

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Literature Review

2.1.1 English in Vocational School based on KTSP Curriculum

Curriculum as a system to teach students that have the aspects in the teaching process. Curriculum design created by the educational system like Mulyasa's statement. Mulyasa (2006: 12) stated that KTSP is an operational curriculum that created, developed and implemented by the educational which suitable with UUD number 20 in section 36 year 2003 about education nationalism system.

2.1.2 Syllabus Design

Syllabus used as a basic of teaching and learning process which consist of some activities and tasks that used to teach students. According to Pakkan, 1997 ; Brown, 1995; Harmer, 2001, the specification activities and tasks which used to engage the class for the learners are from the syllabus content.

2.1.3 English for Specific Purposes (ESP)

ESP generally used as a necessity to fulfill the specific needs. Chang (2009), Tsao (2011) stated that ESP has a significant purposes to fulfill the specific needs for vocational students and English academic. Hutchinson and Waters (1987) indicated that the approaches of teaching language is called ESP, the whole of method and content in ESP are based on students' reason in a learning. Strevens (1988) described that ESP is English teaching that designed to fulfill the learners' need. Lorenzo(2005) argued that students who studied in ESP

usually are adults who have the purposes to use it knowledge for their important job.

2.1.4 Content-Based Instruction

2.1.4.1 Definition of CBI

Content based instruction has the role as an approach to develop the materials by accumulate the subject matter from students need, syllabus and any sources of subject matter. According to Crandall and Tucker (1990: 187) CBI means that “content” based on the subject matter. In CBI lesson, the language and content are teached together, besides teaching contents, language also taught.

Nunan (2004: 131-132) stated about the strength of CBI are materials development and syllabus design, the materials development getting from the learners need, the materials can raise learners motivation and heighten learners skill these supported by language development from analytical approach, it helps the learners to master language and other aspects in a learning, and learners get the acquisition of second language then get the content mastery.

There are two things in CBI that are become the focusing in CBI lesson, those are the topic and the subject matter (Students need, syllabus, book, etc). Peachey (2005) stated that the topic and subject matter are become the focuse in CBI lesson.

Richard, Jack C. & Theodore S.Rodger (2001: 207) stated that ESP has a relationship with CBI approach, it is drawn from the principle of CBI itself, that it is better reflects on the learner need who learns a second language.Short (1993) stated that the topic of CBI instead on grammar rules and vocabulary list that the teacher uses in their language.Widdowson (1978:16) stated that communcation is

become the focus on CBI, that the teaching language is presented on subject matter, then the learners can learn that language to their real world. Krahnke (1987: 65) stated that CBI as a teaching information of language, that the language itself from content that being taught.

2.1.4.2 The Principles of CBI

Brinton (2003) in Nunan (2003: 205-209) defined about CBI that have six principles, first is content, it is become the basic aspect to determine the instructional decision. Then, vocabulary and grammar can be integrated in CBI. The third is, the content in CBI lesson is relevance with the students' interest, live and the goal of academic. The fourth is the tasks and text should relate with the real world. The fifth is the using of the tasks is to found the authentic texts. The last, in the lesson, students should be active during learning process, student don't depend on their teacher to help them on directing all learning.

2.1.4.3 The Activities used in CBI Lesson

Stoller (1997), in Richards & Rodger (2001:212-213) defined the types of activity in CBI lesson. Those are vocabulary building, a synthesis both of grammar and content materials, study skill, communicative interaction, discourse organization and the improvement of language skill.

While, Brinton in Nunan (2003: 209-210) explained more specific about the techniques and tasks. Those techniques and tasks are roleplay, writing process, pair work and group work, debate and discussion, problem solving, values clarification, jigsaw, survey tasks, graphic organizers and sequencing.

