

CHAPTER I INTRODUCTION

This chapter discusses the introduction of the study that explains the reason of conducting this research, and research questions that would bring this research to some cases. Objective of the study that presents the aims of this research and significance of the study are also provided in this chapter. Furthermore, this chapter presents scope and limitation, and definition of key terms that can explain each variable that is used in this research.

A. Background of the Study

Some people study English for specific purposes. Some of them study English for business, study, holiday, work and many others. This is called English for Specific Purpose (ESP). On 1945, ESP teaching is introduced.¹ In ESP, the students have some specific needs to study English. Needs in ESP are different from those in English for General Purpose (EGP). Therefore, students in ESP program have own needs to study English.

Tom Hatchinson said that every course should be based on analysis of student demand.² Teachers should pay attention to students' necessity in ESP because they learn English by their target. Then teachers also have to know what the students need to learn. Students have some different needs and interests that have a main impact on their spirit to learn.³ Therefore, it is vital for teacher to know their students' demand.

Learning English in one purpose can make people easy to understand quickly about English. They can study English well because they are focus on their subject. The teacher has to give a notion that related with their subject. A notion is a concept, or idea: it may be quiet specific, in which case it is virtually the same as vocabulary or it may be very general in which case it often overlaps with the concept of 'topic'. The headings of the different

¹ Tom Hatchinson and Alan Waters, *English for Specific Purposes: A Learner Centered Approach* (New York: Cambridge University Press, 1998), 6.

² *Ibid.*, 53.

³ *Ibid.*, 8.

sections are 'general' notions, whereas the items listed within these are more likely to be 'specific'.⁴

Study English specifically is not same with study English generally. ESP course is narrower in attention than common English Language Teaching (ELT) courses because they centre on study of learners' necessity.⁵ Teacher has to give students English that related to their motivation. For the example, English for business is not same with English for holiday. Their vocabularies and their topics are also different. Teacher has to know that they are not in same thing and same topic. Their vocabulary, reading, topic, discussion are different at all. ESP pays attention on when, where and why students want the language moreover in study or work situations.⁶

Indonesia is one of country that implements ESP for teaching EFL (English Foreign Language). In fact, many schools in Indonesia give general subject to their students even they are vocational school. English in vocational school should be different with English in general school. Even either ELT or ESP has a related purpose that for developing students' communicative capability.⁷ English in vocational school should be focus in that subject or topic. Therefore, they can use English in their subject and they can understand English quickly.

If student in general school, they study English generally then if student in vocational school they study English for specific purpose. The purpose is based on their subject and focus. Another possibility is to base the language round situations: these are topics 'brought alive' as it were, and integrated into some kind of communicative event.⁸ Therefore, the focus of English in vocational school is communication with focus on their round situation and daily life.

⁴ Penny Ur, *A Course in Language Teaching* (New York: Cambridge University Press, 2006), 92.

⁵ Helen Basturkmen, *Developing Course in English for Specific Purpose* (New York: Palgrave Macmillan, 2010), 3.

⁶ *Ibid.*, 8.

⁷ *Ibid.*, 7.

⁸ Penny Ur, *A Course in Language Teaching*, 90.

In every teaching learning process, teachers use materials to make students understand the lesson easily. Materials consist of any media and text that English teacher and students use to make English learning process happen such as photographs, poster, video, textbook and so on.⁹ Any media used by the teacher to teach is called material. Harwood argued that materials are also referred to as text and language learning tasks or activities in textbooks, course books or hand-outs.¹⁰ Except media, the activities in teaching learning process is also called materials. Therefore, materials is media and activities that teacher and students use in teaching learning process.

The materials help teacher to teach English easily. Therefore, teacher should develop materials, and then the materials are appropriate for the students. Material development is the arrangement method by which teacher makes parts and instructions within those units to convey the aims and points of the course.¹¹ In a sense, material development make the teaching learning process more detail. In teaching learning process, teachers should make the lesson easier to understand for their students.

The teacher should conduct a needs analysis before choosing materials for the students.¹² Need analysis can cover students' need in material so the material can be appropriate with students' need. Need analysis also helps the teacher to recognize the key features of the local framework that must be addressed by the materials.¹³ Then, it is significant to conduct a need analysis before selecting material for the students in ESP. By that way, the teacher can find the appropriate material for the student based on students' need. A needs analysis will classify the students' needs in

⁹ Brian Tomlinson, *Material Development for Language Learning and Teaching* (London: Bloomsbury, 2012), 143.

¹⁰ Nigel Hardwood, *English Language Teaching Materials: Theory and Practice* (Cambridge: Cambridge University Press, 2010).

¹¹ Kathleen Graves, *Designing Language Courses: A Guide for Teacher* (Boston: Heinle and Heinle Publishers, 2000), 149.

¹² Steve Mann and Fiona Copland, *Materials Development* (Maryland: TESOL Press, 2015), 5.

