CHAPTER II

REVIEW OF RELATED LITERATURE

2.1.Teaching English in Vocational School

English language teaching in vocational school (SMK) is implemented based on current curriculum. At the previous time, the curriculum in Indonesia has changed, initially using the curriculum KTSP then transformed to Curriculum 2013. Yet, at this time the government make a policy that the schools which are not exceed for two years in implementing the curriculum 2013 are allowed to continue the implementation of the curriculum 2013 or re-use KTSP curriculum. Thus, some schools re-apply the KTSP curriculum, including SMK 1 Sidayu as the subject of this study. KTSP curriculum is a flexible curriculum that allows implementation dependent or can be adjusted conditionally with the education unit (BSNP, 2006 : 4).

Generally the allocation of time spent in learning English at SMK in a week is 4 hours of lessons or 4 x 45 minutes, and in a month there are 4 meetings. However the guidelines of KTSP allows class hours variation corresponded by weight of English language competence in the department, so there are some departments allocate learning English more than 4 hours of lessons. In fact, there are several schools that provide English enrichment such as; additional classes, English extracurricular activities, and so on.

In the curriculum KTSP, English language are grouped into adaptive program. Adaptive subject is a group of subjects that serves students to have a

wide knowledge. So that they can adapt to the social changes that occur in the environment, work environment, and be able to develop themselves to the development of science and technology. Learning English in vocational school grouped into three levels according to grade levels which potion in the standard of competence as follows (KTSP SMK, 2006 : 51-52):

A. Novice Level :

a. Listening : understanding the meaning of interpersonal and transactional oral discourse, formally or informally, in the form of listening to requests and commands related to daily life.

b. Speaking: expressing the meaning of interpersonal and transactional verbal discourse, formally or informally, in the form of conveying requests and orders related to daily life.

c. Reading: understanding the meaning of interpersonal and transactional written discourse, formally or informally, in the form of listening to requests and commands related to daily life.

d. Writing: expressing meaning in writing in interpersonal and transactional discourse, formally or informally, in the form of delivering a written request and orders related to daily life.

B. Elementary Level

a. Listening: understanding the meaning in interpersonal and transactional oral discourse, formally or informally, in the form of listening to requests and commands related to the job.

b. Speaking: expressing the meaning of interpersonal and transactional verbal discourse, formally or informally, in the form of conveying requests and orders related to the job.

c. Reading: understanding the meaning of interpersonal and transactional written discourse, formally or informally, in the form of listening to requests and commands related to the job.

d. Writing: expressing meaning in writing in interpersonal and transactional discourse, formally or informally, in the form of delivering a written request and orders related to the job.

C. Intermediate Level

a. Listening: understanding the meaning in interpersonal and transactional oral discourse, formally or informally, in the form of listening to requests and orders related to profession.

b. Speaking: expressing the meaning of interpersonal and transactional verbal discourse, formally or informally, in the form of conveying requests and orders related to profession.

c. Reading: understanding the meaning of interpersonal and transactional written discourse, formally or informally, in the form of listening to requests and commands related to profession.

d. Writing: expressing meaning in writing in interpersonal and transactional discourse, formally or informally, in the form of delivering a written request and orders related to profession.

Harmer (2007: 83-84) categorizes students in vocational schools into adolescent learners. He explains that the adolescent learner has the characteristics such as seeking their identity andneed to feel good and be valued of their self.

2.2.Reading

2.2.1. Definition of Reading

There are so many meaning of the reading, as defined by Wallace (1992: 5) reading is a process of extracting meaning from written text. Moreover, Asher (1994: 10) describes reading as the ability to comprehend the thoughts and feelings of others through the medium of written text. While Grellet (1985) reading is assigning meaning and extracting information from written texts. Klingner, Vaughn and Boardman (2007) argue that reading is a process of constructing meaning that can be Achieved through dynamic instruction suggested by the text, and the context of the reading situation. His opinion is almost the same as McEntire (2003) who defines reading as a constructive process which the prior knowledge and experience are important to get proper understanding of the information in a text. From reviews of those definitions above, we can conclude that reading is an activity in which the reader seeks to identify, comprehend, interpret and evaluate the ideas and point of view Expressed by the author.

2.2.2. Teaching Reading

In teaching reading, it is needed to know what is the principle of the reading and techniques to teach reading.

A. The Principles in Teaching Reading

As stated by (Harmer, 1998: 17), teaching reading has five principles in the short description as follows:

a. Reading is not passive skill.

