

# **Chapter 1**

## **Introduction**

### **Background of the Study**

English for Specific Purposes has been developing in the recent years, especially in the field of English as Occupational Purposes as the manifestation of business demand. As Dudley-Evans & St John (2008) mentions, two branches distinguishing ESP are English for Academic Purposes (EAP) and EOP (English for Occupational Purposes). The visible difference occurs in the purposes of the study itself. While EAP focuses in preparing learners in facing their future working environment, EOP prepares its learners to use English in their job. This study falls into focus on the second category, which enables the learners to use English in supporting and carrying out their job.

Port Business is one industry among others which need to use English in their daily operation, as supply and logistics chain are mostly done in this location, especially in Indonesia as one of the hubs in the strategic international route connecting three different continents: Asia, Australia, and America. A good command of English is a key factor in promoting smooth

operation with the multinational seafarers, and reduces the risk of accident through human factor. One of the human factors involved is the international language mastery. Being a gate in international trading and commercials, this business involves high profile investment, ranging from the port facility, heavy lifting equipment, cargo itself, and the focal elements: human as in ship crew, port officers, and passengers.

The corporates in charge in this process, called terminal operators, are aware of this issue and commits to improving their employees' competency in using the target language in a working environment. English written test is conducted as part of the recruitment process, thus, selected employees are supposedly to have minimum competency required by the company. Although the recruitment process requires a high level of English ability measured by a certain proficiency test, the employees were in fact not confident in using the target language in the daily practices. As a result, it hinders their day-to-day operation in serving the international ship crew, agent, and passengers. Language training and courses had been conducted so far; however, they did not seem to successfully develop these employees due to their limited study time and their working load.

The limited time and energy availability leads to the need of the simplified; work-focus oriented and practical English

training in EOP domain. The materials should cater their need in supporting their role in certain job description. For example, one learner may need the vocabulary enhancement in the operational field, and others may want to practice on using polite expression in dealing with customers. On the other hand, it should be delivered in the most effective and interesting method to keep their mind alert and enthusiasm high. Dulay, Burt, and Krashen (1982) suggest that the learners who are confident are able to acquire the knowledge more efficiently in a relax situation.

However, the general English competency alone is not sufficient in communicating with the seafarers they serve on a daily basis. The specific technical language of seafarers differs in the terminology and the use. International Maritime Organization (2002), an agency under the United Nation, suggests specific use of Maritime English in *Standard Marine Communication Phrases* (SMCP) which is defined as "a comprehensive set of phrases developed to cover the most important safety-related fields of verbal shore-to-ship, ship-to-shore, ship-to-ship and on-board communications" (International Maritime Organization 2002). Ship-to-shore activity interprets the port business domain as partly mentioned in that standard.

Research on the existence of EOP - English for Port was limited as this is a relatively new field. Studies in a similar field,

Maritime English, are available, although there were not many. Bocanegra-Valle (2002) focused on the benefit of English maritime learners not only in the opportunity for a promotion but also greater influence in safety and trading success. Gabrielli (2015) in her study attempting to standardize maritime English Training in Maritime Engineering Program in Sweden found out that the collaboration between the English teacher and content teacher played an important role in ensuring the syllabus and materials design, including the assessment. However, it focuses mostly on sea-side perspective and onboard activities, while port operation requires partly different practices of these phrases.

Developing specific syllabus and materials for ESP is a challenging process and requires a great deal of resources from the scarcity of the input to the relevance. Harsono (2007) mentioned that the scarce availability of the materials in open access might be the challenge in ESP materials design. Various principles in materials development exist as choices for the teachers to develop their materials. Besides, Edwards (2000) found out in his case study of three senior officials of German Banks that the authentic materials were commonly difficult to obtain due to the confidentiality of the documents. Therefore, adjusted materials are needed.

