

CHAPTER I

INTRODUCTION

1.1. The Background of Study

English is an important language around the world and also one of the life skills. In occupational world, English has become an important language that should be mastered by many people to face the competition of job market, especially in countries where English is regarded as a Foreign Language as in case of English in Indonesia. Moreover, it takes an important role in the globalization era. Darmawan, A (2005:2) in Farida, N (2006) stated that in globalization era, something that makes a language get its opportunity to be the most widely used as a means of communication is its competitive advantages. As a reason of that mastery of English become one of life skill should be considered for success in the working world. It should encourage the learner to improve their skill including their knowledge, skill, work experience and language acquisition. The company currently prioritizes for those who are skilled and have the ability of speaking English well. It is also suggest that English to be considered factor as a measurement in the working world. Many companies requires a lot of human resource who competence in English for the need of Foreign Affair, because many information are delivered using English either oral or written. Therefore, they publish English skill as one of requirement in their job vacancies. This is fact that in the competition to get a good carrier as advertised in many job vacancies stated that English is required in terms of fluency in both of written and spoken skill. So,

the applicants should be able to perform their competence in English; General English (GE) as well English for Specific Purpose (ESP).

In learning English, the learners have General English (GE) and English for Specific Purpose (ESP) depend on the need of the learners. General English usually offers a general skill and the topics that are chosen from all range of sources, and based on the selection of content more on students' interest and engagement rather than the students' needs. Students are taught to communicate on general context and to complete the normal text. The students' need about how, why or when they should use English in the future is still unknown, so the materials given cover the broadest range of use possible. In contrast English for Specific Purpose (ESP) has identified goals for learning in order to know about the students' need. The materials will be connected with the students' subject and specific situation.

ESP can be identified as typical of a particular use. In the 'Tree of ELT' (Hutchinson & Waters, 1987), ESP is broken down into three branches: (a) English for Science and Technology (EST), (b) English for Business and Economics (EBE), and (c) English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). It is meant that the learners would likely meet the target situation. ESP is not just a matter of science, work and grammar for scientist, etc, but it is linked with performance and competence. ESP is not different with any other language teaching that is based on the principle of effective and efficient learning. ESP course are providing the learners with

competence of use English for Specific Fields of knowledge at the advance level. It is also concerned with the design of curriculum, using approaches, methods and techniques in advanced ESP and develops materials for the syllabus: type of authentic scientific writing, grammatical features, vocabulary building and principles in the teaching and learning of ESP.

As a Vocational School, Semen Gresik Vocational High School becomes an alternative for students to be ready to facing competition of job market after graduation. Vocational school has different types of expertise. It is in accordance with the objective of vocational education to produce employable and independent graduations. The graduated of Semen Gresik Vocational High School, especially in Automotive Engineering Department, work in industry, official machine shop, auto dealer that has relationship with automotive engineering. There are many information of machine that uses English. For example: instruction of installation of machinery, instruction of the machinery work and other new information update of technology. Nowadays, most of engine assembly instruction uses English text as its guidance. English is one of the important things that we have to know because in this era of globalization there is much information written down in English. So, the students need to translate English text well.

After interviewing the English teacher at Semen Gresik Vocational High School, the researcher found that the problem is about syllabus content which is not appropriate with students needs, based on the experiences from the graduated of Semen Gresik Vocational High School. The syllabus has much in common with syllabus which is applied in General High School. It is still not specific enough to

be applied in particular expertise at vocational class. The fact is, of course, being a problem for the teachers that the students learn something that they do not need. The students are exposed to linguistic forms, which they do not need and which are of little relevance to communicative purposes. Therefore, the English syllabus for vocational school should be developed based on the learners' needs and their future job.

However, the new syllabus design that has been developed still based on the existing syllabus. The development of English syllabus design should be based on the learners' needs. ESP is defined to meet specific needs of the learners. ESP may be related to design for specific disciplines such as how ESP is implemented for Automotive Engineering students.

