' filing cabinets - is that this one is to include cross-indexed doable, workable content-based (amongst other) resources.

In line with the students' needs of ESP, some expected that English materials should cover two aspects: academic study and future profession. Regarding to the academic studies, lecturer should provide the materials which is able to help to comprehend their another lesson, while in connection with future profession, she should set the materials which focus on spoken English

2.6 Materials Evaluation

Having collected and investigated the interviews in terms of needs

analysis, what should we do then? There are three possible ways of turning the course design into actual teaching materials:

- d) Select from existing materials: materials evaluation.
- e) Write our own materials: materials development
- f) Modify existing materials adaptation

Evaluation is basically a matching process: matching needs to available solution. If this matching is to be done as objectively as possible, it is best to look at the needs and solutions separately. In the final analysis any choice will be made on subjective grounds. An ESP book has to suit the needs of a number of parties – teachers, students, sponsors, so it is important that the subjective factors, which will admittedly play a part, should not be allowed to obscure objectivity in the early stages of analysis.

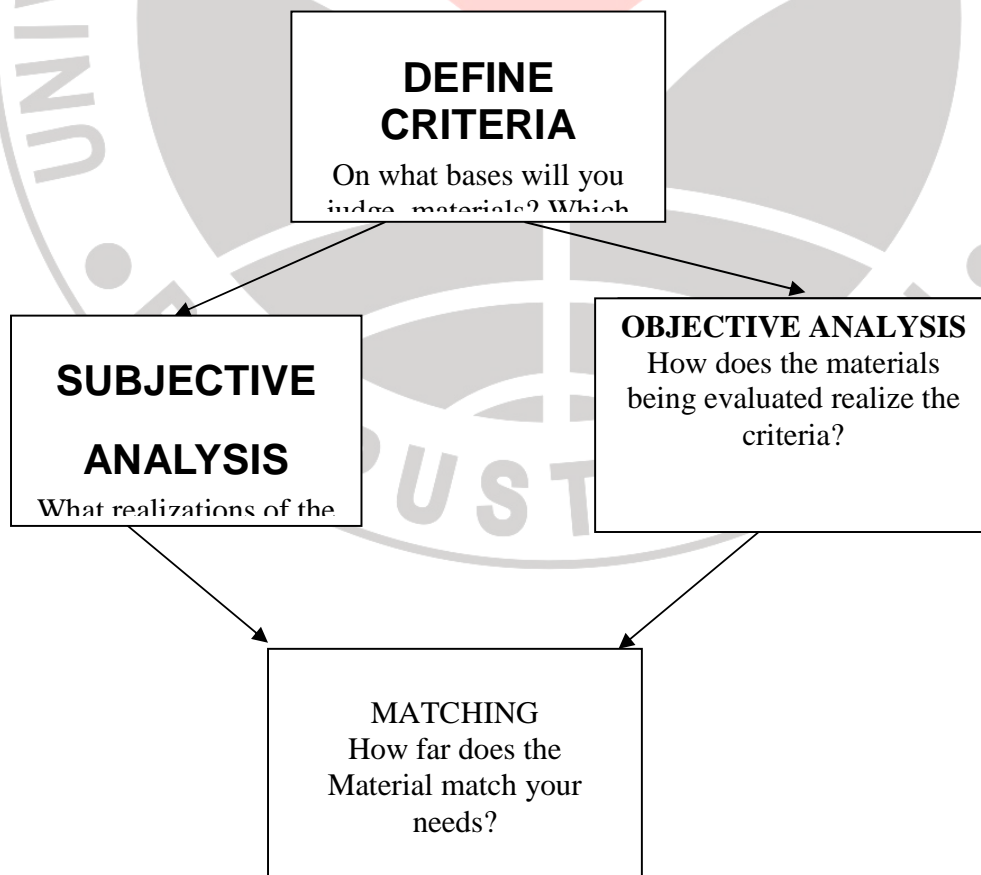


Figure 3 : The materials evaluation process (Hutchinson and Water1987: 98)