Due to the increasing demand of international ships services in most of its ports, PT. Pelabuhan Indonesia III critically needs

to equip their employees in communicative English in supporting their job in operation field as called English for Port. The English courses conducted so far use general English materials and they are not sufficient to answer the needs mentioned above. Therefore, this study attempts to design the syllabus and materials to cater to the needs of the corporate, as there is no specific material about English for Port Business, especially for the communicative approach in speaking and listening skills. These syllabus and materials are expected to be used for the learners with the specific English competency, obtained through a placement test. The existing English development program levels available in their training department list are as follows:

Table 1. 1

## English Program Plan by Training Department

No	Level of Participant	Placement Test Score	Program
1.	Basic	$\leq 59$	Business English 1
2.	Pre intermediate	60 - 69	Business English 2
3.	Intermediate and above	$\geq 70$	English for Port

## **Statement of the Problem**

To respond to those needs, this study aims to answer the following questions:

- a) What content should be included in the English materials for Port Business based on the results of the needs analysis?
- b) How should the materials developed?
- c) How are the learners' responses toward the materials development of ESP for Port Business?

## **The Objective**

The purposes of the study are stated as follows :

1. to design the syllabus suited with the practitioners' need
2. to develop the materials based on the proposed syllabus
3. to find out the responses of the learners toward the materials development of ESP for Port Business

## **Significance of the Study**

This study is expected to be useful :

1. to provide an insight for the policy makers of employee training in Indonesian Ports for English Development Programs.
2. to provide an insight for the teacher/teacher in teaching English for Port and Maritime-related activities.
3. to provide information for the learners to comprehend and prepare the practical use of English in their workplace.
4. to provide a model for developing materials on ESP, particularly for Port and Maritime industry.

## **Scope and Limitation of the Study**

The scope of this study is English for Specific Purpose in Port Business. The researcher asks the program users, in this case the Head of the Training Department as the representative of the management, the Head of related operation departments as users of the program as well as the content contributor, and the learners to gain some insights of their expectations from the program.

The researcher is aware that interviewing the international ship agents or crew, as the customer of the corporate who will directly see the progress of the employees communicating better, will give great insights of English used by employees of PT. Pelindo III (Persero). However, due to the contact information confidentiality, this step will not be possible and thus becomes the limitation of the study.

### **Definition of Key Terms**

In order to prevent the misunderstanding and misinterpretation of the terminology used in this study, these following definitions of key terms are provided :

- a) **Adult learners** are learners with the age of above 17 years old. After the placement test, those in intermediate level are eligible in the English for Port Business Program. Those in lower level, however, will not be suggested to take this program and will be directed to take preparation program to increase their English competency.
- b) **English for Port Business** is a teaching and learning activity in English with specific content in port business process.

- c) **English for Specific Purpose (ESP)** is a teaching and learning English with the specific use of certain field of work.
- d) **Materials** refers to teaching materials defined by Tomlinson (2011), which is defined as anything used to help to teach language learners and can be in the form of a textbook or course book, workbook, audio, video, photocopied handout, podcast, newspaper, food packages, photograph, live talks by invited native speakers, instruction given by teacher, tasks given on cards or discussion between learners or anything which presents or informs about the language being learned. By the existence of internet, the materials now are more varied in forms, such as emails, online presentation, Youtube, and many more.
- e) **Need analysis** is an analysis done before the program is designed, by going through interviews with stakeholders of the program including the experts in the field, aligned with the learning goals, users of program alumni, and the learners themselves. It is usually complimented with a site visit to give a clear idea of the business process.
- f) **Placement Test** is the test administered before the class starts, in order to measure the learners' ability. In order to obtain the course goals and objectives, it covers mostly

speaking and partially listening, reading and writing. The placement test results are categorized into 4 levels: Advanced, Intermediate, Pre-Intermediate and Basic.

- g) **Port Business** is the business of port ranging from the service of ship, cargo and passenger handling. It is divided into marine and land services.
- h) **Syllabus** is a specification of what to be taught in a certain period of time.
- i) **TEFL is** Teaching English as a foreign language, whereby the exposure of the learners outside class is limited.