CHAPTER I
INTRODUCTION

1.1   The Background of the Study

In the context of Teaching English as a Foreign Language (TEFL) in Indonesia, teachers' quality has been a central concern to be developed since it is believed that teachers' quality plays very important and crucial roles in the attainment of the targeted objectives both instructional and managerial. Having qualified teachers indicated by their sufficient knowledge on both descriptive and procedural knowledge as teachers, education outcomes such as students' achievement and motivation which at least be well guaranteed. Teachers should improve both their performance (related to the English skills) and competence (related to the linguistic knowledge) in order to be professional in the teaching profession and to be more contributive to the learning materials of the national aspiration in the field of education and be in line with their roles as teachers.

In Indonesia it is widely recognized that fluent English proficiency in spoken as well as written is very important in order to succeed in the workforce and the reason most frequently put forward for this is that it is a global or international language. The global status of English is partly due to the number of people who speak it. Crystal (2003a), and Crystal (2003b) estimated that in the year 2000 there were approximately 1.500 million speakers of English worldwide, consisting of around 329 million speakers as first language (FL) speakers (mostly in the inner circle countries), 430 million speakers as second language (SL) (in the

outer circle countries) and about 750 million speakers of English as a foreign language in the countries of the expanding circle. This means in effect that approximately one in four of the world's population are capable of communicating in a "useful level" of English. That is potentially a lot of people in Indonesia who understand English to communicate with others. The current status of English as an international or global language is underpinned by its wide use in a range of fields such as politics, diplomacy, international trade and industry, commerce, science and technology, information and communication, education, media, technology (Kariman, 2011), and popular culture (Crystal, 2003a, Huda, 2000: 68). Crystal (2003a and 2003b), for example, suggests that English is important in particular because of the extent of the role it plays in the areas of : (1) economics and business' (2) international relations, (3) media – the world of current information and popular culture, (4) education, (5) communication, and(6) international travel and safety.

Industrialization and modernization shows the relative achievement of the objectives of studying English which is tied to its position as the language of science and technology. Today English is the source of technological progress as it enables rapid exchange of information, communication and research of common global problems. The development of English skills aims to be an active expansion of students' proficiency in it. The global spread of English as a lingua franca is one of the most significant developments of this century and has marked the 21st century as much as conference interpreting did the 20th century. It was the century that saw the hayday of (simultaneous) conference interpreting (Pöchhacker, 2000/2007).

At this time English has become the most widely used language in conferences. The reasons for and far-reaching implications of the spread of the English language are the unprecedented "genuine global presence" (Graddol,1997).

In the future it can be expected that to a greater extent. In time with the universal use of a single language in international conferences will make resorting to interpreters less necessary. English is the vehicle for international communication and it forms the basis for constructing cultural identities, many local varieties can be developed. This trend may lead to the fragmentation of the language and threaten the role of English as a lingua franca. However, despite these, there have always been major differences between varieties of English.

The process of globalization has brought many challenges in the teaching and learning process (Kariman & Nasution, 2007). In relation to this, the global spread of English, i.e. the concept of 'world Englishes' has become increasingly popular, since linguistic diversity is inevitable and varied in the aspect of phonology and morphosyntax has already been seen within inner-circle Englishes and among outer-circle varieties. English has often been used in geographically and historically remote settings from the inner circle for purposes ranging from conducting professional discourse to carrying out everyday conversation, which require no participation by its native speakers. Seen from these perspectives, English, in its role as a global language, should be developed in various contexts across the world, regardless of the change and innovations that take place.

The teaching of English at almost all levels of formal education, especially at the university have been directed to design curricula that match with the needs and wants of the students studying the different fields. Designated as English for Specific Purposes (ESP), the curriculum design is based on a set of target competences. At present, ESP has been given more attention in the implementation of the instructional process and by the Indonesian lecturers to apply it as a real ESP course. In some institutions there are no clear cut between ESP and EGP (English for General Purposes which is usually taught in schools and courses). This can be viewed by the teaching of EGP but specifically ESP focuses on a more specific English. 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, the latter including those who would possibly employ the graduates of the university.