2.1.4.4 The Way to Apply CBI Approach in a Lesson

Davies (2003, p.2) defined that flexibility is the strength of the theme in CBI; teacher can create the units of the specific students' need, it is become the directive in CBI lesson, for example, in a lesson like starting by textbook readings: here the teacher provides textbook readings in several theme that followed by written work and some questions, students learn in a small group, then some advertisements were given to the students to analyzed. They also brought examples by their own to use in their group discussions. In a small group, students designed the advertisement by their own, the last is students are presented their project to other group discussions and they also can presented how they have got the project, and about who the target.

2.1.4.5 The Role in CBI Lesson

Some roles exist in CBI lesson, such as, role of materials, role of teacher, and role of learner. Cunningsworth (1995) cited in Richards (2001: 251) defined that role of materials in teaching and language learning in CBI lesson is presented; as a sources for the learners to learn grammar, pronunciation, vocabulary, etc; as a stimulation in classroom activities; help the teacher who have the less experienced about confidentness.

Breen & Candlin (1980) cited in Nunan (2004:67) revealed that there are 3 roles of teacher, those are teacher as an observer, facilitator and participant.

While the role of learner in term of some roles such as learner as an negotiator and interactor, they as a performer and listener and involved the process of growth, they also as a social activity, they are passive recipient and should have the responsibility in their own learning (Nunan, 2004:65).

2.1.4.6 Types of CBI approach

CBI approach has the several models to apply in a lesson. According to Scarcella and Oxford (1992), CBI approach consists of 3 models such as: adjunct model, theme-based instruction, and the last is sheltered model.

Adjunct is a model of learning in which students learn simultaneously between language and content. Language can support students to learn the content. Adjunct model is a typical model in which used at the level of university (Snow, 2001). Davies (2003) defined that usually ESL teachers taught in adjunct classes. It has the aim to emphasized on specific vocabulary.

Davies (2003) explained that theme-based instruction in CBI is a combination between content learning and language, this is the effective methods in EFL contexts.

Brinton, Snow & Wesche (1989) stated that a sheltered model is a teaching of second language in a content specialist for the learners in a group who segregated from native speakers.

2.1.4.7 The Aspects of CBI Lesson

CBI approach needs to comprehend more about how the content should be developed and what Content-based instruction should contain. Stoller & Grabe (1997); Stoller (2002) described Six-T's approach in CBI, first is theme: themes taken from students' need and students' interest, second is topics: the topics also determined by the theme that more specific, third is texts: the materials used in a lesson throughout curriculum. Content of the text needs meaningful, interesting and comprehensible text that are presented in a language classroom, fourth is tasks: in tasks, student makes summarizing, note taking or others that can be extracting the information from their tasks based on the texts that are

comprehensible, interesting and meaningful. They also can do the problem solving and have the critical thinking, fifth is transitions: the tasks and topics can be linked smoothly that in every topic is followed. The last is threads: students can be gained and related the whole of learned material.

2.1.5 Developing Materials

Developing materials is a process to develop to be good materials. Tomlinson (2008) stated that to get the succesful of developing materials, the teacher should consider the learning materials and the principles to adjust students need that show the role of the students which should be played.

Grave (2000: 150) defines that the action of adapting, creating, and orginizing the activities and the materials are called materials development that used to help learners for getting the objectives.

For developing materials in this study, the researcher uses ADDIE model. Here the researcher accumulates five modified ADDIE models by five experts as a source of knowledge the researcher to consider the developing materials process. Five modified ADDIE models are from Morrison, Ross & Kemp (2004 p.29); Dick, Carey & Carey (2001); Borg & Gall (1983, pp. 772); Suppasetsee's Remedial English Online (SREO) (2005); Candra Hadi Asmara (2012). The reseacher analyses the easiest of modified ADDIE model, then choose one of its to become the model in the process of developing materials that will used by the reseacher. A model has a function as a tool to conceptualize the process of developing. The first modifiedADDIE model is from Morrison, Ross & Kemp (2004 p.29) like:

