

CHAPTER I

INTRODUCTION

1.1. The Background Of The Study

The present era is popularly known as the era of globalization with the rapid advance in economic. It can be seen that all aspects of our life influenced by the economic. Every time and everywhere the people use the economic. These things influence the daily activity to keep up with the development of economic, a good will to learn many things is deniable. It is caused by the rapid changing of everything so it must be important to get the new information. To face the information era and globalization era, people must prepare everything to survive.

The modern complex economic system can't function without bank. The bank system has facilitated the personal transactions such as deposit and remittance of money and lending and borrowing of money. It has made easier to develop agriculture, industry and trade. At the same time, it has helped to accelerated the pace of economic development. The bank helps in mobilization and allocation of scarce resources which are essential for economic development.

English has been one of the prestigious languages used all over the world. It has been accepted as the international language of economic. The British Council calculates that English is only third largest language in the world with about two billion speakers. English has emerged as the international language of business communication particularly in certain industries such as travels, hospitality, engineering and construction, healthcare and finance.

English has become a key language for investment, foreign exchange and banking. English became accepted as the standard language for communication, global trade and commerce many large corporation organize and pay for English classes for their staff to improve their English and their job prospect. Thus more people are motivated to learn English. Hence to make the best out of the availability opportunities to be highly fluent in English.

Sometimes English is learnt for different purpose which designed based on the field of someone's need. English is learnt to support their work in a certain field. In this case learners have got the target to learn English the result is the learner needs specific English.

In Indonesia English has become determinat factor in the students' gradation, improving or mastering English becomes a challeng for everyone especially for the students who want to have the best future career because many companies recruite the candidate of employees to mastering English. For example in interviewing time if they are incompetence in English, the applicants will lese the job. Unfortunately most of the students do no realize the importance of mastering English in their future live. Therefore, the English lectures and stakeholders have the responsibility to encourage the students the importance of English.

In the meantime, Indonesian students in universities are assumed as having some knowledge of English acquired in a school situation which may be in contrast to their former school learning experience. Thus, what they need to learn now is English courses that focus its emphasis on specific purposes, i.e., their

particular subject specializations or vocational/occupational role. Learners are seen to have different needs and interests, which will have an important influence on their motivation to learn and therefore on the effectiveness of their learning. In other words, the courses that they need now is ones which represent particular modes of language use emphasizing the central importance of the learners and their attitude to learning. This lends support to the development of courses in which 'relevance' to the learners' needs and interests has been paramount. The standard way of achieving this is to take texts from the learners' specialist area. The assumption underlying this approach is that the clear relevance of the English course to their needs will improve the learners' motivation and thereby make learning better and faster (Hutchinson and Waters, 1987: 8)

It is hard for Indonesian Economic studies to find English material that suit their academic need. The materials provided are difficult to understand, vocabularies are strange for lecturer and students, the students have limited English proficiency. There are many difficulties may be found the economic concept expressed. Students required to have additional knowledge out of their major to help them on certain text of economics. Therefore, in most academic studies, teachers and lecturers become more confident to teach only general English. As the result, students of Banking remain a part from the competence of the English on their field of the study.

The reading material or textbook and teachers' manual are of primarily teaching resources. Even in state school system where teachers with a better level of training are employed, reading material are often the major teaching resources

used. In the survey of ESL teachers, the teachers reported that their primary teaching resources are textbooks, supplementary materials, and audiotapes. The primary function of the textbook are to provide practice activities, a structured language program for teachers to follow language models, and information about the language. Most teachers reported that they do not rely on a single reading material, but many using separate reading material for listening, reading practice, and writing (Apple, 1991) further, Shannon (1987) reported that textbooks, because they package learning content effectively, are seen an efficient way of achieving learning. Bybee (1997) also said that textbook determine 75-90 percent of of the instructional content in school nationwide.

In addition, process of teaching and learning activities between teachers and students will not be separated from the book, although teachers can explain the material clearly and completely. The need for the textbook in teaching learning still becomes an important priority. Textbook on the market must be thoroughly tested quality as a source and learning media must be through assesment process as a national standard of textbook. But textbook on the market still has many fundamental mistake, the subject matter offered in the books form the aspect presentation, the condition and needs is no less concerned. The textbook are not arouse of students affective awareness. Although the textbook is for cognitive, but intelectually unable to move the critical power and curiosity of readers.

