

CHAPTER I

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1.1 Background of the Study

According to Hutchinson and Waters (1987: 6), one of the reasons of the emergence of ESP is:

The Second World War in 1945 heralded an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. This expansion created a world unified and dominated by two forces — technology and commerce — which in their relentless progress soon generated a demand for an international language. For various reasons, most notably the economic power of the United States in the post-war world.

Due to the fact that the importance of English as an international language keeps on increasing from time to time, especially in this era of globalization, a whole mass of people want to learn English. They want to learn English not for the pleasure or prestige of knowing the language, but because English is the key to international currency of technology and commerce.

English is the key to international commerce. In this globalization era, English is needed as a means to communicate with other people from the other countries in order to do some business with them.

English is the key to international currency of technology. Since many books about advanced science and technology are written in English, people who want to get advanced science and technology are required to learn English in order to get what they need.

It also happens to the students of non-English departments of Widya Mandala University. As their native language is not English, they need to learn English in order to be able to read English textbooks. To solve this problem, the university helps the students by including English as one of the subjects. The general institutional objective of teaching English at Widya Mandala University is that the students are able to read English texts that are related to their majors, so that the students can improve their studies (Buku pedoman, 1982/1983: 66-68). Moreover, it is hoped that the students will get added value as they graduate from Widya Mandala University, since they might take part in the world of trading in their future.

However, according to Tukan (1984: 4) most of the students in the non-English departments have failed to achieve the objectives that have been determined by each faculty. Moreover, he also suggests that one of the reasons why the students failed is due to the fact

that there are not any special lecturers for teaching English for specific purposes. As a result, the lecturers of the English Department are asked to teach in the non-English departments. Although they master English, they are not qualified to teach English for specific purposes, as they only master general English and the English that is related to education, but they lack the knowledge of the subject matter itself.

As those lecturers also have other duties, they do not have much time to improve their English for a specific purpose. As a result, they take the easiest way that is by giving the students one passage and questions to be answered without guiding them to understand the meaning.

Another question of paramount importance is: "Have the materials used met the students' needs?" Hutchinson and Waters (1984:21) define ESP as an approach to language teaching which aims to meet the needs of particular learners. To know the needs of the learners, therefore need analysis is needed.

Brown (cited in Robinson, 1991: 66) notes that "it is worth considering the possibility that the difference between needs analysis and program evaluation may be more one of focus than of the actual

activities involved". Moreover, Robinson (1991: 66) says that information on needs is certainly needed for the evaluation.

Hutchinson and Waters divide the need analysis into two kinds of terms: target needs and learning needs. The target needs is divided into three kinds. Lack is the first kind of the target needs, which refers to the gap between what the learners' proficiency and the target proficiency. Second, necessity, which refers to what the learner has to know in order to function effectively in the target situation. Third, want that is defined as the learners' interest. Learning needs are the description of the condition of the learning situation: the learners' knowledge, skills, and motivation for studying.

Analysis of the target situation can tell us what people do with the language, while learning needs can tell us how people learn to do what they do with the language.

Due to the fact that there is no one who has done a study on evaluating English teaching materials for the students of the Economics Faculty of Widya Mandala Catholic University, the writer is interested in carrying out this study.

To know whether the materials given to the students of the Economics Faculty meet their needs or not, it is necessary to conduct a study on the evaluation of the teaching materials.

1.2 Statement of the Problem

Based on the background of the study, the writer can state two problems. They are:

1. What are the needs of the students taking English course in the Economics Faculty?
2. Is there a match between the learning aspects that are offered by the material and the students' learning needs?

1.3 Objective of the Study

Related to the problems stated, this study is intended:

1. To find the needs of the first semester students joining the English course in the Economics Faculty.
2. To evaluate the existing materials on the basis of their compatibility with the learners' needs.

1.4 Significance of the Study

The writer hopes that the result of the study will give input generally to Widya Mandala University and especially to the Economics Faculty.

According to Robinson (1991:67) evaluation is used as:

. . . a part of quality control. Any aspects of a program may be changed, hopefully for the better, as a result of information obtained from the evaluation. In other cases an evaluation may function as a source of information and experience, but not necessarily lead to change.

Thus, the writer hopes that the results of this study will provide the ESP teachers who teach in Economics Faculty with some additional information about the learners' needs so that they can use the materials that are in line with the needs of the students of Economics Faculty.

1.5 Scope and Limitation of the Study

Because of the time limitation the writer has, she feels necessary to limit the scope of this study as follows:

- a) The Students being investigated are those taking English course at the Economics Faculty of the academic year 1998/1999 of the Economics Faculty.
- b) The study is focused on evaluating the existing English materials used for teaching the students of the Economics Faculty.
- c) The existing English materials being investigated are new teaching materials compiled by Setio (1998) that are used only in eight classes from twenty English classes.

