

CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, especially on science and technology, the mastery of English is urgent. The English for Science and Technology (EST) can help people follow the science and technology development. EST is a major subdivision of the field of teaching English for Specific Purposes (ESP) (Mackay and Mounford, 1978: 7). EST would seem to be both an occupational and educational use of English. Occupational considers the needs of engineers, computer programmer, etc. Educational considers school and university students around the world studying physics, chemistry, biology, engineer through the medium of English.

In teaching ESP, absolutely, the curriculum is needed to ease the teaching-learning process. Right now, the curriculum which is used in all schools is Competency-based Curriculum. The main objective of Competency-based Curriculum is to teach the students in order that the students are able to communicate both in oral and written by using the appropriate language variety fluently in the interaction and / or monolog discourse especially that has relation with narrative, procedure, recount, report, and news item discourse. (*Kurikulum 2004, Bahasa Inggris*).

Actually, the theory of teaching ESP is not too different from the theory of teaching English for General Purposes, Hutchinson and Water (in www.languageinindia.com) mention the difference between teaching ESP and EGP “ *in theory, nothing, in practice, a great deal*” ESP makes use of vocabulary and tasks related to the fields such as negotiation skills and effective techniques for oral presentation. ESP also increases students’ skills and confidence in using English. Boston (www.cels.bham.ac.uk), explains the differences between ESP and EGP. EGP (English for General Purposes) is focussed on *education*. As the English with general purposes, the students’ needs are difficult to be understood because the materials are more complex, therefore, the materials content that will be used is more difficult to selected. While, ESP (English for Specific Purposes) is focussed on *training*. English is intended to be used in specific context, selection of appropriate content is easier (but not ‘easy’ in itself).

As a vocational school, SMKN 1 Miri must apply English as its compulsory subject. Because SMKN 1 Miri is a vocational shool, ESP is taught for all of the students.

One of the purposes of the vocational school is to prepare the students to be a productive person, who can work autonomously, add the vacancy to the industrial and business as the intermediate employee (www.muhamadikhsan.multiply.com). Therefore, the teacher who teaches English in vocational school must apply the ESP to build a teaching-learning process.

In SMKN 1 Miri, Sragen, on Engineering class, as the most reliable class, the ESP is also applied by the teacher. Absolutely, in applying ESP, the teacher uses certain strategy in order that the teaching-learning process can be more interesting. Usually, the teacher has the difficulties in teaching ESP. Therefore, the writer is interested in doing research to know the problems above with the research's title "A STUDY ON TEACHING ENGLISH FOR SPECIFIC PURPOSES TO ENGINEERING CLASS OF SMKN 1 MIRI, SRAGEN (A DESCRIPTIVE STUDY)."

B. Problem Statement

There are some problems that concern with this research. Therefore, the writer would like to limit the problem statements as follows:

1. What are the strategies used by the teacher in teaching ESP for Engineering class?
2. What are the difficulties faced by the teacher in teaching ESP for Engineering class?
3. Is the teaching ESP for Engineering class of SMKN 1 Miri appropriate with the theory of teaching ESP?

C. Limitation of the Study

This study is limited on the strategies and the difficulties in teaching ESP for Engineering class. The writer makes limitation in order that the research problems are clear, understandable, and specific.

D. Objective of the Study

Based on the problem statement, the study is conducted to:

1. describe the strategies used by the teacher in teaching ESP for Engineering class.
2. describe the difficulties faced by the teacher in teaching ESP for Engineering class.
3. know whether the teaching ESP for Engineering class is appropriate with the theory of ESP or not.

E. Benefit of the Study

After the study has been completed, it is expected to get some benefits of the research theoretically and practically to the reader and the writer as follows.

1. Theoretical Benefit

This research gives important information about the implementation of teaching ESP for Engineering.

2. Practical Benefit

- a. This research can help the teacher reflects the result of her teaching
- b. This research can motivate the teacher in order that the teacher will be more expected to motivate the students to learn English.

F. Research Paper Organization

This research paper is divided into 5 chapters, and the organization will be as follows:

Chapter I introduction which consists of background of the study, limitation of the study, objective of the study, problem statement, benefit of the study, and research paper organization.

Chapter II is underlying theory consisting of previous study, notion of ESP, the notion of teaching ESP, the teacher's roles, and the students' competence.

Chapter III is research method discussing type of research, object of the study, subject of the study, data and data source, method of data collection, and technique of data analysis.

Chapter IV is research finding and discussion.

Chapter V is conclusion and suggestion.