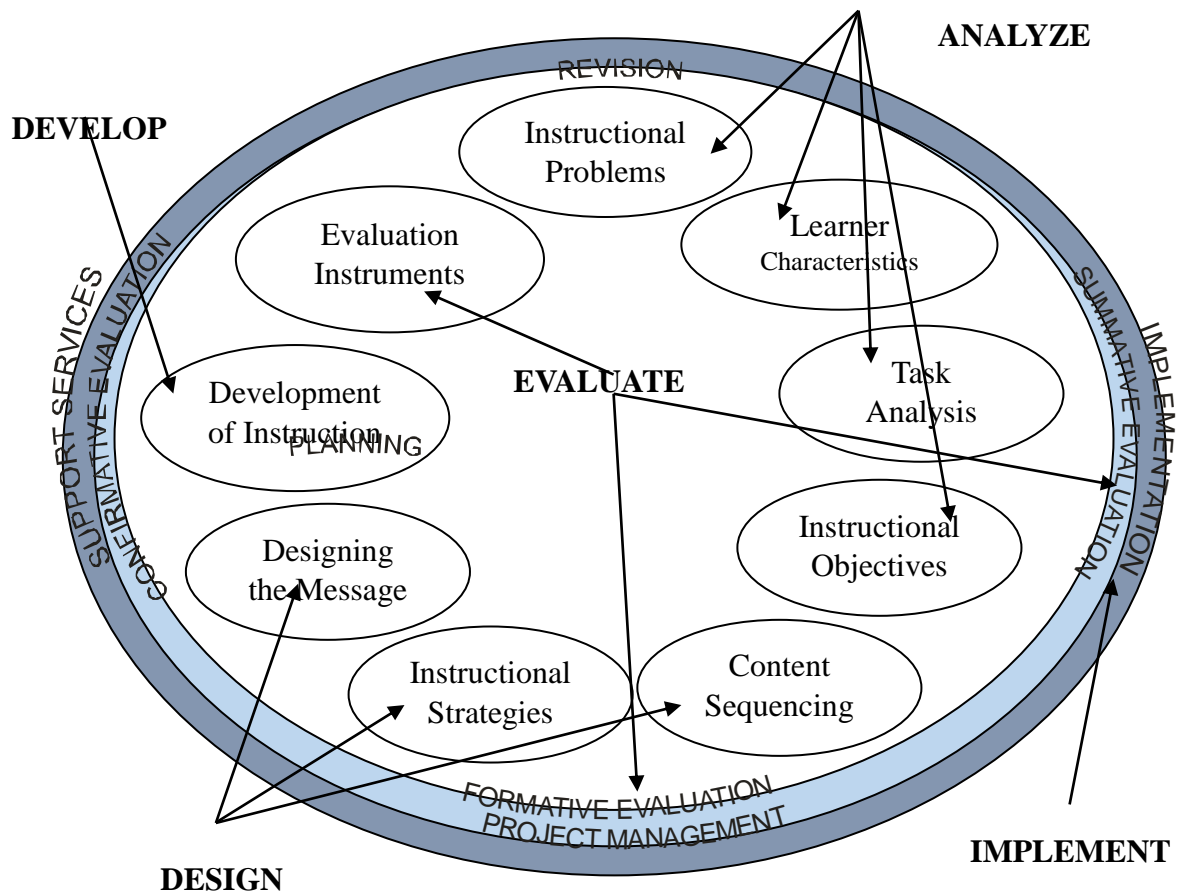


Figure 2.1 ADDIE modified model from Morrison, et al., (2004)

Morrison Ross & Kemp, (2004) stated that the introductory is a phase that most emphasized on the design process. The instructional designer focuses on curriculum planning of the learners' perspective rather than content (Morrison at al, 2004).

Second modify ADDIE model is from Dick, Carey & Carey (2001). This model still uses ADDIE (Analyse, Design, Develop, Implement, Evaluate) without adding other procedure, its procedure give the clear componente. Each of components is dependant on one another.