2.7 Materials for ESP

There are significantly different between materials for ESP and General English. Designing materials for ESP should meet the ample of requirements as Rowntree (in Nurrohmi 2006:16) mentions that good materials should be given to the student:

1. arouse the learners' interest
2. remind them of earlier learning
3. tell them what they will be learning next
4. explain new learning content to them
5. relate these ideas to learners' previous learning
6. get learners to think about new content
7. help them get feedback on their learning
8. encourage them to practice
9. make sure they know what they are supposed to be doing
10. enable them to check their progress
11. help them to do better

Then, these criteria of good materials are also supported by Richard (2001:252) mentions that good materials for ESP should (1) provide exposure to the specialized genres and registers of ESP, (2) support learning through stimulating cognitive processes and providing a structure and progression for learners to follow, (3) motivate learners through providing achievable challenges and interesting content, and (4) provide a

resource for self study outside of the classroom. The materials provide the basis for the content of lesson, the balance of skills taught and the kinds of language practice students take part in. Meanwhile, Dudley Evans and John (Richards, 2001:251) suggest that for the teacher of ESP courses, materials serve the following functions:

1. as a source of language
2. as a learning support
3. for motivation and stimulation
4. for reference

Regarding the materials used in ESP teaching learning process could be taken from various sources as stated by Gatehouse (2001). “ The resources included authentic materials, ESL materials, ESP materials, and teacher-generated materials.” Especially for course book materials. Cunningsworth in Richards (2001) suggested that:

- (1) They should correspond to learners’ needs. They should match the aims and objectives of the learning program.
- (2) They should reflect the uses (present or future) that learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes.
- (3) They should take account of students’ needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid ‘method’.
- (4) They should have a clear role as a support for learning. Like teacher, they mediate between the target language and the learner.

As far as the theories aforementioned, it can be drawn the conclusion that designing a good materials for ESP, there should be considered and matched with the

needs of learners, in addition they should be taken from multitude sources. In brief, following the criteria or characteristics or principles of good material in writing ESP materials.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusions of the present study. However, before coming up with the conclusion, which is followed by suggestions, this section will sum up the research findings as reported in chapter IV.

5.1 Conclusions

Having analyzed data obtained from interview, syllabus and material provided at HECS, researcher found the result of findings are as follow:

First, the goals of English teaching either in the first or the second semester were not clear as they weren't stated the goal both syllabus and material in them, and therefore, were not in line with the theory provided by the ESP course.

Second, to turn to the importance of a number four language sub skills to be learnt, four respondents were unanimous that reading should be the first priority to learn

as it could help them to understand English textbook. While, two respondent stated apposite to them, speaking was the first priority to be learnt.

Third, referring the need of grammar, most of students wanted to the materials of grammar should enable students to understand English textbook. Thus, the lecturer had to select the most suitable grammar supposed to be relevant to reveal English textbook. Moreover, in terms of reading and speaking, the students expected the reading material or themes of speaking should be matched with students' educational background.

Fourth, the syllabus 1 and 2 were provided, focused on three aspect: grammar, reading and speaking. However, they were not fully to cater students need, particularly in grammar and speaking. There were only little either grammar or reading considered to be matched to students' need, while themes of speaking provided were totally mismatch with learners' need. However, types of syllabus used were combination of structural syllabus, functional syllabus, and situational syllabus.

Fifth, in terms of material 1, it was also focused on three aspect: grammar, reading, and speaking. However, materials of grammar and reading were suitable with students' need, meanwhile for materials of speaking didn't met to students' need.

Sixth, in line with material 2, it was also focused on three aspects: grammar, reading, and speaking. The only themes of reading were categorized to be relevant to student' need whereas grammar and speaking were not in favor to the need of students.

Seventh, generally, there is no fully relevance between syllabus and material provided by the lecturer toward students' need.

In terms of conclusion that based on analyzing data as reported in chapter IV and summarized in previous section of this chapter, in general, this study has answered all of

the research questions as proposed in chapter 1. Finally, conclusions can be drawn as given below:

First, dealing with questions number 1: ‘What do students needs in learning English at HECS?. The students wanted to be able to comprehend English textbook or English text on screen (menu, help, wizard, etc) in order to help their academic studies. Further, they expected to be able to speak English in line with their future. Therefore, the lecturer should select the most suitable grammar which commonly used in English textbook, and addition reading material should be matched with their departments.

