

CHAPTER I

INTRODUCTION

In this chapter, the writer presents background of the study that describes the reason in conducting the study, statement of research problem, objective of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Study

In the end of the second World War in 1945 heralded an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. This expansion created a world unified and dominated by technology and commerce which in their relentless progress soon generated a demand for an international language. The effect was to create a whole new mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce. Then it created a new generation of learners who knew especially why they were learning a language. This development was accelerated by the Oil Crises of early 1970s which resulted English suddenly became big business and commercial pressures began to exert an influence. The general effect of all this development was to exert pressure on the language teaching profession to deliver the required goods (Hutchinson and Waters, 1987: 6-7).

By the end of the twentieth century English was already well on its way to becoming a genuine *lingua franca*, that is a language used widely for communication between people who do not share the same first (or even second) language. Just as in the Middle Age Latin became for a time a language of international communication (at least in the Roman Empire), so English is now commonly used in exchanges. English is also a mother tongue for many people in the world, though, as we shall see, such native speakers are increasingly outnumbered by people who have English as a second or third language and use it for international communication (Harmer, 2007: 13).

English is a global language. English is the most widely used language in the world to fill the needs of the international language. Firth (in McKay2010:91) stating that ELF interactions are those in which English is used as contact language between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the in a variety of settings in which participants have various roles and relationships. At this point, an initial data analysis has highlighted the use of several grammatical forms that, although often emphasized in language classrooms as being in need of corrections, do not appear to cause problems in communicative success. As we already know, that English is an international language that always be used by the people in their daily life. English is the language which is often spoken by foreign speakers around the world. When people with different languages come together, generally they will use English to communicate each other. So, when people mastering

English, people will be able to adapt and help them in their communication with anyone easily as we move from one country to another other countries.

As a form of communication, languages were used to extend the idea, thought, feeling and giving certain information. In the other words, we could be said that language as a tool to explain something that people want to explain. As Patel and Praven (2008:27) defined that language is medium through which are one can express his ideas, thought, feeling and message. In every single day, millions people utilize English both in their work and social life. When the goverment of two countries meet in an occasion, English will be the choosen language. When people from different countries meet, English will be connective language.

As we know cross-country communication is a factor that shapes the world. The spread and development of religion, science, and technology is highly depend on this communication process. Therefore, there arises a need to be able to communicate and understand each other. This communication process should also be done by people from different countries who use different languages. This needs encourages an attempt to create a language that is understandable and used by everyone in the world.

However the new studies shifted attention away from defining the formal features of language usage to discovering the ways in which language is actually used in real communication (Widdowson, 1978). One finding of this research was that the language we speak and write varies considerably, and in a number of

different ways, from one context to another. These ideas married up naturally with development of English courses for specific purposes.

English learn by people for various purposes. Not only to make daily communication easier but english also learn because demand of work. As global language, English play important role in the world. Because the significant role of English in global communication, ESP also learn in various area just like English for Science and Technology, English for Business and Economics, and English for Social Science. In each variety ESP have more specific branches for example English for Social Science has particular part that is English which learn in academic sector as English for Academic Purposes (EAP). Since English become one important subject that must be learn, the college provide English Class for non English student to facilitate them to increase their skill and broaden their knowledge. Moreover student have to understand some literary written in English, it is become important language that they should learn.

English needed by a particular group of learners could be identified by analysing a linguistic characteristics of their specialist area of work or study (Hutchinson and Waters 1987). ESP its self have some branches such as English for Science and Technology (EST), English for Business and Economics (EBB), and also English for Social Sciences (ESS) which each branch consist of two branches. That branches were English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). EAP courses often have a study skills component, for example English for Psychology. While EOP usually known as English for Vocational Purposes and Vocational English as a Second Language

just like English for Teaching for Example. Something that we need to understand is ESP must be seen as an approach to language teaching which is directed by specific and apparent reasons for learning, not as a particular language product. The important thing of ESP is we have to know in which situation the language that learn by learner will be use. So that, we can choose the best method, develop the exact syllabus, and also decide suitable material for teaching and learning proccess.

Like Basturkmen (2010) has explained, ESP has both variable and constant features. Its variability stems from the range of areas for which ESP courses are developed. These range from relatively general, to the highly specific. ESP focuses on when, where and why learners need the language either in study or workplace contexts. Decisions about what to teach, and sometimes how to teach are informed by description of how language is used in the particular contexts the learners will work or study in. The professional studies will make it easier for the ESP courses to design a program that provides their students with any necessary knowledge and skill that they need in their fields (Xiao 2006)

In Indonesia English known as a foreign language. Thus, it will be important for us to learn English. Considering the importance of english, students have been studying english start from lower school level up to advance level (Nurhayati, 2014). Even kindergarten student they were taught English although in a simple term and material. More over, English is a scientific language that become the largest academic language in the world. As a scientific language, of course English is often used by scientists in writing some articles and books from the

results of their studies. Thus in education context, people from advance level will be demanded to learn english in order to understand the literature and to enrich their communication. The information that is circulated in this world is mostly published in English. Many books are published in English. As well as scientific journal, some references also written in English. So, to understand the material written in English, the learner have to studied English well.

English as a foreign language is a compulsory subject in university curriculum. It is known as English for specific purposes (ESP) taught for students in different departments at universities. It is expected that the students can develop their English to support their academic life and prepare them for future jobs. Whether it seems ambitious or not, ESP has been a big issue for university language centres to provide good English teaching for the students (Muttaqin 2012).

