

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English for Specific Purposes (ESP) is an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning (Hutchinson and Waters, 1987). It is a movement based on the proposition that all language teaching should be tailored to the specific learning and language use needs for identified group of learners (Saragih, 2012). Therefore ESP is meant to fulfill the needs of the specific learners, based on what they want and expect from the English course that they learn.

In STIE Muhammadiyah Cilacap, course of English for Specific Purposes, or specifically was called English for Business and Economics, was given two credits each for the first two semester study time or the freshman year. ESP subject, somehow, was a compulsory subject, with an expectation that through this subject, students would be able to improve their English competence that would support their future career in business and economic area. This subject was also expected to be able to provide added value to them in their future career with such competence and skill of English in order to make them be able to compete in the world of business and job place.

However, the reality hardly reached that expectation. English for Business and Economics was only a two credit hour subject among 150 credit hours of all subjects, a subject among many other core subjects of economics and business. It was difficult to optimize the students' learning of English in a very short time, evenmore with a need to prepare students to have English competence.

Another situation of ESP learning in STIE Muhammadiyah was that it was still like general English learning, not English for Specific Purposes. The materials taught were selected without any study of what materials actually was needed by students. The lecturers of English just took some textbooks found in bookstore, and so far, as being explained by students and the lecturer, it did not quite satisfy the students or even the lecturer herself. As the consequence, the materials were not quite appropriate with the students and at the end the learning was not effective. The students took English subject as a compulsory subject, joined it without full concentration while thinking of their more intimidating accounting homework, then at the end of the semester they got their mark, and as soon as it finished, they would immediately forget the materials, the subject, and even the lecturer.

Somehow, there was actually a big opportunity and a spacious room to develop the materials of ESP in STIE Muhammadiyah Cilacap. As being mentioned in *Kepmendiknas* (The Decision of National Education Minister) number 232/U/2000, the course of English is included in institutional curriculum which the content and orientation is decided by each institution based on the university's characteristics.

Therefore, there was an opportunity to tackle this problem, in order to make English learning get more effective and interesting and able to gain an optimal achievement of students. It was urgent to develop a good and proper materials of ESP that was based on the most important need of the students. By developing an effective materials based on the need, it is expected that within a year of once a week time of studying ESP, students will be more excited and motivated to learn English and finally able to gain an optimal benefit of English course as expected by themselves in this need analysis.

## B. Identification of the problem

The main idea of English of Specific Purposes is that it has to be designed on the basis of needs of the learners, whereas the existing condition of ESP in STIE Muhammadiyah Cilacap showed that there was no reference or materials or textbook that was designed based on the need analysis research specifically for the students. That was why English learning did not reach the expectation and it was not satisfying both for students and lecturers. As the writer observed, the students would rather choose the activity that was randomly selected by the lecturer than that from textbook.

As a matter of fact, based on the situation explained above, it was necessary to develop a suitable materials which was able to fulfill the students' need of English and motivate them to learn more about English. That materials was designed carefully based on the need analysis conducted to students by using questionnaire. For a balance and triangulation purpose, the interview was conducted to certain stakeholders. They were the heads of departments in STIE Muhammadiyah Cilacap, the English lecturer and the graduate.

How was the materials supposed to be? First, it had to be emphasized that the course of English for Non English Department students is categorized to Personality Development Course (Nur, 2018), as mentioned in *Kepmendiknas* (The Decision of National Education Minister) number 232/U/2000, that the course of English is included in institutional curriculum which the content and orientation is decided by each institution based on the university's characteristics.

Second, it is the authority of institution to decide the content and orientation, then STIE Muhammadiyah Cilacap facilitates the design and development of the curriculum in each department there, which has to be in coherence with the vision of STIE Muhammadiyah Cilacap, to be an islamic high institution which has entrepreneurship

characteristics and able to realize superior human beings. In this case, the English subject given is expected to be able to support that characteristics of entrepreneurship by making it possible for students to use appropriate English when it is needed as they run their business and entrepreneurship.

Third, students of STIE Muhammadiyah expected to use English in the term of communication. The target was about how they could communicate to their business partners who did not speak bahasa Indonesia. So the materials should be based on the communication purpose, to make them able to communicate in English. That was why it was decided that the materials is better to use communicative approach, as what Abate argues, “The purpose of communicative approach to language teaching is chiefly meant to promote learners’ whole rounded communicative proficiency that grants one’s own successful language knowledge and skills.” (2014: 91)

### **C. Limitation of the problem**

This research focused on developing English for Business and economics materials in the form of textbook, for the first semester course of STIE Muhammadiyah Cilacap.

### **D. Research Questions**

The questions of the research are as the following:

1. What are the students’ needs related to the developed materials?
2. What is the validity of the developed materials based on expert validation?
3. What are the students’ responses about the developed materials?

### **E. Research Objectives**

The objectives of the research are :

1. to investigate the students' needs related to the developed materials.
2. to find out the validity of the developed materials based on expert validation.
3. to identify the students' response about the developed materials.

### **F. Research Significance**

This research is expected to give contribution to:

#### **1. Lecturers**

The lecturers can use the materials as the main or additional source in teaching students of English for Business and Economics course, and this research is also able to motivate the lecturers to develop such kind of materials for other majoring of English for Specific Purpose course.

#### **2. Students**

This research provides appropriate materials for students of English for Business and economics course, so that they can learn more about English specifically in their majoring area need and their interests, and at the end the materials can support their competence in working.