

## CHAPTER I

### INTRODUCTION

This chapter explains the background of the study, statement of the problem, the purpose of the study, benefit of the study, scope limitations, and definition of key terms.

#### **A. Background Of The Study**

In 2015, the Southeast Asian Economic Community (AEC) forum was launched. A myriad of challenges lies ahead and are ready to become obstacles if the Indonesian people do not prepare themselves as early as possible. One of them is mastery of foreign languages. Indonesia must be able to follow this development. It can be done if there is good cooperation between all parties. Not only the government but also the Indonesian people are mainly educated and professional.

In addition to the challenges in terms of production, productivity and professionalism in following the flow of the free market, there are other challenges that one day can become a weakness as well as a strength, namely the mastery of foreign languages, especially English. When this free market is implemented, the opportunity for foreign nationals to work in Indonesia will actually be wide open. This means that Indonesian citizens have to compete in their own country.

Therefore, Indonesians must have more value, especially in terms of mastery and understanding of English. Because foreign companies in

Indonesia may require English as the formal language in their work environment. On the other hand, having adequate English language skills actually allows career development when the company expands to other countries.

According to Frank Smith (2012), “one language shows you in one corridor of life. Two languages show you the way to all the corridors”. Mastering a language other than our home tongue opens up a plethora of different possibilities, whether in terms of relationships or financial gain. It can be concluded that understanding and mastery of English has an important influence on the readiness of the Indonesian people to face the free market (Yunita, 2019).

The development of information technology and the economy as well as other aspects of life such as the existence of a free market has created professionals to create an active and competent young generation, especially in mastering English. As in higher education, English for Specific Purposes is taught to equip students to face the development of the free market. The ESP (English for Specific Purposes) approach in the practice of teaching English, both nationally and internationally, has a very strategic position and role. Inevitably, the free market encourages the mastery of foreign languages to be increasingly crucial. English, as one of the most widely spoken worldwide languages, cannot fail to become one of the most pressing needs for the global society, especially Indonesia, which is entering the AEC era (ASEAN Economic Community).

ESP has long been known in the world of education. Its teaching is undertaken to prepare workers with a specific level of English proficiency for a situation in which the language may be used, referred to as target needs. It offers instructional

goals, content, and strategies that are based on the needs and future desires of learners. From the early 1960s, ESP has grown to become one of the most prominent areas of English foreign language (Agustina, 2014). Nowadays, ESP is used not only by adults who have mastered a basic level of English proficiency or who are learning English for a particular reason, but also by English language learners who are learning general English.

There are many definitions of ESP. Some argue that ESP is simply the teaching of English for any specified purpose. However, are more descriptive, referring to it as the teaching of English for academic purposes, the teaching of English for vocational or professional purposes, or the teaching of English for nonnative English speakers learning English for specific purposes. Hutchinson & Waters (as in Zahid Javid, 2013) define ESP as an approach to language teaching in which all decisions as to content and method are based on the learners' reason in learning.

According to Robinson (as cited in Agustina, 2014), ESP has three essential characteristics: 1.) goal-directed learning (goal oriented). Learners learn English in this context not because they wish to understand the language as a language or the culture it includes, but because it has specific, specific, and specific aims in academic and professional domains with one another. ESP is more concentrated on a specific objective or branch of study. 2) The notion of needs analysis is used to build and develop the ESP material. Needs analysis is a concept that tries to specialize, relate, and bring what students need in both academic and professional domains closer together. 3) Because ESP is often taught at the secondary academic

and work professional levels, it is more geared toward adult learners than children or adolescents.

The use of this approach is also in line with government educational policies that emphasize the goals of learning English, namely, improving students' ability to use English, especially for academic purposes and professional careers.

English for Specific Purposes is widely applied in universities, including the Muhammadiyah University of Ponorogo. The holding of this program is nothing but to equip students in the world of work in the future. English for specific purposes is a method of teaching and learning English that is tailored to the needs of specific fields of science and professions that use the language. For example, English for law, education, nursing, engineering, economics, and other sectors of science and professions. Its goal is to equip students to utilize English in a variety of settings, including academics, the workplace, and program creation based on needs analysis.

