**CHAPTER I**

**INTRODUCTION**

This chapter deals with the background, problem statement and objective of the research. It also deals with the significance of research and scope of the research.

1. **Background**

English as the most popular language in the world becomes the most important intention by many people to learn. This makes English looks as the essential subject in any educational unit, even becomes the priority in some countries like Indonesia. As educational practices in our curriculum, English has been a subject in elementary level, even earlier, such as kindergarten and play group. It is also for secondary level, in junior high school and senior high school. For university level, English is taught in all departments. Even though, English is only as the general subject for non-English major and taught only for several semesters.

We have to admit that the study of the English language is very essential nowadays. It is the basis for better communication between people either specialists or not. Today English is the channel for technical progress as it enables the rapid exchange of information and research of the common global problems.

English Language Teaching (ELT) can broadly be divided into General English or English for General Purpose (EGP) and English for Specific Purposes (ESP) (Hutchinson &Waters, 1987). EGP focuses on general English language abilities of students whereas ESP focuses on specific skills and needs of learners based on a detailed analysis of learners’ professional/academic needs. According to Evans & John (1987),ESP is assumed to be more focused, practical and object-oriented as compared to EGP. Further, Hutchinson (1987) drew some clear distinctions between EGP and ESP. He confirms that English language taught at school and college level is called EGP, and when it is offered to professionals like engineers and doctors and to the students like engineering students, medical students, it is tagged as ESP.

1

Different from general English or EGP, students at specific institution like engineering need a specific set of language skills for their success in education and in career. Language classes at this higher level always make use of the texts of specific professional areas (architecture, business, civil engineering, electronics, environment, management, etc.) Such texts are usually focused on the communicative needs of the learners. To meet these needs, language teaching approach called ESP is introduced. It is centered not only on the language (grammar, lexis, register), but also on the skills and discourses that combine the development of linguistic skills together with the acquisition of specific information.

Furthermore, Sajad (2014: 18) stated that the difference which makes ESP different from EGP from every point of view is concerned with the analysis of the needs of the students. What is needed is an essential component of the course which decides the entire design of the course. Theoretically speaking, ESP is a kind of discipline which consists of three realms of knowledge: language, pedagogy, and content which include the students' areas of interest. Considering the bulk of studies on ESP, not many studies have dealt with the pedagogical issues among which is whose territory of activity it is.

Hutchinson et al. (1987, p. 53) believe the difference lies in practice rather than theory. The main difference between EGP and ESP learners with regard to the purpose behind where learning takes place. ESP students are typically adults who have acquired basic knowledge and the common language of the United Kingdom for the purpose of communicating a set of professional skills and perform certain functions related to the job. Have familiarity with General knowledge about the language of the United Kingdom paved the way for them to go into the depths of a relevant context with which they are able to meet their needs.

In EGP, the focus is on teaching the common vocabulary and language structures and teachers are usually the only source of knowledge that is bombarding learners with structure that they are not or little familiarity. In fact, most of the problems that are relatively new for them. In ESP, the focus is on learner needs, expectations and why they need to learn this language. Here, in the context of language becomes important. Rationally, because the purpose of the changes to the learners, the context also varies to suit their needs. Unlike EGP learners, ESP learners knowledge of its context make it easier not only for them to participate actively in the learning process, but also their teachers to guarantee their effective teaching.

Based on some distinctions between EGP and ESP from previous researchers above, the researcher draws conclusion that what distinguishes EGP from ESP is an awareness of the needs. In addition, the distinction between EGP and ESP lies in the way we define and implement the learning purpose. While EGP is aim-oriented which does not equate the specification of objective to aim – an educational operation – dealing with the development of general capacity, ESP, on the other hand is objective-oriented learning where the specification of objective corresponds to the aim – the training operation – which deals with the development of restricted competence.

In fact, as a general rule in EGP, all four language skills; listening, reading, speaking, and writing, are stressed equally. While in ESP, needs analysis have important role that determine which language skills are most needed by the students, and the syllabus is designed accordingly. An ESP program, might, for example, emphasize the development of reading skills in students who are preparing for graduate work in business administration; or it might promote the development of spoken skills in students who are studying English in order to become tourist guides and also to read a manual book for graduate work in engineering.

However, there is an interesting phenomenon that the researcher found at Civil Aviation Safety and Engineering Academy (CASEA) Makassar. This institution is located in Maros, a neighboring regency of Makassar, South- Sulawesi. CASEA Makassar is a college that is specialized in aviation includes air navigation and telecommunication, aircraft engineering, etc. In CASEA, English is one of mandatory subjects that must be passed by the cadets, because as we know that English is very closely related to the aviation area. Therefore, cadets of CASEA Makassar are categorized as ESP students since they learn English for their needs in aviation and engineering.

For CASEA students/cadets, learning English was quite comprehensive since the EFL teaching and learning process should cover those two area of English. They do not only learn ESP but also learning EGP. ESP is expected to be used in their work place some days, while EGP will be valuable to support it. That is the reason, CASEA provides more than one lecturer for a course in English class, lecturers for ESP or Technical English and lecturers for EGP. In CASEA, English is taught once a week and the time length is 3x50 minutes. The schedule and time split between ESP and EGP depends on the lecturer’s agreement. It can be by dividing ESP and EGP into eight meetings for each, one-to-one meeting or both in a meeting.

This phenomenon runs the researcher’s curiosity to observe and analyze the application of EGP materials for Air Traffic Controller (ATC) students at CASEA Makassar.

1. **Problem Statement**

Based on the background above, the research questions can be formulated as follows:

1. How is the application of EGP materials to Air Traffic Controller (ATC) students in learning EFL at CASEA Makassar?
2. How is the students’ perception towards the application of EGP materials in learning EFL at CASEA Makassar?
3. **Objective of the Research**

Based on the research question above, the objectives of this research can be formulated as follows:

1. To analyze the application of EGP materials to Air Traffic Controller (ATC) students in Learning EFL at CASEA Makassar.
2. To find out the students’ perception towards the application of EGP materials in learning EFL at CASEA Makassar.
3. **Significance of the Research**

The significance of the research can be formulated as follows:

1. The lecturer

It is expected that this research can be useful information to the English lecturers especially for ESP lecturers in providing appropriate learning materials based on their needs and besides, as a guide in teaching ESP students program.

1. The Students

It is expected that this research can be useful information for students, especially ESP students in learning English both EGP and ESP.

1. The next researchers

It is expected that this finding can be valuable as a reference for further research or inspiring for developing another research under the variables in this research.

1. The Institution

The finding of this research is expected to be a positive input for getting information towards the application of EGP materials for students/cadets in CASEA Makassar.

1. **Scope of the Research**

This research focuses on the analysis of English for General Purpose (EGP) materials that applied for ESP students namely Air Traffic Controller (ATC) class at Civil Aviation Safety and Engineering Academy (CASEA) Makassar. Besides, it also focuses on their perceptions toward the application of EGP materials for them.