

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 English for Specific Purpose**

English for Specific Purposes (ESP) is an approach in language teaching which purposed to combine the need of particular learners. Based on Chihyang Liu (2007: 11) explained that the teaching ESP is considered a distinct activity within English Language Teaching (ELT) and part of a more general language teaching movement called by Language for Specific Purposes (LSP) which attentions not only on the teaching of English, but also on the practices.

According Mackey (1978: 3) states that the purpose of ESP is usually defined with reference to some occupational requirements, for example for civil airline pilots, international telephone operators, etc, or vocational training programmers, e.g. for hotel and catering staff, etc, or academic or professional study e.g. engineering, medicine, law, etc. Then, based on Kuter (1999) ESP is viewed as a cover term for teaching and learning English for multiple specific purposes. Besides that, John (1991) also explained that all language teaching should be proposed for the specific learning and language use purpose on recognized groups of students. ESP as a language in a background and the courses are designed based on the learners' communicative needs (Robinson, 1991). ESP courses are those where the syllabus and materials are determined in all basic by the previous analysis of communicative needs of the context. While according Hutchinson, T and Waters, A (1987) ESP was revolution since 1882 but there are still many people state that ESP is a product, ESP

must be seen as an approach not as a product because ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' needs for learning. It is not a product because here is not a particular kind of language or methodology nor does it contain a certain kind of teaching material.

English for Specific Purposes (ESP) is not a matter of teaching explicit variations of English. The fact that the language is used for a specific purpose does not involve that it is a special form of the language, different in kind from other forms. Certainly, there are some features which can be identified as a typical of a particular context of use and which, therefore, the learners are more likely to meet in the target situation. But these differences should not be allowed to difficult to understand the far larger area of common ground that underlies all English use, and indeed, all language use. In addition, ESP has to consider the students' need and students' reason in learning. English for Specific Purposes (ESP) is not different in kind since any other method of language teaching. It should be based on the effective and efficient learning.

According to that previous researcher, from 1987 until 2007 there is the same definition about English for Specific Purpose that is a study not only emphasizes in theory but also more emphasizes in practice. From those explanations, the researcher assumes that ESP is taught to meet the specific need of the learner in learning English. ESP is focused on the learners' interest in. It is expected to be designed for an advanced learner in a tertiary level or a professional work situation. ESP creates use of the original methodology and activities of the discipline it serves. In the

teaching situation, ESP may use a different methodology from that of general English.

### **2.1.1 Type of English for Specific Purpose (ESP)**

Regarding the type of English for a specific purpose, the researcher uses the theory belong to Carter, D (1983) stated that there are three types in ESP. Those are (1) English as a classified language, (2) English for Academic and Occupational Purpose, and (3) English with specific topics.

The first type of ESP identified in Mackay and Mountford (1987) English as a classified language are a language used by air traffic controllers or by waiters. The language of international air-traffic control could be viewed as special. The classified language got in linguistic needs of a dining-room waiter or air-hostess. The collection required by the controller is limited and can be accurately determined situationally. However, such classified groups of language are not languages, just as a tourist phrase book that it does not contain grammar. Knowing a classified language would not permit the speaker to communicate effectively in the situation, or in contexts outside the occupational environment. By this statement, Mackay and Mountford clearly show the difference between classified language and language.

The second type of ESP is identified by Carter, D (1983) is English for Academic and Occupational Purposes. In the 'Tree of ELT', Hutchinson & Waters elaborate ESP into three branches; (1) English for Science and Technology (EST), (2) English for Business and Economics as called by EBE, and (3) English for social studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purpose (EAP) and English for an Occupational purpose

(EOP). This is not a specific difference between EAP and EOP: people can work and study concurrently. It is also likely that in many cases the language learned for direct use in a study environment will be used later when the student takes up, or return to, a job (Hutchinson and Waters, 1987).

Possibly Carter describes rationally for categorizing EAP and EOP in the same type of ESP. However, the end purpose being identical and taken to achieve the end is very different indeed. While Cummins' (1979) explained EAP and EOP are different in terms of focus on nations of cognitive academic proficiency versus basic interpersonal skills. So, the researcher assumes that EAP and EOP are a part of ESP. The last type of ESP identified by Carter, (1983) is English with specific subjects. Carter notes that it is only here where emphasis shifts from purpose to the topic. This type of ESP is exclusively concerned with anticipated future English need of, for example, scientists requiring English for post graduated reading studies, appealing sessions or working in foreign institutions.

## **2.2 Vocational School**

In Indonesian educational system gas two major kinds of educational categories. They are general academic education and technical or vocational education (Sudira, 2010). Academic education is projected to develop students' academic potential beneficial for higher education. Vocational education is aimed at produce skilled human resources. For the vocational senior high school (SMK), its purpose is to prepare students to work and to continue their study. Thus, SMK is a multi exit. Meaning that, after finishing their study, SMK students can either continue their study or find a job.

Based on Marsigit (2010) states that vocational school called as Career and Technical Education (CTE) and purpose to prepare the learners for careers that are based on manual or practical activities, career or vocation, so in which the learner participates. It is sometimes referred as practical education, as the learner directly develops expertise in a particular group of techniques or technology. Vocational education might be different with the general education in a usually broader scientific field, which might focus on theory and abstract theoretical knowledge, characteristic of tertiary education. Based on Khoirul Marwan (2010) stated that the vocational schools should be able to provide future professionals who potentially contribute to the nation's industrial, social, and technological improvement. And in every vocational school, there are many majors. Based on Republik Indonesia (2003), stated that in Indonesia there are some majors in every vocational school. Such as Marketing, Software Computer Networking Technique, Automotive, and other.

