CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter presents related theories to English for Specific Purposes (ESP), Content-Based Instruction (CBI), ESP Module, Developing Materials in ESP and Previous Study.

A. Literature Review

2.1 English for Specific Purposes (ESP)

2.1.1 The Definition of ESP

ESP was born since English became the international language of technology and business. Many people want to learn English for various reasons. One of them wants to learn English because to support their work, some of them need to learn English because the need to understand textbooks in school. Need and interest of learners would influence their motivations to learn English.

Based on Dudley-Evans and St. Jones (1998) describe ESP is a kinds of English for specific purpose that could be specified such as English for academic studies or for vocational purposes. In other hand based on Hutchinson and Waters (1987:19) ESP is not kind of language or methodology but an approach to study language learning based on learner's need. Same with Basturkmen (2010:2) ESP is not different from language teaching forms. It means that the process of ESP is not as a result but one of part of another language form it can not separate each other. Because language skill cannot stand independently they must be complementary each other.

According to Anthony (1997) ESP aimed at professionals students with some target language basic knowledge and not limit from their needed. In Smoak (2003), the definition of ESP is English instruction based on real situation and based on the students need. ESP is needs based and task oriented (p.27)

All the previous definition and statements it can be conclude,English Specific Purpose (ESP) is a study English language in specific content based on the students need. For the examples study English for vocational high school.

2.1.2 The Characteristics of ESP

Dudley-Evan and St John (1998:3) propose some characteristics of ESP. They classify the characteristics into two, the first is absolute and the last is variable characteristics. Their definitions from two characteristics are as follows:

1. Absolute characteristics

    The absolute characteristics is English language design to make specific needs of the learners, it means the content based on particular disciplines, occupations and activities. Using language that different with general English, those are; lexis, discourse, syntax, and semantics.

2. Variable characteristics

    The variable characteristics are to improve specific skills based on students need such as speaking, listening, reading or writing, teaching methodology used is suitable to learner ability and learning objective. ESP is generally designed for intermediate or advance students.

Most of ESP assumed basic knowledge of the language systems but it can be used with beginners.

In short, it can be concluded that ESP is designed the specific learners need based on the need analysis. Language centered in ESP such as grammar, lexis, register, skills, discourse is suitable to the particular disciplines, occupation and activities. Methodology that underlines the ESP is different with General English. Activities in ESP to help student improving particular language skills by students need. In additional, ESP program usually has learners in the same specialization at work or study.

2.2 Content based instruction(CBI)

2.2.1 The Definition of CBI

CBI proposes an approach in which students get the target language through content. The definition of CBI is theoretically based on the communicative competence. It means that use of language in communication by knowing how to effectively use the language better than knowing about it. According to Stoller in Richards and Renandya (2002:94), CBI was used content as the tools for developing language skills. The content refers to the information or subject that will learn or communicate through language (Richards, 2006:28).

According to Richard and Rodgers (2001:204) CBI (Content Based Instruction) is an approach to teaching English around the content, content usually refers to the material those students to learn. The CBI is likely with CLT (Communicative Language Teaching). The ideal situation of language learning focuses on real communication and the exchange of

information. The ideal situation for language learning is not based on grammar functions, but the content is related to the subject matter from the outside. According to Brinton (2003, p.201) Content-based instruction is teaching of language trough content that is interesting and relevant to learners.

It can be concluded that Content-based Instruction as a key in language learning that is on the real content in which the understanding and communication of information is employing the language.

2.2.2   The Principles of CBI

Based on the definition above it can be seen that in CBI, learners learn language trought content and language just in meaning. The principles of CBI are from the principle of communication language teaching, it should involve the students to active in the exchange of content. According to Richards and Rodgers (2001), Content-based instruction based on two basic principles, they are:

1. People who learn a language more successfully when they use the language rather than only know it

2. CBI better to know the learners' needs for learning a foreign language. Brinton (2003) offers some additional principles for CBI that complement by Richard and Rodgers (2001). These are:

1. Base instructional decisions on content rather than language criteria. CBI allows the choice of content to influence the selection and combination of language items (Brinton, 2003:206)

2. Integrate skills. CBI support for an integrated skills approach to language teaching.

3. Involve students actively in all phases of the learning process. The main characteristic of CBI is that it is learner-centered, not teacher-centered. It means students do not depend on the teacher to control the learning activities. Students more active in classroom, creating and participating actively to construct of knowledge

4. Choose the content for relevance to students' lives, interest and/or academic goals. Choose of content CBI depends on the students and the instructional setting.

