

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) Teaching English for Specific Purposes (ESP), (2) Teaching English for Specific Purposes for Midwifery, (3) Teacher's Difficulties in Teaching ESP, (4) previous related study.

2.1 Teaching English for Specific Purposes (ESP)

2.1.1 Definitions of English for Specific Purposes (ESP)

ESP as one of the branches of English Language as Foreign Language (EFL) which is also part of English Language Teaching (ELT). There are a lot of definitions of ESP according to experts so there will be many terminologies. ESP concerned about the goals of the learners in acquire the language to use English in a specific domain. Hutchinson & Waters (1987, as cited in Luo and Garner, 2017) define ESP as “an approach to language learning which is based on learner need”. Far (2008), “ESP is as recognizable activity within the broader professional framework of English language teaching (ELT), with implications for the design of syllabuses and materials as well as its presentation and then evaluation.” It is supported by Popescu (2012) who stated that ESP is centered more on language in context than on teaching grammar or language structures and is designed to meet the learner's specific needs and reasons for learning.

ESP takes parts as an approach in the Language Learning. According to Bathia and Bremner (2014), ESP is likely stand as an approach rather than as a product in the position of teaching and learning

process. Anthony (2011) also stated that ESP can be considered one of the dominant approaches to second and foreign language, rivaling task-based and communicative language teaching approaches. In addition, what makes ESP differ from the general English is because the awareness of the need (Hutchinson & Water, 1987). Based on the definitions above, the syllabus and the materials of ESP can be adjusted with the learners urge and purposes. Especially, in Indonesia, ESP trend in Education transform into an approach to teaching English subject for reason that differ may be different from general purposes. Usually ESP is taught to working adults who seek job and need to improve their English abilities for the specific careers. The researchers concludes that ESP in relation of teaching and learning of L2 language that had focused on the need of the learner where the learner's objective is to be proficient in English to be applied in their work field or professional circumstances.

2.1.2 Characteristics of English for Specific Purposes (ESP)

According to the definition of English for Specific Purposes, there are some significant differences between EGP and ESP. Strevens (1988) who state that ESP as particular case of general category of special purpose language teaching. He added that the definition of ESP is divided characteristics that consist of four absolute and two variables.

The four absolute characteristics of ESP consist of English language teaching, they are:

1. The need of the learners is main point of the ESP Design.
2. The contents of ESP related to particular disciplines, occupations, and activities.
3. The focus is the appropriate of the language to those activities in syntax, lexis, discourse, semantics, etc and analysis of this discourse, and ESP different with EGP.

Two variable characteristic, less considerate are:

1. The Language skills to be learned is constricted (e.g. reading only)
2. Not taught according to any pre-ordained methodology. (Strevens, 1988)

As a comparison, Evans and John (1998) define ESP in terms of absolute and variable characteristics. Absolute traits or features, as the authors claim, include: (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.

Variable characteristics, in addition, 1)ESP being related to or designed for specific disciplines; 2) ESP methodology different from EGP methodology in specific teaching situations; 3) ESP being designed for adult learners, either at a tertiary level institution or in a professional work situation, without excluding the possibility of being used by learners at secondary school levels; 4) ESP for second level student can be adjusted to beginner level, and the language system could also be adjustable, too; 5)

ESP courses prefer some basic lesson from the language systems (Dudley & Evans, 2006).

To sum up, everything that has been stated so far, researcher could have distinguished the characteristic which is the absolute characteristics more focus on the purpose of learning ESP, the activities and the methodology or the course. On the other hand, the variable characteristics tend to focus on learner's capability and the learner's aim of the course.

