

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) research problems, (3) research objectives, and (4) significance of the study.

1.1. Background of Study

English for Specific Purposes (ESP) has become popular issue along with the uses of English Language in the world globally. ESP in teaching and learning process began to take major part in English Teaching and Learning. Paltridge and Starfield (2013) state that ESP is considerate of teaching and learning of English as a foreign or second language as the main objectives of the learners are to use English in a particular domain. Therefore, the demand for teaching and learning English, especially ESP is rising, not only for general communication purposes but also in Courses of ESP at Schools or Colleges. ESP can be found in many field included scientific development, technology, cultural, political, economics, and also educational field.

ESP itself is the part of English Language Teaching in General. Therefore, ESP has specific characteristics that differ from English for General Purposes Course. ESP definite as teaching of English Languages directly related to learner's working situation. According to Evans and Johns (1998), the ESP Characteristics as following: (1) ESP meets specific functions of the Learners; (2) ESP makes fundamentally has methodology and activities of the discipline it serves; (3) ESP is targeted on the language acceptable to those activities in terms of grammar, lexis, register,

study skills, discourse and genre. Besides, ESP additionally has some variable characteristics such as: (1) ESP focused on specific disciplines; (2) ESP might use, in specific teaching setting, that unlike English for General's Methodology; (3) ESP is likely to be designed for adult learners, either at school or university or in a very skilled work situation. (Hoa and Mai, 2016). However, it could also for secondary level students or high school students. Thus, for the students it is expected not only for the communication purpose but also effectively used for working environment with the support for the teachers who capable in handling an ESP courses.

In the Indonesian higher education systems, ESP Courses have become popular recently. The fact that students majoring in specific fields as preparation for their professional career, many institutions and universities offered ESP Courses to their students. It was proven by Kusni (2013), the aim of ESP courses was to equip the learners with certain English proficiency level for a situation where English were going to be used, especially in workplace. According to Kusni (2013), majoring students require basic English course for two-credit, and followed by a General English Course for three-credit course. After that, they also need to take ESP course and passed two or three credit depends on their major. Those are ESP courses objectives that happening in Indonesian universities. As followed, teacher roles in ESP teaching is really important and prominent were the lecturers potentially face some general problems in teaching ESP for their students.

The real life situation related to teaching ESP at STIKES are the teaching materials and course design, tasks and assignments, and teaching methods. In the class, lecturers will ask students to use one or two course-book to shape their objectives to be done by the end of the learning process and also add more references from printed material as additional learning materials, but also let the student have other references and sometimes using other fun learning methods. The second difficulties are Task and Assignment. Indeed, ESP Course typically concentrate about the specific vocabulary also consider about the structures in grammar that appear to own an exact daily proficiency. The third is about the method that being used by the lecturers. ESP approach enhances the relevant of what the students are learning and enables them to use the English they know to learn even more English, so they can be motivated and encourage them to use English with confident.

ESP that has taught for Midwifery student had different purpose and teaching material with other Majoring student or English student in General. In school with EGP preferences, the needs of the learners still flexible and cannot be readily specified. Hutchinson and Waters (1987) states, unlike an ESP Course, English for General Purposes generally refers to the English language education at school levels where students are made familiar with structural/grammatical elements of English language to pass the exam. As result, EGP has different purposes with ESP in term of Teaching English. Moreover, in Midwifery Student Academic,

focused at STIKES, the teaching Material are purposed in English for Medical Purposes.

In relation to this, a preliminary study conducted to make sure that this case happened to the lecturers. Through some informal interviews, the researcher asked some lecturers about their personal experience toward the teaching and learning ESP process and to know lecturers' ways to overcome their difficulties during the process. And the result of researcher's conversation with the lecturers is at STIKES Abdurahman Palembang, that there were difficulties occur in the process of teaching.

The difficulties faced by the lecturers were came from the teaching materials and course design, tasks and assignment, and teaching methods of ESP by the lecturers for midwifery students. This research discussed the difficulties faced by the lecturers who taught ESP in Universities especially for midwifery students as well along with their solutions. The lecturers mentioned that they would had different strategy to overcome certain difficulties, as mentioned, they would tried to put more effort in materials preparation before teaching, so it would make them be more confident in their teaching performance. The lecturers also mentioned, they would not hesitate to try new teaching method to fill the need of students and made the learning process more effective. The purpose of the preliminary related to some problems arising regard teaching ESP in lecturer's perspective, both teacher and the practitioners of education will be able to take the reflection on their own conditions, and take preventive actions to avoid the same problem.

Regarding the problem above, several studies have been undertaken to investigate the teacher difficulties in teaching ESP. Previous study was conducted by Djaileb (2015) were the research using descriptive qualitative method. The result of this study showed that Specific Training for ESP teacher is needed, so they can be more competent in teaching specialized English rather than General English. Thus, they should be trained in the domain of medicine to be able to teach in content of medicine. The difference between this study and what the researcher did was this study focus on Faculty of Medicine, while the researcher study is focus on Midwifery Education.

The second research study has been done by Hao and Mai (2016), the result of the study showed that the difficulties in teaching ESP related to the teachers are the fact that many teachers have a good English knowledge like teachers who all rounded and mastered all the four basic of English skill, unfortunately, not qualified enough in majoring knowledge. So the ways they teach are too passive and less attractive to the students. This is an important finding because the lecturer difficulties in teaching ESP were found to be significantly positively correlated with the several difficulties related to teaching ESP in the research that the researcher did.

In conclusion, based on the explanation above, the researcher conducted an investigation toward teacher in teaching ESP at STIKES Abdurahman Palembang. This research entitled “The Difficulties in Teaching ESP for Midwifery Students: A Case Study at STIKES Abdurahman Palembang.”

1.2. Research Problem

Based on the background, the research problem was formulating in the following question: What were the lecturers' difficulties in teaching ESP for Midwifery Students at STIKES Abdurahman Palembang?

1.3. Objective of Study

Based on the problem formulated above, the objective of this study was: To find out the lecturers difficulties in teaching ESP for Midwifery Students at STIKES Abdurahman Palembang.

1.4. Significance of Study

By doing this research, the researcher hopes that the result of this study was useful information and positive suggestion and also a contribution to the ESP learners especially for the lectures who teach Midwifery students. Both lecturers and students were expected to gain more information to help them to solve the problem within the learning process, especially for the lecturers, so they can cope with the difficulties they faced. And it will help them to push the Students to be better in learning English and get a better achievement in learning ESP. Moreover, it was hoped that this study can give worth contributions as the researchers already give all the attention and effort on this.

Next, for other researchers, the result of this study was anticipated for giving more information, data, and also knowledge as a source for the other researches in the future, especially in investigating lecturer's difficulties in teaching ESP.

The last for the researcher, this study personally gave the researcher an unforgettable experience and long journey yet long-awaited, so many things the researcher had been through in the way that the researcher tried and finally could deepen researcher's knowledge about how to cope with the difficulties that might happen to me when the researcher become a teacher and to find the way how to defeat the difficulties.