CHAPTER I

INTRODUCTION

A. The Background of The Study

As a means of communication, English has been one of the prestigious languages used for many years almost all over the world. It has been accepted as the international language of technology and commerce. Thus, more and more people are motivated to learn English, and in its development, English is learnt for different purpose which is especially based on the field of one's work as the reasons for them to study language. For this reason, there are learners who learn Business English, Medical English, Technical English, etc. This is what we call as English Specific Purposes (ESP).

In this Globalization Era, there has been a tight competition among the companies. Therefore they need a good quality of human resources to run the business and give some services to the customers. Corporate Secretary is one of strategic position which shall be conducted as to achieve better service to the top management. In carrying out his/her job, the secretary services the top management, VIP guests and expatriate. Therefore, corporate Secretary shall have perfect communication in English and mastering written language. Thus, it is necessary to decide whether the English taught is general that is English for General Purposes or specific.

General English usually offers a judicious blend of different language skills and the topics are chosen from all range of sources, basing the selection of content more on students' interests and engagements than an early identifiable students' needs. Students are taught to communicate on general social level and to cope with the general text. The decision made, in

part, that how, why or when students need the language in the future is still unknown. So the materials given cover the broadest range of use possible. In contrast to the students of GE, students of ESP have closely identified goal for learning (Kariman & Nababan, 2006).

Teaching materials form an important part of most English language program. From textbooks, videotapes, and picture to the internet, teachers rely heavily on a diverse range of materials to support their teaching and their students' learning. However, despite the current rich of English language teaching materials commercially available. Anecdotal evidence suggests that many teachers continue to produce their own materials for classroom use. Indeed, most teachers spend considerable time finding, selecting, evaluating, adapting, and making materials to use in their teaching. (Howard J: 2004).

ESP is seen as an approach not a product, which means that we do not teach special form of a language but it can be identified as typical of a particular context of use. It is meant that the learners would likely to meet in the target situation (Hutchinson and Waters, 2007). ESP is not just a matter of science works and grammar for scientist, etc. but it is linked with performance and competence. It means that what people actually do with language and the range of knowledge and ability, which enable them to do it. ESP courses are providing the learners with competence of English for Specific field of knowledge at the advanced level. It is also concerned with the design of curriculum, using approaches, methods and techniques in advanced ESP and develops materials for the syllabus.

ESP is generally based on needs of the students, which are aimed at specifying what exactly the students' need in studying English. ESP practitioners are required to be sensible in detecting their learner needs in the present situation and in the target situation. The practitioner should develop their teaching materials based on the learners' preferences. (Rustam: 2009, 32)

reports his investigation that most Indonesian English teachers do not develop their own syllabus and materials systematically based on the teachers' preferences. As a result, students are not motivated to learn. Their motivation is basically caused by the institutional curriculum that they should follow.

(Torregrosa: 2011) suggest that teachers should expose their students to a great number of short authentic texts instead of exposing them to longer passages. They believe that the quantity of texts will provide a high enough level of frequency of the language elements aimed to be taught in the classroom and will help students recognize them.

Most of the Indonesia English teachers apply structural syllabus in their school. In the syllabus, they focus on linguistics forms. Such as simple present, present perfect, etc. instead of concentrating on form large areas of language use cannot be taught. In particular, the formal syllabus may fall to provide the learners with an understanding of the communicative use of the structure (Gilmore: 2007).

The teaching of English in Indonesia is widespread and improving, as seen from the initiation of government policy to train and upgrade English teachers for teaching English well. Many school have used the language laboratory to make teaching English more effective and efficient.

A quite devastating result from National Examination shows unsatisfactory scores obtained by the students. Most of them cannot perform the language skills well, namely speaking, reading, writing, and listening. Listening is the easiest skill to master and the most difficult is writing. Each of those skills has a different way of learning. For instance, if one wants to excel in speaking one should take a different path of learning than if one wants to be able to

write well in language. On the other hand, many students of university level cannot use English, they must ask somebody to translate the English text. It is because the materials taught are not based on the students' needs.

The fact is, of course, being a problem for the teachers that the students learn something that they do not need. Moreover the research finding reported by Rustam (2006) suggests that ESP materials for Secretary should be developed based on the learners' needs and their future job. They learn English but their English is not aimed to accommodate their needs. That is why their English felt into fulfill subject matter only. Based on this, there is an assumption that they do not have yet English Specific Purposes.

In this study, the researcher is concerned with the English for Secretary Students, especially with the syllabus and materials design. The design of ESP materials in this study focus on speaking. The reason is that secretary students generally need English for communication in order to get a better understanding in spoken English. However, the new materials that have been developed still based on the existing materials. In fact, the development of teaching materials should be based on the learners' need. ESP is defined to meet specific needs of the learners. ESP may be related to or designed for specific disciplines such as how ESP is implemented for Secretary Students.

B.   The Problem of the Study

Taking the background of the study, there is a main problem to be identified, namely: *How is the ESP teaching materials designed for secretary students of the SMK BM Sinar Husni?*

C. The Objective of the Study

The objective of the study is to develop ESP teaching materials for secretary students based on their needs, and to design the appropriate teaching materials for Secretary Students' needs.

D. The Scope of the Study

This study focuses on English Materials design for vocational school Secretary Department. The design was focused on speaking materials for the 2nd Grade Students.

E. The Significance of the Study

Findings of this study are expected to provide beneficial information theoretically and practically for the English teacher. It can be described as follows:

Theoretically, the finding of this study added what has been found in the area of teaching ESP materials.

Meanwhile, practically the finding becomes sources of reference for:

1. The English teachers especially in vocational schools in their attempts to design the ESP materials.

2. Intended to widen the teachers' horizon in terms of their serious commitment in implementing what has been revealed to make them aware and realize that there are so many up-to-date materials that can be used to enhance the teaching-learning process.