

CHAPTER I

INTRODUCTION

This introductory chapter gives overview of the research. The chapter is divided into six sections. They include a specific discussed of background of study, research question, objectives, significances, limitation of the research and definition of key terms.

1.1. Background of the Study

The status of English as an International language has a crucial role as communication tool. The rapid growth of cooperation and globalization made English as a necessary skill to open up more knowledge. Therefore, English becomes one of the compulsory subjects for the students all over the world, included Indonesia.

In Indonesia, English is studied in formal and informal. Formally, English is taught from primary until senior secondary school. English in tertiary level becomes the compulsory course. In informal education, English can be learnt through following English courses or even private courses. Teaching English as the tertiary level for non-English department is not only designed by general English (EGP) model but also English for specific purposes (ESP). ESP must be started on the basis of the needs of the students in their study field. It also focuses on when, where and why learners need the language either in study or workplace contexts (Basturkmen, 2010).

ESP is one of the applied linguistic branches that has been developing among academics studying teaching development and language use based on academic and professional's needs in which English is used, for instance English in economic field,

English for medical and English for law. Hutchinson & Waters (1987) stated that ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning. There is a great deal of difference in practice between ESP and EGP. ESP teaching approach is known to be learner-centred where learners' needs and goals are of supreme value, whereas General English approach is language-centred, and focuses on learning language from a broad perception covering all the language skills and the cultural aspects of the English speaking community (Hutchinson & Waters, 1987). A study conducted by Xhaferi & Xhaferi (2011) at South East European University, from the Law department found out that the participants perceived ESP courses to be very important for their study and future career and there seemed to be considerable motivation and interest in taking ESP courses and strengthen knowledge in English language.

The core aspect to start teaching an ESP course is that teacher should perform need analysis. The importance to do need survey in ESP course is aimed to optimize the process of English language teaching so that the language being taught is what is really needed in their field of study and to strengthen students' proficiency and help them to get ready to cope with everyday situations and deal with their academic and professional field, likewise the English language teaching for students of law at The University of Jambi. Along this time, English becomes the compulsory subject for students of law of the University of Jambi that has to be contracted in their first semester with two credits. The last year's English language teaching emphasized understanding relevant texts by reinforcing vocabulary mastery yet was designed not upon the need analysis.

The absence of need analysis make content materials were delivered on the basis of lecturer's wisdom and the syllabus was designed as the result of lecturer's judgement. To start ESP course, the role of need analysis in any ESP curriculum should not be underestimated (Munby, 1978). It is acknowledged that needs analysis is the cornerstone of ESP and its proper application can result into a focused course (Dudley Evans & St John, 1998). For this reason, this study attempts to develop an English syllabus which employs need analysis as its starting point for students of law at the University of Jambi. A combination of the learning centered approach and task based approach used in designing the syllabus for undergraduate students of law at the University of Jambi. The learning centered approach was chosen because it brings the commitment to help students learn both content and process. Process refers to the skill they will need to meet the success as they are learning the content (O'brian, Mills, & Cohen, 2008). The process which means skill development is intended to be done through tasks. The task based approach associate tasks that are linked to the needs.

1.2 Research Question

This research aimed to answer the main research question, *how is an English syllabus for students of law developed?*

1.3. Objective of the research

The aims of this study are to describe the needs of students of law toward English language teaching in their field of study and the process of developing a syllabus targeted for first year of students of law at the University of Jambi.

1.4 Significance of the research

The study of developing an English syllabus for students of law can have beneficiaries from practical terms. First, the result of this research is suggested to the lecturer who teaches English in the faculty of law as the reference and consideration before developing the syllabus especially for the students in 2019 academic year. Secondly, for the next researcher, this research can be the reference for those who are interested in taking the same research. Lastly, the study also gives valuable contribution of ESP course design exemplifying a model of how to construct an ESP syllabus using ADDIE model and two combination approach, a learning centered approach and task based approach, for undergraduates especially undergraduate law students.

1.5 Limitation of the research

This research focuses on developing an English syllabus for students of law so the syllabus product might not be generalized to the other fields. In addition, the researcher also limits the area of develop steps. The process ends up in design phase. In that case, implement and evaluate step are omitted.

1.6. Definition of Key Terms

Syllabus is ways of organizing the course and materials (Brown, 1995)

English for specific purpose (ESP) is an approach to language learning which is based on learner need (Hutchinson & waters, 1987).

Need Analysis is typically the systematic collection and analysis of all relevant information necessary to satisfy the language learning requirements of the students within the context of the particular institutions involved in the learning situation (Brown, 1995).

English for law students is a part of the university course of legal English for academic purposes (Tarasova, 2014).