

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the study

English as an international language has shown a very significant position in this globalization era. All aspects of lives are changing rapidly. The focus of English education in the fields of medicine, nursing, nutrition, social welfare and other service industries should be on the acquisition of practical English skills that the students can use in real situations.

Hammer (1983:19) stated that students learn English for different reasons and different circumstances, and they might be taught differently depending on such reasons. These different reasons and circumstances might influence students achievement in English. In this case, it is important to consider what actually the student need. On one hand, nutrition student might need an ability to write scientific English when they want to continue their school to the higher level of education (writing skill) and to speak English to communicate with doctors, patients or the patient's family when they want to work aboard (speaking skill). On the other hand, banking students need a particular kind of reading and speaking skill. Based on these differences, lectures may decide to restrict the skills depending the needs of the students. Harmer (1983:20) suggested that the lecture may only teach one of the language skills or at least not all of them, that is referred to as English for Specific Purposes

'English for Specific Purposes' (ESP) became a vital and innovative activity within the teaching of English program for student of Nutrition to improve the quality of nutrient service in particular. This related to English instruction program for Nutrition students to develop interpersonal communication.

In line with the English instruction program, the Nutrition Polytechnic kemenkes Lubuk Pakam visions that The nutrition education Vision Program (DIII) is part of the national education goals. The nutrition education Vision Programs (DII) is to educate competent personnel in the field of nutrition and can compete in the global era. Oslida Martony, MKS, M. Kes The head of Nutrition at Polytechnic Kemenkes Medan in Lubuk Pakam, expects that the students can be produced competent personnel in the field of nutrition (expert associate), Pancasila minded, have high personal integrity and qualified to perform the profession in the field of nutrition in a system of public health services and clinics, and the food industry beverages, organizer of many foods (hotels, restaurants, catering, etc.), based on the Decree of the Minister of Health of Republic of 374/Menkes/SK/III/2007, Professions Nutrition standards and then developed into the Indonesian National Competency Standards Work (SKKNI) for nutrition experts. He realized the important of English for Nutrition students to support their job on the future.

In order to produce the competent and professional nutrition in communicative competence, writing skill becomes very essential and critical in responding the rapid movement of globalization and information and technology communication era. In terms of academic setting, it is commonly known that writing activity become a kind of daily 'need' that must be 'used' by them especially in planning the proper nutrition in the diet, determine the amount of nutrients sufficient to processing and cooking a healthy meal (competency-based curriculum 2004), but the fact seems that most of students consider that writing is the hardest skill to master, because the ability to write in foreign language is more complicated than the ability to speak, read or listen. Writing is a skill like other skills, it is not inborn. Harmer (2001:40) claims that writing is one form of communication. Writing is a process putting ideas, thought, and feeling in words into a sequence of words combined into sentence

in forms of paragraph, writing involves the application of grammar and sentence pattern, vocabulary or diction and cross-culture understanding. And besides that, it can be said that writing ability is not only someone's capability of applying tenses to express the idea in the form of written representation but also to know the content or the message that will be given to the reader.

However, what the curriculum demands is very far with the fact that the students of Nutrition Polytechnic Kemenkes Lubuk Pakam are very low in English. Referring the data provided from the academic department, it seems that the students' abilities and competences in writing have not reached the targeted competences. Most of them cannot even write any simple sentence in English. Only less than five percent of about 360 students of Nutrition Polytechnic Kemenkes Lubuk Pakam intake 2011 could write a good English sentence. Most of them don't even understand the very basic part of grammar, also the vocabulary achievement is very poor, most of them write the word with the wrong spelling.

In line with the phenomena above, it is clear that the process of teaching and learning English for Nutrition Purposes is not optimal and successful yet. This may happen due to lack of lecturers' competences, learning strategies, the students' prior knowledge of English and motivations, and learning materials as well Harmer (2007).

Based on writer's observation and experiences during her teaching, the low achievement of students in English for Nutrition purposes maybe dominately caused by the learning material given are too general and focused on the tenses, part of speech, vocabulary, and the four language skills without determining the specific needs of students. The lecturers would rarely conduct a need analysis to find out what was necessary to achieve it and also they are not able to design and select the ESP materials that are proper and suitable for the students. That's why the learning materials are something that must be developed and designed by using need analysis. Need analysis will empirically help the materials designer to

develop and design learning materials in such way so that they are really good, relevant and reliable for the students.

In line with the learning materials, to make the students more active and the teaching learning process will running more active, the researcher add the model of students-centered-learning-approach which takes into account the students' interests, desires, skills and teaching experiences and aims to make them active in this process.

On the other hand 'student-centered learning' takes into account the individual characteristics of students who have scientific thinking skills, learnt how to learn, can reach the information and use it, have the ability to communicate, accepted universal values, can use technology effectively, are productive and self-realized at every stage of learning. It is also a restructuring way of ensuring student participation fully. (Ministry of Education, 2003).

Relating the previous explanation, this study will be focused on the development of the writing materials based on students centered learning activities in order to meet the students' need when learning English for Nutrition Purposes

## **1.2 The problem of the study**

In relation to the background of the study, the problem of study is formulated as the following: How is the ESP writing materials developed for Nutrition Polytechnic students through students centered learning approach

## **1.3 The Objective of the Study:**

In line to the problem, the objective of the study is how to develop the ESP writing material for Nutrient students through students centered learning approach.

#### **1.4 The Scope of the Study**

The scope of the study focuses on the materials development of ESP based on the curriculum-based competence of Nutrition Polytechnic especially the writing materials at Nutrition Polytechnic Kemenkes Medan at Lubuk Pakam and the materials needed by the students at the academy. In addition, this study also focuses on procedures of materials development based on their needs and also discussed related grammatical patterns and vocabulary usages. Finally, it will developed through students – centered – learning (SCL)

#### **1.5 The Significances of the Study**

The findings of this research are expected to be useful as an input for English for specific purposes especially for English teachers of Nutrient Polytechnic Lubuk Pakam. It is expected to provide information about the material design for an ESP teaching writing material for Nutrient Polytechnic students. It is expected to provide a good reference in designing appropriate English writing materials for Nutrient Polytechnic.

The finding also to inspire the lecturers to realize and develop their teaching writing material in order to prepare students of Nutrient Polytechnic to be always tuned in with current developments. They are expected to know and understand the Nutrient terms, vocabularies, so they can communicate in written as well as spoken language.