5. Selecting the authentic text and tasks. Authenticity is another significant feature of CBI. Texts and task used in CBI come from real world.

2.3   ESP Module

2.3.1   The Definition of Module

In the limitation of the problem, the researcher chooses module as the material for Multimedia study program. According to Winkel (2009:472) Module is a unit of teaching and learning process, in which students learn individually or by students himself (self-instructional). Learning modules is the smallest which outlines the general instructional purpose supported by the specific instructional that must be achieved, learning units and the media as well as source.

In addition, According to Hamalik (2001:205) Module is an organized of learning experiences in order to achieved specified group of related objectives, a self-contained section of course program instruction.

It can be concluded that a module is a kind of self-learning materials consist of a set of learning experiences which is planned and designed to help the learner in achieving the learning program.

2.3.2 The Characteristics of Module

According to Amri (2010) the learning activities which use a module will have some characteristics, such as:

1. Module should give clear information about what learners should do, and how to prepare learning.

2. Module is to make learners join the teaching learning activity.

3. The module is prepared to help learners more effective in learning purpose.

4. Learning material will make learners know when he/she starts and finish a module.

5. Each module has learners' purpose.

    Generally, a module has some components such as learners' activity sheet, work sheet, key work sheet, question sheet, answer sheet and key answer.

2.4 Developing Materials in ESP

In developing material, we should know the characteristic of the students. The researcher takes the Multimedia students as the subject. They really interested about the material that related to their study program. English is not their first language, so students feel difficult to understand and comprehend the texts that use English

Based on Tomlinson (2003) most of the writer focus on the need analysis as their starting point. However, articulating the following principles which they

want to guide their writing: the first is flexibility, the second is from text to language, the third is engaging content, the fourth is natural language, the fifth is analytic approach, the eighth is integrated skills, the ninth is balance of approaches, the tenth is learner development and the last is professional respect.

Tomlinson (1996b) describes a principled and flexible framework designed to help the teachers to develop material more effectively. The designs of material by Nunan (1998) are:

1. Material should base on their curriculum

2. Material should authentic in text and task

3. Material should stimulate interaction

4. Material should allow learner focus in formal language

5. Material should encourage the learners in developing learning skills and skills in learning

6. Material should encourage a student's applying outside the class room

Related with the developing ESP module, based on Barnard and Zemach (2003;306) in Tomlinson (2003) there are some of the important points for designers of ESP material. The first in speaking the more focus of the course, the greater knowledge of the specialist by the course designer and teacher. Second, the learners will know more than the teacher about the topic of the lesson. Third, this course has differences with other course, because in this course has special characteristics from the content. However, all areas of ESP will share a common basis in general English. Fourth In theory, it is easier to predict the needs of language needs for ESP learners. Fifth, the course given an approach, method or techniques should be used in class. Sixth a course develop for a specific context and group of learners will not necessarily be limited to the language used in that

context. The last the proficiency levels or learners used to set limits on the level of specificity of course.

Based on the study, researcher wants to create ESP module that refers to the literature and references that conducted for Multimedia students. The material will be in the form of course book that contained language skills, special terms of Multimedia and the component of English for specific purposes.

2.4.1   Need Analyze

The purpose of the need analysis is to know the true needs of the learners which is relevant with the target situation. In Basturkmen (2006) ESP is to understand about how to prepare learners in using English based on academic, professional and future job, the key of ESP course design is that the syllabus based on an analysis of target needs. Before we create the ESP syllabus we should know about the student's needs. Based on Hutchinson and Waters (1987) what should be included in syllabus, that is target situations what will considered as acceptable and reasonable content in the language course.

