

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Vocational education is a higher education that is directed on a specific mastery of applied skills. It prepares the learners for having a career or job based on the specific applied skills. To achieve this purpose, a vocational education institution as polytechnic gives a learning experience and adequate exercise to build a professional capability in science and technology through specific study programs.

The study program in polytechnic like Business Administration study program concerns that English as one of the courses has an important role. As BSNP (*Badan Standar Nasional Pendidikan*) (2010: 10) states that English course aims to equip learners in improving their abilities to understand English text for academic purposes and specific skill.

Therefore, reading skill is needed to achieve the ability to understand English text. Anderson in Chen (2005: 1) emphasizes, the mastery of reading skill could help learners have success not only in English learning but also in other content class where reading in reading was required. Materials of reading become the substantial in learning English in the class including business administration class.

Due to the fact, students of business administration face some difficulties in mastering English especially reading ability. Even though the lecturer applies a good method, the facilities are well equipped, and the students are mostly active and follow the lesson, reading still becomes a difficult subject to be learned. The writer who observed these students found that existing materials do not properly address the students' needs in reading.

Based on the English Leveling Test which was conducted by the institution and all English lecturers in order to measure the students' ability in English language, the average score of the Business Administration students was 61. It means that the students' comprehension including reading was poorly low. The scores can be seen in table 1.1.

**Table 1.1 Students' Scores on English Leveling Test**

No.	Initial Name	Total Scores
1	AS	62.5
2	FT	58.5
3	GI	52.5
4	LF	59
5	NA	56.5
6	PH	67
7	RR	80
8	SD	53
9	SR	71.5
10	SWL	80.5
11	YS	62
12	FHH	66
13	MIS	61.5
14	NWS	56
15	ZS	53
16	SZ	50
17	ND	81.5
18	SW	81

19	DHP	76
20	AWA	75.5
21	ANF	66
22	IKS	65
23	DNS	63.5
24	APS	63.5
25	DG	63.5
26	M	60.5
27	NWS	53
28	MS	52
29	F	52
30	IS	51.5
31	NS	48.5
32	TRL	35.5
33	DM	31.5
<b>Average Score</b>		<b>61</b>

In addition, the existing syllabus and materials is not match. The materials in existing syllabus are totally different with the materials provided by the school. For instance, in the existing syllabus, it is written that the topic for 1<sup>st</sup> meeting is Money and Banking. In the other hand, it is written in the existing material that the 1<sup>st</sup> topic is Customers. So, it is needed to develop the existing materials because there is no balance between the materials and the students' needs and no match between syllabus and materials given. The comparison can be seen in Figure 1.1 and Figure 1.2.

Mata Kuliah Kode Mata Kuliah	<b>Business English ABKK0907</b>	Dosen Kode Dosen	
Jumlah SKS Perincian SKS	<b>2 SKS 2 SKS Teori</b>	Jurusan Program Studi Konsentrasi	<b>Administrasi Bisnis Administrasi Bisnis</b>
Semester	<b>4 (Empat)</b>		
Standar Kompetensi	: Setelah menyelesaikan matakuliah ini, mahasiswa mampu berkomunikasi bahasa Inggris sesuai dengan bidang Administrasi Bisnis		

Minggu	Kompetensi Dasar	Materi Kuliah	Kegiatan		Media dan Sumber Belajar
			Dosen	Mahasiswa	
1 1 - 3	Mahasiswa mengenal dan memahami percakapan yang digunakan untuk urusan bank	Money and Banking	- Menerangkan tata cara dan vocabulary yang diperlukan untuk transaksi di bank	- Menerangkan tata cara dan vocabulary yang diperlukan untuk transaksi di bank	- white board - tape recording - picture

Figure 1.1: The Existing Syllabus

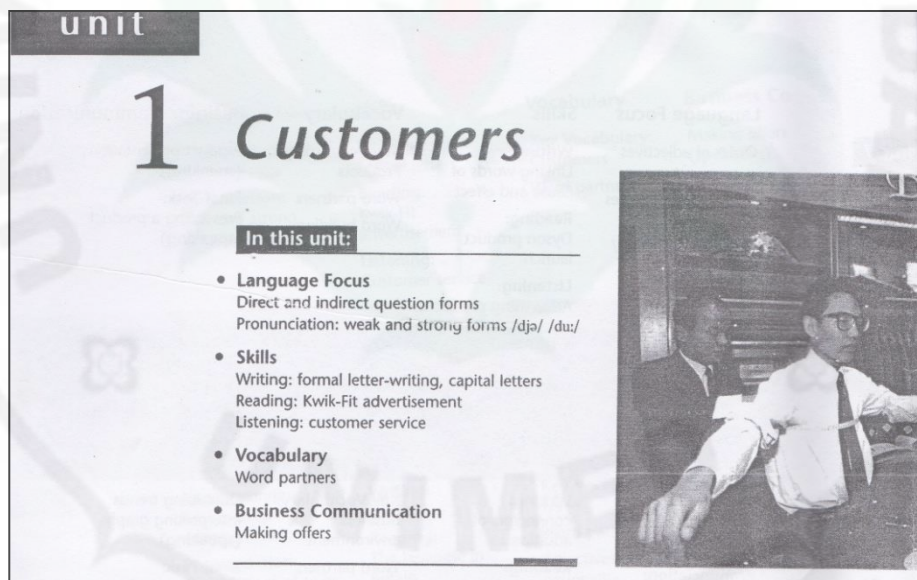


Figure 1.2: The Existing Material

Thus, teacher needs to find out the solution related to the teaching learning materials. As Hutchinson & Waters (1987: 7) state that English is used for a different purpose which is based on learners' own fields. So, the design of English learning also depends on the learners' needs. Different needs provoke different language use. The air traffic control has a specific vocabulary which has to be understood and followed if the system is to work; workers in the tourist industry