2.1.3 Types of English for Specific Purposes

ESP is a process of teaching and learning the English language that used a language-centered approach for particular learners to meet the specific goals that directly connected to the working circumstances or particular discipline knowledge (Lee, 2016). Thus, there are many types of ESP based on its purposes that related to specific occupation or study. Woodrow (2018) explained many kinds of ESP such as;

a. English for Science and Technology (EST)

This general focus of EST is technically on the scientific texts, for example a laboratory report. In fact, sometimes there is an incompatibility among the teacher's discipline knowledge and the experience since most of the ESP teacher has a discipline knowledge of humanities and social science.

b. English for Academic Purposes (EAP)

The central focus of EAP is on the communicative needs of the students. There is a huge are of English for Academic Purpose since there is a difference of English language learning for undergraduate students and

English for research students. However in EAP students will learn about English in the appropriate forms, lexis, and genres that in line with their majority or academic level.

c. Business English (BE)

The terms of English for Business Purposes (EBP) or now known as BE is quite different with any types of ESP due to the intention of Business English is not only to be communicate with the native speaker but also with non-native speaker. This happens because English stands as the lingua franca or called as BELF (Business English as Lingua Franca). Being able to instruct in business generally is the aim of business English.

d. English for Occupational Purposes (EOP)

The main focus of the learning process in English for Occupational Purposes is on the structures and vocabulary which is narrowed to the communicative need of occupation. For instance, Gordon explains an example of how EOP works for the beginner of manufacturing workers. The course let the workers communicate in the field of work process, complete orders, understand safety measures, and communicating with their workmates and supervisor.

e. English for Medical Purposes (EMP)

There is two central parts in the process of learning English for Medical Purposes. As the first one is learning English as an international language in the field of medical, the kind of activity in this process such as learning the structure of medical journal article or how to do a

presentation at a conference. The second consideration is learning a clinical communication regarding to the medical procedures, treatments, and doctor-patient interaction.

f. English for Nurses

This types of ESP known as the recent phenomenon of English for Medical Purposes (EMP) due to high demand of international students who take the nurses-degree in English speaking country. The significant goal of this learning process understands the culture. This is because there is a different culture regarding when facing the death, illness, and sexuality.

g. English for Legal Purposes (ELP)

There are two types of ELP, English for Academic Legal Purposes (EALP) and English for General Legal Purposes (EGLP). Communicative needs of the students of law are the main focus of EALP where EGLP focus on the general legal language, for instance, the legal texts that needs special discipline of knowledge.

h. English for Socio-Cultural Purposes (ESCP)

This type of ESP is generally developed for immigrants and refugees. The aim of this socio-cultural English is not only focus on the language itself but also teach how to mingle with the local society.

Meanwhile, Brown (2016) divided ESP into two categories which relevant to its purposes; English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). ESP in STIKES Abdurahman is part of EOP.

2.1.4 The Importance of English for Specific Purposes

English for Specific Purposes gradually developed alongside with Language teaching and learning, it was important to be awarded of the ability to understand ESP. Warschauer (2001) claimed it was gotten to the point where almost in any part of the world to be educated means to know English." This is the reason that the Indonesian education system imposes English at the third grade of primary school. A new trend is emerging recently, there are some private universities, where the lectures are held in English even though students are to be graduated on economics, law or engineering. English language is not only used in the primary educational backgrounds, but also it is used in professional field of study. The need for English as a complementary language drives institutes and higher educational schools to provide English language as one of their curriculum programs.

Personalities, attitudes, anxiety, motivation, aptitudes, intelligence, and age are the aspects that affect foreign language learning. Fakeye, (2010) stated student's attitude also determines the most important element which gives impact on learning a language. Agree with those two statements, Researcher conclude that they are supported each other. In short, can be said that the importance of English for Specific Purposes which was just as important as learning and mastering English itself, to mastering English for specific languages provide useful results for future employment prospects for students who have pursued a level of learning English for specific purposes. furthermore it can be said that by mastering

certain knowledge coupled with good English language skills will give more value to students in their competition to find work in the future in the face of globalization

In additional, someone who had English skills in a particular field is expected to be able to adapt in an environment where they have the skills to communicate well and be able to convey thoughts and opinions in the community in that environment. According to Mohan (1986) added that ESP courses focus on preparing learners “for chosen communicative environments”. Conversely someone who has a weakness in this case does not have the ability to speak English well or do not have the ability in their field or even do not have both will have difficulty being able to adapt in an environment that is in accordance with global demands.