The problems of education is often stated in various meeting and mass media in Indonesia the tendency of the low quality of eduaction on several levels

units of education. Various efforts to increase the quality of education is done started from training to improve the quality of teachers, improving curriculum periodically, repair facilities and educational infrastructure and improve the quality of school management. Improving the quality of education should be done continuously, conventionally or through innovation. Improving the quality of education is done by setting goals and standard of educational competence in order to anticipate to future changes and demands that will face students in the real life, so they are able to think globally and act in accordance with local characteristic and potential.

One effort to improve the quality of education is by facilitating of qualified reading material. Textbook should be able to present the material in accordance with the curriculum, following the development of science and technology, and includes the competencies that have been established. (Jippes, et al, 2009). The world bank suggest that reforms be initiated in relation textbook in developing countries, textbook being a critical part of education as necessary as classroom itself, as dispensable as the classroom teachers (De guzman et al, 2000).

In this post modern world of technological advancement, rapidly changing market and increasing competition, teachers are faced with new academic and pedagogical challenges. In order to prepare students, teachers must teach more challenging and extensive subject areas develop different instructional strategies and reach wider range of students. Having high quality curriculum to guide instruction is an important part of meeting these challenges. Therefore, reforms

need to take place such a way that gaps between the curricular framework and the text book are bridged and the needs of learners from diverse backgrounds are reflected in curricula and textbooks. Curricula and textbooks should be more meaningful and relevant for the life experience of the students and should prepare them for real life.

Educational innovation is a plan or pattern that can be used to build the curriculum, designing instructional materials and as director of learning activities within or outside the classroom. Innovation in education is often associated with the renewal that comes from creative thinking, finding and modification that includes ideas and methods to solve a problem education (Riskin et al 2006). In order the innovation on teaching is succeed due to the purpose of learning so it is important to concern several things such as: theoretical rationale, the justification of learning, and the scope of the study. Innovative teaching can approved if it can be widely used in learning and proven effective in improving outcomes.

The main purpose of English banking lesson is acquaint students with banking activities and help them to understand the real work in banking and most curricula should aim at achieving this goal. The curriculum oriented to the achievement of competencies, which extend participation of teachers, school administrators, and students in the learning process based on basic competencies. Furthermore requires changes in the structure matters, and orientation of learning and assessment. Suitability of the content of books and curricula must be properly addressed appropriate with the demand of curriculum based on standards of competence and basic competences in force. But in reality many reading material

available gives the concept of a subject matter described differently. The largest proportion of does not appropriate with knowledge. Many reading material too many topics and poorly developed.

However, the researcher finds that lectures strictly teach English based on the grammatical rules a part from the actual needs of the economic students in learning English. Consequently, students loose the most important thing that can help them to be successful in the future time if they know the contextual uses of English in their field. Therefore, this research is intend to analyze the relevancy of the existing reading material to the students of banking, if the existing reading materials are not relevant to the students of banking needs, it requires to design reading material.

1.2 The Problem of The Study

In relation to the background of the study, there are main problem to be identified

1. Are the existing English materials relevant to the requirement banking department at Medan State of Polytechnic?
2. What English materials are needed to meet the banking students' needs at Medan State of Polytechnis ?
3. How English materials are designed for students of Banking in Medan State of Polytechnic?

1.3 The Objectives of The Study

The research intends to the accounting and banking students needs in English. Therefore the objective of the research are:

1. Evaluate the existing English materials for students of banking at Medan State of Polytechnic
2. Investigate the English material for the students' of banking at Medan State of Polytechnic
3. Design English materials appropriate for students' of banking needs

1.4 The Scope of The Study

The study focused on the developing materials for the students of banking to achieve their purpose of learning English. The information was obtained from the needs participants which was limited students, lectures and institution are expect to having ability in four language skills (listening, reading, speaking, writing)

1.5 The Significance of The Study

The findings sintended to help lecturers of English banking studies to realize that there are huge of materials can be used to direct students in accessing their knowledge of economic through English text. In addition, lecturers are required to improve their teaching materials accordingly to the learning situation in which they are involved. To be input for teachers and lecures and campus as

stake holders in order selective in using English banking material in school and make students and leactures easier to understand the content of reading material.

It is hoped that it will give some relevant contribution to the (1) educators who are willing to design materials for the students of accounting and banking, (2) students who are willing .to improve their ability in mastering English, (3)other writers or readers who are interested in ESP study, (4) researcher will be able developing herself in developing an arranging English banking material for students of banking.



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