

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

English is now the most popular language in globalization era. It has rapidly spread in all sectors of human life, including education. Teaching English at tertiary level has become a command of education constituting in Indonesia which is set in government regulation. English is one of compulsory subjects should be learnt by students which set in a curriculum. Not only students of English department should learn English course, but also the students of non-English departments including students of seminary college have to learn it.

The very basic reason for seminary students to learn English can be traced back from the statement found in Holy Bible particularly in Matthew 28:19. It states “Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit” (New International Version Bible). This is the great commission of christianity as the instruction of God to his disciples that they should spread his teaching to all nations in the world. It has become a doctrine in Christian theology emphasizing ministry, missionary work, evangelism, and baptism. So, this mandate due to theology students who want to spread God’s word all over the world. For instance, someone who wants to be God’s servant in a country where English is one of official language, s/he should master English in order to deliver God’s word through her/his ministry. This is possible happen to graduation students from seminary who want to be God’s servant abroad. Therefore, students of seminary should master English not only for their academic but also for their future ministry.

In addition, students of seminary college who are taking English course are expected to have English skills i.e. listening, speaking, reading and writing relates to their field study. They are hoped to be able to communicate in written and spoken English namely; writing and delivering a preaching, reading reference books especially theology books which are written in English as the source of learning in order to develop their knowledge related to their major subjects. So, it is important for seminary students to have ability in speaking, reading, and writing since many biblical, theological, and ministry resources are in English.

Unfortunately, this expectation is hardly found on *STAKPN* students' mastery of English. *STAKPN* stands for Sekolah Tinggi Agama Kristen Protestan Negeri is one of education institution under the auspices of Ministry of Religious Affairs of the Republic of Indonesia. It has four majors including Theology, Christian Religious Education, Christian Pastoral Counseling and Church Music. Based on researcher's observation it is found that *STAKPN* students' achievement both performance and competence in English are not yet satisfactory even though they have learned English in two semesters. Thus, the researcher would like to conduct a study for *STAKPN* theology students to find out the cause of their failure.

However, there are some aspects which are possible to contribute to this poor condition such as: irrelevant materials, teaching strategy and failure in managing students' motivation. English lecturer usually teach their students by using available textbooks which is not suitable with students' field study due to learning materials shortage which are suitable with students' needs and their field study. S/he also select materials based on her/his own judgments and ignore

students' level language mastery. As Harsono (2007) states that there will never be perfect teaching materials that can be use anywhere, anytime for the same level of students. Indeed, this condition should not discourage the lecturer because s/he can develop her/his own teaching learning materials for the students to gain the learning objectives or to meet the students' needs. So, developing teaching learning materials for ESP is more needed because the limitation of ESP materials in public. Materials selection, adaptation, or writing is an important area in ESP teaching, representing a practical result of effective course development and providing studnts with materias that will equip them with the knowledge they will need in their future carrier. Another important criteria that should be considered when selecting materials is the level of language knowledge students have already acquired and the target level they will need to communicate successfully in their jobs. Thus, the selection of ESP materials should depend on students' needs in relation to their future or present jobs. ESP materials should focus on the appropriate topic including tasks and activities that practice the target skills area. In other word, a lecturer can play his/her role as a material designer to design materials as well as posible based on students' needs.

In addition, there are some consideration that lecturer should considers some considerations in designing ESP materials, such as: 1) lecturer should involve students to determine materials, 2) lecturer should select materials based on students' need, interest and level of language mastery, 3) students should be regarded as close partners of lecturer in designing materials. For these reasons, it is necessary to conduct a study which is intended to design English materials for seminary students.

1.2 The Problems of the Study

Related to background of study which has been mentioned previously, the problems are formulated as follows:

- 1) What English material is suitable for theology students of *STAKPN*?
- 2) Why English materials should be developed for theology students of *STAKPN*?

1.3 The Objectives of the study

In line with the research problems, the objectives of this study are:

- 1) determining English material that appropriate for theology students of *STAKPN*.
- 2) developing English materials for theology students of *STAKPN* in order to gain their needs.

1.4 The Scope of the Study

STAKPN has four majors including Theology, Christian Religious Education, Christian Pastoral Counseling and Church Music. As outlined in the objectives and research problems, the researcher focused on developing English materials for theology students of *STAKPN* based on their needs that relevant to their field study. More over, due to the limited time and crucial needs this study was conducted for theology students only.