The data that accumulates from formative evaluation used to revise the instruction, it is the final design process, but it has the function as the first interaction process (Dick, Carey & Carey, 2001).

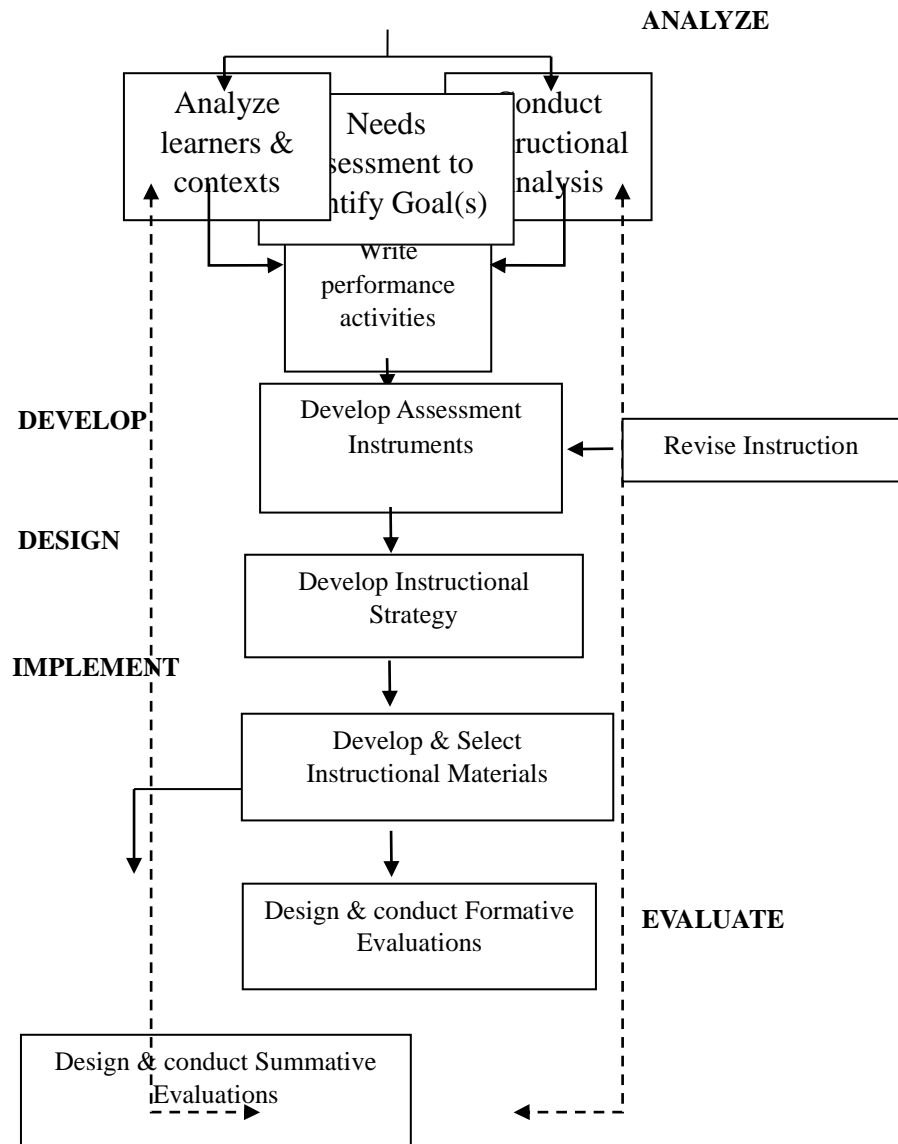


Figure 2.2 Systems Approach Model (Dick, Carey&Carey, 2001)

The third modified ADDIE model is from Borg & Gall(1983, pp. 772). This model modified in many procedures that arranged orderly that consists of 10 steps on that modified. In this model “Design” as the second step in ADDIE

model is not exist in this modified model but the second step is changing become “Planning”, and many steps are changing in this modified ADDIE model.