In learning reading, students must be active. Then the teacher should motivate them so that students are active in reading

b. Students need to be engaged with what they are read.

Students who are not interested in what they read, will not get the understanding, therefore, teachers should provide an interesting reading topic for students.

c. Students should encourage to respond the content of reading text, not just to the language.

In reading a text, the students not only study the number of paragraphs but also the meaning and the message of the texts. Therefore, it is important to give the students a chance to respond the message of the text.

d. Prediction is a mayor factor in reading.

Often in reading, readers find ads in reading. It may contain a summary, a photograph, and headlines. It affects the reader to predict what they are going to read. The teacher's role here is giving 'clues' to the students so they can predict what is coming.

e. Match the task with the topic.

In giving the task to the students, the teacher should not be out of the topic that has been given. In other words, it must be appropriate and

relevant. For example, if the teacher gives the topic of equipment, the task can be a list of the names of the tools and can be formed in the format of questions, filling a puzzle, games, etc.

B. Techniques in teaching reading

Greenall and Swan (2001: 78) argue that the ability to read will increase if the students reproduce the practice and use the techniques in reading. Reading teaching process has three stages included into the teaching of reading technique, namely; pre-reading, whilst reading and post-reading. Technique here in the sense of teaching activity processes applied by teachers to improve students' reading ability.

a. Before reading/pre-reading

In pre-reading, Robinson (1997: 67) has readiness techniques offered in eight ways:

a. Focusing attention.

To focus the student's attention, the teacher could ask the students to pay attention and look at the book.

b. Questions

The teacher may ask questions to the students about the topic they are going to learn.

c. Headings.

The teacher could write the title on the board. It is to get the student's attention.

d. Non printing material.

     The teacher may use media like a picture so that students don't feel bored.

e. Stopper words

     The teacher explains the words or sentences that are too difficult to the students.

f. Setting purposes

     The teacher determines the purposes of reading, such as reading to find out the main idea of the text.

g. Purposes and strategies

     The teacher facilitates the students to analyze the questions and plots out their reading strategies in relation to particular questions.

h. Questions and answers

     Students also need to be helped in analyzing the questions to be varieties of answers expected.

b. Whilst reading/during reading

     Greenall and Swan (2001: 78) argue that the ability to read will increase if students expand reading and use techniques in reading. There are several reading techniques as follows:

a) Extracting main idea

b) Reading for specific information

c) Understanding text organization

d) Predicting

e) Checking information

f) Inferring

g) Dealing with unfamiliar word

h) Linking idea

i) Understanding complex idea

j) Understanding writer's style

k) Evaluating the text

l) Reacting the text

m) Writing summaries

c. After Reading/post-reading

At this stage, the teacher evaluates students with a series of tests as a measurement of student comprehension in reading. Tests can be given in the form of questions to be answered by the students or teachers can ask students to make a summary or presentation to the class.

2.3. English for Specific Purposes

2.3.1. Definition of English For Specific Purposes

English for specific purposes (ESP) is not a method of learning or part of the kind of language. ESP is an approach to language learning based on the needs of learners (Hutchinson and Waters (1987: 19)). In other words, ESP should in accordance with the reason learners to learn and what is needed by the

learner. Hutchinson and Waters (1987: 6-8) explain that ESP backgrounded by several aspects as follows:

A. The demand of brave new world

At the end of the second world war, the development of technology, science, and the economy on an international scale is growing rapidly. For various reasons, the power of the economy of the United States is in world top position among other countries. So it encourages English as the language of united state become an international language.

The impact of that makes people wanted to learn English not only for pleasure or prestige but it is more that English is the key of technology and commerce. Then, since English became the international language of technology and commerce, learners know the specific reasons they learn English (entrepreneurs who want to sell their products, mechanic should be able to read the instruction manual, etc). All of them requires English, and more importantly, they know why they need English.

B. A revolution in linguistics

Traditionally the aim of linguistics has identifed the principles of English usage, this is a grammar.Yet the new studies shift attention away from determining the conventional characteristics of the nomenclature used to discover the ways in which speech is actually practiced in actual communication. Single finding of this inquiry is that the speech we speak and write varies considerably, and in a number of different ways, from one context to another. In English language teaching this gives rise to the thought that

there are important differences between, say the English of commerce and that of engineering. These ideas matched naturally with the development of english courses for specific group of learners. In the other words, teaching english must be adapted to specific group of learners and it could be identified by analysing the linguistic characteristics of their specialist area of work or study.