1.5 The Significances of the Study

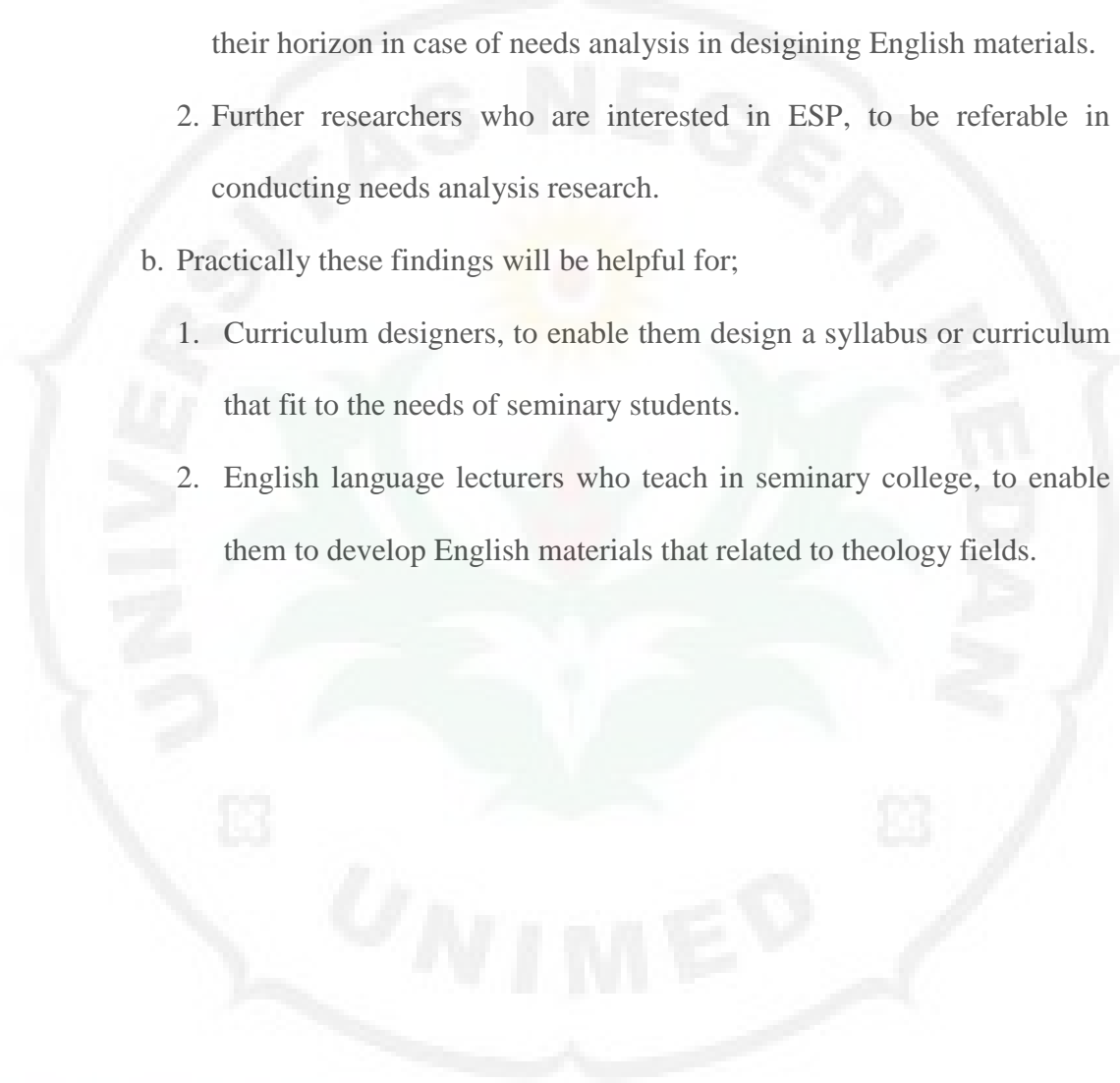
The findings of the study are expected to contribute significantly both theoretically and practically:

a. Theoretically these findings are helpful for;

1. English language lecturers who teach in seminary college, to widen their horizon in case of needs analysis in designing English materials.
2. Further researchers who are interested in ESP, to be referable in conducting needs analysis research.

b. Practically these findings will be helpful for;

1. Curriculum designers, to enable them design a syllabus or curriculum that fit to the needs of seminary students.
2. English language lecturers who teach in seminary college, to enable them to develop English materials that related to theology fields.



THE
Character Building
UNIVERSITY