ESP is used in English certification at Muhammadiyah University of Ponorogo. Muhammadiyah University of Ponorogo has many non-English Department. They are Civics Education, Mathematics Education, Accounting, Management, Islamic Studies, Nursing, Midwifery, Communication, Governmental Science, Electrical, Mechanical and Information Technology Departments (Mufanti et al., 2019). All majors except for the English Education Study Program attending English certification program. This certification consists of a series of English language courses that are completed in group. Each group contains 13 meetings, each of which includes learning, practice questions, tryouts,

and the final exam. There are two exam possibilities; if the first exam is not passed, a remedial exam is available. Higher education awards this certificate to students in order to provide them with the abilities they obtained in certification classes. Students frequently take certification in the first semester because they are fresh students with little assignments. LSM (Student Certification Department) holds an English language certification.

Mathematics education is one of the disciplines that takes the English language certification program, the researcher concentrated in mathematics in this study. In general, mathematics and language are very different. There are students who take mathematics to avoid language, there are also students who take language to avoid mathematics. All of them were chosen for their own reasons, maybe because mathematics is considered difficult, then they take language and vice versa. Mathematics contains formulas and calculations. Delivered in Indonesian, students sometimes have difficulty.

Researcher are interested in conducting research in the mathematics department because it is how to teach English in mathematics classes. Researcher want to know the opinion of students whether the learning can be received well or not. The researcher selected to conduct their research in the department of mathematics education because she wanted to look into the impact of English on mathematics. In the mathematics education department, students not only learn the fundamentals of mathematics such as algebra, geometry, calculus, statistics, and trigonometry, but also learn the fundamentals of other natural sciences such as physics, biology, and chemistry.



With this condition, the researcher will investigate the English certification at the Muhammadiyah University of Ponorogo department of mathematics education. What challenges did they face during the certification process, and what impact did this certification have when it was completed. In light of this, the researcher intends to undertake a study to determine student perceptions of the Muhammadiyah University of Ponorogo Language Unit's English certification program. A study titled "**Student Perception on English Certification Program Towards Language Development (A Study at Mathematics Education Department)**".

#### **B. Statement Of The Problem**

Based on the background presented, the researcher develops the following problems:

1. What is the English Certification Program itself?
2. What are the problems faced by the mathematics student during the English Certification Program?
3. What are students' perception about the English Certification Program towards language development?

#### **C. Purpose Of The Study**

The purpose of the research is:

1. To know the English Certification Program itself.
2. To know the problems faced by the mathematics student during the English Certification Program.
3. To find out student perception about the English Certification Program towards language development.

#### **D. Benefit Of The Study**

After doing this research, it is hoped that it can provide benefits, perhaps in the form of suggestions and input for the Student Certification Departments. Not only that, this research also has benefits for researcher, students, and also for college. Here are some of the benefits:

1. Researcher

This research aims to hone the ability of researcher to examine what the impact of English certification is, and to fulfill the final thesis project.

2. Student

The research aims to provide students with what difficulties they face during English certification, which can be fixed in the future.

3. University

The research is expected to provide criticism and suggestions for universities regarding the impact and difficulties faced by students during English certification.

#### **E. Scope and Limitations**

The target of this study was to investigate student perceptions of the English language certification carried out by the Muhammadiyah University of Ponorogo. It is appropriate in this case to find out whether this English certification can affect the language development of students.

## 1. Scope

English Language Teaching (ELT), has several branches of learning English to master. The branches of the ELT itself are English for Academic Purpose (EAP) and English for Specific Purpose (ESP). Research object is limited to ESP.

## 2. Limitation

The research subject is limited to students of the 3rd semester mathematics education study program at Muhammadiyah University of Ponorogo.

## F. Definition of Key Terms

<b>Perception</b>	Perception is the act of interpreting information obtained by someone in order to provide an overview and understanding. Processing sensory information and relating to past experiences enables one to create a lens in which to view the world through a filter of sociocultural influences (Oemar, 2001).
<b>English Certification Program</b>	This program is meant to help students prepare for academic achievement at colleges and universities as well as to teach them how to communicate in an English-speaking environment.
<b>Language Development</b>	Language development is a higher-level cognitive talent in which humans use their auditory and vocal capacities to verbally communicate their wants and requirements (Owens, 2008).