



CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

This chapter is intended to discuss the background of the study, statement of the problem, objective of the study, significance of the study, scope of the study, theoretical framework, definition of key terms, and organization of the thesis.

1.1 Background of the Study

The importance of English as an international language keeps on increasing from day to day. A whole mass of people want to communicate in English. As a language, English has four skills: reading, listening, speaking, and writing. However, the speaking skill is considered the most important. Dawson and his friends (1963:25) state that oral communication is the more frequent and generally more valuable for social needs than written communication. In this case, Richard and Rogers (1986:7) claim that speech, rather than the written work, was the main concern of language. They also state that the need for speaking proficiency is the goal for the foreign language programs.

In line with the importance of speaking skill in foreign language programs, speaking is also the goal to be reached by the students of Adi Husada Nursing Academy. To be more specific, the goal of teaching Speaking III in Adi Husada Nursing Academy is that students are able to perform communicative activities concerning nursing tasks in English. (The English curriculum for the third level students of Adi Husada Nursing Academy). It means that the English given in Adi Husada Nursing Academy functions as a means of communication for specific

purpose. Mountford in Yulinawati (1999:10) states that English given in the purpose of achieving occupational and academic aims is called English for Specific Purpose (ESP).

Since each ESP has its own target to be reached, the speaking materials for the third semester students of Adi Husada Nursing Academy are, of course, not the same as the speaking material for other fields of ESP. Richard (2001:251) states that teaching materials are the key component in most language programs. Producing English-speaking III materials for the students of Adi Husada Nursing Academy should concern with its own goal and its students' needs. Supporting his idea, Hutchinson and Waters (1987:7) state that the various students' needs are the most important point that has to be taken into account in preparing the material. It would have an influence on their motivation to learn and on the effectiveness of their learning. Moreover, Richard (2001:32) claims that different types of students have different language needs so the materials that are taught should be restricted to what they need.

In addition, Hutchinson and Waters (1987:57) claim that preparing the materials is one of the ESP teachers' jobs. It means that the teachers play an important role in the ESP class. The teachers have to prepare the speaking material very carefully so that the teaching-learning process runs effectively and the target can be reached optimally. In contrast, Tukan (1986:6) claims that there are not any special lecturers for teaching ESP. This condition also happens in Adi Husada Nursing Academy. The lecturers of the English Department are asked to teach in this nursing academy. Although they are masters in English, they might

not be qualified enough to teach in English for Specific Purpose. Moreover, those lecturers have other duties so that they do not have enough time to develop materials for teaching and learning. Finally, the students might also not completely get the materials that meet their needs since the lecturers use the available or commercial material.

Allen and Widdowson (1974) in Hutchinson and Waters (1987:10-11) state:

“ We take the view that the difficulties which the students encounter arise not so much from a defective knowledge of the system of English, but from an unfamiliarity with English use, and that consequently their needs cannot be met by a course which simply provides further practice in the composition of sentences, but only by one which develops a knowledge of how sentences are used in their performance of different communicative acts.”

In other words, speaking materials for the third semester students of Adi Husada Nursing Academy should be related to its communicative target and learners' needs. It means that speaking III materials for the students of Adi Husada Nursing Academy have something to do with ESP approach.

Realizing the importance of ESP materials that meet the students' needs and the goal of teaching, Yulinawati (1999) has done a study on Evaluating English Teaching Material for the Students of Economic Department in Widya Mandala Catholic University. Finally, she finds that the materials used by the students have not met the students' needs and the goal of teaching.

Being aware of the importance of the materials which meet the students' needs and the goal of teaching in an ESP course, the writer would like to analyze and develop the ESP course materials based on the ESP approach. Since no one has analyzed the existing Speaking III materials in Adi Husada Nursing Academy,

the writer would like to evaluate and develop the existing Speaking III materials in Adi Husada Nursing Academy.

1.2 Statement of the Problem

Based on the reasons explained in the background, the problems posed in this thesis are:

1. What are the needs of the students joining Speaking III in Adi Husada Nursing Academy in the year of 2003?
2. Do the existing speaking materials meet the needs of the students joining Speaking III class?
3. What Speaking materials meet the needs of the Speaking III students of Adi Husada Nursing Academy and the objective of teaching Speaking III at Adi Husada Nursing Academy?

1.3 Objective of the Study

Based on the problems stated, this study is intended to identify the needs of the students joining speaking III class in Adi Husada Nursing Academy in the year of 2003, evaluate the existing materials and find out what speaking materials meet the needs of the Speaking III students of Adi Husada Nursing Academy and the objective of teaching Speaking III at Adi Husada Nursing Academy in order to suggest a sample unit of speaking III material that meets the needs of the Speaking III students of Adi Husada Nursing Academy and the objective of teaching Speaking III at Adi Husada Nursing Academy.

1.4 Significance of the Study

The writer hopes that the result of this study will give a meaningful contribution in designing a sample unit of speaking III material based on students' need and the goal of teaching Speaking III in Adi Husada Nursing Academy. In addition, the writer also hopes that this study can improve the professionalism of a teacher in developing teaching learning material.

1.5 Scope of the Study

Due to the limited time, the writer considers it necessary to set limitation upon the scope of this study as follows:

1. The language skill studied here is speaking skill, especially speaking skill of level III. The writer chooses Speaking III since it is the first level of English subject concerning nursing tasks. The other Speaking classes are Speaking I, II, IV, V. Speaking I and II concern with structure while Speaking III, IV, V concern with nursing tasks.
2. The students' needs being investigated are the ones that are related to the Speaking III.
3. The subjects of this study are the students joining Speaking III in Adi Husada Nursing Academy in the year of 2003.
4. The study is focused on evaluating and suggesting speaking material by considering students' needs and the goal of teaching Speaking III in Adi Husada Nursing Academy.

5. The suggested speaking material here will merely cover one topic, which is Eating and Drinking. The topic is chosen randomly from all of the topics in speaking III.

1.6 Theoretical Framework

There are three theories underlying this study. The first is theory of speaking dealing with the importance of speaking both in daily life and in the teaching of English. The second is English for Specific Purpose (ESP), which concerns with needs analysis. From this approach, the writer tries to find out what the needs of the speaking III students are, so that she can answer the problem statement of this study. Third is theory of communicative approach. Communicative approach is used in this study because the language skill being studied here is speaking while the approach focuses on the language used for communication. That's why the communicative approach is also presented to back up this study.

1.7 Definition of Key Terms

To avoid misinterpretation of some terms, it is necessary to define the following terms:

1. Speaking

According to Yulinawati (1999:5) speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.

2. Needs

According to Hutchinson and Waters (1987:54), needs is the ability to comprehend and/or produce the linguistic features of the target situation.

3. Material

It is a substance or thing from which something else is or can be made. In this study, the materials are lesson used for teaching speaking.

4. ESP approach

According to Hutchinson and Waters (1987:2), ESP is an approach to language teaching, which aims to meet the needs of particular learners.

1.8 Organization of the Thesis

This thesis is organized into five chapters. Chapter one deals with background of the study, statement of the problem, objective of the study, significance of the study, scope, theoretical framework, definition of key terms, research method and organization of the thesis. Chapter two concerns with some related literatures that support the writer study. Chapter three is about the methodology of the study while chapter four presents the data analysis and interpretation of findings. Chapter five deals with conclusion and suggestion.