2.2 Teaching English for Specific Purposes for Midwifery

Teaching English for Specific Purposes for Midwifery is the part of Teaching English for Medical Purposes. For Midwifery students, it is necessary to be able to speak English fluently because some of them will work in International Hospital and force them to communicate with foreigners. To meet the needs of Midwifery students in learning English, Teacher’s need to be more active and corporate with the students and also has the well preparation of the ESP course. Cai (2014) stated that a change to ESP, which is linked to a particular profession or discipline, imposes a new demand, as it requires the teacher to have at least a working knowledge of other subjects. Luo and Garner (2017) added that ESP teachers are expected to make use of a new approach, centering on

language communication that differs from the EGP. Moreover, both students and teachers have to learn to make contribution to the constructive learning environment.

Midwifery students are hoped to be a Midwife in their professional career. A midwife is a trained health professional who help healthy woman during labor, delivery, and after the birth of their babies (WebMD Medical Reference). The Midwifery Students of Medical Health in Universities are known as CNMs or Certified Nurse-Midwives who have graduated from an accredited nurse-midwifery education program and have passed a national exam. To meet the needs and all the requirement, Teacher's has a big role through the process of Teaching-Learning English. According to Ghafournia and Sabet (2014), ESP Teachers should equip language learners with appropriate linguistic and strategic competencies, which enable them to improve their academic competency independently. It is evident that in such a purpose-oriented approach, the role of ESP teachers is of essential importance. Regarding to the explanation, Researcher can draw a conclusion, that Teaching English for Specific Purposes for Midwifery Students is the situation where the ESP Teachers have to take heavier responsibilities than EGP Teachers.

2.3 The Difficulties in Teaching ESP

The difficulties can cause by many factors. Cook (2002) distinguishes between external and internal goals for language teaching. External goals can be related to the uses of language outside the classroom being able to get things done in the real world, such as being able to buy

groceries or provide medical information. Internal goals relate to the educational aims of the classroom – improving attitudes to speakers of other languages, promoting thinking skills such as analysis, memorizing and social goals. The logic was that when we understand that there are two goals to be achieved in learning English then we will put more effort and prioritize so that both internal goals and external goals are equally achieved. In this case, the same thing as one input that will produce two outputs, whether the results will provide quality improvement or failed, back again in our process of learning. In the term of ESP many criteria must be met, and mastered.

Teaching ESP means the lecturer has to focus on content of the specific knowledge that linear with students majoring field. Basturkmen (2010) argues The ESP teacher/ course developer needs to find out what language-based objectives of the students are in the target occupation or academic discipline and ensure the content of the ESP course works toward them. The several problems arise in teaching ESP, Teaching English has three main challenges for the teachers that teach English as a foreign language. Copland, Garton and Burns (2014) mentioned that there are three difficulties commonly faced by English teachers in teaching English, as follows; a) lecturers' proficiency; b) classroom management c) government policy and curricula. Those difficulties will be described below.

1. Lecturers' Proficiency

Lecturers' Proficiency has general meaning related to the roles of lecturer in the teaching and learning process. Today lecturer should be demanding of his students to preserve in order to achieve learning objectives. Matrosov (2011) emphasizes that socialization, education, and development of student harmony are among the most important tasks of teacher. Hargreaves (2000) noted four ages of teacher professionalism; the age of pre-professionalism, the age of autonomous professionalism; the age of collegial professionalism; and the age of post professionalism. Within those two previous statement, Lecturers's Proficiency especially lecturer's English Proficiency is viewed as continuously developing journey to fulfill the needs of School and Students.

A good proficiency level is needed for a lecturer, especially for English lecturers. Unfortunately, many lecturers have low proficiency level. Lecturers' low proficiency levels, or their lack of confidence in their ability, is consistently identified in the literature (Ahn, 2011). Kuchah (2009) asserted that many lecturers believe that CLT demands particular classroom procedures, such as teaching in the target language, which causes anxiety and leads to lecturers' questioning their competence, particularly their speaking and listening skills. Lecturers' proficiency can influence ability or competency of the lecturers itself.

