

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 English Teaching at Vocational High School

English is one of the subjects that taught in every levels of education; in general and specific levels of education. English is important to learned by everyone because it is an international language. Learn English need some methods based on the characteristics of English in each levels. In fact, teaching English in general and specific level of education are different. For example, teaching English in Vocational High School not only refer to the general topics like hobbies, sports, preferences and family, but also discuss about jobs. The contents about jobs are more important to learn because to prepared the students to face the job fields in the future. The English contents in Vocational School are designed based on their needed, where English is going to use in their job after they graduated. So the English topics are variation, start from learning how to communicate with bussiness partner, how to write bussiness letter, until how to negotiate in the bussiness. The general topics like family and sports also taught, but the proportion of the topics are not many as taught in general levels of education.

2.1.1 The Curriculum

Based on Depdiknas (2006), teaching English in Vocational High School has two purposes. These are to make the students improve their skills and

achievements in English and also to make the students are able to apply the skills in the target situation in their future life. In SMK Sunan Giri Menganti, the curriculum which is used to teach English is KTSP.

To reach the purposes of teaching English in vocational school above, Standard Competence and Basic Competence are used by the teacher as the guiding in the teaching learning process. Based on the Standard Competence, English is taught in three levels of proficiency; novice, elementary and intermediate levels. Each level consists of some Basic Competences. Those basic competences are developed into syllabus and lesson plans which consist of the description of classroom activities, learning materials, indicators of students' achievement and all about teaching learning process.

English teaching at SMK Sunan Giri are consisting of three Standard Competences; those are communicating in English at Novice, Elementary and Intermediate levels. In the first grade, communicating in English at Novice level is used as the Standard Competence in teaching English which is consist of eight Basic Competences. They are:

- 1.1 Understanding basic expressions in the social interaction
- 1.2 Mentioning things, people, characteristics, times, days, months, and years
- 1.3 Describing things, people, characteristics, times, days, months, and years
- 1.4 Producing simple expression for basic functions
- 1.5 Explaining activities which are being held
- 1.6 Understanding memo and simple menu, schedule of public transportations, and traffic signs

1.7 Understanding foreign words and terms and simple sentences based on some patterns

1.8 Writing simple invitation letters

Standart competences and basic competences are used as the basis to develop the materials, teaching learning activities, and indicator to give the values. KTSP give free rein to develop particular subjects which are acceptable for students needs. For example, APK students are more focus on the subjects which have correlation with APK major but APK students also need English to support their skill in their major. The school not only make English as the subject, but also make it as the skill. If APK students graduated and they will not continue to the university, they are able to work with applying knowledges and skills which have they got in the school. So, the researcher wants to develop English materials for APK students which have correlation with their needed in the future.

2.1.2 English Material

In Vocational High School, English materials still include in general purpose. The materials still not enough to fullfil the students needs based on their major. English teachers in some schools have already develop English module which is appropriate with the students' needs. But, the rest school still use English book in general and sometimes only use students' worksheet as the source of the materials in teaching learning English.

English teacher in SMK Sunan Giri Menganti used students' worksheet book as the source of English materials in teaching. Based on the students'

worksheet book, there are eight units that consist of some topics which are according to the Basic Competences.

In developing English materials, there are five principles proposed by Brinton in Nunan (2004) that must be noted. The first principle is basing the instructional decisions on content rather than language criteria. It means that the content of the materials is determined first, then it followed by the language items. The content of the developed materials needed to be relevant with the students' needs.

The second principle is integrating skills. There are four skills that must be organized integratedly. It means that it is impossible to learn speaking without learning listening and learn writing without reading. By integrating the four skills, students are able to learn language effectively. At the same time, grammar and vocabulary and the four skills are not taught separately. Those are combined as the content of the learning materials. Students need to enhance their ability in mastering the four skills in order to facilitate them in having communication using English. The contents are related to APK major, therefore the vocabulary will be related to APK major.

The third principle is involving students actively in all phases of the learning process. Therefore, the activities are developed in order to make students actively participated in the learning process. There are activities that need to be done in groups and/or in pairs. By doing group discussions, students can have more information and better understanding in learning the language because teachers give chances for the students to build their own understanding about the

materials given. Teachers have a role as the supplement that provides information when the students have problems in learning.