C. Focus on the learner

The development of educational psychology gives many contributions to the increase of ESP. In studying English, learners have different needs and interests. This affects on the motivation of learners in learning English and also effectiveness in learning. The issue becomes a trigger in the development of relevant learning based on needs and interests. In this case, to achieve this, learning English is adjusted on the a specialist area of learners. For example, biology text for students of biology. Etc.

From these explanations we can conclude that the development of ESP is influenced by the development of technology, science and economics. ESP should be tailored to the needs of students and it is intended in terms of what English that students learn. In other words, ESP devoted to special purposes in the specialist area of learners.

2.3.2. Need Analysis on ESP

Nunan (1988) defines the need analysis as a family of procedures for gathering information about learners and about communication tasks for use in syllabus design. According to Hutchinson and Waters (1987), in determining the

ESP course design requires needs analysis. It is to know the reason why and for what purpose the students learn English. There are two aspects that need to be analyzed:

A. Target needs

To know the target needs there are some aspects to consider include; necessities, lacks, and wants.

a. Necessities:

This term belongs to what the learners have to recognize in order to be used effectively in the objective position. Learners will also need to know the linguistics features – discourse, functional, structural, and lexical – which are usually used in the situations identified.

b. Lacks

It belongs to the gap between the target proficiency and the existing proficiency. The learners need the instruction will depend on how well they already can do it.

c. Wants

It belongs to what the learners' need from an ESP course. Before start designing an ESP course, teachers and material developers have to know what are needed by the learners why do they join an ESP course.

B. Learning needs

Learning needs are the knowledge and abilities that learners need in order to be able to perform to the required degree of competence in the target situation. The information about learning needs can be collected in the form of

language items, skills, strategies, or subject knowledge which are needed by ESP course designers.

2.3.3. ESP Course Design

Course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching – learning experiences, which the aim is to guide the learners to a particular state of knowledge. Hutchinson and Waters (1987: 65). The process of course design is offered in several stagesinclude; producing syllabus, designing the material according to the syllabus, determining the method used, and evaluating learning. are described as follows:

A. Designing Syllabus

David Nunan, (1988) states that Syllabus design is seen as being concerned essentially with the selection and grading of content, while methodology is concerned with the selection of learning tasks and activities. Hutchinson and Waters (1987: 80) define the syllabus as teacher guide documents which says what will, or at least, what should be learned. From the definition, it can be concluded that the syllabus is part of the learning design in the form of a document that serves as a guide for teachers in designing learning. Hutchinson and Waters (1987: 83-85) explain why syllabus is needed in course design:

a. Language is a complex entity. A syllabus provides a basic for the division of assessment, textbooks, and learning time allocation.

b. A syllabus also gives moral support to the teacher and learner, it makes the learning task is appear manageable.

c. The syllabus can be seen as a statement of project path, so that teacher and learner are not simply having an idea of where they are going, but also how they might get there.

d. Syllabus is an implicit statement of views of language and learning. It tells the teacher and the students not only what and why it is to be learnt.

e. A syllabus is a set of criteria for materials selection.

f. A syllabus is one of standard achievement of any institutionalized activity.

g. Syllabus provides a visible basis for testing to decide the success and the failure in a teaching and learning activity.
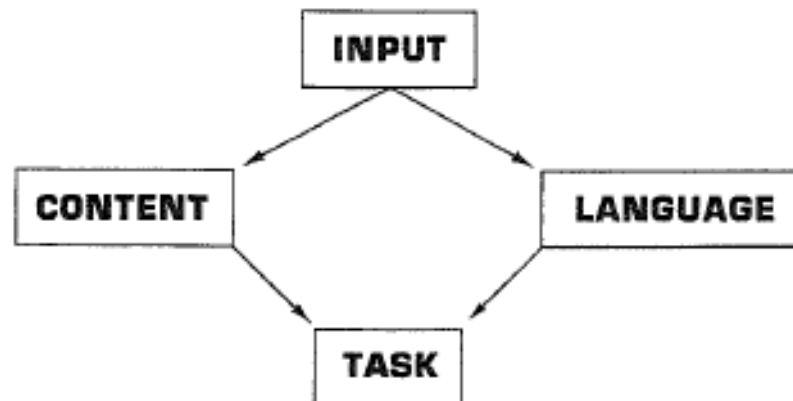
B. Material Design

Material is one of the characteristics of ESP. As stated by Carter, D (1983) that ESP has three items; authentic material, purpose-related orientation, and self-direction.

