

CHAPTER I

INTRODUCTION

This chapter deals with introduction that consist of background of the research, research problem, objectives of the research, significance of the research, scope and limitation of the research, and definition of the key terms.

A. Background of the Research

The quality of education depends on the quality of teaching. Competent dedicated qualified teachers or lecturer are the greatest assets for any educational institutions. Besides, teachers or lecturer, both of them are person who occupies the position and has an important role in educational institution. The quality of an educational institutions is affected by teaching and learning process and the teachers or lecturers themselves. For that reason, increasing the ability of a teacher in managing learning process is very important. As Richards (1985:23) states that “the teacher’s role as catalyst, consultant, diagnostician, a model for learning”. From that statement we know that the role of teacher or lecturer is very important, they must have many good strategies to teach their student.

Novalita (2006) state that to learn a language the learners need more than just once or twice, but they need many time to understand the language, the real meaning of the language, the structure of the language, and so on. Most of the students or

learners stated that one hour of English per week is not sufficient, showing that at least 2 hours would be necessary. Thus, they would fulfill their main expectations from their technical vocabulary, writing and speaking in order to express themselves correctly when getting in contact with English speakers. The good strategies from the teachers or lecturers is needed to make a good and fun teaching learning process. Certain strategies can apply to some students or learners, but, it can't to apply for all of the students or learners. Because each students or learners have their own ability to understand the material from the teacher or lecturer.

There have been increasing demands for English courses by non-English departments in Indonesia from year to year, either integrated in a curriculum as a compulsory subject, an optional course, or a special curriculum in a bilingual program. Whichever policy is taken, the objective is in order for the students to graduate with some English skills. One of the reasons for the demand is the increasing job vacancies that list a certain amount of English test score, mostly TOEFL, as a requirement. Both the reason and the objective, however, have so far been interpreted in curriculum as the need of English for English tests. In other words, an English course is needed in order to equip students should they are required to take an English test prior to job interview, Saragih (2013).

English as the language of business, science and academic is so widespread that as Bolton (2008) states "English is now an Asian language." He does however raise questions about proficiency levels. This concern about proficiency is important in ESP (English for Specific Purposes) because the language used must effectively and efficiently receive and convey messages for work or professional

purposes. For example, a business person may need a suitable command of English to forge relationships and finalize business contracts, while a scientist would need it to write effectively for research publication.

Teaching language for specific purposes is determined by different professional/occupational, social and other – needs of the learner. Therefore English for specific purposes (ESP) includes specialized programs which are designed to develop the communicative use of English in a specialized field of science, work or technology. To be able to speak on a professional subject is not enough to know general vocabulary. However, a great part of professional vocabulary consists of general words, which either have a shift of meaning or make a new unit, usually becoming a compound word or a combination of words. In the case of ESP language teaching/learning is purposeful, i. e. predetermined by the need of the student not only to get familiarized with both the language of science and technology, thus with the English language of the subject he studies but also with the subject itself.

English for specific purposes (ESP) is an exciting movement in English language education that is open up rich opportunities for English teachers, lecturers, and researchers in new professional domains. The growing demand for highly proficient speakers of specialized academic and workplaces, English is drawing increasingly large numbers of teachers or lecturers into the ESP profession and awarding them higher salaries and prestige than were previously given to language instructors.

English for Specific Purposes (ESP), under the umbrella of English Language Teaching (ELT), was initially developed at the end of Second World War in 1945 as the response of expansions in science, technology and commerce which brought a consequence of English becoming the accepted international language. The growing number of people who needed to learn English in different fields, such as businessman who wants to be able to conduct bussiness presentations, and engineers who needed to read manuals, etc. ELT practitioners to develop a course that meet learners' specific needs. In its development, ESP is defined by Hutchinson and Waters (1987) as an approach to language learning, which is specifically aimed to meet particular needs of learners. Being simply an approach, ESP does not refer to a special form of language, grammar nor different form of language teaching. Rather, it is an approach to course designs that accommodate particular needs of learners.

Graves (1996) proposed that developing a course includes a cycle of planning a course, teaching the course, and modifying the plan, in which teachers are believed to involve in the whole tasks. As ESP (English for Specific Purposes) is designed to meet specific needs of learners (Dudley-Evans & St. John, 1998), developing such a course will involve compex procedures of, as proposed by Hutchinson and Waters (1987), among others, Language Descriptions, Theories of Learning, and Needs Analysis. Besides, Graves (1996) also listed the component of ESP course development framework as Needs assessment, Determining goals and objectives, Conceptualizing content, Selecting and developing materials and

activities, Organization of content and activities, Evaluation and Consideration of resources and constraints (p. 13)

According to the Robinson's (1991: 3) definition of ESP is based on two criteria: 1) ESP is normally 'goal-directed', and 2) ESP courses develop from a needs analysis which aim to specify what exactly it is that students have to do through the medium of English, and a number of characteristics which explain that ESP courses are generally constrained by a limited time period in which their objectives have to be achieved and are taught to adults in homogenous classes in terms of the work or specialist studies that the students are involved in. Other definition of ESP come from Strevens' (1988) definition of ESP makes a distinction between 1) absolute characteristics (language teaching is designed to meet specified needs of the learner; related in content to particular disciplines, occupation and activities; centred on the language appropriate to those activities in syntax, text, discourse, semantics, etc., and analysis of the discourse; designed in contrast with General English) and 2) two variable characteristics (ESP may be restricted to the language skills to be learned, e.g. reading; and not taught according to any pre-ordained methodology).