¹³ Steve Mann and Fiona Copland, *Materials Development*.

these areas so that material can be selected that support successful learning.¹⁴

Developing material in ESP and ELT are different. The ESP teacher or course developer requirements to find out what the language-based points of the students are in the board occupation or educational persuasion and certify that the gratified of the ESP progression works toward them.¹⁵ In developing material for ESP, teacher develops the material by the object or goal of students' target. Then the students' objective of learning ESP is to master English in their target.

Related to the previous study, the researcher found research entitled "*Developing Learning Materials for Specific Purpose*" conducted by Y. M. Harsono. The study showed that material of teaching and learning is one of significant things to conduct activities of teaching learning process.¹⁶ However, this study explained specific purpose too abroad.

Another study that researcher found was thesis "*Developing English Learning Material for Grade X Students of Beauty Study Program*" conducted by Yohana Dian Ratna Purnamasari. The goal of this thesis was finding out students' needs and was developing English materials for student of beauty study program of SMKN 3 Magelang.¹⁷ The product of the study was book consist of three units of English learning material because this thesis is research and development study. The objects of the study were students X grade of beauty study program. Then teacher developed English material to make the students easily to master English related to beauty, fashion, and so on.

The researcher focused on ESP in aviation academy because the object of the study is Air Traffic Controller (ATC)

¹⁴ Ibid.

¹⁵ Helen Basturkmen, *Developing Course in English for Specific Purpose*, 8.

¹⁶ Y. M. Harsono, "Developing Learning Materials for Specific Purpose" (Universitas Katolik Atma Jaya Jakarta, 2007).

¹⁷ Yohana Dian Ratna Purnamasari, "Developing English Learning Materials for Grade X Students of Beauty Study Program, Undergraduated Thesis" (Universitas Negeri Yogyakarta, 2015).

students of Civil Aviation Safety and Engineering Academy of Surabaya. The study explained about ATC students' need and the appropriate material for ATC students in second semester. Teacher developed English material to make students understanding easily about English especially in aviation board. The researcher was interesting in the phenomena of teacher develops the material. Then this study was focus on that phenomenon.

This study is necessary for teachers as material developer to develop material for their students. The researcher expected that this study could be a reference for English teacher to develop material especially for ESP teacher in aviation academy. Except that, the readers can know more about material development especially in ESP because this study explained more about it. The researcher also described the way to develop material well. Therefore, this research gave much information about that.

This study was aimed to analyse students' need of ATC at Civil Aviation Safety and Engineering Academy of Surabaya, the way teacher developed material for the students and whether the material appropriate with students' needs or not. It is vital to understand the students' needs of ATC because they are not English for General Purpose (EGP). They are included to ESP. Analysing the way teacher material can give information about the way teacher developed material in ATC of Civil Aviation Safety and Engineering Academy of Surabaya. The researcher also analysed whether material appropriate with students' need or not.

This research was done at Civil Aviation Safety and Engineering Academy of Surabaya. This academy has some departments such as Air Traffic Controller (ATC), Aviation Communication, Air Plane Engineering, Air Navigation Engineering and so on. Then the researcher took the subject in Air Traffic Controller (ATC) students. It was because English in ATC is significance. ATC have an important point to communicate with pilot. They manage the airplane traffic. Thus, the airplane can fly well. The pilot is not only from Indonesia but also from abroad. Moreover, before taking a job as Air Traffic Controller, the students have to take Intensive English Language Program (IELP)

test. Therefore, learning English for ATC students is useful for them in their job.

The students are from second semester of ATC department. They were the subject of this research because students in second semester have to know basic of English especially about aviation. They have more vocabularies about English in aviation. They need adaptation in their department because English about aviation is useful for them in their job. They use English in their job because they can work not only in Indonesia but also in other countries.

The researcher did research at Civil Aviation Safety and Engineering Academy of Surabaya because the research about English in aviation academy is limited. This research gave more information about English for Specific Purpose (ESP) in aviation school. Then the academy is under licenced by Transportation Department (DISHUB). Therefore, Civil Aviation Safety and Engineering Academy of Surabaya is standard academy for other aviation academy.

B. Research Question

This study attempts to answer the following research questions:

1. What are students' needs in learning English at Civil Aviation Safety and Engineering Academy of Surabaya?
2. How does the teacher develop material for ATC students at Civil Aviation Safety and Engineering Academy of Surabaya?
3. Is the material appropriate with students' need of ATC of Civil Aviation Safety and Engineering Academy of Surabaya?

C. Objective of the Study

There are three objectives of study in this research. Those are:

1. To identify ATC students' need in learning English at Civil Aviation Safety and Engineering Academy of Surabaya.

2. To describe the way that the teacher develop material for ATC students at Civil Aviation Safety and Engineering Academy of Surabaya.
3. To examine the material that teacher developed for ATC students at Civil Aviation Safety and Engineering Academy of Surabaya whether it appropriate with students' need or not.

D. Significance of the Study

1. For Aviation Academy students

This study can make students of aviation academy know more about students' need. It described to the students about material that the teacher used. The researcher expected teacher easy to develop the material for them in ESP. Then the students can help the teacher to develop the material and teaching learning process can run well.