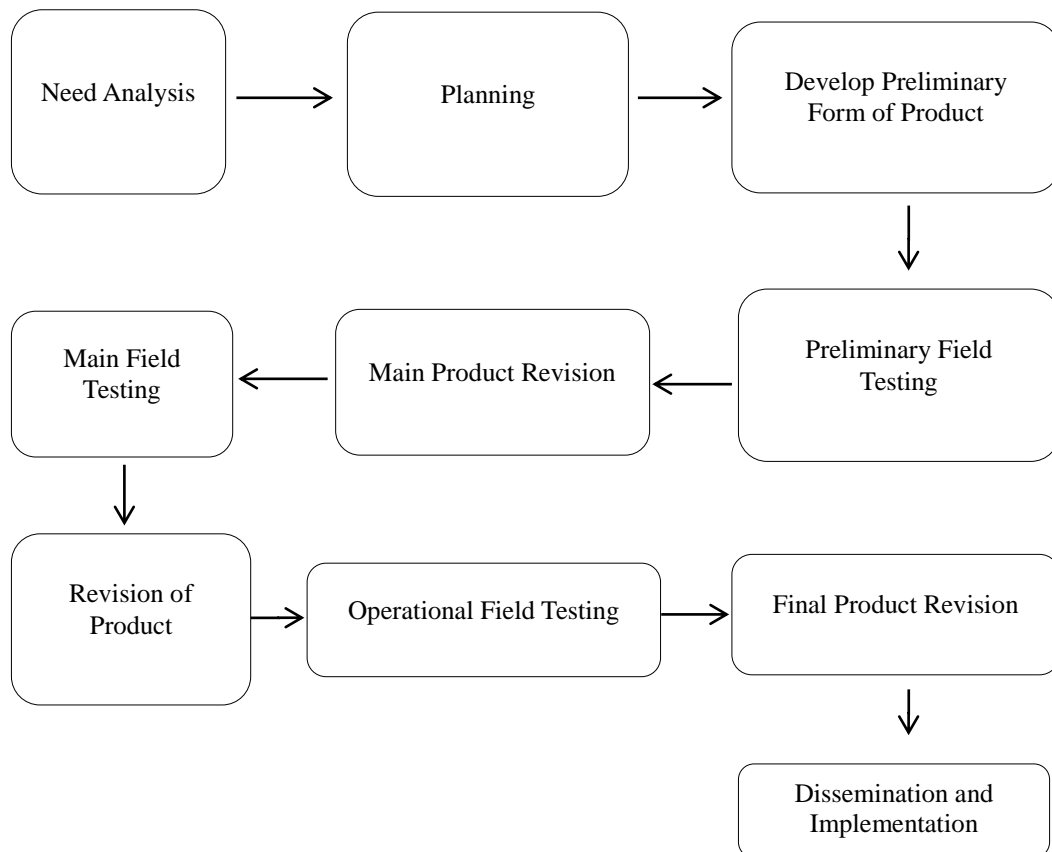


Figure 2.3 Borg & Gall(1983, pp. 772)

The fourth modified ADDIE model is from Suppasetserree’s Remedial English Online (SREO) (2005). This modified is more specific that consists of many steps. This steps, consists of analyse setting, construct prototype which give more specific sub steps such as in analyse setting step consists of problem identification, need assessment, and curriculum analysis. Then the construct prototype step consists of write objectives, identify learners, select content, develop instructional, specify teaching method and insructional media, and identify instructional environment.