The fourth principle is choosing contents that are relevant to students' lives, interests and/or academic goals. When the content of the materials fits the students' needs, then the instructional process can be effectively conducted. This principle is similar to the theories of ESP in which all the learning materials must be relevant with the students' needs.

The last principle is selecting authentic texts and tasks. The materials were developed by using the authentic materials as the inputs. The authentic materials are related to APK study programme field, such as writing letter of offering something, the instruction of how to create a offering letter to promote items. This kind of materials will make students able to learn better because they can use the language that they learnt in a real life situation.

Based on the principles above, the writer can review that the students' worksheet book of SMK Sunan Giri Menganti is good, because the book is arranged integratedly. There are listening, speaking, reading and writing skills. The book also provide grammar focus in every units. The materials in students' worksheet book is not enough to make students understand about the topic because they only few pages and the rests are the exercises. On the other hand, the materials are too general if it is taught for APK students. In conclusion, developing English materials for APK students are needed to do to develop English materials based on the five principles of developing materials. So, the materials will related to the APK study programme field.

2.1.3 Administrasi Perkantoran (APK) Study Programme

Office Administration (APK) is an activity that focus on the planning of expense budget, payment and checking an office. APK has responsibility to make office activities planning, to prepare office equipments, to manage department changing and helping senior manager to give salary and to depose employees. APK study about the relationship between employees, allocating resource and fund efficiently and effectively. Beside study theoretically, APK students must do dual system education (Pendidikan Sistem Ganda / PSG) to study all of activities in the office directly. APK students hoped to be able to interact with other people in the office.

Most of APK graduation who work in the office, they have role as someone who keeps daily operational of office include as the mediator between employees and manager. For the graduation who wants to work in the art field, they are able to work in the gallery, exhibition and theater. They manage and coordinate the agenda in order to runwell. Because of good communication skills that they have, some APK students also acceptable as the public relations department, personal assistant and event organizer. APK major prepares the students to be ready in local and also in international companies. The work field of APK students is relative varied, like secretary, receptionist, front office, filling clerk, typist, public relation, and so on. Moreover, this major also prepares the students to be entrepreneurs so they can create their own business in the future.

Many kinds of this study program work fields, it makes English has important role for their achievement. Their skills and competences in English

should be ready to support them in global competition when they are graduated from Vocational High School. Therefore, there is a specific English area which should be they mastered. In conclusion, ESP approach is appropriate as the basis for developing English materials for students of APK major at SMK Sunan Giri Menganti.

2.2 English for Specific Purposes (ESP)

2.2.1 The Definitions of ESP

ESP approach is appropriate as the basis for developing English materials for students. According to the previous studies, the using of ESP approach is relevant to the purposes of teaching English in Vocational High School which are to make the students improve their skills and achievements in English and also to make the students are able to apply the skills in the target situation in their future life. ESP is an approach that all decision about contents and methods are based on the students' needs (Hutchinson: 1987). In ESP, the analysis of students' needs is more focus than in general English.

Helen (2010) stated that ESP teacher/course developer needs to find out what the students' needs in the target occupation or in academic discipline. The teacher also make sure that the content of the ESP course appropriate to them. ESP focuses on when, where and why learners need the language either in study or workplace contexts. The descriptions about what and how to teach are based on how language is used either in study or work.

ESP is narrower in focus than general English because it centres on the analysis of learners' needs. ESP is an approach in teaching learning English for specific area. The examples of educational area that need ESP are teaching English for law, medicine, mechanical engineering, economic, secretary and so on.

Thereby, teaching English for Specific Purpose has different approach with teaching English in General. The purpose of ESP is hope to students are able to master in English based on their major. For example, the students of mechanical engineering should master in English related to mechanic; the students of secretary also should master in English based on their major and if the students study in office administration, they should be master in English related to office administration.

ESP is an approach in teaching English which has different design, materials and purpose with general English. This is indicate that design, materials and purpose of ESP should develop based on the students' needs because when the students are in the school or when they are working in the future, the materials should appropriate with the needs.

2.2.2 Needs Analysis

This early stage of ESP is called need analysis. Because ESP course should start with analyze the learners' needs. This stage is proposed to find the learners' needs which is relevant to the target situation and to explore appropriate English communication based on target situation either in study or work. Chambers (1980) in Basturkmen (2010) states that needs analysis should be related to the

communicative needs that get from analysis of the communication in the target situation.