Hutchinson and Waters (1987: 107-108) proposes six principles that can serve as a guide in designing the ESP material:

a. The material becomes a stimulus for learning. The good material contains; interesting text, enjoyable activities, providing opportunities for learners to explore their knowledge and abilities, the topics that both teachers and learners can receive and understand it.

b. The material can help the learning process by providing a clear structure and coherent unit that will guide teachers and students through learning activities in such a way.

c. Materials realize reflection of the views on language and learning. An author should be able to make a decision on what the language learning consists of. Also materials should reflect what the author wants about the learning process

d. Materials reflect the nature of the learning task. Language learning is complex process involving many different kinds and levels of knowledge. Materials writing was a simple task of isolating the structure, writing a text to exemplify it and pattern drills to practise it.

e. Materials can have a very useful function in broadening the basis of teacher training, by introducing teachers to new techniques.

f. Materials provide models of correct and appropriate language use.

In relation to the process of designing ESP materials, Hutchinson and Waters (1987: 108-109) proposes a model that consists of four elements; *input, content focus, language focus, task*. The fourth element may be a material consideration for developers in designing material. So that the material to be produced can answer the needs of the target to be achieved. In the course design, These four elements represent their relationship like the figure:

Figure 2.1 : A material design model (Hutcinson and Waters :1987)

a. Input

In designing the material, authors should consider the input. In this case can contain a form of a text, dialogue, video - recording, a diagram, or any piece of communication of data. The input provides astimulus materials, new language items, correct models of language, a topic, opportunity for learners to explore their information processing skills, and opportunity for learners to explore their existing knowledge both of the language and the subject matter.

b. Content focus

Language is not an end in itself, but a means of conveying information and feelings about something. Non – linguistic content should be exploited to generate meaningful communication in the classroom.

c. Language focus

Good materials should involve both opportunities for analysis and synthesis. In language focus, learners have the chance to take the language to pieces, study how it works and practice it back together again.

d. Task

The ultimate purpose of language learning is language use. Materials should be designed, therefore, to lead towards a communicative task in which learners use the content and language knowledge they have built up through the unit.

2.4. Material Development

2.4.1. Definition of Material Development

Tomlinson (1998: 2) defines the material as anything used by the teacher to facilitate learning. Materials can be in the form of cassettes, videos, CD – Roms, dictionaries, grammar books, readers, workbooks, or photocopied exercises, or can be in the other forms. According to Graves (2000:14), material development is a planning process that allows teachers to determine the goals and objective of the study into the unit and task. Materials development can be defined as anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways designed to promote language learning (Tomlinson, 1998: 2).

Here are the criteria for good writing material offered by Tomlinson (1998: 3-15) related to materials development:

a. Materials should achieve impact.

b. Materials should help learners to feel at ease.

c. Materials should help learners to develop confidence

d. Materials should require and facilitate learner self – investment

e. Materials should expose the learners to language in authentic use

f. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes

g. Materials should take into account that learners differ in affectiveattitudes.

2.4.2. The Process of Designing Material

Tomlinson (1998: 97) divides the material design process into five stages include; Identification, Exploration, Contextual Realization, Pedagogical Realization, Physical Production.

A. Identification

Identification is the stage where the material developer identify learning needs. At this stage the material developers also recognize the problem to be solved by the development of the material.

B. Exploration

This stage is the stage of exploring area of need or problems in terms of language, meanings, functions, skills, etc.

C. Contextual Realization

Entering this stage, the material developer starts writing the materials by finding suitable ideas, contexts, or texts.

D. Pedagogical Realization

In this step, the material developer determines appropriate exercises and activities and the writing of appropriate instructions for use.

E. Physical Production

In the step of physical production, The material developer starts to design material, include of layout, type size, visuals, reproduction, etc.

2.4.3. Material Evaluation

Evaluation of the material is very important in the process of developing material. Evaluation of the material serves to determine strengths and weaknesses and effectiveness of the materials that have been developed. Tomlinson (1998: 227-231) describes the evaluation material into five categories as follows:

A. Description of task

In description of the task point, the material evaluation considered into four aspects; input, procedures, language activity and outcomes.

B. Planning the evaluation

This stage is very important in order to know the effectiveness of the material. It also has a beneficial affect on the choice and design of a task.

