

# CHAPTER I

## INTRODUCTION

### 1.1. Research Background

According to Ardiyansah (2019), the purpose of teaching speaking is to develop students' communication abilities since only in this way students can express themselves and learn how to comply with appropriate social, cultural, and behavioural rules in every communicative circumstance. This will help the students to be able to communicate or speak about their specific areas related to future careers. Accordingly, it will be easier for them to find a job and communicate with clients and colleagues. As a matter of fact, however, research findings showed that there are problems in learning ESP. Khoirunnisa, Suparno, Supriyadi (2018) found that teachers experienced various problems in teaching ESP speaking, namely dealing with the students' confidence and motivation. The teacher plays the role of being the best supporter of the students. The stronger confidence grows deep inside the students, the higher motivation in lessons can be expected. Furthermore, research findings by Kamaliah, Kasim, Azis (2018) indicated the teacher also found the problems related to finding the additional materials which should fulfil the students' needs. Teachers frequently gave students material and emphasized that they must memorize it but not adapt it for use in their daily lives. Because of their poor or inconsistent participation in the teaching-learning processes, practically all of the students became dependent and passive. As a result, the results of the students' speaking achievements were typically low. This problem demonstrates that speaking is still challenging at this institution, and there are numerous obstacles to achieving the goal.

According to Tahang, Manuputty, Uluelang, Yuliana (2021), ESP assists students in improving their abilities depending on their skills and in fulfilling their needs, needs in the

workplace or study situation. In order to maximize the benefits of the ESP for example, the teacher must evaluate numerous aspects of the teaching and learning process, including the teaching materials. Lapele (2019) stated that in order to assist students who are struggling with their English-speaking abilities, teachers should provide real-life, realistic speaking materials that represent the students' expertise target. Because they are accustomed and at ease with the classroom materials, this will make students feel more comfortable while learning and more understand surrounding reality in the workplace for their future career.

As a matter of fact, however, Bachmawati, Hastari, Dwiharto (2021) stated the ESP teachers' implementation of the course design of English is problematic due to the lack of appropriate materials that can be implemented in the real situation, the inability to develop the most important skills of the students, and the lack of knowledge of the students' expectations and needs to learn English. The teachers also use general English which makes the students have insufficient knowledge in the specific terms they will face in their job environment (Asrifan, Vargheese, Syamsu, Amir, 2020). They also found that most of the ESP students were taught general English, not ESP. Their materials are nearly similar to non-ESP students. Applying General English to ESP students may seem inappropriate because of the English materials they need to suit their needs and interests. As a result, finding the teaching speaking materials is a necessary procedure. The teachers may choose materials from several available sources, for instance from the internet, so they can fulfil the teaching and learning objectives.

Perception gives significant roles in the teaching and learning process because it can influence student motivations, attitudes toward language acquisition, especially their expectations, and their learning practices, according to Richards & Lockhart (2007). During the teaching and learning process, a teacher needs to know students' perceptions as a reflection at the end of learning. They emphasized that it is important to know how learning is effective

and what aspects teachers need to improve in order to facilitate students' needs (Sholikhi, 2020).

There have been several research findings dealing with the students' perception of ESP speaking, such as Encalada & Sarmiento (2019) and Kohnke, Jarvis, Ting (2021). The research by Encalada & Sarmiento (2019) explores the perceptions of ESP students from two Ecuadorian universities using qualitative methods. There were 81 participants (17 males and 64 females) from the two universities who volunteered to be part of this research. To collect the data, the researchers applied an Electronic Survey to identify the students' perspectives. The survey consisted of 5 Multiple Choice questions, Closed-ended questions, and two open-ended questions. The survey was applied through a Google Apps Form. According to the participants' responses, most of them have a positive perception. They have improved pronunciation and it has helped them to become less fearful when speaking in English. However, the researchers have some limitations and shortcomings. One of them is instrumentation. Since the survey was online, the lack of trained interviewers to clarify questions could have possibly led to less reliable information. So, to verify the research instruments, this current research will use interviews to get more reliable information.

Previous research from Kohnke, Jarvis, Ting (2021) explores the perception of ESP under-graduate students from University in Hong Kong. In particular, the study focused on the use of infographics as a digital reflective assessment to communicate the students' learning process in ESP course. This research used semi structured interviews to explore the students' perceptions. The study found the infographics motivating and helpful in enabling them to feel more confident while communicating with peers and clients in their fields. However, the researchers had some limitations and shortcomings, namely small subject participants, interviews, and thematic analysis. Thus, future research may consider employing multiple

levels of data collection (e.g., questionnaire, discourse analysis) to understand better the pedagogical use of infographics. So, to verify the research' limitation, this current research will use questionnaire and discourse analysis to get a deeper understanding of the academic use of speaking materials in ESP.

Based on the explanation above, this research would focus on investigating the students' perceptions of ESP speaking materials for the Informatics Engineering Department at the University of Muhammadiyah Malang. Based on the result of preliminary study, it was found that speaking skills have a high demand in ESP class because the proficiency and fluency in speaking skills could help students fulfil the requirements in the work-field. The finding further indicated that the students found that speaking skill was the toughest skill to acquire.

Given the importance of speaking material for ESP students, the author is curious about what materials is used by the teacher in teaching ESP speaking class and what the students' perception is towards speaking materials in ESP class.

## **1.2. Statement of Problems**

Based on the research background above, the research problems are stated as follow:

1. What materials are utilized by teachers for teaching English for Specific Purposes (ESP) speaking within the Informatics Engineering Department of UMM?
2. How do students of the Informatics Engineering Department of UMM perceive the ESP speaking materials provided by the teacher?

## **1.3. Research Purpose**

The purpose of this study is to know the specific materials are utilized by teachers for teaching English for Specific Purposes (ESP) speaking and the students' perceptions towards

ESP speaking materials provided by the teacher of the Informatics Engineering Department of University of Muhammadiyah Malang.

#### **1.4. The Scope and Limitations**

This study focuses on investigating specific speaking materials provided by ESP teachers and students' perception towards the speaking materials given in ESP class. This research is conducted among the 2<sup>nd</sup> and 4<sup>th</sup> semester Informatics Engineering students at University of Muhammadiyah Malang. By acknowledging the scope and limitation, researcher can design studies that are methodologically rigorous and produce findings that are relevant and meaningful to the field.

#### **1.5. The Significance of the Study**

The results of this study are expected to give some contribution to English teachers, students, and further researchers. For ESP teachers, this research can provide beneficial information to improve teaching materials with the aim of improving students' performance in the classroom. For students, it can lead them to better learning experiences. For further researchers, this research can be an inspiration to develop new research by improving the limitations of this study.

#### **1.6. The Definition of Key-term**

In order to avoid misunderstanding of the main concept used in this study, the following key terms are defined.

1. **ESP** is an approach to English Language Teaching where all content and methods are personalized to meet the needs and goals of the students (Hutchinson & Waters). In this study, ESP is a course provided by the college that has specific learning objectives to fulfil the students' needs.

2. **Speaking skill** is the ability to deliver and receive information or actions they need from others (Nursafira, 2020). In this study, speaking skill is valuable skill in both personal and professional life that can enhance communication effectively and fluently.
3. **Teaching material** is learning facilities designed by teachers in order to achieve the learning objectives (Kurniaman & Zufriady, 2019). In this study, teaching material is instructional resources that are specifically created to assist teachers in teaching ESP.
4. **Students' perception** is students' beliefs about the environment that are influenced by emotions and behaviours (Barus & Simanjuntak, 2020). In this study, students' perception is students' feelings, attitudes, beliefs, and opinions about ESP speaking materials provided by the teacher.