2. Classroom Management

Many English lecturers have difficulty in teaching English especially in large classes which a classroom consists of more than 30 students. Ho (2003); Shamim (2012); Wedgwood (2007) explained that in many parts of the world, large classes are a common challenge causing lecturers to believe it is difficult or impossible to introduce learner-centred teaching because, for example, they cannot closely monitor students' language use (Li, 1998, p. 691) or introduce pairwork and groupwork Butler (2005); Littlewood (2007) mentioned that a related issue is the problem of control and discipline. Carless (2004) stated that the noise produced during speaking activities can be problematic when the local preference is for quiet and orderly classrooms. Class size is often linked to attitude problems. Dardjowidjojo (2002) explained that big class is also one of the serious issues within teaching and learning which a class in Indonesia generally consists of a large number of students ranging from 40 to 50 learners. Teaching English in large class is a big challenge for English Lecturers which the lecturers should be able to handle classroom.

3. School Policy and Curricula

One challenges for lecturers is that a lecturer must teach based on the curriculum and policies set by the School. Li (1998); Littlewood (2007) explained that government policies and curricula that typically advocate teaching communicatively are often incompatible with the demands of national examinations which often focus on grammar and vocabulary. In Indonesia, mostly for Midwifery Students in College level is applied Midwifery Curriculum. Based on the School Policy for University Level

used Indonesia's National Qualification Framework or Kerangka Kualifikasi Nasional Indonesia (KKNI). The KKNI is regarded as the current issue for the teacher and student which the KKNI is concerning on implementing the equality with the learning outcomes. For D3 Midwifery Students has to pass until the level 5. Mai (2016) was conducted a research that faced by ESP lecturers. The result showed that; a) quality of lecturer and textbooks, b) qualification and teaching methods of lecturers, c) lack of theoretical framework to support teaching English for specific purposes. The problems mentioned above are still often faced by English lecturers until now.

2.4 Previous Related Studies

The first related study was conducted by Djaileb (2015) who investigated the challenges encountered in the teaching of ESP in Algeria, and the main deficiencies encountered by the learners due to inadequate programs used in the faculty of Medicine. The aimed of the study was to investigate the main difficulties in teaching English for Medicine Purposes and what are the problems encountered during both teaching and learning. The result of this study reveal that inadequate preparation of the materials used, lack of well-trained lecturers of ESP and lack of motivation are the main problems. Based on the survey conducted in an ESP classroom and several observation collected from the samples, there are nine issues raised to answering the problems and also as the recommendations to solve the problems. The similarity between previous study and the presents study were both study tried to find out teacher's difficulties encountered in

teaching English for Specific Purposes, meanwhile the differences are the participants were the Medical Students, while presents study were Midwifery Students.

Second, Hao and Mai (2016), the aimed of this study was to discover the factors related to the difficulties in teaching English for specific purposes by conducting a survey consist of lecturers and students. The result of this study showed in the fact that the graduated students inactively requiring an English ability for employers, so unemployment become more serious. The similarity between previous related study and presents study were both studies tried to know some difficulties and also recommendation in teaching and learning to solve the difficulties problems. Meanwhile, the difference is previous study is an empirical study, while the presents study was a case study.

Third, Luo and Garner (2017) have done a research about the challenges and opportunities for English Teacher in Teaching ESP in China. The aims of this research were to inquire, the challenges and also the opportunities for English Lecturers in teaching ESP with the drastically role's changes from the traditional language lecturer to multiple roles especially as a cooperater with content lecturers. The findings indicates that most of the lecturers need training lecturers of ESP because the teacher's preparations and qualifications determine the success of ESP. the similarity between the previous study and the presents study, were both concentrated on the Lecturers, meanwhile the difference is the sample were randomly selected while the present study were purposively selected.

Forth, a study by Popescu (2012) conducted. It was a study related to teaching ESP for 1st year students of electronics and communication. This study presents some of the problems and the difficulties both the ESP lecturers and the students that faced in learning process. The result presented that some of teacher's difficulties in teaching ESP, some lecturers are concerned with their lack of knowledge and experience in engineering when they in the position of ESP lecturers. The similarity were both studies were using qualitative method. The difference is the sample from the previous study were students of technical faculty, meanwhile the presents study were the health faculty.