Richards (2001) stated that many reasons why need analysis should be held before designing the course for the learners. First reason is to determine the students' current level proficiency. Next reason is to determine who are urgently needed language training. Need analysis also able to used to identify the students' perceptions of the problems and difficulties in learning English. And the last is to assess the extent to the needs which are met by currently available programmes and textbooks.

In addition, Hutchinson and Waters (1987) define needs as the ability to comprehend and to produce the linguistic features of target situation. They divided needs into two categories: target needs and learning needs.

2.2.2.1 Target Needs

The target needs are what knowledge and abilities the learner will require in order to be able to perform appropriately in the target situation. The analysis of target needs is divided into four points which are necessities, lacks, wants and goal.

- a. Necessities are defined as the type of needs determined by the target situation.
- b. Lacks is the gap between what the learners already know and what the learners do not know.
- c. Wants is what the learners expect about language area that they want to master.
- d. Goal is what the learners reasons of learning English.

2.2.2.2 Learning Needs

The learning needs are what the learner needs to do in order to learn. The information about learning needs may be in terms of language items, skills, strategies, subject knowledge, and so on. As the information of the learning needs is gathered, there will be further action of the course designer to make the course interesting, enjoyable, and effective. Therefore, the information about learning needs will determine how the course is running and the success of an ESP program. The analysis of learning needs is divided into five points which are input, procedures, setting, learners' role and teachers' role.

- a. Input is to find out the suitable input for English learning materials that students want the most
- b. Procedures are to find out the suitable procedures that students want the most
- c. Setting is to find out the desired class management of doing the tasks of English learning materials (individually, in pairs, or in groups)
- d. Learners' role is to find out the role of the learner in the learning process
- e. Teachers' role is to find out the role of the teacher in doing the tasks

2.2.3 Materials Development in ESP

Materials development refers to a process of producing and using the materials for language learning. According to ESP, the materials develop based on the students' need. Materials development is the planning process where teacher can put the objectives and goals of the course into units and tasks.

a) Planning the syllabus

A syllabus provides a set of criteria for materials selection (Hutchinson and Waters, 1987). Thus, there should be a consideration in determining the contents of the materials. In planning the syllabus based on Basturkmen (2010), teachers/course developers make decisions about what to include in terms of types of units (skills, vocabulary, genres, functions, notions and, professional or cultural content), items in the units (which genres, semantic sets and functions) and sequencing (what should come first, second and so on).

The course might also need to consider cultural issues in communication with foreign people and provide realistic or authentic samples of language use (Nur, 2013). These requirements suggested a syllabus that was partly content based and included a cultural focus. The syllabus specifies discourse/language items (language functions), content items (texts) and cultural content (gestures).

Needs analysis plays an important role in determining course content in ESP. Parkinson et al. (2007) in Basturkmen (2010) suggested that an ESP materials developer can review about an effective language teaching.

b) Developing the Materials

According to Hutchinson and Waters (1987), the use of materials is to help the teacher organize teaching-learning process. Moreover, Evans and John (1998), find that materials particularly useful in ESP because they play a key role in exposing learners to the language of a particular subject.

Therefore, developing materials for the ESP classroom is a short of interchange between learning needs, language content and subject-matter content.

Before developing the materials, the teachers should analyze some questions which related to the issues of material development which can be used as a consideration in this study. They are described as what the target topic is, the topic relevant for the students or not, what the learning goals are, what the target language forms/functions/skills are, and so on.

In addition, materials development in ESP is closely related to the value of authenticity. As one of the characteristics of ESP materials, authenticity plays an important role in demonstrating real language use in the target situation. In other words, using authentic materials in ESP introduces the learner to the contents area of their professional context.

2.3 Content-based Instruction (CBI)

In line with ESP approach, another approach of language teaching which is called as Content-based Instruction (CBI). It is used for authentic materials in the classroom processes. The another connection between ESP and CBI is drawn in one of its principles which states that Content-Based Instruction better reflects learners' needs for learning (Richards and Rodger in Ngan; 2011).