2. For Aviation Academy teacher

It can be a reference for English teachers at Aviation Academy to develop their materials. They can know students' need in learning English. They also teach English and develop material based on students' need. They understand the way to develop material for their students. Except that, they also understand more about material development because material development in ESP is important especially in aviation academy.

3. For researcher himself

This research can increase researcher's knowledge about material development in ESP. The researcher can know ATC students' need and developing material at Civil Aviation Safety and Engineering Academy of Surabaya.

4. For readers

This research is expected to give much information about ATC students' need material development in English for Specific Purpose (ESP), especially English in aviation academy. Then this research gives more information about material development because it is significant.

E. Scope and Limitation of the Study

1. Scope of the study

This study is focused on need analysis and material development at Air Traffic Controller (ATC) students. In this case, the researcher analysed student's need analysis to know ATC students' need in teaching learning. After understanding ATC students' need, the researcher analysed the way teacher develop material for their students and the material that teacher develop was appropriate with students' need or not.

2. Limitation of the study

The researcher limited the study in Civil Aviation Safety and Engineering Academy of Surabaya. There are some departments in Civil Aviation Safety and Engineering Academy; those are Air Traffic Controller (ATC), Aviation Communication, Air Plane Engineering, Air Navigation Engineering and so on. Then the study was limited in Air Traffic Controller (ATC) department.

Related to grade, it was limited to ATC students in second semester of Civil Aviation Safety and Engineering Academy of Surabaya. The researcher used ATC students in second semester because English material in second semester is about introducing English in aviation. It is useful for second semester students because they start to know the vocabulary, topic, theme about aviation. Then in second semester is the right time to introduce them about aviation.

F. Definition of Key Terms

1. English for Specific Purpose

English for Specific Purpose (ESP) is teaching learning English on specific world. Therefore, in ESP we do not discuss English generally but we discuss English for specific subject or focus on the object around it. According to Kevin Knight et al, ESP is the area of inquiry and practice in the development of language programs for people who need a language to meet a predictable range of communicative needs.¹⁸ In this study, ESP means the kind of English Language Teaching (ELT) that learning English in specific aviation focus because this study conducted at Civil Aviation Safety and Engineering Academy of Surabaya.

2. Students' Needs

Need is distinguished into two terms those are target needs and learning needs.¹⁹ Target need is something that student needs to do in the target situation thus learning needs is something what the student needs to do in order to learn. Then in this study, students' needs is something that students want to learn and what their target to learn English. Students' needs can be gotten from need analysis. Need analysis is a method which is undertaken by teachers, tutors and course designers to establish the pre-requisites for developing a course and its application.²⁰ In this research, definition of students' need is essential things that ATC students have in learning English at Civil Aviation Safety and Engineering Academy of Surabaya such as goals, wants and necessity.

¹⁸ Kevin Knight, et.al., *English for Specific Purposes: An Overview for Practitioners and Clients (Academic & Corporate, 2010)*,3, Accessed on: www.community.tesol.org , on: 25-10-2014

¹⁹ Tom Hatchinson and Alan Waters, *English for Specific Purposes: A Learner Centered Approach*, 54.

²⁰ Tariq M Khan, et. Al., *Need Analysis of English for Occupational and Specific Purposes*, International Journal of Social Sciences and Education, Vol. 1, No. 4, 10-2011, accesses on www.gen.lib.rus.ac.id on March 7th, 2017

3. Material Development

Kathleen Graves in the book “Designing Language Course: A Guide for Teacher” said that material development is the arrangement method by which teacher makes parts and instructions within those units to convey the aims and points of the course.²¹ It is like the procedure of creation your syllabus more and more detailed. In this study, material development means the way of ATC teacher to develop the material for ATC students which is suitable with ATC students’ need, goal and subject in aviation focus.

4. Appropriateness

Appropriateness is a quality of being just right for the requirements.²² It means fitting or suitable particular purpose. While in this research, appropriateness is related to material that teacher uses in ATC of Civil Aviation Safety and Engineering Academy of Surabaya. It means appropriate material for ATC students based on students’ need. According to Steve Mann and Fiona Copland, need analysis in ESP helps the teacher to recognize the key features of the local framework that must be addressed by the materials.²³ Meanwhile a needs analysis will classify the students’ needs in these areas so that material can be selected that support successful learning.²⁴

5. Aviation Academy

Aviation Academy is academy which teaches students preparation for being staff in the aviation field. In this research, the researcher has done the study in Civil Aviation Safety and Engineering Academy of Surabaya. This academy is under licenced by Transportation Department (DISHUB).

Therefore, this aviation academy is standard academy for other aviation academy or school. Aviation academy was

²¹ Kathleen Graves, *Designing Language Courses: A Guide for Teacher*, 149.

²² The American Heritage, *Dictionary of The English Language*, Fourth Edition (Houghton Mifflin Company, n.d.), 13.

²³ Steve Mann and Fiona Copland, *Materials Development*, 5.

²⁴ Steve Mann and Fiona Copland, *Materials Development*.

interesting object to study because the study in this area was limited.