1.6 Theoretical Framework

There are three major theories underlying this study. All of them are related to ESP theories, which are developed by Hutchinson and Waters (1987). The first is the nature of ESP. It explains that ESP is an approach to language learning, which is based on the learner need. The foundation of all ESP is the simple question: Why does this learner need to learn a foreign language? From this question will flow a whole host of further questions, some of which will relate to the learners themselves, some to the nature of the language the learners will need to operate, some to the given learning context. But this whole analysis derives from

an initial identified need on the part of the learner to learn a language. ESP, then, is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.

The second is need analysis. It is concerned with the students' needs. Hutchinson and Waters (1987:54) divide need analysis into two kinds of terms: target situation needs and learning needs. The target situation needs are divided into three kinds; they are lacks, necessities, and wants. The target situation needs describe what the learners do with the language, while the learning needs indicate how people learn to do what they do with the language.

As the focus of this study is to evaluate the existing English materials for Economics students, therefore, a theory about material evaluation is also needed. According to Hutchinson and Waters (1987:96) evaluation is "a matter of judging the fitness of something for a particular purpose." In connection with material evaluation, Hutchinson and Waters (1987:97) state that there are four steps in evaluating materials: defining criteria, subjective analysis, objective analysis, and matching. Defining criteria is

the criteria based on which the materials will be evaluated. Subjective analysis refers to the criteria of the English teaching materials expected by the class. Objective analysis refers to the evaluation of the material. Matching is the process of matching the subjective and the objective analyses in order to find out how far the materials match the students' needs.

1.7 Definition of Key Terms

There are some terms that need further explanation in order to enable the readers to understand them when they read this study. The terms to be defined are ESP, materials, evaluation, defining criteria, subjective analysis, objective analysis, and matching.

ESP (English for Specific Purposes)

According to Hutchinson and Waters (1987: 18), **ESP is not:**

- a. A matter of teaching 'specialized varieties' of English
- b. Just a matter of Science words and grammar for Scientists
- c. Different in kind from any other form of language teaching

Thus, it can be concluded that **ESP** is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.

Materials

From the principles of writing ESP material given by Hutchinson and Waters (1987:107-108), it can be derived that **material** is a tool that provides a stimulus to learning.

Evaluation

Alderson and Murphy (cited in Robinson 1991: 65) state that **evaluation** is concerned with describing what is there, and placing some value judgement on what is found. This definition is related to definition given by Hutchinson and Waters (1987: 96), which state that **evaluation** is " a matter of judging the fitness of something for a particular purpose." Furthermore, they also mention that evaluation is concerned with relative merit, so there is no absolute good or bad, but only degrees of fitness for the required purpose.

Defining Criteria

According to Hutchinson and Waters (1987:97) **defining criteria** means the basis or criteria on which the materials will be judged.

Subjective Analysis

According to Hutchinson and Waters (1987:97) **subjective analysis** is the criteria expected by the students to be realized in the materials.

Objective Analysis

According to Hutchinson and Waters (1987:97) **objective analysis** is the evaluation of the material on the basis of a guideline or scheme.

Matching

According to Hutchinson and Waters (1987:97) **matching** is the process of matching the subjective analysis and the objective analysis in order to find out how far the materials match the students' needs.

1.8 Assumptions

In line with the central problem of this study, and due to the weakness that the writer has, it is necessary to make some assumptions:

1. The writer assumes that the respondents have answered the questionnaires seriously.
2. The writer assumes that the teaching learning process in the Faculty of Economics have been conducted according to the institutional objective: the students are able to read English texts that are

related to their majors, so that the students can improve their studies.

3. The writer assumes that the teaching learning process in the Faculty of Economics has used the materials.

1.9 Organization of the Thesis

This thesis consists of five chapters. The first chapter is introduction. It is divided into nine sub titles, they are: background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation of the study, theoretical framework, definition of key terms, assumptions and organization of the thesis. Chapter two entitled review of related literature consists of two major sub titles: review of relevant theories and review of previous studies. Review of relevant theories includes the nature of ESP, types of ESP, the role of motivational variables in ESP settings, the basic principles of language learning, need analysis, and material evaluation. Chapter three entitled research methodology includes research design, subjects and data source, instruments, the procedure of collecting the data and the procedure of analyzing the data. Chapter

four, findings and interpretation of the findings consists of two major sub titles: findings and interpretation of the findings. The findings includes the result of the subjective analysis, the result of the objective analysis, and the result of matching. The last chapter entitled conclusion and suggestions consists of conclusion and suggestions.