The Content-based Instructions is likely drawn on the principles of Communicative Language Teaching. It argues the ideal situation of language learning should focus on real communication and the exchange of information. Therefore an ideal situation for language learning is not based on grammar or functions, but contents which are related to the subject matter from the outside of language domain.

There are some definitions of Content-based Instructions (CBI). Brinton, Snow and Wessche stated in Suharsono (2008) that CBI is “the concurrent teaching of academic subject matter and second language skills”. Richards & Schmidt (2002) define that CBI is “a programme in English as a second language in which the focus is on teaching students the skills they will need in regular classrooms, i.e. for learning in the content areas such as maths, geography, or biology”.

Other definitions about CBI, stated by Crandall & Tucker (1990), they define that CBI is “an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g., math, social studies) within the context of teaching a second or foreign language”. Wesche & Skehan (2002) stated that CBI is “the integration of school or academic content with language teaching objectives”. Based on the definitions above, the researcher concludes that CBI is an approach in teaching English which is combine the content of the subjects with the using of English in order to students are able to communicate the ideas that relevant with their subjects. Thereby, teaching English can be used in their subjects especially in APK subjects.

The term of CBI is often related to the other terms like *Content and Language Integrated Learning* (CLIL) and *English Across the Curriculum* (EAC). Those terms are not able to released from *English for Specific Purposes* (ESP) and *English for General Purposes* (EGP). According to Johnson & Johnson (1999), ESP initially has two branches; *English for Academic Purposes* (EAP) and *English for Occupational Purposes* (EOP). But, along with the developing of

modern day, the other terms like *English for Science and Technology* (EST) and *English for Educational Purposes* (EEP) also come along. CBI is one of terms that appear in ESP development.

One benefit of CBI is the using of certain subject materials as the language materials in order to make the students comprehend their language skills based on their needed. The successful of teaching learning process through CBI can make the students are able to master in language and also in their majoring subjects.

CBI has three principles; they are learners' necessity, learners' live and learners' interest. Nunan (2004) stated that there are five principles in CBI. Those are:

1. The teaching learning process is built based on the content of subjects not based on the language aspect.
2. Integrated skills.
3. The students should be active and engage in the process of teaching learning.
4. The materials should be chose based on the students need.
5. Authentic materials.

Thereby through CBI, the students learn English by the topics in their majoring subjects. With this method, the students are hoped to be able to communicate orally and also in written. In Indonesia, English generally taught as the foreign language. Therefor, the teachers who will use CBI need to consider some important factors. One of the important factor is the steps of teaching learning process (Pre-While-Post activities).

In Pre-activities, the teacher teach vocabularies that will be used in the while-activities explicitly. Teacher is able to prepare glossary. This activity is important to the students in helping them to comprehend the content of the subject. In While-activities, the teacher need to give some oral or written texts as the examples of skill that will be taught. As stated by Nunan (2004), teaching English use CBI approach should be integrated the skills. In one meeting, the four skills (listening, speaking, reading and writing) can be taught if the time allocation enough. If it is not enough, at least two skills should be taught. In While-activities, the students are exercised to explore the content of texts through listening, speaking, reading and writing based on the emphasizing skills. In the Post-activities, the students aimed to make the conclusion based on the materials which have they learned. They also asked to explain what is the easy and difficult things in the teaching learning process. These activities can be done in oral or wtitten. By this method, the students are able to give oral and written ideas in communicating.

2.3.1 Content-based Instruction Design

There are some steps in designing the teaching learning process which is used Content-based Instruction. The steps consist of the objective of learning, the syllabus and types of activities and the materials.

a) The objective of learning

In CBI, the objectives of learning are stated as the objectives of the content course. The achievement of content course is the sufficient evidence that language learning objectives have been achieved as well. In addition, Brinton in Richards and Rodgers (2001) describes that CBI should cover linguistic, strategic, and

cultural objectives. The summaries of those objectives are to activate and develop existing English language skills, to acquire learning skills and strategies which can be applied in further language learning, to develop general academic skills which are applicable in all subject areas, and to broaden students' understanding of English speaking people.

b) The syllabus and types of activities

The syllabus in CBI is mostly derived from content areas and these vary widely in detail and format. The contents and instructional sequence are chosen according to language learning goals. The syllabus usually refers to a topical syllabus which organization is built around the topics and subtopics. The final activity for each module should provide students with opportunities to use the appropriate language for a certain situation.

