

## **CHAPTER I**

### **INTRODUCTION**

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

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

ESP is an English training for non-English students. The origin of the English for the specific purpose was traced by Hutchinson and Waters (1987) to the end of World War II. In the early 1960s English for specific purpose emphasizes grammatical analysis of technical texts. In the late 1970s focused on EAP (English for academic purpose) which emphasized the skills required by students to result in the development of need analysis. During the 1980s, there was a new trend of student-centered approaches. The necessity and interest of English material of each learner vary depending on what they face after graduating from the study program. Hutchinson & Waters (1994) say that ESP is an English learning approach in which the materials and methods are taught according to the reason why the learner wants to learn. Robinson (1991) argues that ESP can be divided into two branches: English for Academic Purpose and English for Occupational Purposes (EOP). Hyland (2016) argues that “EAP students are studying English for a particular practical need which means curriculum designers study target language features in specific academic contexts, and teachers focus on these features in their classroom”.

Consider that English is an international language that is definitely important to facilitate them in higher education, because the learner will apply English in the field according to their respective fields after the learner graduated. The purpose of ESP is to enable students to master English in the field they are studying. For example for students majoring in law, then they must understand English for the Law of the general and detailed as well.

So far, non-English study program at Muhammadiyah Gresik University is required to attend English language diploma 1 in the first and second semester.

Non-English study program at University of Muhammadiyah Gresik especially Agriculture department already implemented EAP learning that is associated with their study program. The English textbook that has been used for Agriculture students in the second semester has provided English in specific. In the existing book there are many textual activities which make the students only focus on the text without think critically. In addition, mostly the students do the activities individually. Meanwhile, in the 21st century, students are required to learn actively, think critically and able to work together in groups.

However, agriculture students need a model of the use of language in accordance with their experience as an agriculture student. Meanwhile, English learning material in Agriculture Department should be focused on skills or interrelated skills that they really need because of the main purpose of studying English by following Diploma 1 in the University, students are able to use English to communicate and understand the article or journal. Therefore English textbook that used should contain communicative and active task in order to help the students to reach the goal in learning English. Hutchinson and Waters (1987) stated that course book or material motivate learners to learn, helps the teacher to organize teaching and learning process, and provides models of appropriate language use.

In case to fulfill the needs of Agriculture students toward English textbook which relevant to their use, Group Investigation Strategy is going to be used. Group Investigation is one of Cooperative learning in which students in a group to explore a learning topic. Group investigation is a method for learning classroom in which students examine, experience, and understand their topic of study collaboratively in groups (Sharan & Sharan, 1992). According to Johnson & Johnson (1990) group investigation method is one of the cooperative learning techniques that focus on problem-solving tasks. In this case, the student will collect as much information as it relates to a topic, then the students discuss the information that has been obtained with the group. After getting the results of the discussion, students present it to the other group. Johnson and Johnson (1994) stated that there are four basic elements of the Group Investigation strategy such

as positive interdependence, individual responsibility, group process, personal and group interaction. Through group investigation strategy, will make students become more active and independent as individuals. This matter will require students to have their own responsibility in finding and accumulating new knowledge. In addition, Group Investigation strategy also trains students' self-confidence in the process of studying EAP based on Group Investigation. Furthermore, students are also expected to present the new information and knowledge that they get in front of the class from the group discussion process without anxiety.

In the other hand, the Group Investigation strategy applies cooperative and group discussions that much easier to share each other about the information and ideas that students have while studying. Also they learn through meaningful learning, because in the Group Investigation strategy activities, the students active in gathering information in detail by themselves so they experiencing the learning process directly. According to Ausubel (1968) cited in Brown (2000), meaningful learning is better than rote learning.

From previous research conducted by Ahsanah (2015), Group Investigation strategy was a good strategy for teaching speaking class that implemented in 10<sup>th</sup> Grade students of Senior High School. Using this strategy make the students easy and free in expressing their ideas and opinions without any limitation. Because of this strategy trains the students to be more cooperatively to solve the problem in a group and train the students to more confident when speaking. Another researcher (Sangadji, 2016) who implemented Group Investigation Strategy on Vocational School in Malang, the students of Sales Skills Program also showed that there is an improvement of students learning achievement in Economics training learning. the strategy was successfully implemented to the vocational students so that the students have better achievement. Napitupulu and Manalu (2017) have conducted research at English Study Program of Teacher Training Faculty of Universitas HKBP Nommensen proving that Group Investigation model has succeeded in developing students' ability in designing research proposal.

As the reason mentioned, the researcher wants to develop English materials for Agriculture Department students using *Group Investigation* Strategy. The English materials using Group Investigation strategy aims to enable students to use the language contextually related to the agriculture, in addition enable students to think critically. Through this strategy, giving students the opportunity to understand meaning through the practices of every activity.

## **1.2 Purpose of the Study**

From the statement of the problem, the purpose of the research is to develop appropriate EAP materials using *Group Investigation* strategy for Agriculture students in University of Muhammadiyah Gresik.

## **1.3 Significance of the Study**

### **a. Theoretical Significance**

This study will give more understanding of how to design and develop English material using *Group Investigation* strategy for Agriculture Students. From the theoretical significance, we can enhance our knowledge about developing EAP material in order to improve students' English ability. In the other hand, we can understand about the importance and the implementation of EAP material for students of non-English Program. Furthermore, the desire with others and drives us mastering English aims to use communicative English and more easily using English language either written or spoken.

### **b. Practical Significance**

The result of the study is expected to give benefits to teachers, the researcher, and the students:

#### 1. For Teachers

The positive result of this study can support the teacher to implement the appropriate EAP textbook using Group Investigation strategy to improve students' English.

#### 2. For researcher

Through this study, the writer will be able to improve her knowledge in developing material using Group Investigation strategy for Agriculture students'. meanwhile for the other researcher, they can use this paper as a reference to their further study.

### 3. For students

Through this study, the students will be able to improve their English through EAP material using Group Investigation strategy that related to their major and improves students' interest in English.

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

The researcher scope the study to students in Agriculture Department. The limitation of this study is focused on developing EAP material for Agriculture Department using Group Investigation Strategy which in the book there are skills that are integrated.

## **1.5 Definition of Key Term**

### **a. English for Academic Purpose**

English for academic purpose is an English program designed to train non-English study program students especially Agriculture Department at University of Muhammadiyah Gresik in developing English proficiency for academic success.

### **b. Group Investigation Strategy**

Group Investigation is a strategy that used in EAP materials for Agriculture Department students of University of Muhammadiyah Gresik. Through Group Investigation Strategy, students of University of Muhammadiyah Gresik are encouraged to communicate in English actively.

### **c. Developing Materials**

Developing materials is the process to develop EAP materials using Group Investigation Strategy for Agriculture Department students of University of Muhammadiyah Gresik.