

CHAPTER I

INTRODUCTION

A. Background of the Study

Many countries value their native language as one being worthy to be taught in school. In the United States, for example, there is a fundamental belief that English, being a world language, is preferred for any intellectual activity. In such cases the distinction is fairly straightforward. However, once again, in the real world life is more complicated. There are, in fact, all sorts of different kinds of importance a target language may have in a particular culture or community. Consider for example the status of English as a lingua-franca in some social domains at least-in countries such as India and Fiji. In such contexts English would usually be called a second, and not a foreign language. Also the kind of acceptance English has in such contexts and its institutionalized use for example, in courts of law or as the language of instruction at university (Edmondson, 1999:25)

English for Academic Purposes (EAP) is multilevel language program designed to provide an immersion experience for students interested in improving their listening, speaking, reading, writing, and comprehension skills in English. EAP is primarily for students who are preparing to enter English-speaking post-secondary educational institution and need to bring their English skills to university-level fluency. EAP is also designed for those people who want to improve their use of English as a second language for

professional or personal purposes. Some knowledge of the English language is required before students are accepted into the EAP program. Generally, high school is required.(EAP Policy Statement, 2007:4)

Law students were chosen in this research to be source and the writer tries to find out the problem in teaching EAP. To Non- English Department students, especially Law students, they get difficulty in reading English texts. So, Language Center (LC) at UMS gives a chance to give knowledge and ability about English to Non-English Department students in the third semester to learn more about English including Law students. The focus on Teaching EAP is not about the grammar or rules but just about the ability to comprehend English texts.

Reading English textbooks has been major problems to Law students as they are required to read many textbooks written in English. Students at Law Faculty generally complain that they do not understand what they have read in the text, or more likely, their understanding of particular subject matter related to law is hampered because of a lack of understanding of the linguistic elements such as structure and vocabulary.

The study of English continues to occupy an important place in Indonesian educational curriculum. English is regarded as the first foreign language to be taught at elementary school as a local content, at secondary school as a compulsory subject and at the universities as an additional subject (Fauziati, 2002: 188).

Specifically, this research uses teaching observation at Law class in third semester. Through this study, the writer will try to observe the teaching-learning process in the classroom. Meanwhile, the data area analyzed by using descriptive qualitative method. Therefore, the writer concerns in discussing “An Analysis of Teaching EAP to Law Students at Law Faculty of Muhammadiyah University of Surakarta in 2006/2007 Academic Year.

B. Research Problems

The writer will formulate the problems of the study as follows:

1. How is the Implementation of Teaching EAP to Law students at Law Faculty in Muhammadiyah University of Surakarta?
2. What are the difficulties of Teaching and Learning EAP to Law students in Muhammadiyah University of Surakarta?

C. Limitation of the Problems

In conducting this research, the writer limits the problems that are going to discuss. The research deals only with the procedure of Teaching EAP at Law Faculty and the difficulties of Teaching and Learning EAP. It will do in Muhammadiyah University of Surakarta especially in 2006/2007 academic year.

D. Objectives of the Study

Based on the formulation of the study mentioned above, the objectives of the study will be:

1. To describe the procedure of Teaching EAP to Law students and
2. To describe the difficulties of Teaching and Learning EAP.

E. Benefits of the Study

The writer hopes that the study will be beneficial to the readers theoretically and practically:

1. Theoretical Benefits

Theoretically, the research will be useful as an input to make a better the English Teaching System on Teaching EAP.

2. Practical Benefit

Practically, the research will be useful to Law students to use EAP in their field.

F. Research Paper Organization

The research paper will be organized as follows:

The first chapter is Introduction. In this chapter, the writer takes the background of the study, research problems, limitation of the problems, objectives of the study, benefits of the study, and research paper organization.

The second is Review of Related Literature that contains previous study and finds some related studies which deal with Teaching English Language, and Teaching English for Academic Purposes (EAP).

The third chapter consists of Research Method. It discusses the type of research, subject of the study, objects of the study, data and data sources, methods of collecting data, and techniques for analyzing data.

The fourth chapter is the Data Analysis and Discussion of the Finding, Implementation of Teaching EAP to Law students. It consists of Goal of Teaching EAP, EAP syllabus, Procedure Activities, and Difficulties of Teaching and Learning EAP.

The fifth chapter is Conclusion and Suggestion that is followed by bibliography.