Before arranging the syllabus of develop ESP module, the needs of students should be known. The needs are divided into two divisions that are target needs and learning needs. The target need is what the learner need to do in the target situations, but in learning needs it is what the learner needs to do in order to learn.

2.4.1.1   The Target Needs

The target need is one of the important factors that influence the development of ESP material. The definition of the target need, according to Hutchinson and Waters (1987) The target

need is what the learners needs in target situation. It means that the target need should know the first before we create a course design and develop ESP material. There are three terms that is important in target situation. They are necessities, lack and wants.

The necessities are like observation, to know about the situation that will need by the learners to function in and then analyze the principal parts of them. The lack is a gap between target and existing proficiency. Besideanalyze the target situation necessity, for example read the text in particular subject area, the learners need the instruction to do it. The wants in target need it means that the learners will give ESP course based on the text from their subject specialism.

2.4.1.2 The Learning Needs

The purpose of learning needs is to identify the frameworks of the learning needs to motivate students to increase their competencies in English. Hutchinson and waters (1987:61) explain that the learners should feel comfort and enjoy during in learning process. So we should understand first about the learning situations that can increase the student's motivation.

2.5 Previous Study

There are some previous studies about developing module in different subject. Based on Wan, Roselind and Philip, Dr. Bromeley (2012) about *"Developing an English for Specific Purposes (ESP) Module for Oil Palm Supervisors in Sarawak,*

Malaysia". The researcher used R & D design. This study was designed to investigated the theoretical framework for developing English for Specific Purposes (ESP). The data collection in this study used questionnaire, interviews and observation. The data collection from the questionnaire will be basic of the need analysis. For informal interview the researcher interviewed the students in the class by asking the students "why English is very important?" the answer of the students is very different. Also the researchers ask them to categorize possible needs for the language example future job and academy. All of the students do not know that English is very important in their life.

In classroom observation the researcher wants to know the activities of the students in the class. So, based on this study developing ESP module is from a skill based training center. Language learning, especially for a specific purpose cannot be taken for granted in as far as content and the approach is concerned. The effectiveness of learning process is a study into the language needs of students. This means knowing the destination or the goal for learning (target needs), and knowing the best way (learning needs) to get to the destination.

According to Knight, Kevin (2010) in his title "*English for Specific Purposes (ESP) Modules in the Self-Access Learning Center (SALC) for Success in the Global Workplace"*. This study wants to make modules for students who prepare for their future career. In order to meet the specific needs of students for business communication skills in English they provide outcome based education (OBE). In OBE the material should clearly identify for learner, learners' progress is based on demonstrated achievement, multiple instructional and assessment strategies are available. In describing such ESP modules, this paper also proposes the development

ofself-access materials that could be made available to facilitate the independent study.

Related to Rohmah, Choirul (2015) in her study about "*Developing English Learning Materials forGrade X Students Of Marketing Study Program at Smk Muhammadiyah 2 Bantul.* She wants to developing material for marketing study program. Her unit materials consist of introduction, main lesson and reinforcement. The tree parts is connected each other, this parts aims to give the students to review what they have learned in the unit by doing some evaluation. They can make reflection on how much they have to learn in learning journal. In summary, provide the outline of the materials. The glossary provide vocabulary list in the unit. Most of the tasks are in the form of pair-work and group-work to support an active interaction from the students.

Based on Nureffendi, Dedy (2013) in his title "*Developing English Learning Materials for Grade Ten Students of Culinary Arts Study Programme at Smk Muhammadiyah Wonosari".* The procedure of collecting the data was questionnaire. In this study, based on the questionnaire of the students the researcher know that students want to be able to communicate fluently using English in oral communication and mastering in vocabulary. Students wants used English for communication with costumers and colleagues. They believe that their English proficiency level should be improve into intermediete or advance level since their level still in beginner.

Those studies showed that developing module can provide students in learning activity. The material based on the student need, so students can use the material in future job. To make different from previous study, the researcher want to develop ESP module for multimedia study program, because in previous studies the researcher only

develop module in science and business study program. There is no researcher who developed module for multimedia students in vocational high school. So, the researcher conducts the developing ESP module in multimedia study program.