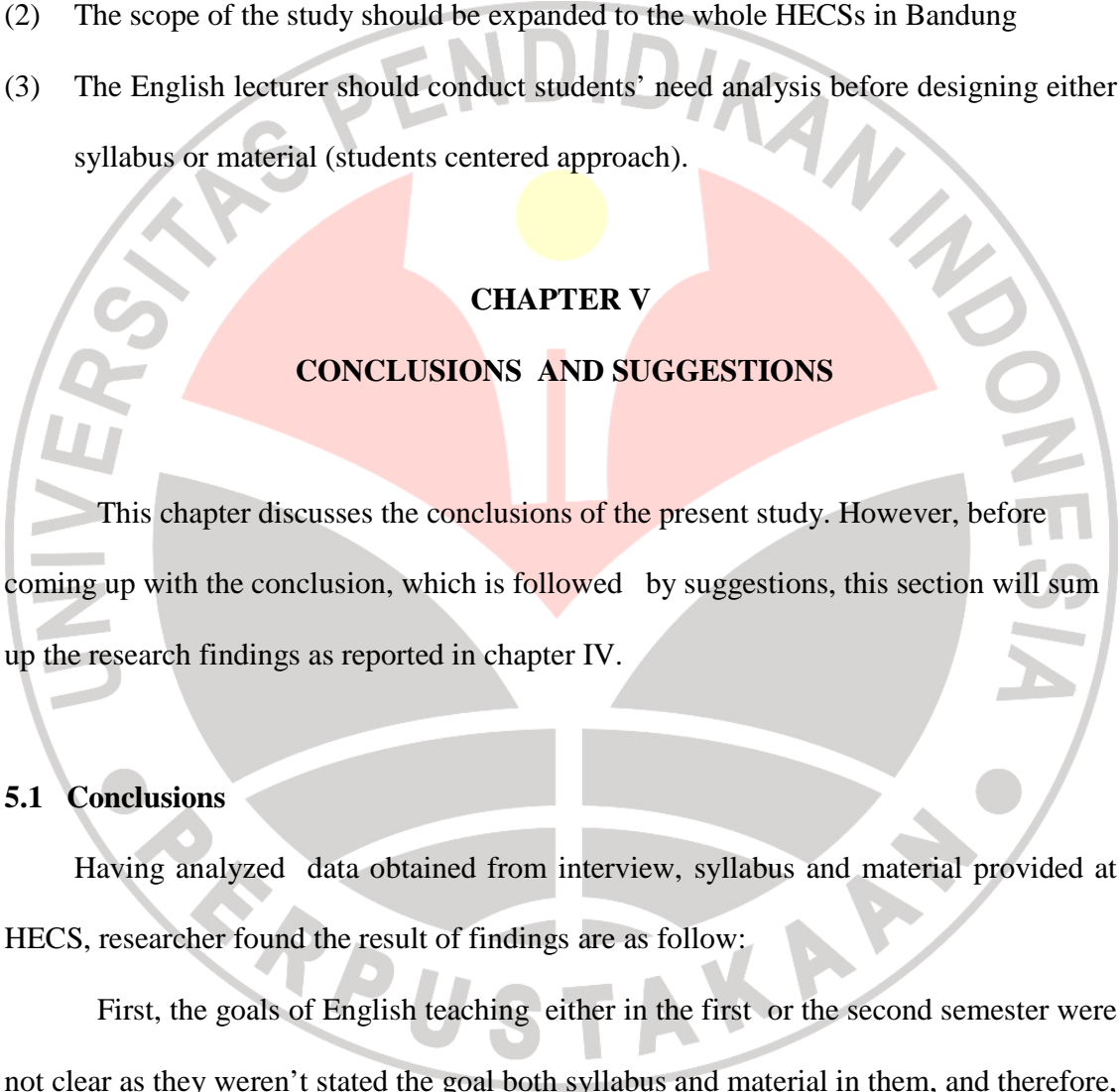
Second, related to question number 2: “Are syllabus and materials relevance to students’ needs? In terms of types of syllabus used, the teacher tried to combine the structural syllabus, organizational syllabus and topic syllabus. Meanwhile, for material provided, it could be drawn conclusion that the material was discoursed-based (25 per cent), structural, and practical application. Moreover, in connection with kinds of text used , there were visual text, and reading text.