need to be confident about the specific vocabulary and the types of language interactions, such as dealing with dissatisfied customer that they may encounter. Teaching and learning of English by mastering content area in subjects such as mathematics, social studies, science, and business which are taught in the target language (English) can help the students to deal successfully with their academic demands and to perform successfully in their disciplines and professional contexts. The result is that the learners need specific English based on their needs. For this reason, the learners who learn specific purpose should be given a special English lesson rather than English in general.

English for Specific Purposes (ESP) arose as a term in 1960's as it became increasingly aware that general English courses frequently did not meet learner or employers want. ESP is seen as an approach, not a product, which means that it is not teaching special form of a language but it can be identified as typical of a particular context of use. Dudley-Evans and St.John (1998: 1) mention that the main concerns of ESP have always been with needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study or work situation. The key of ESP is to meet the students' needs. Unlike General English which study English in general, ESP is applied by analyzing the students' needs first then designing the material. It is hoped that by doing the analysis, the students are able to communicate English based on their own field.

An enormous growth area in English language teaching has been in the area of ESP because many students perceive a need for the kind of language

which will allow them to operate in the world of English-medium commerce. There is a specific vocabulary and language events (presenting the colleagues, the language of contrasts, etc.) which are unlikely to appear in a general English course but which are vitally important for business students. And so teachers find themselves training classes in such procedures as the art of negotiating, the correct use of phones and e-mail, or the reading of business reports.

Indonesia is not an exception – Teaching English for Specific Purposes (TESP) began to draw more attention due to Indonesia's fast economic development in recent years. After Indonesia's entering the World Trade Organization (WTO) since 1995, ESP seems to take lead in facing the demand. Schools, colleges, and universities which produce the future businessperson or else who will deal with business field apply ESP as one of their subjects in facing the international trade. It is hoped that the students will be able to face the world trade by using their mastery in ESP to communicate and compete with other countries.

In accordance with Hutchinson & Waters (1987: 8) that to improve the learners' motivation and make learning better and faster, the lecturers should prepare materials which are relevant to the students' needs and interests. For example, the text about Medicine is for Medicine students and of course, the text about international trade can be for students of business. Hence, teaching English should be in a specific way, based on their needs and purposes in business field. The materials should be viewed as the development, attention and extension of the

prior teaching practice. It should be up-to date to capture the students' thought, willingness, and needs. Therefore, the learning materials should facilitate students to recognize their specific subject area, and vocabulary enrichment should be encouraged to achieve what they need.

In achieving the goal in the class, the materials should be developed based on a specific learning approach in order to have a clear foundation and direction (Sumardi; 2000). TBLI (Task-Based Language Instruction) is an approach which concentrates more on the particular students who have needs of their own. Branden in Priyana (2002) states that the goal of TBLI is mainly focusing primarily on meaning exchange and using language for real-world, non-linguistic purposes. The business administration students also have their own particular needs; the needs that may not be fulfilled by the recent learning materials. Subsequently, the goal of TBLI for this study can be drawn in the syllabus which is also task-based, in which the tasks developed are adapted to create the situation of the real life.

## **1.2 Research Problems of the Study**

The problems of the study are formulated as the following:

- (1) How are English reading materials for students of Business Administration Study Program at Polytechnic of LP3I Sisingamangaraja Medan?
- (2) What English reading materials should be developed through task-based language instruction approach to meet the needs of Business

Administration Study Program students at Polytechnic of LP3I Sisingamangaraja Medan?

- (3) How the reading materials should be validated by the experts' viewpoints?

### **1.3 The Objectives of the Study**

Based on the problem stated above, the objectives of the study are:

- (1) to evaluate the existing English reading materials for students of Business Administration Study Program at Polytechnic of LP3I Sisingamangaraja Medan,
- (2) to develop English reading materials through task-based language instruction approach which meet to the needs of Business Administration Study Program students at Polytechnic of LP3I Sisingamangaraja Medan, and
- (3) to validate the reading materials by experts' viewpoints.

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

This study will focus on English for Specific Purpose materials especially Reading materials that will meet the students' needs at Polytechnic of LP3I Sisingamangaraja Medan. It will be limited for the students of Business Administration study program at Polytechnic of LP3I Sisingamangaraja Medan.



## 1.5 The Significance of the Study

Findings of the study are expected to be significant and relevant theoretically and practically.

### (1) Theoretically

This study is expected to provide relevant English reading materials especially for Business Administration Study Program students in Polytechnic of LP3I Sisingamangaraja Medan.

### (2) Practically

The findings are contributed to:

- a) the students who learn English at Business College and who want to master English that they need,
- b) the teacher/lecturer who wants to provide relevant English writing materials especially for Business College students,
- c) he/she who wants to go on to higher education and of course for his/her professionalism, and
- d) the writer as her motivation to writer to improve her skill and knowledge in teaching English for Business College students.