Kusni (2007) explained in the curriculum structure of the University, initially, English belongs to a group of general basic subjects (MKDU) with a weight of 2 credits and contains the material of general English. The ambiguity of understanding toward this subject as a general English or English for a specific purpose ongoing for several time until the autonomy enacted the term local curriculum and national curriculum. The enactment of both curriculum allows each university to develop their own curriculum. The shift had an impact on the alteration English courses, from the general to ESP. There are some universities who have categorize English no longer as a common English language but an ESP

such as English for International Relations, English Law, English Chemistry, Technical English, and other various. This variation occurs not only in groups and headings, but also in status (obligatory and elective), number of courses (1-4 level), total number of credits (2-12 credits), design, implementation, and evaluation.

Just like in State Islamic Institute of Tulungagung which is consist of various faculty and major, English was taught and learn for all students in this college. The goal is to provide English proficiency or skills. So besides graduated based on major, students are also equipped with the ability in English. Because it was a requirement of competence that must be mastered by IAIN Tulungagung graduate students except than Arabic. But, the English that learn also different between each major.

Include mathematics students, they were taught and learn english which appropriate with their major and it's not totaly same with what English Education students' learn. Mathematics is the base for sciences like Physics, engineering, Accounting and Economics. With mathematics skills so the other lessons will be easy to understand because its basic was mathematics. During this time, many people assume, that mathematics is only related to the numbers and various types of rigid formula. In fact, that's not totaly true. In addition to dealing with numbers and formulas, it turns out that mathematics is more than that. There are various problems of life people can solve by mathematical thinking ways. Moreover, mathematics teaches someone who studies it to be critical, logical, analytical,

creative, and systematic. This is one reason why mathematics is always studied at every level of formal education. To study mathematics further, mathematics students' have to study about some materials, text books or other sources which is written in English so that they need to learn English in order to understand it.

In an educational setting, a learners' needs analysis helps students identify where they are in terms of their knowledge, skills and competences, versus where they wish to be and their learning goals. It is related to the statement that adults learn better when they can see a reason why they are following a program of study and find the relevance between their purpose in learning and the content of the study that they must learn (Yuana and Kurniasih, 2013). So it is important to know about students needs to provide suitable courses.

B. Statement of the Research Problem

Based on the backgrounds that have been explained in the background of study, the research problems of the research formulate as follows:

1. How does mathematics students perceive their target need through learning English for mathematics?
2. How does mathematics students perceive their learning need through learning English for mathematics?

C. Objective of the Research

Based on the research problem that have been mentioned in the statement of research problem, the objectives of the research formulate as follows:

1. To know the students' perception on the target need at mathematics student of IAIN Tulungagung
2. To know the student's perception on the learning need at mathematics student of IAIN Tulungagung

D. Significance of the Research

The researcher hopes that the result of the research would be provided the contribution to develop the theory of teaching and learning English as a second language or foreign language learning. Moreover the reseacher hopes that this research would be provided contribution to:

1. The ESP students

The result of this research could be used to know the need of ESP student, especially for mathematics student. The purpose was to know what their target situation to determine the target need and learning need.

2. The English lecturers

The result of this research could be used to the lecturer's self-reflection in the teaching strategy that has been use in the teaching and learning process. Moreover, through this research ecturer would be enrich the knowledge on the process of percieve something especially in term of perceive the ESP student need to determine the most suitable teaching strategy based on the target need. The result was aimed to know the teaching strategies that they used up till now that were considered to the student need or not. Hopefully, it

could be used to help them to determine the most suitable teaching strategy in the future through the process of perceive the students' need in learning English.

3. The future researchers

The result of this research could be used as a reference for another researcher when they were conducted the further research related to the students' perception on their need and its impact to the learning process. They might be took same information for their research or looking for the lack and modified through conducting further research.

E. Scope and Limitation of the Research

To conduct the research, the researcher make clear about the scope of this research. The research aim to find out the mathematics students' of IAIN Tulungagung in perceive their learning need in learning English and the impact of those perception to the learning and teaching process. After determining the scope of the research it is important to make clear about the limitation of this research. Actually Mathematics Department of IAIN Tulungagung have eight levels or grades. This level belongs to the what semester the students studying. However, there are some classes for each level. Thus this research about students perception on their need in learning English for mathematics conducted with fourth semester of mathematics student who was taught Matriculation, English for mathematics, and TOEFL.

F. Definition of Key Terms

The definition of key term as followed are necessary to be given in order to avoid misunderstanding and misinterpretation of the title.

1. Perception

Perception is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. Human perception can be form of individual thought which can give positive or negative effect to the other. Student perception on language learning need here is the process in perceiving their need in term of learning english.

2. Student need

English language learning in non English Department is different with in English Department in common. The differentiation is based on the student need. According to the theory of English for Specific Purpose (ESP), student need is divide into two term, they are target need and learning need.

a. Target need

Target need is something of an umbrella term, which in practice hides a number of important distinction (Hutchinson and Waters, 1987: 55). Target need deal with the need of mathematics students in learning english related to target situation they might face. Target need are divide into three term consist of necessities, lacks, and wants.

1. Necessities

Necessities are the type of need determined by the demands of the target situation. Here, necessities is what language feature have to know by mathematics student related the target situation.

2. Lacks

Lack is the gap between target proficiency and student prior knowledge. To know the lack, researcher have to know students' necessities and their background knowledge.

3. Wants

Want is awareness of need viewed from subject side. Wants in this case deal with what mathematic students need to learn based on their point of view

b. Learning need

Learning need is what knowledge and abilities the mathematics students require in order to be able to perform to the required degree of competence in the target situation.