English classes at a higher level of schools always make use of the texts of specific professional areas (accounting, management, architecture, tourism, business, civil engineering, electronics, environment, management, etc.). Such texts should be focused on the communicative needs of the students of a certain higher school. In contrast with learning and teaching of EGP, the learning and Teaching of ESP (TESP) includes much more than the teaching of English through specific materials and contents. Teaching ESP combines the development of linguistic skills together with the acquisition of specific information.

TESP is determined by different professional, occupational, social, and other needs of the learner. ESP includes specialized programs which are

designed to develop the communicative use of English in a specialized fields of science, work or technology. To be able to speak on a professional subject, it is not enough to know only the general vocabulary. Therefore, GE teaching covers the teaching of the fundamentals of grammar, of expression as well as of phonetics and provides a basis for possible later English studies. In any case, the language teacher both at a secondary as well as tertiary levels is in charge of the correct use of the language by its students.

At present, the students have access to the internet and the knowledge of English opens the doors to getting global information and the exchange of the information on the items they are interested in (Kariman, 2012). Therefore, learning and teaching ESP is said to be specialty-oriented as it is submitted to specific (professional) needs of the students. Specific skills come from the selected texts which present special vocabulary and show the richness of the language in that field.

This research is concerned with the teaching of English at the Faculty of Economics, University of Al-Azhar Medan, specifically for the students of The Accounting Department. The current situation of English teaching and learning processes at the University of Al-Azhar Medan, especially at the Faculty level can be said as mismatch curricula design (see Appendix 1). Based on the preliminary research done by the researcher this faculty consists of two departments, i.e. Management and Accounting but their teaching materials are the same. 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. Accounting and Management are two different Economics fields, therefore their needs of English in these two departments are different. In this research, the researcher only focuses on the designing of English teaching materials for students of the The Accounting Department.

1.2 The Problems of the Study

In order to match the ESP teaching materials of the The Accounting Department, with the students' needs, the following research questions are raised:

1. How is the existing materials are required for students of Accounting at University of Al Azhar Medan?

2. What are the students' of Accounting of University of Al Azhar Medan needs?

3. How should the teaching materials be developed for students of the The Accounting Department of University of Al Azhar Medan?

1.3 The Objectives of the Study

Based on the formation of the problems of the research, the objectives of the study as the following.

1. to describe the conditions of the existing materials for the The Accounting Department students of University of Al Azhar Medan.

2. to analyze the students of Accounting Department of University of Al Azhar Medan needs.

3. to develop the ESP teaching materials for the students of the The Accounting Department of University of Al Azhar Medan.

1.4 The Scope of the Study

The thesis will be limited in the designing of the ESP teaching materials at the Accounting Department. The design covers the analysis of the specific needs of a particular learner group (in this case the students of the Accounting Department) serves as the prelude to an ESP teaching materials design, because it determines the 'what' and 'how' of an ESP teaching materials and also to reach the conclusion that ESP teaching materials designers should explore in the first place and identify the students' potential needs. The current concept of needs analysis in ESP, includes the consideration of the aspects of : (1) professional information about the students, the tasks and activities students are or will be using English for (target situation analysis and objective needs); (2) personal information about the students regarding the factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations, attitude to English (wants, means, subjective needs); (3) English language information about the students: what their current skills and language use are- present situation analysis- which allows the assessment ; and (4) the students' lacks.

1.5 The Significance of the Study

Needs analysis is a complex process which has to be taken into account, i.e. "target needs" (what students need to do in the Target Situation Analysis (TSA)– i.e. language use, and learning needs, what students need to do in order to learn – i.e. language learning). "Target needs" and "learning needs" – i.e. objective needs and students' subjective needs are the students' affective needs, such as their interests, wishes, expectations and preferences. Furthermore, needs analysis in designing ESP teaching materials should not only be considered as a pre-stage for the design of language courses; in fact, it is an "on-going process" and, as evaluation, it can be used to design, improve and implement language programs.

Practically, by having such design for teaching materials for students of the The Accounting Department, the lecturers can be easily follow the steps of teaching that are matched with the students' needs. They also have clear path in distinguishing the different needs of the students. For the students, they will have a clear destination of the learning materials effectively because all teaching materials will be matched with their needs in the market place. For other researchers, the results of the research will enrich the storage area for valuable objects in the field of TESP. Finally, the target learning achievement of English for tertiary level students can be gained successfully.