

CHAPTER I

INTRODUCTION

1.1 Background

The study seeks to learn more the skills and benefits that teachers associate with the learner-centred teaching for informatic engineering students. The focus of this research is how teachers understand LCT and observe how the teacher implement it in the classroom. Consequently the research looks into what the teacher's belief and how these impact on the choice of teaching strategies in general and LCT in particular.

ESP teaching and learning, for many, was years limited to discuss and leak of research finding. Such methods did not reflect students' interests and resulted in low learner motivation and poor participation. The continued increase of international contacts in various spheres that bring exchange programmes, conferences, has been done in shifting towards learner-centredness in teaching and learning English for specific purposes. Furthermore, the number of teachers who leave their jobs increases each day because of the lack of experience, pressure, and stress.

The aim of this research also is to gain insight into how teachers understand learner-centred teaching and how they implement it in class. It also needs the spesific roles of teacher while teaching in the classroom. Dudley-Evans and ST John (1998) proposed five roles for the: teacher, course designer and materials provider, researcher, collaborator, and an evaluator.

Teaching English for Special Purposes, for example, requires language structure, vocabulary, and the skills needed for the subjects specialty (Jordan 1997). Thus, In the present scenario of industry English communication skill are given very much importance.

The evidence to it is the inclusion of English as a compulsory course at different levels of education. Globalisation has changed the way teachers teach in many parts of the world, moving away from traditional teacher-centred toward more learner-centred classrooms (UNESCO, 2007; Vavrus, Thomas and Bartlett, 2011). Therefore, to adjust with globalisation, English for Specific Purposes (ESP) has attracted much attention within the teaching of English. Thus, learner-centered education focuses on each student's individual needs. Learner-centered teaching facilitates learning through techniques involving learners.

Lambert et al (1998) argue that adopting a learner-centred teaching means that learners can bring knowledge to their learning from beyond the classroom, such as from the environment, their interests and beliefs. Learning should begin by using or finding out the learners' past experience and skills as well as their existing understanding of the topic. This knowledge brings about engagement and personal responsibility in learning.

The research journal by Prof. V. Chandra Sekhar Rao under the title *English For Science And Technology: A Learner Centered Teaching* (2014) has already enlightened about a learner-centered teaching for English for Science and Technology, that research only provides the significant theory of the a learner-

centered teaching for English for Science and Technology based on the student's need.

Different from the previous research, in this paper, the research argues that the difficult situation facing many ESP teachers give them a unique opportunity to develop a successful course by adopting a learner centered teaching to ESP classroom. In the rest of this paper, the research analyse about the teacher 's understading about the belief of teaching in ESP classroom by adopting learning-centred teaching (LCT) also how the way of the teacher's roles teaches the student through applicated learning centered teaching to the students based of their needs. Therefore, the research carries out a research entitled **“Teacher’s Belief of Learner-Centered Teaching in ESP Classroom at Informatic Engineering Student”**.

1.2 The Research Questions

Based on the background above, the research formulates the problems follows:

1. How does the teacher's belief learning-centered teaching in ESP classroom at informatic engineering students?
2. What do the roles of ESP teacher play through learning-centered teaching?

1.3 The Research Aims

This study is intended:

1. To set out the teacher's belief for teaching in ESP classroom at informatic engineering students.

2. To reveal the roles of ESP teacher play through effective learning-centered teaching.

1.4 Significances of The Research

This research provides several advantages. The findings of the study provide useful and practical information to the Technical Institutions to improve the competencies/skills of the English teachers so that the students of informatic engineering and technology get benefited in accomplishing their language needs.

1.5 Rationale

ESP is defined as the roles of English in a language course of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners (Richards & Schmidt, 2010). ESP is a learner-centered approach, and since its general aim is to meet students' needs. An ESP learner-centred instruction starts with needs analysis of the students, which is followed by formulation of aims and objectives, content, selection of teaching materials, assessment and evaluation. This process has on-going nature where the teacher makes necessary changes to meet students' interests and needs, even as the ESP course is in progress.

Taking place that English for science and technology or EST is a sub category of the larger field of English for Specific Purposes in which it shares some basic characteristics with the larger field of ESP. It emphasizes purposeful learning of English. The communicative needs of the learners are important consideration of course design. The statement above explained by Rao (2014) that EST is concerned

with both the oral and written discourse of English for academic or professional, occupational or vocational purposes.

In the present scenario of industry English communication skills are given very much importance. The teachers of English in engineering colleges ought to acquire a specific set of competencies and get trained in latest Teaching-Learning Strategies. Discussing about Teaching-Learning Strategies, A learner-centered teaching facilitates learning through techniques involving learner. Learner-centered teaching method is an important strategy adopted by second language teaching researchers and teachers, which encourages the student to make plans and choose what to learn according to their own interest.

Strongly statements states by Piccinin (1997) mention of three approaches to learning: content-centred, teacher centred and learner-centred. While the first two approaches put content to be taught and teacher's authority at the focus, learner-centred learning moves away from them and concentrates on learner motivation towards learning. The teaching involves getting to know the learners, founding out what they know their misunderstandings and creating a context of learning which encourages learners to actively engage with the subject matter intervening with the objective of changing them.