Related to the teaching of English for non-English department in university, a lot of studies shows that the teaching and learning process is not managed well. This condition has been taken place for almost thirty years (Sulistyo, 2008:2). Moreover, the problem arises when students try to understand English texts. Hamra 1996 cited in Hamra and Satriana (2010:27) claim that in general, students of non-

English department find it difficult to comprehend reading materials in English as foreign language. As a result, they do not enjoy it.

In the other time, a research about ESP by Freihat and Khalaf (2012), report that the needed of nurse student are determine the material about language. Nursing, health care communication and clinical setting are use communicational language, so they do the research to know what the need of the student who take the nurse as their major. The strategy to teach English in nurse major by analyzing what the students need in their workplace and the language uses in the workplace.

Saragih (2013), state that if he is to assume that students of non-English departments possess limited skills in English, then he has to start with the very basic skills: pronunciation, vocabulary, and listening. Additionally, considering that other subjects are more prioritized than English, this design only requires three class hours for each class per week. The length of the class hours may take as much as 90 minutes for 12 meetings or 120 minutes for 9 meetings (separated from meeting for formal exams). He personally prefer the shorter hour but more frequent meetings, though.

The other research about teaching strategies for non – English Department are conduct by Novalita and Tedjasuksmana (2013). They apply the cognitive learning strategies for non – English department student, they also use the grammar and noun structure to them in the test.

The importance of teaching English for non – English department is to enrich the students' knowledge about the language and also give the students an experience

to learn another thing than just the major or the materials they take before. Non-English department students learn English differently from English department students, for the former group learn English for academic purpose (EAP), while English department students learn general English. As a compulsory course, EAP is taught in the beginning of the study year to make the students equip with a study skill that is considered important to support their study in the following years (Robbinson, 1991:100 and Sulisty, 2008:2).

IAIN Tulungagung, religious educational department has a mission as stated in academic guideline of IAIN Tulungagung (2015:7), that is building an education system that spawned ability as a critical thinkers, creative and innovative, the nation's scoring leader who has a national character, religiosity and entrepreneurship, strengthen the scientific foundation for the development of social and cultural transformation, making the campus as the development of individual and public morality, building the capacity of institutions as a basic development for capacity and character building, strengthening the position of the campus as a progression based society the values of tolerance and moderation, and forming a community college as an agent of social change. Thus made the teaching of English becomes important to the students. The material of language or English language is focused on the major they take. For example, if they take a law department, the language material is about law too, and so on. Because English becomes large language in the world it can make the possibility when the learners or students who didn't take English as their major or department before to learn about English.

The development of language skills aims at active expansion of students' proficiency in English. Language classes at a higher school always make use of the texts of specific professional areas (religion, architecture, business, civil engineering, electronics, environment, management, etc.). Such texts should usually be focused on the communicative needs of the students of a certain higher school. However, teaching/learning ESP includes much more than the teaching of English through specific material and content. Teaching ESP combines development of linguistic skills together with the acquisition of specific information. Even homework assignment should be associated both with the especially and with the skills mentioned. The knowledge of English facilitates the access to the resources of new information. Students and lecturers are given opportunities to study or to teach for some period at the most prominent schools abroad. Teaching languages is aimed at raising the quality of language studies and of higher education as well.

Teaching strategies become important in the learning process, especially in the teaching discuss the English who aimed not to subject language support English as a teaching strategy determines how the direction of learning that had been developed previously by the English lecturer, teaching strategies for majors non discuss English determined through needs analysis previously, about matter and the needs of students.

Because the research or the study about the strategies of teaching English for non – English department in religious basic university is not too much. So, from

that phenomenon the researcher is interested to the descriptive study in lecturer teaching English strategies in non – English department at IAIN Tulungagung.

B. Research Problem

Based on background of the study above, the researcher can state the researcher problems as follows:

1. What are the strategies used by lecturer in teaching English for non – English department at IAIN Tulungagung?
2. How are the strategies used by lecturer in teaching English for non – English department at IAIN Tulungagung?

C. Objectives of the Reasearch

Based on background of the study above and the research problem above, the objectives of the research are as follows:

1. To describe the teaching strategies used by the lecturer in teaching English for non – English Department at IAIN Tulungagung.
2. To describe how the teaching strategies used by the lecturer in teaching English for non – English Department at IAIN Tulungagung.

D. Significance of the Research

In the significance of the research, the result of this research is expected to be any use as follows:

1. For the future researcher:

The result of the research will give information for other researchers; it can be used as reference or useful information about teaching strategy.

2. For the lecturer:

The result of this research was expected to be useful for teacher who wants their students' to be more interested in learning English. Hopefully from the research, teachers will be able to identify the right strategies to boost students as well in learning English effectively.

E. Scope and Limitation of the Research

1. Scope

The scope of the research was focusing on teaching strategies and material is used the lecturer in teaching English for non – English Department at IAIN Tulungagung.

2. Limitation

To get better result, this research was then limited only on teaching strategies used the lecturer in teaching English for non – English Department at IAIN Tulungagung.

F. Definition of Key Terms

In this discussion the writer defines the key term used in this study to make the reader easier to understand the content of this research as follow:

a. Teaching Strategy

Teaching is the kind of activity which done by the teacher to the student, it possible to do in formal situation or informal situation.

Teaching strategy as the teachers' effort in creating environment that enables for students to get easier in understanding the material.

b. Non – English Department

Non – English Department at IAIN Tulungagung is the department which teach or learn material but not the English as their major, such as law, family law, business, economic, and so on. Although English is not their major, they also learn about English, but, it depend on what material they learn.