**CHAPTER I**

**INTRODUCTION**

This introductory chapter provides the overview of the research. This chapter is divided into five sections. They include the background of study, limitation of the study, problem of the study, the purpose of the study, the significance of the research, and, definition of key terms.

**1.1 Background of the Study**

English is considered as a very important language to be mastered in this globalizasion era, as English used in many aspects of life and communication. It plays its role in many different fields such as social environment, schools, and work fields.

English is very important and needed in psychology class of Jambi University. English is a compulsory subject in all majors, but the needs of English in each department are different from each other. According to lecturers,there is no syllabus, rps, and books for psychologgy students. So far, sources from the internet, even if there are no books, so that every lecturer who teaches in the psychology class gives material that is not uniform. So this is what makes syllabus an important thing to develop.

The reason above draws the example of English for specific approach (ESP) which is to design English course or in a specific words”an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning “ (Hutchinson & Waters,1987.p.19). Therefore psychology syllabus is needed whose learning content is in accordance with the competence of psychology graduates.

It is important to have a syllabus especially for psychology classroom because syllabus is a manageble unit of what English as a language need to be learnt, and that language cannot be learnt in one go, reveal how important the syllabus is. A well good/proper written syllabus provides information, anticipates question, presents logistical information and conveys the tone and philoshopy of the learning environtment (Nunan,1988).

In developing an ESP syllabus there are three approach as consideration;language centered approach, skill centered approach and learner centered approach (Hutchinson and waters,1987). Learning-centeredapproach isas learning-centered perspectives syllabus,generally the syllabus should describe the course including goals and objectives,clear explanation of assessment and evaluation, activities and process of learning,and what,when, where the learning will happen (O’Brien,Millis & Cohen,2008).

Based on these reasons, the researcherconducted a research entitle *“Developing an English Syllabus for Psychology Students in Jambi University”*. This research will develop a syllabus for learning English in psychology class in second semester, with two classes (35 student each class).The syllabus is a learning–centred syllabus that reffering the English material to the context of psychology or in the other words: English for Psychology. This syllabus developed based on the existing semester lesson plan of English for psychology class learning centre technique that researcher gets from lecturer document in Jambi University.

**1.2 Limitation of the Study**

 This research focuses on developing an English syllabus for psychology student in Jambi University. The learning material in the syllabus is about topics that related to psychology context.

**1.3 Problem of the Study**

Based on the limitation of the problem,the researcherneeds to know the process of developing the syllabus. So, researcher formulates that the problem is:“How is an English syllabus for psychology students developed?”

**1.4 Purpose of the Study**

To answer the problem of the study, the purpose of this study is to describe the process of developing the syllabus. In result, this study developed an English syllabus for psychology students based on their needs on English language in their academic environment.

**1.5 Significance of the Study**

Theoritically, the finding of this research is to provide information about how an English syllabus for psychology students is developed. Practically , the information will be beneficial for other researcher to develop an English syllabus for specifict purpose. Then syllabus as the result of this result will be useful for lecture and student to learn English in the classroom.

**1.6 Definition of keyterm**

**1.6.1 Syllabus**

This section is explain about definition of several keywords that involve in this study.

A syllabus is a document which says what will be learnt. A syllabus provides a focus for what should be studied along with a rationale for how that content should be selected and ordered.

**1.6.2 English for Specific Purposes (ESP)**

**Notion of ESP**

ESP has been defined by many theorists in different ways, but what has been emphasized by most of them is that it is a discipline based on learners‘ needs according to the situation that they face and their specialty. Then, the ESP approach originated to fulfil the demand by many learners around the world who needed to learn English to have access to science, technology and economical resources.

 **ADDIE**

ADDIE is an acronym for Analyze, Design, Develop, Implement, and Evaluate. ADDIE is a product development paradigm and not a model perse. The ADDIE concept is being applied here for intentional learning environtments. The application of ADDIE to instructional systems design facilitates the complexcities of intentional learning environments by responding to multiple situations, interactions within context, and interactions between contexts.