CHAPTER I
INTRODUCTION

A. Background of the Study

English is a global language. It is used in every subject. It plays an important role in human activities. The activities can be related to their jobs. There are many different people with their own jobs, and each job has typical characteristics of vocabulary based on what they have to do. Such thing is different from each other. The language is intended to make their communication easy. In Indonesia, it is used by many people and the need of mastering English in a job is unarguable. English is used as the medium of business, tourism, science, technology, and education. In other words, million people over the world speak English. It is sometimes used as a national language, a second language, and a foreign language. So, the role of English in the context of society and education becomes more significant in Indonesia. One example is on science and technology, the mastery of English is urgent in this field. The English for Science and Technology (EST) can help people follow the science and technology development. According to Hutchinson and Water (1987: 12), EST is a major subdivision of the field of English for Specific Purposes (ESP).
English for Specific Purposes (ESP) is an approach to language teaching which aims to unify the need of particular learners. Before initiating a new language program, vital prefatory work in the form of information gathering must take place. This fact-finding stage needs analysis that provides answers for any program. This is an important principle that characterizes an ESP course. By conducting the need analysis gathering, the teacher can find out the learners’ needs in term of the use of language in the target situation and learners’ needs in acquiring the language learnt. The need analysis will specify as close as possible toward the learners’ needs in learning English.

Actually, the theory of teaching English for Specific Purposes (ESP) is not too different from the theory of teaching English for General Purposes (EGP). Hutchinson and Water (1987: 53) mention the differences between teaching ESP and EGP. ESP makes the use of vocabulary and tasks related to the fields such as negotiation skills and effective techniques for oral presentation. ESP also increases students’ skills and confidence in using and speaking English. Dudley-Evans (2001) as cited in Lawrence (2007: 2) also explains the differences between ESP and EGP. English for General Purposes (EGP) is focused on education. As the English with general purposes, the students’ needs are difficult to be understood because the materials are more complex. Therefore, the material contents that will be used are more difficult to select. While, English for Specific Purposes (ESP) is focused on training.
English is intended to be used in specific context; selection of appropriate content is easier.

English for Specific Purposes (ESP) emphasizes learners’ needs of English in which the purposes are expressed in functional terms. Thus, ESP is not specialized in English in general, but typical English. ESP requires English learners to specify certain reasons concerning with the learners’ studies or jobs. In this case, the attention of learners’ needs is the key element in ESP. In addition, it should enable the learners to learn something from their teacher and the learners must investigate the use, on which the language will be put.

As a vocational high school which has four majors of study, SMKN 1 Kalibagor must apply English as its compulsory subject. One of the purposes of the vocational high school is to prepare the students to be a productive person who can work autonomously, add the vacancy to the industrial and business as the intermediate employee. Therefore, the teachers who teach English in vocational high school must apply ESP in the teaching and learning process.

In SMKN 1 Kalibagor, on Agricultural Engineering class, as the most reliable class which requires more English in the aspect, the English for Specific Purposes (ESP) is also applied by the English teachers in the teaching and learning process. Here, one of the goals of English teaching and learning
process to the Agricultural Engineering class of SMKN 1 Kalibagor is to develop the communicative ability in English which involves the four language skills, namely reading, writing, listening and speaking. Teachers should select the materials that are relevant to the students’ needs and interests in order that the students are able to learn four language skills well. In teaching ESP, the teachers consider the specific needs of the students, especially Agricultural Engineering Students. The teachers often give information about the special terms which are both used and found in the books of Agricultural Engineering.

Absolutely, in applying English for Specific Purposes (ESP) the teachers use certain methods in order that the teaching and learning process can be more interesting and conducive. However, the teachers have the difficulties in teaching ESP. Therefore, the writer is inspired to write a research paper concerning with the teaching ESP for the Agricultural Engineering students at SMKN 1 Kalibagor. The title of this research is “A STUDY ON TEACHING ENGLISH FOR SPECIFIC PURPOSES (ESP) TO AGRICULTURAL ENGINEERING CLASS OF SMKN 1 KALIBAGOR”.

A Study on Teaching English..., Heru Pramono, FKIP UMP 2012
B. Problem of Research

There are some problems that concern with this research. Therefore, the writer would like to limit the problem statements as follows:

1. What are the methods used by the English teachers in teaching English for Specific Purposes (ESP) to Agricultural Engineering class?
2. What are the difficulties faced by the English teachers in teaching English for Specific Purposes (ESP) to Agricultural Engineering class?
3. How is the interaction between teacher and students in the teaching and learning process?

C. Objectives of the Study

Based on the problem statements, the study is conducted to:

1. describe the methods used by the teachers in teaching English for Specific Purposes (ESP) to Agricultural Engineering class.
2. describe the difficulties faced by the teachers in teaching English for Specific Purposes (ESP) to Agricultural Engineering class.
3. know how the interaction between teacher and students in the teaching and learning process.
D. Clarifications of Terms

1. English for Specific Purposes (ESP)

   ESP is a sphere of teaching English language including Business English, Technical English, Scientific English, English for medical professionals, English for Mechanic, English for waiters, English for tourism, English for Art Purposes, English for secretary, English for lawyer, etc. Mackey (1978: 3) states that English for Specific Purposes (ESP) is generally used to the teaching learning of foreign language for a clearly utilitarian purpose of which there is no doubt.

2. Vocational School

   Vocational school is a school that provides the ability or skill in accordance with the majors. The teaching material of vocational school is more practical than theoretical. It is a school in which students are taught the skills needed to perform a particular job.

3. Agricultural Engineering

   Agricultural engineering is the engineering discipline that applies engineering science and technology to agricultural production and processing. It combines the disciplines of animal and plant biology, mechanical, electrical and chemical engineering principles with knowledge of agricultural principles.
F. Benefits of the Study

The writer expects that the results of this study are helpful for the readers. There are two benefits as the writer hopes; they are theoretical and practical benefits.

1. Theoretical benefits
   a. Theoretically, the results of this study improve the writer’s knowledge about English for Specific Purposes (ESP).
   b. The results of this study give description about the methods used, the materials explained and the difficulties faced by the English teachers in teaching English, and describe the interaction between teacher and students in the teaching and learning process.

2. Practical benefits
   a. Practically, there are some benefits from this research for the writer; he gets clear understanding and an experience about the study on the English teaching to the Agricultural Engineering students at SMKN 1 Kalibagor.
   b. The result of this study can be a reference to improve the teacher ability and competence in teaching English.
   c. The result of this study can help the teachers to comprehend the principles and implementation of English for Specific Purposes (ESP) in teaching English.
d. This research can help the English teachers reflect the result of their teaching.

e. This research can motivate the English teachers in order that they will be more expected to motivate the students to learn English.