

CHAPTER I

INTRODUCTION

This study is aimed at developing English learning materials for First year students of Industrial Engineering at University. This chapter discusses about background, identification, limitation, formulation, objectives, and significance of the study.

1.1 Background of Study

English is the one of the important language today most of people on the world use it as international language to communicate with other people from different countries. In Indonesia, the government determined that English must be taught in every educational institution start from kindergarten, elementary school, junior high school, senior high school until university. Based on the role of the government in the UU No.20 at 2003 about the system of national education in section 37 part I is “the basic curriculum of education in primary and secondary level must include the language, not only include Indonesian language, but also include foreign language, especially English, because English is the international language that has important usages in the global society”. The government also suggests the English as the foreign language that is also important to be learned. The government hopes that the young learners must have knowledge about English.

University of Muhammadiyah Gresik provides students with many kinds of study programs to master a specific skill of their interest. In this case, the researcher only concerns on Industrial Engineering Study Program. The reason why researchers chose industrial engineering majors as the focus of this research was because it was a form of follow-up on the project that researchers had done before, namely the develop of English material books for industrial engineering students. As stated above, English is one of the important subject to help students face the global competition. Regarding these, the English for Specific Purposes is required to support their English proficiency based on their expertise.

Teaching English for the majors mentioned above is of course different from the teaching of English in general. Because the English language taught to students are tailored to the needs of their respective departments is called English for specific purpose or ESP. Almost three decades ESP has succeeded, approaching the learner-centered approach, has a primary goal to meet the specific needs of the student's learning goals

with satisfaction. English for specific purpose has been born and will continue to grow to meet the needs of students and aims to help students communicate in the global world (Ramírez: 2015). The ESP class is designed to meet the goals and needs of students in English, for a specific purpose focusing more on the language context than on the structure of the language or on the grammar, it includes subjects they have for example for industrial engineering, or business management, tourism or hospitality (Rahman: 2015). So the conclusion is that ESP students are different from general English students. ESP has a special purpose in studying English. Therefore, the selection of material book according to the needs of ESP students is very important, because if the material book owned by ESP students is not suitable with their needs then the book will be an obstacle to their goal in learning English.

English learning materials have a crucial part in teaching and learning process in the classrooms. The school needs appropriate English materials based on the recent curriculum that also represents the characteristics of each department in each level to meet the students' need. The researcher developed this book according to the existing curriculum in the Department of Industrial Engineering, which is on point 10 in General Skills (in Indonesian called KU) which contains "able to communicate using English effectively". So the aim of researchers is to make books that can help students communicate effectively. based on the book from MTD TRAINING entitled "*Effective Communication Skills*" defines that communication is the art and the process of creating and sharing ideas, effective communication depends on the richness of those ideas. Based on that understanding, researchers understand that to develop a book that can help students communicate effectively is by giving students many opportunities to express their ideas and opinions. Task based learning is an approach method that prioritizes communication in every activity. Task-based learning is divided into 3, the first is information-based activity, the second is the reasoning gap activity and the third is the opinion gap activity. From the three sections in the task based researcher found that opinion gap activity was the most suitable for use in the book the researcher developed because on the opinion gap activity students would be given many opportunities to express their opinions, ideas and thoughts.

In the opinion gap activity students are given the opportunity to express their opinions on the situation or problem given. Each person has a different perspective on problem solving, in the opinion gap activity each student is asked to express his opinion, with various opinions expressed by the students are expected to achieve the best solution

to solve a problem (Aliakbari: 2014). With the development of a book of learning materials for industrial engineering using the opinion gap activity method, it is expected to meet the needs of students better than the previous book so that students will be easier to use English in accordance with their majors.

1.2 Problem Statement

Based on the background of the research, the researcher shows the problem statement is using opinion gap activity to develop English textbook for industrial engineering at first year in university of Muhammadiyah Gresik.

1.3 The Purpose of the Study

The purpose of the study is to develop English textbook material for industrial engineering at first year in university of Muhammadiyah Gresik using opinion gap activity.

1.4 The Significance of the Study

The final product is made to give the contribution to the teaching English and also gives the benefit for the lectures, students, readers, other researcher and the university generally. For lecturers, this book is expected to be an alternative teaching English textbook using opinion gap activity approach. For students, this book is expected to be an alternative learning English textbook using opinion gap activity approach. For readers, this book is expected to increase readers' knowledge about how to develop learning material English textbooks based on opinion gap activity. For the others researcher this final product is expected to be a reference for the researchers, in connection with developing an English textbook for industrial engineering departments using opinion gap activity.

1.5 Scope and Limitation of the Study

For the scope and limitation of the study, the researcher focuses on developing English learning materials for students of industrial engineering Study Program in the first year. The researcher focuses on improving the communication effectively uses the opinion gap activity method as a reference in the development of material books for industrial engineering students.

1.6 Definitions of Key Terms

Developing material is a process of increasing and improvement that use a changing in the implementation.

Opinion gap activity is part of task based learning, in opinion gap activity students are given the opportunity to express their opinions on the situation or problem given. Opinion gap activity refers to feelings, attitudes and personal preferences to complete a task, so the task is by giving students a social problem such as the number of unemployed and then the students are asked to provide a solution.