

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

In this 21st Century and the era of globalization, English has become a language that should be well-mastered by many people in the context of job market. This is a fact that in the competition to get a good job as advertised in many job vacancies stated that English is required in terms of fluency in written as well as spoken form. So, the applicants should be able to perform their competence in English; General English (GE) as well as English for Specific Purpose (ESP).

General English usually offers a judicious blend of different language skills and the topics that are chosen from all range of sources, and based on the selection of content more on students' interest and engagement rather than an early identifiable students' needs. Students are taught to communicate on general social level and to cope with the normal 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 English for Specific Purposes (ESP) has closely identified goals for learning (Kariman & Nababan, 2006).

ESP is seen as an approach, not a product, which means that no special form of a language is taught, but it can be identified as typical of a

particular context of use. It is meant that the learners would likely meet the target situation (Hutchinson and Waters, 1989). ESP is not just a matter of science, work and grammar for scientists, 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 them. ESP is not different from any other language teaching; that is, based on the principle of effective and efficient learning. ESP courses are providing the learners with competence of us English for Specific Fields 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: type of authentic scientific writing, grammatical features, vocabulary building and principles in the teaching and learning of ESP.

ESP is generally based on needs of the students, which are aimed at specifying what exactly the students' needs in studying English. ESP practitioners are required to be sensible in detecting their learners needs in the present situation and in the target situation. The practitioners should develop their teaching materials based on the learners' preferences. Rustam (1999: 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.

Most of the Indonesian English teachers apply structural syllabus in their schools. In the syllabus, the teachers focus on linguistic forms, such as simple present, present perfect, present future, etc. instead of concentrating on forms large areas of language use cannot be taught. In particular, the formal syllabus may fail to provide the learners with an understanding of the communicative use of the Structure (Allen & Widdoson, 1974).

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 (2003) suggests that ESP materials for Information Technology should be developed based on the learners' needs and their future job. The students are exposed to linguistic forms, which they do not need and which are of little relevance to communicative purposes.

They learn English but their English is not aimed to accommodate their needs. That's why their English felt into fulfill subject matter only. Based on this there is an assumption that they do not have yet English for specific purpose.

In this study, the writer is concerned with the English for Information Technology students, especially with the syllabus and materials design. The design of ESP materials in this study is focused on speaking and reading. The reason is that Information Technology students generally need English for communication in order to get a better understanding in spoken English.

Thus, other skills of language are not neglected especially reading skills to support their needs of 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' needs. 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 Information and Technology students.

1.2 The Research Problem

In relation to the background that has been presented previously, the problem of the study is formulated as follows: how is the ESP course development for Information Technology students match with the job market?

1.3 The Objective of Study

The objective of the study is to answer the problem mentioned in the research problem. In relation to that, the objective of this study is how to match the ESP course development for Information Technology students with the job market.

1.4 The Scope of the Study

Developing teaching materials for students of Information Technology will be an important thing to start at the very beginning because

in this rapid advancement of science and technology, new or authentic materials are available in the society or market, and they should be introduced and implemented. The materials should be always adjusted to the present needs of the students and anticipating the future development of science and technology. The information gathering on the needs of information technology students is limited to the students majoring in multimedia. The study is focused on the developing of ESP materials for the students of vocational school particularly in the Department of multimedia.

1.5 The Significance 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 Vocational school Multimedia Department. It is expected to provide information about the course design, syllabus design, students' needs, and materials design for an ESP teaching material for Information Technology students.

The findings of this study are intended to widen the teachers' horizon in terms of their serious commitment in implementing what has been revealed so as 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.

Teachers should always develop and match their teaching materials in order to prepare students of the Information Technology to be always tuned in with current developments. They are expected to know and understand the technological terms, vocabularies, and read the reading text well, so that,

they can communicate in spoken as well as written English fluently. The information gathered on the needs of the Information Technology students is limited to the students majoring in Multimedia.