In this study, the writer is concerned with the English for Engineering Department of vocational school students, especially with the English reading syllabus design. In addition, the syllabus developed is based on Indonesia curriculum that focuses on character building (KTSP). The design of English syllabus in this study is focused on reading text materials. The reason is that Engineering students generally need English to communicate and translate English text, especially in procedure text in order to get information in English.

Hopefully this syllabus can be applied and can help the process of teaching and learning English at SMK Semen Gresik especially for the first grade of Automotive Engineering Department. By the appropriate and interactive syllabus design, it can improve the student's motivation to learn English, so that can improve their ability in English to face the occupational field in era globalization.

1.2. The Statement of Problem

In relation to the background that has been presented previously, the problem of the study is formulated as follows: The English syllabus design for Automotive Engineering students of SMK Semen Gresik should be matched with their expertise in order to prepare the students being ready to face the competition of job market in the future.

1.3. The Objective of Study

The objective of the study is to answer the problem mentioned in the research problem. In relation to that, the objective of this study is how to match the English syllabus design for Automotive Engineering students of Semen Gresik Vocational High School with their expertise.

1.4. The Scope and Limitation of Study

Developing English syllabus for students of Automotive Engineering in Vocational High School will be an important thing to start at the very beginning because in this rapid development of science and technology, new or authentic materials are available in the job market, and they should be introduced and implemented. The syllabus should be always adjusted to the present needs of the students and anticipating the future development of technology. The information gathering on the needs of Automotive Engineering students is limited to the students majoring in technology of auto engine. The scope and limitation of this study is focused on the development of English Reading Syllabus Design for the first grade students of SMK Semen Gresik particularly in the Automotive Engineering Department.

1.5. The Significance of Study

1.5.1. The Theoretical Significant of Study

The finding of this study are theoretically intended to widen the teachers' experience in terms of their serious commitment in implementing what has been revealed so as to make them aware and realize that there are so many up-to-date materials that can be used to enhance the teaching-learning process. Hutchinson and Waters (1989) elaborate the importance of having a syllabus, which can be listed as follows: (1) As a complex entity, language cannot be learnt at once. Therefore, this complex entity must be broken down into manageable units to provide a practical basis for the division of assessment, textbooks, and learning time, (2) A syllabus can also give moral support to the teacher and learner because it makes the language-learning task appear manageable, (3) A syllabus specifies the types of textbooks, manuals, and authentic materials to look for, and it provides a visible basis for testing.

1.5.2. The Practical Significant of Study

The findings of this research are practically expected to be useful as an input for English for Specifics Purpose especially for English teachers of Semen Gresik Vocational High School of Automotive Engineering Department. It is expected to provide information about students' needs and syllabus design for Automotive Engineering students. This study also help the teacher to make specific lesson plans in line with the competencies, provide learning experience, develop teaching English materials, and design the evaluation content unique to the school characteristic.

Teachers should always develop and match their teaching materials in order to prepare students of the Automotive Engineering to be always tuned in with current developments. They are expected to know and understand the technological terms, vocabulary, and read the reading text well, so that, they can communicate in spoken as well as written English fluently. The information gathered on the needs of the Automotive Engineering students is limited to the students majoring in Automotive Engineering.

1.6. The Definition of Key Terms

There are some key terms which are necessary to define to make this discussion more obvious.

Syllabus is an instrument by which a teacher with the help of the syllabus designer can achieve a degree of fit between the needs and aims of the learner and the activities that will take place in the classroom. The ESP Syllabus is usually derived from a detailed analysis of the language features of the target situation.

Developing syllabus is dynamic process of improvement, which implies a change, growth and advancement the English syllabus become towards something better. The syllabus is developed into specific situation based on the students' needs

English Reading Syllabus is an outline and summary of English reading topics to be covered in an education or training course. The topics of reading activities will be covered in specific situation related to the students' expertise in vocational school.

Vocational High School is a school in which students are taught the skills needed to perform a particular job such as mechanics, carpentry, plumbing, and construction.