C. Collecting information

A task evaluation will need to consider collecting three types of information:

a. information about how the task was performed.

b. information about what learning took place as a result of performing the task.

  c. information regarding the teacher's and the learner's opinions about the task.

D. Analysis of the information collected

  One of the decisions facing the evaluator at this step is whether to provide a quantitative or a qualitative analysis data. A quantitative analysis involves the use of numbers. While a qualitative data involves a more holistic and impressionistic approach.

E. Conclusions and recommendations

  This is the final stage of development of material after going through several stages. Conclusion here is a summary of the results of the material analysis that has been developed. While the recommendation refers to the proposal for the further teaching or the next material development. Material evaluation of textbook by BSNP (2007) assesed from several aspects. It is formulated on the feasibility aspect of content, appropriateness of language, and the feasibility of the presentation.

  Here is a formula assessment of textbook material quoted from the National Education Standards (2007):

Table 2.1 : Formula assessment of textbook material (BSNP : 2007)

I. THE FEASIBILITY OF CONTENTS
A. Compliance of Material Description with the Competency Standards and Basic Competency
2. Completeness of the material
3. The depth of the material
B. The Accuracy of Material

4. Social Function
5. Elements and structures of meaning
6. Linguistic features
C. Supporting Learning Materials
7. Recency
8. The development of life skills
9. Development of insight diversity
II. FEASIBILITY OF LANGUAGE
A. Compliance with Level of Development of Students
10. Compliance with the students' level of cognitive development
11. Compliance with the level of socio-emotional development of students
B. Communicative
12. Readability Message
13. The precision of language rules
C. Harmony and Unitary Notion
14. Harmony meaning of section / chapter / Section / paragraph / sentence
15. Harmony meaning between section / chapter / Section / paragraph / sentence
III. FEASIBILITY OF PRESENTATION
A. Presentation Techniques
16. Systematics
17. The balance between chapters
B. Presentation of Learning
18. Centering on students
19. Development of craft, creativity, and critical thinking of students
20. The development of students' independent learning
21. The development of students' ability to reflection / self-evaluation

C. Completeness Presentation
22. The precursor
23. Content Section
24. Closing section

2.5. Content-Based Approach

2.5.1. Definition of Content Based Approach

Many definitions have been proposed by some author about what content-based instruction approach is. Curtain & Pesola (1994) express content-based instruction as a curriculum drafts being taught through the foreign language. Brinton, Snow and Wesche (1989) indicate that content-based instruction is the instruction which focuses on the meaning or substance of the content which is being taught. It means that content-based instruction is in contrast with general language instruction, which uses topic simply as a tools for teaching reading and writing, or the grammar of English language. Moreover, Crandall and Tucker (1990) define content-based approach as an approach to language instruction that integrates the presentation of topics or tasks from subjects matter classes within the context of teaching a second or foreign language. Richards and Rodgers (2001) point out that content-based instruction is an approach which teaching is organized around the content or information that students will acquire, rather than around a linguistic. Related to the theories posed above, content-based instruction approach is an approach used in language teaching which foreign language used or teaching the subject content.

2.5.2. The Teaching / Learning Activities

In order to guide students to use helpful strategies when they read in a foreign language, the teacher can guide them by designing tasks or activities. Tasks or activities are exercises in which there is an objective to achieve and there are exercises intended to facilitate learning. According to Sergio (2008) When designing tasks for students, one of the most recommended routines is to design tasks activity that follow the format of pre-reading activities, while-reading activities and post-reading activities.

1. Pre-reading Activities

   These tasks are intended to build background knowledge. The teacher becomes a bridge constructor between what students already know about a concept - schemata - and what they need to know in order to understand a particular text, that is, the interaction between those schemata and the input coming from the text.

   Pre-reading tasks are intended to prepare the learners for a reading selection, or to give them the first steps in order to develop skills in anticipation and prediction for the reading, activating background knowledge so they could later interact with the text. With these tasks, teachers give students meaningful pieces of information that they would encounter in the reading.

2. While-reading Activities

   The aims of this stage are to help students to understand the specific content and to perceive the rhetorical structure of the text (Celce-Murcia,

1991). With these tasks teachers take the learners through the reading and they interact in the text.

3. Post-Reading Activities

Post-reading tasks are intended to verify and expand the knowledge acquired in the reading. These last tasks also lead the learners to discuss and analyze issues presented in the reading. Post-activities are tasks in which learners, after interacting with the reading, reflect, argue and give their points of view.