In ESP, Dudley-Evans and ST John (1998) mentions the ESP teacher, then, is required to do more than teaching language; thus, his/her role would be definitely unique. In this way, individual ability can be well motivated. It is no doubt that globalization brings new requirement and challenge on education, and the interdisciplinary talents of high quality are needed to meet the need of world market.

Some teachers believe that being a good communicator means that you are able to be a good teacher, but when they are put in the classroom environment they find themselves looking for additional preparation to succeed in their teaching career. Therefore, most of them join training courses (Jourdanais 2009). Indicating that personal belief systems strongly impact on teachers' curricular decision-making and teaching practices. Beliefs are personal constructs generated from personal experiences that can provide a lens for understanding a teacher's instructional decisions.

During 1970s-1980s the impact of learner-centeredness in language teaching was evident with the development of communicative approaches which shifted the attention of the teaching learning processes from language form to language function, or to language use in accordance with the needs of learners (Savignon, 1997). This type of learning involves more than mastering the content, designing sound learning experiences, knowing instructional techniques.

This change in the approach to language teaching from traditional teacher-centred to more learner centred (e.g. Nunan, 1988; Tudor, 1996), which as Nunan (1988: 179) noted, is "an offspring of communicative language learning" requires learners to participate and negotiate actively in meaningful interaction in order to interpret and construct meaning by themselves. Thus, the learner-centred education is the perspective that couples a focus on individual learner's needs, experiences, perspectives, background, talents, interests, capabilities and needs. It also focuses on the best available knowledge about learning and how it occurs and teaching process that are effective in promoting learner motivation of highest degree.

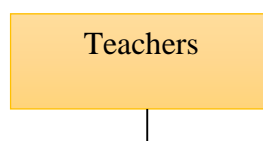
1.6 The Research Method

1.6.1 Research Design

This research is classified as case study using descriptive qualitative method. According to Researcher Robert K. Yin defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used (Yin, 1984, p. 23). Yin (1994) explained that a case study is a comprehensive research strategy that deals with situations “in which there will be more variables of interest than data points, “relies on multiple sources of evidence, with data needing to be converged in a triangulating fashion,” and that “benefits from the prior development of theoretical propositions to guide data collection and analysis” (p. 13).

Accordingly, the researcher takes a case study as a method in this research. Creswell (2009) defines a case study as research strategy in which the researcher investigates accurately a program, phenomenon, activity, process or a group of individual. In this study, the teacher’s belief of learner centred teaching in ESP classroom is investigated.

Here is the scheme of research:



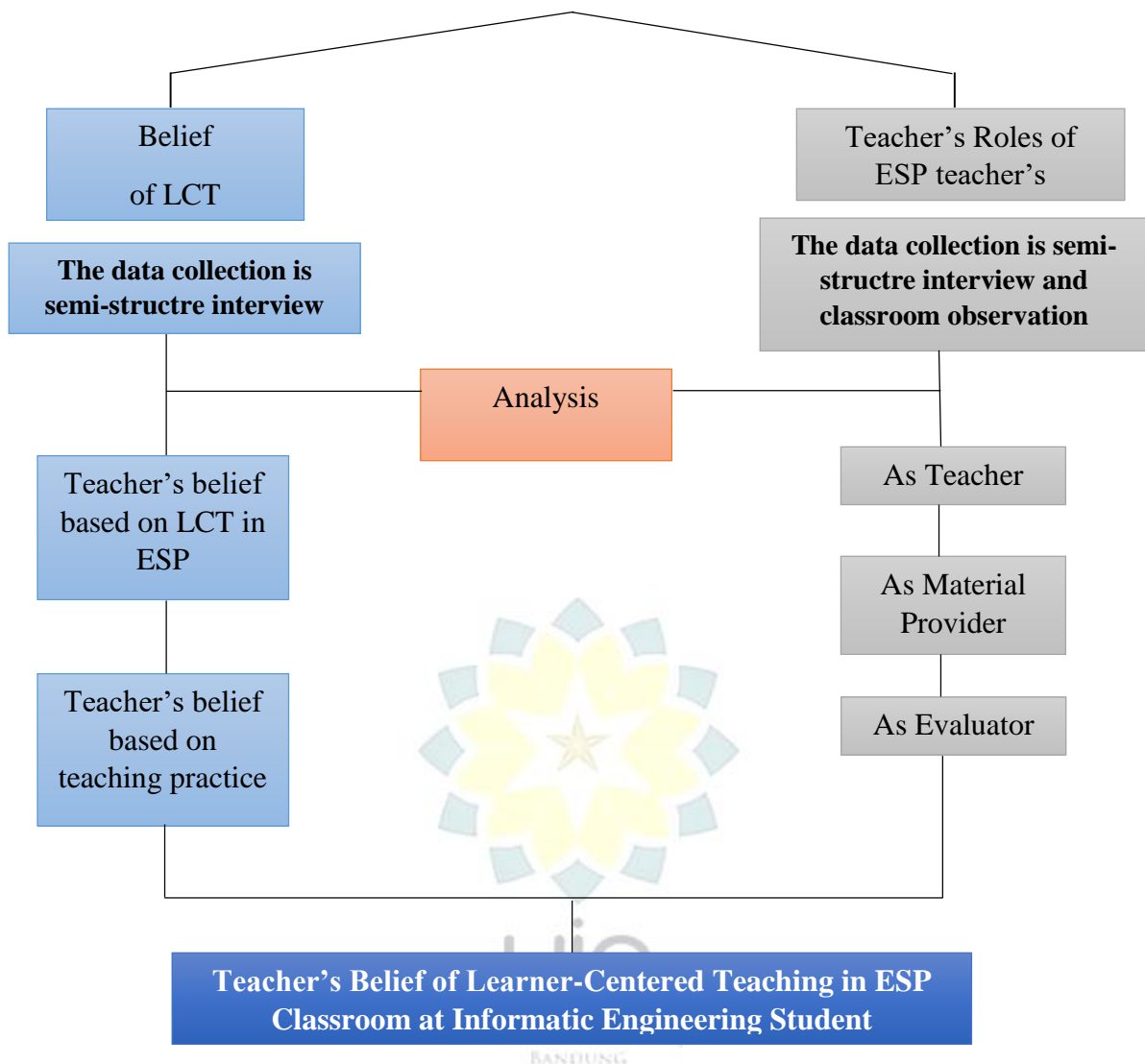


Figure 1. Scheme of research

1.6.2 Research Site

The research was conducted in ESP classroom at the 2nd semester of informatic engineering major in State Islamic University Sunan Gunung Djati Bandung. The research chooses informatic engineering in State Islamic University Sunan Gunung Djati Bandung.

This research conducted to English Instructure in the 2nd Semester of Informatic Engineering Students who has already been implementing ESP classroom, in the 1st semester, the teacher implemented General English.

1.6.3 Participants of The Research

The participants of the research is English instructure , her name is Nopi Sopiandi,M.Pd. The reason why the researcher takes an informatic engineering major as the participant of the research because English Language Communication (ELC) skills are vital for the engineering students to meet the needs and demands of technical advancement in education and employability. So, the research supposes that engineering major deals with the purposes of the research. (tdk usah mention murid)

This research uses purposeful sampling because of the research considers the respondents which are related to the needs of the research. According to Creswell (2012:206) the research term used for qualitative sampling is purposeful sampling, researcher intentionally select individuals and sites to learn or understand the central phenomenon.

1.6.4 Data Collecting Techniques

Answering the first research question, the research is explored primarily in interviews. And the second research question is during class observation, in general all the research tools complemented each other in providing valuable data to all the research questions.

1.6.4.1 Semi-structured interviews

The semi structured interviews keep the interview focused on specific issues and give to interviewees the latitude to talk freely of their perspectives and experiences (Freebody, 2003; Patton, 2002). Semi-structured interviews are administered only to the teacher. The research uses semi-structured interviews to explore teachers' understandings of professionalism.

1.6.4.2 Class observations

Observation is an important part of qualitative research. Classroom observations complemented my interview responses and helped the research gain a better understanding of teachers' perspective of LCT. Ideas of how and what to observe emerged from literature on class observation (Evertson and Holley 1981; Delamont and Hamilton, 1984).

1.6.5 Data Analysis

In this research, the data analysis used the qualitative method. The analysis of data is sorted, coded, and formatted into a story or a picture as what Creswell (2012) suggest. Therefore, the data taken from questionnaire, semi-structured interviews and class observations is further coded and categorized to answer the research questions. The data analysis is organized based on each data collection technique. Data analysis is the defined step in a research because it functions to conclude the result of research. The steps used to analyze data in this research follow the steps from Creswell (2012).

a) Organizing and preparing the data

The research organizes all the data were taken from interview and classroom observation. In this step, the research takes the materials related to teacher's belief in teaching by learner centered teaching in ESP classroom at informatic engineering student.

b) Read through all the data

The research reads through all the data to obtain the overall meaning about teacher's belief after organizing and preparing the data.

c) Beginning the detailed analysis

After reading through all the data, the research begins with the detailed analysis of the data. In this step, the research carefully reads and finds out the detail information from the data collection.

d) Interpreting the data

The research interpretes the result first from the interview which is focuss on teacher's belief based on their perspective and the second one is about the teacher's roles of ESP instruction makes conclusion of the research based on the result.

1.6.6 Clarification of Terms

This research has clarification of the key termsas follow:

a. English For Specific Purposes (ESP)

ESP is defined as the teaching of English to the learners who have specific goals and purposes. It might be professional, academic, scientific, etc.

(Robinson: 1980).

b. English for Science and Technology

English for Psychology is a skill-based course designed specifically for students of Science and Technology.

c. Teacher's Perspective

Teacher's perspective is a set of beliefs and assumptions about teaching.

d. Learner-Centred Teaching

LCT is an approach characterised by teaching strategies that empower learners to become more actively engaged in their studies.(Bibi: 2013)