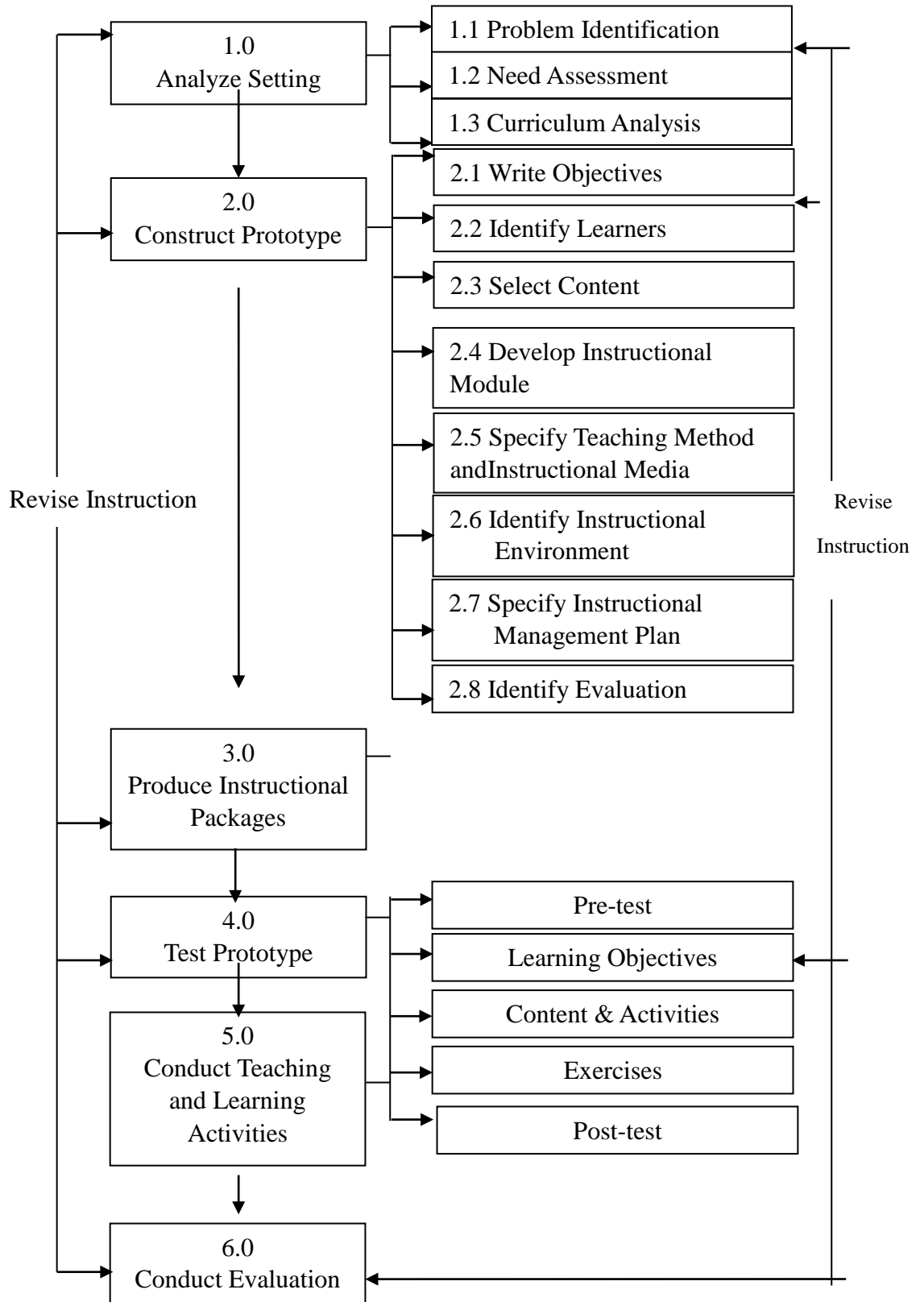


Figure 2.4 SREO Model (Suppatseree, 2005, p. 108)

The last modified ADDIE model is from Candra Hadi Asmara (2012). This model, the expert adds some procedures such as expert validation, revision, limited try out, (feedback from students), and the last is final product.

