

CHAPTER I

INTRODUCTION

1.1 Background of the Research

English has long been claimed as an international language for which it is commonly used as a means of communication among people across the globe. This is arguably possible since it can accommodate the development of technology with respect to vocabulary (lexical items) which other languages may not be able to do similarly, such as Indonesian which may not be able to coin new words when it comes to naming things in line with the advancement of technology. With this, English is also claimed to be the language of success in future job opportunities. Without a considerable mastery of English, it is hard to imagine how people can go international in their careers.

In response to the above phenomena, there is a tendency for educational institutions to equip the students with a good command of English. Some high schools have launched their bilingual education. Some universities also claim to target themselves at world class level. This is not bad at all if the universities, which are supposed to level themselves against international standards of education, offer English instructions which can really make the students master the four language skills especially in accordance with the needs of the university graduates.

According to economy faculty of Accounting Department in STIE Sultan Agung Pematangsiantar curriculum, there are activity plans that guide the students

in getting some language skills which enable the students to use them as the early preparation in lives and its functions in the society. In other words, the language skills of the students have in class will be used in seeking the job in the future. Specific language skills come from the selected texts which present special vocabulary and show the richness of the language in that field.

Principally, a real ESP course is meant that the curriculum should be built on the basis of a comprehensive needs analysis of the target students and the stakeholders, later including those who would possibly employ the graduates of the university. So, the way on how ESP should be designed to meet the specific needs including wants and necessities of the students in a specific field is very interesting and challenging. In this research, the researcher only focuses on the designing of English teaching materials for students of the Accounting Department.

Based on the curriculum of Accounting Department, the syllabus of English learning in Accounting Department should be basically focused in speaking skills. It is further stated in the curriculum that the general objectives of English teaching at Accounting Department are that the students supposed to possess the ability to use English for everyday communication, they must be able to engage a meaningful discussions in the class as well as in the job when they work. However, the fact is that the existing syllabus in Accounting Department of STIE Sultan Agung Pematangsiantar in Semester 3 are emphasized mostly in writing. Therefore, many of the students cannot communicate in English well. This will have impact to their work later.

After doing a pre-survey to the students of accounting study program the ESP book they use, it is found that the book needs to be revised and developed so that it can meet the students' need in the class and also in the job fields in the future. Then the pre-questionnaire given to find out the students' skills in English, the result is that almost most of the students are still not proficient enough to speak in class by doing speaking class work activities.

Having analyzed the book used in Accounting Department in STIE Sultan Agung Pematangsiantar for semester 3 it is found that the English book used is general English not a book for ESP for accounting. From the book used in, most chapters deal with writing.

The problems here are the materials themselves; therefore whatever methods are used, the ability of accounting students in speaking plays a very important role in developing the book so that the more appropriate materials are used.

Since the job market needs speaking more than writing, therefore ESP book for accounting at STIE Sultan Agung needs to be developed so that the book revised later can accommodate the language skills needed by STIE Sultan Agung Accounting Study Program graduates. And the book must be adapted so that the topics may be very suitable with what the graduates' needs in the future job.

In relation to the above statement, it is needed the teaching material and teaching model which accommodate the language skills for the students and educates students with a situation leads to a problem for them to solve. In this case the writer choose PBL (Problem-based learning) model. It is not just a way to get

students to find a correct answer. Instead, students learn through the act of trying to solve the problem. They interpret the question, gather additional information, create possible solutions, evaluate options to find the best solutions, and then present their conclusions.

Deslie (1997: 10) shows the research done by the teachers who used this theory in some countries, showed that outside campus, university students build their knowledge and skills when they solved real problems or answered important questions, more than just abstract practices. Students make a greater attempt to understand and remember when they see connections between the material they study and their own lives. Students constantly ask why they need to study a subject or what use the information will be to them.

So, the teaching materials based on PBL answers these questions by placing learning in the context of real life. Students acquire new knowledge or skills to solve a problem or complete a task that is highly relevant to their lives. In short, the active processes of learning on PBL technique are required to be held on teaching and learning writing because PBL requires students to read and write research and analyze, and think and calculate, the problems frequently cut across disciplines and lend themselves to interdisciplinary courses. This shows students the connections between and among the subjects, helps them make greater sense of their schooling as a unified whole, and helps them use their knowledge of one field to increase their understanding of another. The design of teaching material based on problem based learning (PBL) is hoped can fulfill the Competency-Based English for Specific Purposes (ESP).

Based on the above background, the research question that the current study is going to answer can be descriptively stated as: How is the design of teaching material based on PBL at Accounting Department in STIE Sultan Agung Pematangsiantar into Competency-Based English for Specific Purposes (ESP) teaching material? .

1.2 The Research Problems

However, in order to approach the problem systematically and to facilitate the process of analysis, the above research problems is further formulated and developed into the following questions:

1. How is the appropriateness or compability of the existing teaching materials and syllabus of accounting English used for the students in 2015?
2. What teaching materials of accounting English should be needed to meet the students of Accounting Department in STIE Sultan Agung Pematangsiantar needs?
3. How are the teaching material of accounting English developed based on problem-based learning to meet the needs of the students of Accounting Department in STIE Sultan Agung Pematangsiantar?

1.3 The Objectives of the Study

In connection with the problem statements s above, the objectives of this research are as follows.

1. To find out the appropriateness or compability of the existing teaching materials and syllabus of accounting English used for the students in 2015.
2. To find out teaching materials of accounting English should be needed to meet the students of Accounting Department in STIE Sultan Agung Pematangsiantar needs.
3. To develop the syllabus and teaching material of accounting English based on problem-based learning that meet the needs of the students of Accounting Department in STIE Sultan Agung Pematangsiantar .

1.4 The Scope of the Study

In order to avoid wider but unspecific and not deep analysis, this study needs limitations which will give boundaries to it. They have, implicitly, been stated in the title, background and in the research questions themselves, but to get clearer description about the boundaries, they are then described as follows:

1. Adapting materials on the basis of PBL which fulfill the students' needs.
2. English subject speaking applied in the syllabus is English for Specific Purposes; namely English for Economics, especially for Accounting Study Program.
3. The product of this study is the design of syllabus and teaching materials based on PBL at Accounting Department in STIE Sultan Agung Pematangsiantar semester III.

1.5 The Significance of the Study

The findings of the study are expected to be useful theoretically and practically.

1. Theoretically, the findings can add up more horizons in theories of ESP.
2. Practically this research are useful:
 - as a guide for ESP teachers in presenting materials based on PBL which is relevant to the students' needs in relation to workplaces. It can also serve as an additional references and valuable information for future researchers.
 - to raise their English proficiency in business settings as well as to prepare them for successful communication in their future profession. Since the Business English course runs parallel to those subject courses, students can relate their subject knowledge to the Business English context. For example, when students learn economics, e-commerce, and secretarial projects, and marketing, they relate those subjects with business English. By the end of the course, learners should be able to familiarize themselves with business terminology and write competently in English. For example, they should be capable of writing appropriate business letters, emails as well as a good resume.