

## CHAPTER I

### INTRODUCTION

This chapter discusses about background of the study, the purpose of the study, significance of the study, scope and limitation and definition of key terms.

#### **1.1 Background of Study**

In English learning there are some special classes intended to specific needs. One of its branches is EAP; EAP itself is a branch under ESP (English Specific Purpose). EAP is English Academic Purpose which is usually held in for university level students with majors other than English language. In the EAP classroom, it teaches English specifically for the students' needs. The English are taught which needed to work in accordance with the majors they take.

English is included in a language that is difficult to learn because it has many formulas used for certain conditions as in the past or for what is happening. So many people who still find it difficult to communicate with English. Just as perceived Agriculture, it is difficult for them to communicate in English in the field of those who are not English because they never have good English so they need English material. Because material is one of the determinants of success in learning. For example business women and men also need a language to communicate with business partners. So English is very important although the majors are not majoring languages. In addition, students also find it difficult if the additional information that used English so it causes difficulties for students to understand its content. According to (Souriyavongsa, Rany, Abidin, & Mei, 2013) When the student of university requires extra information and obtain knowledge, the students need English language in order to be able to understand the language that is used in English language. So, a lot of university which add English language as educational tool requirement .So that

for non English like agriculture department is required material EAP or English for Specific Purpose.

In ESP there are several course designs, one of them is EAP class. The contains of previous book used in the EAP class at the University of Muhammadiyah Gresik is about vocabulary building, transfer, and reinforcement. In EAP class, Student not only learns about English language but also get agriculture content. But in Agriculture Department not get full specific material yet for EAP class. Agriculture Department gets general English in first semester and get specific English in next semester. Therefore EAP is English class with specific material based on the student need and learning need. In the previous materials, students learn textual and mostly individually in learning process. Therefore in 21th century, students learn in group or with their pair.

With adding the approach Inquiry based learning, the course book became have variation task for the students and the students learn contextual and students can do the learning process in group, pair or individual. The student also become more active with environment and get new understanding from that activities (Nuangchalerm & Thammasena, 2009). Students explore individually or in a group set of problem that given. Students become more active with the environment to look for the answer of the question that they are get. With the activities that make the student become have interaction with the environment, that's establish new understanding for students. In developing the materials using inquiry also make student achievement become good (Mayasari, Raharjo, & Supardi, 2018)

Beside get new understanding because students activities with their environment. Inquiry-based learning makes students more active and gives positive contribution to increasing achievement (Baryam, Oskay, Erdem, Ozgur, & sen, 2013). The same delivered (Abdi, 2014) inquiry-based learning make students score become higher.

Inquiry-based learning also makes the student remember their prior knowledge. The practical method that makes students connect with their prior

knowledge is inquiry-based learning (Nuangchalerm & Thammasena, 2009).

Indirectly, students also remember their prior knowledge when they want to do the task to look for the answer from the command.

In the process of teaching and learning using inquiry-based learning makes students become more satisfied to know in detail what they want to know, they will be more curious to solve the question or direction given. So as to make the students get as much information as they need. Inquiry-based also helps students in thinking cognitively, making students think analytically and make students become satisfied in learning (Nuangchalerm & Thammasena, 2009). By students activity in answering questions and discussing with in group or with their pair, it will make the students think critically and make students can analyze the difference or equation of the problem they get. Inquiry-based Learning allows students to think analytically and critically (Duran & Dokme, 2016).

Besides that, inquiry-based learning also has lack. Inquiry-based learning is time consuming (Kazempour, 2009). In the class, students have to explore the question or instruction to get the answer. That is activities take a long time for students explore the instruction

In addition to time consuming, inquiry-based learning also has limited resources that can be used in teaching and learning. It can be found when there is an instruction that requires solving the problem by doing field trips by paying. Even the limited material or equipment that can be used in the learning and teaching process. Limited resources that can be used as instruction of inquiry-based learning (Kazempour, 2009)

One of effort to make English EAP in accordance with the field that needs to be developed material with the appropriate specific content. And researcher wants to develop material with inquiry-based learning so the teaching becomes more active and more critical for agriculture department at University of Muhammadiyah Gresik. So this material will produce a textbook that is compatible with EAP that is English with specific content agriculture.

## **1.2 Objective of the Study**

The aim of this study is to develop the content for EAP class in Agriculture class for second semester at the University of Muhammadiyah Gresik with inquiry based learning approach. So student can learn the language context and specific context

## **1.3 Significance of the Study**

### **1.3.1 Theoretical**

The researcher hopes that this research might be useful. The researcher also hopes that this research can be useful for developing inquiry-based learning for EAP class in Agriculture department.

### **1.3.2 Practical**

Researcher hope the student can increase their four skill through inquiry-based learning with the specific content about Agriculture.

#### **1.3.2.1 For Student**

Alternative learning to increase their English ability in EAP context for Agriculture Department

#### **1.3.2.2 For Teacher**

As alternative teacher to make the class running appropriate with the content of Agriculture department.

#### **1.3.2.3 For the Future Research**

The product of this study can develop ideas to their study and also can be used as their review

## **1.4 Scope and Limitation of Study**

The research only developing the material of EAP for Agriculture Department. The researcher developed the book using a inquiry-based learning approach and developed an integrated skill in developing material books for the Agriculture Department.

## **1.5 Definition of Key Terms**

### **1.5.1 English for Academic Purpose**

English for Academic Purpose is course design based on students of Agriculture Department need. EAP prepare the Agriculture Department students to learn about the spesific context.

### **1.5.2. Inquiry-based Learning**

Inquiry-based Learning is a approach that used in EAP materials for Agriculture Department students at University of Muhammadiyah Gresik. Thought Inquiry-based learning, students students more active and can think critically by searching Agriculture material independently in completing instruction either individually or in groups in Agricultural Department at University of Muhammadiyah Gresik.

### **1.5.3 Material Development**

Materials development is a process to make material in learning process for Agriculture Department in University of Muhammadiyah Gresik. Materials can be used as tools to help the English teacher of Agriculture Department at University of Muhammadiyah Gresik in teaching learning process.