

# **CHAPTER I**

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#### 1.1 Background of the Study

Human beings communicate with each other every day. In order to fulfill their needs, they use language as a means of communication. The language which is used in almost all over the world is English. Like any other language, English has four basic skills: writing, reading, listening and speaking. However, the English language needed in today's world is mostly in the oral area. It can be proved by reading newspaper in the vacancy column of any newspapers where many companies are looking for persons who are able to speak perfectly and fluently in English. In line with the idea above, Dawson and his friends (1963:25) state that oral communication is more frequent and generally more valuable for social needs than written communication. It is because we live in globalization area in which we get in touch with each other continuously. In other words, oral communication is really important because it is used for every day's activities such as public affairs, business activities, etc.

One of the jobs or professions which claims that

a person has to be able to speak English well is the secretarial profession. It seems that the old myth which said that a secretary had to be a beautiful and an attractive woman has failed. The demands for capable secretaries have grown. As a consequence, the secretaries need to be proficient at communicating orally. Lee and Garner (1988 : 9) point out that a secretary must speak like professional, meaning that she has to organize her ideas and thought well so that they are easily understood by other people. Besides, in talking about, specific topic related to her proffesion travel arrangement, for instance, she will use specific register such as booking, packing out, availability, and the like. Ray (1989:6) calls that communication as such proffesional communication.

Deriving from Ray's point of view, the writer concludes that the secretarial world uses a specific register. In other words, the English used in it is for specific purpose. Then what is actually the goal of the English teaching in the Secretarial Department of Widya Mandala Catholic University ? The "Buku Pedoman of the Secretarial Department" (1993/1994 : 10) presents the objective of Speaking IV as follows:

"murid-murid dapat berkomunikasi dalam bahasa Inggris dalam situasi kantor dan bisnis serta dapat berdiskusi tentang masalah umum".

Thus, it is needless to say that the students of this department use English only as a means of communication for specific purpose. In fact, they are also expected to be able to talk about general things not only about their job. This fact has led Speaking course lecturers of the Secretarial Department to provide the students with materials related to the subject. By doing this, the students are expected to be able to use the language to get and to convey information associated with their secretarial duty.

The idea above proves that teaching materials play an important role in the teaching-learning process. In this teaching-learning process, the teachers take an important role as well. They have to plan the speaking materials very carefully so that the teaching-learning process runs effectively and achieves the target optimally. The teaching materials for the Secretarial Department are not the same as those for the Economic Department, since the students of the Secretarial Department use the materials which enable them to communicate both in office and in business situation. In this case, the course designers should produce the specific materials to meet the student's needs.

Producing the specific materials for the

Secretarial Department has something to do with English for Specific Purposes (ESP). The ESP approach provides materials which are related to specialist study and focuses on the learners' needs. Hutchinson and Waters (1987 : 7) state that when the learners which have different needs and interest are taken into account, it would have an influence on their motivation to learn and therefore on the effectiveness of their learning. That is why speaking materials for the sixth semester students joining Speaking IV class have to meet the students' needs as well.

In writing this study, the writer has some considerations on choosing Speaking IV class students of the Secretarial Department as her subjects. First, she chooses the Speaking IV as it is the highest level in it. The other speaking levels are Speaking I, II, and III . To the Speaking IV class she can apply ESP Approach at that level since the students are no longer beginners in studying English. Secondly, the fourth level has more specific materials which means that the learners use English for specific purpose. Thirdly, as explained before that the approach focuses on the particular group of learners' needs, then the writer wants to know what actually the Speaking IV class students' needs are. For this purpose, she evaluated

the existing materials and gave suggestion what to do with those materials based on the ESP Approach.

## **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 sixth semester students joining Speaking IV in the Secretarial Department of Widya Mandala Catholic University ?
2. Do the present speaking materials meet the needs of the students joining Speaking IV class?
3. How can the speaking materials meet the Speaking IV students' needs?

## **1.3 Objective of the Study**

Related to the problems stated, this study is intended to identify the needs of the sixth semester students joining Speaking IV in the Secretarial Department, evaluate the existing materials and suggest what to do with the material so that they can meet the needs of the Speaking IV students of the Secretarial Department.

## **1.4 Significance of the Study**

The writer hopes that the results of this study will give teachers the description of the designed

materials based on ESP Approach for the teaching of speaking at the Secretarial Department. In addition, it is also hoped that the result can help speaking teachers with some additional information about the learners' needs so that they can provide the materials and design ways of teaching in line with the needs of the Secretarial Department Speaking IV students.

### **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 language skill studied here is speaking skill, especially of the level IV.
- b. The students needs being investigated are the ones that are related to Speaking IV.
- c. The subjects of this study are the students of the Speaking IV of the Secretarial Department.
- d. The study is focused on evaluating and suggesting speaking materials by using ESP Approach.

### **1.6 Theoretical Frameworks**

There are three theories underlying this study. The first is theory of speaking. It deals with the importance of speaking both in daily life and in the

teaching of English. The second is ESP Approach. It is concerned with students' needs. And from this approach, the writer tried to find out what the needs of the sixth semester students joining Speaking IV are, so that she can answer the problem statements of this study. The third is Communicative Approach which is used for teaching communication in English. This Communicative Approach is also used in this study because the language skill being studied here is speaking while the approach focuses on the language use for communication. That's why the communicative approach is also presented to back up this study.

### 1.7 Definition of the 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 defining criteria, subjective analysis, objective analysis, matching, speaking ability, and ESP Approach.

#### Defining Criteria

According to Hutchinson and Waters (1987 : 97) *defining criteria* means what basis or criteria 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 this class.

#### Objective Analysis

According to Hutchinson and Waters (1987 : 97) *objective analysis* is the evaluation of the materials realized the criteria.

#### Matching

According to Hutchinson and Waters (1987 : 97), *matching* is the process of how far material match the students' needs.

#### Speaking Ability

*Speaking*, according to Webster's New Dictionaries of American Language, is expressing or communicating opinion, feeling, ideas, etc by talking. While *ability* according to Webster's Third Dictionaries is a competence in doing. Thus, speaking ability means the competence in expressing or communicating opinion, feelings, ideas, etc by talking.

#### ESP Approach

Tom Hutchinson and Alan Waters (1987 :21) propose that ESP is an approach to language teaching which aims at meeting the needs of particular learners.

### 1.8 Organization of the Thesis

This thesis is divided into five parts. They are

introduction, review of related literature, evaluating speaking materials, findings and interpretation, and conclusion and suggestion. Chapter I talks about what makes the writer want to do this study, the purpose of the study, the supporting theories, and the organization of the study. Chapter II presents the basic theories of the study elaborated from the theoretical frameworks. Chapter III deals with the research methodology. Chapter IV discusses findings and their interpretation. Chapter V presents the summary of the study and suggestion given by the writer.