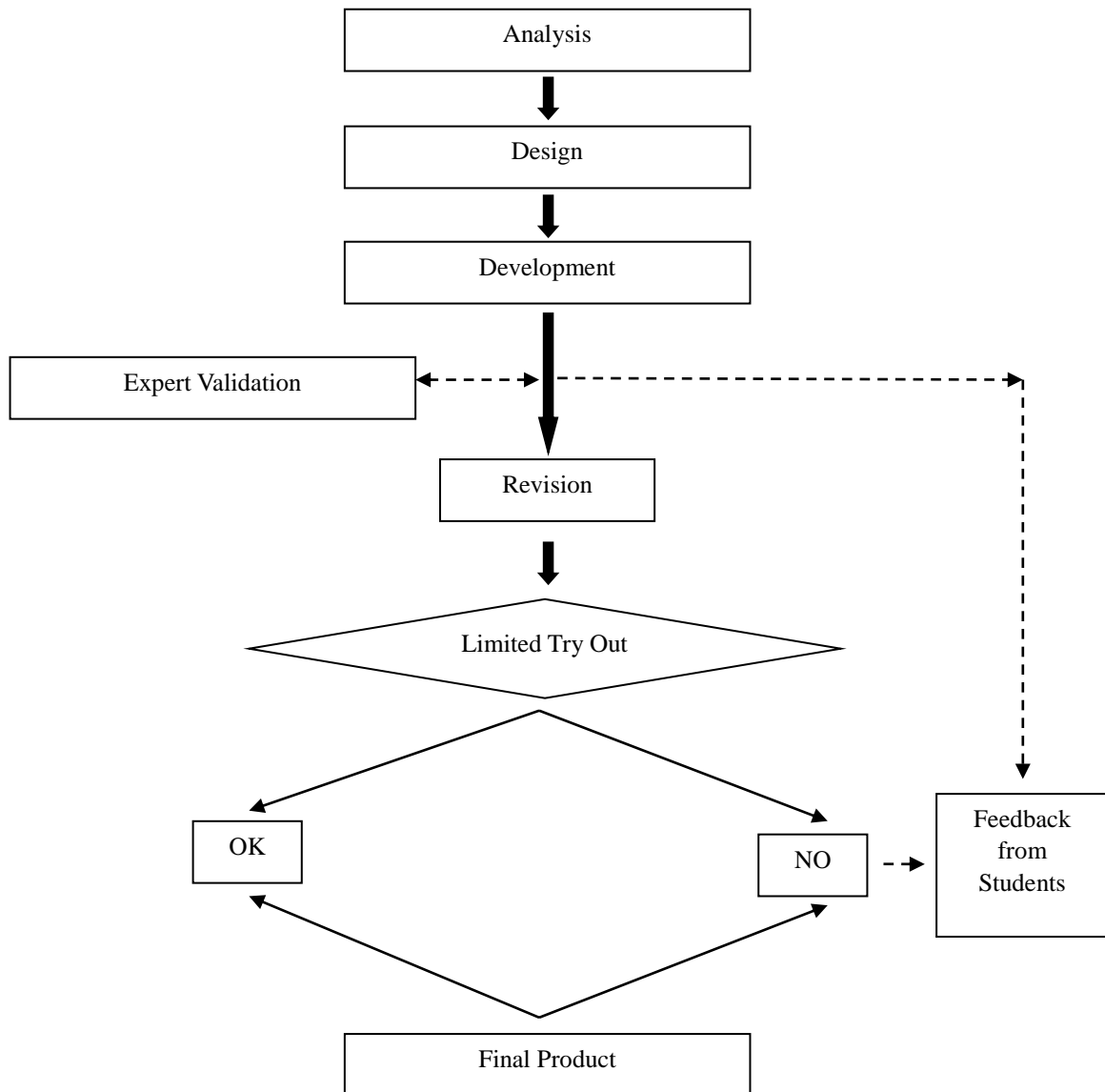


Figure 2.5 ADDIE modified model by Candra Hadi Asmara (2012)

According the researcher all of modified ADDIE models have clear steps, but the researcher deems that ADDIE model modified by Candra Hadi Asmara (2012) is more clear and easy to understand on each steps. In order that the

researcher will choose this modify as a design to develop the materials in this developing English learning materials.