However, there are several types of activities which can be applied in Content-based instruction classroom. Stoller in Dedy (2013) classifies those activities into five categories, which are: (1) language skills improvement, (2) vocabulary building, (3) discourse organization, (4) communicative interaction, (5) study skills, and (5) synthesis of content materials and grammar.

c) The materials

To facilitate the language learning, materials in CBI are materials which are used in the subject matter of the content areas. A wide range of various materials can be used as the central concern of CBI is authenticity. However, the term authentic has two definitions. Firstly, it refers to materials used by natives. Secondly, it refers to original sources such as newspapers, magazines articles, and

any other media materials (Richards and Rodgers, 2001). In addition, it is also recommended to use realia, for example: manuals, technical journals, and timetables.

Furthermore, comprehensibility is also crucial for Content-based instruction materials. Although authenticity is important, it should be noted that materials may need modification in order to maximize comprehensibility. The modification may mean linguistic simplification or adding redundancy to text materials.

However, both CBI and ESP approach to language teaching have the same view to the learning materials. Materials are considered to be important in the teaching-learning processes because a number of advantages such as providing linguistic input, context of learning and also guidance for the teachers. Therefore, developing materials for either ESP or CBI classroom has become a key characteristic in an English course.

2.4 ADDIE

The acronym of “ADDIE” stands for Analyze, Design, Develop, Implement and Evaluate (Davis: 2013). It is an Instructional Design model that is as strategic planning of a course. It is simply a device to help us think through a course's design. Though the model appears linear, it does not have to be followed rigidly or in a linear approach, especially if you already have course materials developed.

The first step in the ADDIE model is *analysis*. In the analysis phase the instructional problem is identified along with students characteristics; what does the course developer want the students to learn, and how will the course developer

define instructional goals and learning objectives? This step will provide and guide the course developer in the following processes.

The second step is *design*, where an outline of instructional strategies is created or and learning activities and assessment are determined. In this step, the course developer also identifies the content and strategies for each unit.

Next is *development*. In this phase, the course developer are going to build learning content, learning assignments, and assessment. The course developer will also need to identify which technologies should be chosen to enhance her learning experience.

The *implementation* phase includes overview of course by testing of prototypes where training for the instructor happens followed by learners participating in the instruction. In this phase, the course developer get feedback from the participants and also from expert validation.

The last phase is *Evaluation*. It consists of two parts: formative and summative. Formative evaluation is a measurement of learning outcomes during the instruction process, and summative evaluation is a measurement of learning outcomes after instruction is the final stage.

2.5 Previous Study

Many previous researchers develop appropriate English materials for Vocational Schools because they believe that it is important to fulfil the students' needs in learning English based on their majors. Yaniafari (2012) with the title "Developing Multimedia-Based Listening Materials for 1st Grade Students of

SMK” found that the product was successful in making students interested in learning listening. Next journal come from Dedy (2013) with the title “Developing English Learning Materials For Grade Ten Students Of Culinary Arts Study Programme At SMK Muhammadiyah Wonosari In The Academic Year Of 2012-2013” found that the product generally met the standards of appropriate learning materials for vocational high school. The result of “Developing Reading Text Materials For Vocational School” by Septiyani (2014) found that reading text materials in form of procedure text which were developed for vocational school will make the students not only study English but also enrich and activate their prior knowledge about culinary art. Apriliana (2014) in her journal “Developing Interactive Listening Material Using Longtion Autorun Application for 10th Grade at SMA Muhammadiyah 8 Morowudi.” found that the students score significantly increased after using the product. It is indicated that the product is good and appropriate used to the students.

From some previous studies above, there is similarity and difference between previous studies with this study. The similarity between previous studies and this study is from the purpose. The purpose of the previous studies and this study is to develop appropriate english materials based on the students’ need. On the other hand, the difference between previous studies and this study is from the subject of the study. This study use the subject of SMK Sunan Giri Menganti from Office Administration (Administrasi Perkantoran / APK) students. The subject is diferent from some previous studies. The subject of previous studies are SMKN 2 Lumajang with Hotel Accommodation Program, SMK Muhammadiyah Wonosari

with Culinary Arts Study Programme and SMK Sandhy Putra 2 Medan also with Culinary Arts major.