Regarding whether the syllabus and material to the needs of student. It seems the lecturer should redesign either syllabus or material in order to cater students’ need, particularly grammar and reading. In brief, the syllabus and material provided were not fully relevance to the students’ need.

5.2 Recommendation for Further Study

This case study only investigated the syllabus and materials and their relevance to the students’ needs. Thus, implications of the same studies to the future researcher are thought to propose the following things:

- (1) From the problem point of view, it is suggested that the future researchers should investigate other aspects more widely and comprehensively, for example: What kinds of grammar are commonly used to reveal English textbook or speaking in certain context?
- (2) The scope of the study should be expanded to the whole HECSs in Bandung
- (3) The English lecturer should conduct students' need analysis before designing either syllabus or material (students centered approach).



CHAPTER V

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Third, referring the need of grammar, most of students wanted to the materials of grammar should enable students to understand English textbook. Thus, the lecturer had to select the most suitable grammar supposed to be relevant to reveal English textbook. Moreover, in terms of reading and speaking, the students expected the reading material or themes of speaking should be matched with students' educational background.

Fourth, the syllabus 1 and 2 were provided, focused on three aspect: grammar, reading and speaking. However, they were not fully to cater students need, particularly in grammar and speaking. There were only little either grammar or reading considered to be matched to students' need, while themes of speaking provided were totally mismatch with learners' need. However, types of syllabus used were combination of structural syllabus, functional syllabus, and situational syllabus.

Fifth, in terms of material 1, it was also focused on three aspect: grammar, reading, and speaking. However, materials of grammar and reading were suitable with students' need, meanwhile for materials of speaking didn't met to students' need.

Sixth, in line with material 2, it was also focused on three aspects: grammar, reading, and speaking. The only themes of reading were categorized to be relevant to student' need whereas grammar and speaking were not in favor to the need of students.

Seventh, generally, there is no fully relevance between syllabus and material provided by the lecturer toward students' need.

In terms of conclusion that based on analyzing data as reported in chapter IV and summarized in previous section of this chapter, in general, this study has answered all of

the research questions as proposed in chapter 1. Finally, conclusions can be drawn as given below:

First, dealing with questions number 1: ‘What do students needs in learning English at HECS?. The students wanted to be able to comprehend English textbook or English text on screen (menu, help, wizard, etc) in order to help their academic studies. Further, they expected to be able to speak English in line with their future. Therefore, the lecturer should select the most suitable grammar which commonly used in English textbook, and addition reading material should be matched with their departments.

Second, related to question number 2: “Are syllabus and materials relevance to students’ needs? In terms of types of syllabus used, the teacher tried to combine the structural syllabus, organizational syllabus and topic syllabus. Meanwhile, for material provided, it could be drawn conclusion that the material was discoursed-based (25 per cent), structural, and practical application. Moreover, in connection with kinds of text used , there were visual text, and reading text.

Regarding whether the syllabus and material to the needs of student. It seems the lecturer should redesign either syllabus or material in order to cater students’ need, particularly grammar and reading. In brief, the syllabus and material provided were not fully relevance to the students’ need.

5.3 Recommendation for Further Study

This case study only investigated the syllabus and materials and their relevance to the students’ needs. Thus, implications of the same studies to the future researcher are thought to propose the following things:

- (4) From the problem point of view, it is suggested that the future researchers should investigate other aspects more widely and comprehensively, for example: What kinds of grammar are commonly used to reveal English textbook or speaking in certain context?
- (5) The scope of the study should be expanded to the whole HECSs in Bandung
- (6) The English lecturer should conduct students' need analysis before designing either syllabus or material (students centered approach).