ADDIE is abbreviation from Analyse, Design, Develop, Implement and Evaluate. Below are the definition of Analyse, Design, Develop, Implement and Evaluate.

2.1.5.1 Analyse

According to Nada (2015) analysis phase is a process before determining the planning, developing and before implementing the product.

In analyse step consists of need analysis in term of target need and learning need. According to John (1991) need analysis as the first procedure of course design and provides the validity that used subsequently in activity of course design. Hutchinson & Waters (1987) stated that target need is a step to know the target situation in the learning process and the attitudes of situation by asking the questions to target.

In target need consists of 3 aspects those are necessities, it is about what the learners have know in order to get the function effectively on target, and then lacks, it is about the students ability in target situation that not yet be the best performance and about what has not been known by the learners, the last aspect is wants, it is about the needs of students want in the target learning.

While learning need is the learner needs about what should to do in their learning (Hutchinson & Waters, 1987). In the learning need in term of many aspects that relate with materials, topic, model of learning, activity and etcetera.

2.1.5.2 Design

The second step is design, after analyse phase. This is about the instruction. Nada (2015) stated that design phase is a step of applying the instruction. In this step thinks about how can the design instruction be the effective ways to facilitate a learning.

2.1.5.3 Develop

Development phase means that making more large something from the design phase that have been determining. The designer develops the materials depending on the design phase and the analysis. The design phase should develop into more large and specific project. Nada (2015) stated that analysis and design are the basic phases of development.

2.1.5.4 Implementation

Implementation is a continue step from developing. Implementation is a step for trying the product to the target (students). In this phase, the product will given to the students for their training fasilitators. According to Nada (2015) in implementation phase is consider the steps to implemented the planning that have been created, first step is training the instruction, second is preparing the students, and third is organizing the environment in a learning.

2.1.5.5 Evaluation

Evaluation is a step to measure or assess the product. There are some types to evaluate the product. Nada (2015) stated that in evaluation phase consists of two types those are formative and summative evaluation.

2.2 Previous Study

Based on this study, the researcher finds two previous studies that relate with the title of the researcher's study. First previous study is from Mostafa Amiri

and Azar Hosseini (2014) that have the title such “The impact of content based instruction on students’ achievement in ESP courses and their language learning orientation”.

This study combined CBI and grammar-translation method (GTM) as approaches in that study. For the result of that study, it has the different impact on students achievement when uses CBI and GTM. Students’ attitude and orientation in CBI lesson can concluded that some aspects of group work, students involvement, cooperative learning and providing comprehensible input are the right teaching that more needed by the students. Then the researcher’s study just uses CBI as an approach to develop the English learning materials that gather all of subject matter especially from students’ need, wants, lacks from need analysis. So, the differences between Mostafa Amiri and Azar Hosseini (2014) and the researcher’s study is the Mostafa Amiri and Azar Hosseini (2014) study emphasizes on the differencess learning outcomes between content-based instruction (CBI) and grammar-translation method (GTM). While the researcher’s study is to develop English learning materials using CBI approach on marketing students.

Second previous study is from Choirul Rohmah (2015) thesis that develop an English learning materials at vocational school. This study focuses on materials development with the textbook form. It has some problems such as “Who are the target needs?, What kinds the needs of a learning?, and What are the suitable materials of English materials. These problems are same with the researcher’s problem, but the researcher adds one problem of this study that is “how to develop English materials by using CBI approach”.

The Choirul Rohmah (2015) study and the researcher's study have the difference approach. Choirul Rohmah (2015) study uses two approaches, those are using content-based instruction (CBI) and text-based instruction too. While the researcher's study just focuses on CBI as an approach in the research.