### **2.3 Automotive Engineering**

There are some majors in every vocational school; one of them is automotive engineering. Learning automotive engineering is one of the subjects that be taught in competence automotive unit in SMK YPI Darussalam 1 Cerme. Learning automotive engineering is a study that uses more time teaching practice because it has some sub-competence from an interior, exterior, and engine.

Automotive Engineering is competence technique that prepares the students to work in a field of service and repair the vehicle or automotive in the industry (Daffa, 2014). And based on Monsa (2013) explained that Automotive is expert competence in service mastery repair the vehicle.

From those, the researcher assumes that automotive engineering is the competence which is expert in service mastery repair the vehicle.

#### **2.4 Teaching English for Vocational School**

Teaching English in vocational high schools also covers the four skills, namely speaking, listening, reading and writing. There are several differences between teaching English in vocational high schools and teaching English in senior high schools. Based on Heru Pramono (2010) stated that teaching English in vocational high schools should refer to the program of study of students who are being taught. The English teachers of vocational schools have to teach about the language of English that is closely related to the students' major of study; for example, give the information about the special terms that are used by mechanics to the engineering students. The teachers of vocational high schools have to consider the specific needs of the learners.

Teaching English in vocational high school belongs to the adaptive subject which has two major purposes (BSNP, 2006). The first is to make the students able to achieve the specific English proficiency by which they can improve their professional skills, and the second purpose is to make them able to apply the English competencies and skills, both in oral and in written communication, in the level of intermediate. The Minister of National Education has also confirmed that English teaching in vocational high school should help the students to express ideas and feelings, to participate in the social activities, and also to develop the analytical and imaginative ability.

As the aims of English teaching in vocational school above, the applications of teaching are written in the set of standards of competence and basic competences. In that set, English is taught in three levels of proficiency which represent the standards of competence. They are the novice, elementary, and intermediate levels. Each standard contains a number of basic competences. In the teaching-learning processes, those basic competences are further developed into syllabus and lesson plans which contain the description of classroom activities, learning materials, and indicators of students' achievement.

### **2.5 The Benefit of English material for Automotive Engineering**

Teaching English in vocational high schools also covers the four language skills, they are speaking, listening, reading and writing. What should be more focused is the expressions that are used based on students' major of automotive technique. In teaching reading and writing, there is a difference between vocational high schools and senior high schools. There is no teaching genre of text, like narrative, descriptive, report, news item, etc, in teaching reading and writing at vocational high schools. But the students can apply their English in automotive technique. Based on Parwaka (2008) stated that the benefit of teaching English in vocational school are to prepare the students with communicative competence to support the in achieving their competence skill and prepare the students to develop their skill when they have graduated from the school.

## **2.6 Materials Development in ESP**

### **2.6.1 Planning the syllabus**

In developing the material it should prepare the syllabus. A syllabus provides a set of criteria for materials selection. It should be a consideration in determining the contents of the materials. Based on Evans and John (1998) stated that in ESP, there is a difference between real content and carrier content. Real content denotes pedagogical aims, such as the features of language the learners will hopefully become more aware of or be better able to produce or the language skills they gain control of. Carrier content denotes the means of delivering the real content. These means include the use of tasks or activities.

In planning the syllabus, teachers make decisions about what to include in terms of (Basturkmen, 2010:61 ): a) types of units, such as skills, vocabulary, genres, functions, notions and, professional or cultural content, b) items in the units, such as: which genres, semantic sets and functions, and c) sequencing – what should come first, second and so forth. A syllabus is generally organized into units. The units might be construed as areas of grammar and or vocabulary, genres, language functions (speech acts), notions, skills or strategies. The course might also need to consider cultural issues in communication with foreign people and provide realistic or authentic samples of language use (Cowling, 2007:434). These requirements suggested a syllabus that was partly content based and included a cultural focus. The syllabus specifies discourse or language items for example language functions, content items for example texts, and cultural content (for example gestures.



Needs analysis plays an important role in determining course content in ESP but it is not necessarily the only consideration. Parkinson (2007) suggested that an ESP materials developer can review to the theoretical considerations about an effective language teaching and the role of scaffolding based on ideas in the literature on socio-cultural theory. The role of scaffolding is believed to give support the learners to carry out the activity which is too difficult if initially attempted by learners on their own.

Based on the syllabus of state vocational high school of Kalibagor (2010), the basic competence in English class are:

- 1) Understanding the meaning of a professional and personal conversation in the daily activities.
- 2) Understanding the basic expression in the social interaction for the sake of life.
- 3) Writing the simple message both directly and indirectly.
- 4) Telling the event that had been happened and the planning that will be done.
- 5) Conveying the various personal feeling.
- 6) Understanding the simple instructions and directions.

### **2.6.2 Developing English Material**

According to Hutchinson and Waters (1987:106) explain that one of a number of roles of materials is to help the teacher organize the teaching-learning process. Moreover, Evans and John, (1998: 171) find that materials particularly useful in ESP because they play a key role in exposing learners to the language of a particular discipline as it is actually used, or in short, they are a source of the real language.

The material should teach students to learn, that they should be resource books for thoughts and activities for instruction or learning and that they should give teachers rationales for what they do (Allwright,1990). Therefore, developing materials for the ESP classroom is short of exchange between learning needs, language content and subject-matter content. This process should take into account several questions which related to the issues of material development which can be used as a consideration in this study. They are described as:

- a) What is the target topic/what will be the carrier content?
- b) Is this topic relevant for the students/the discipline
- c) What are the students supposed to know about the carrier content?
- d) To what extent do materials reflect the language/conventions of the discipline?
- e) What are the learning goals
- f) What are the target language forms/functions/skills?
- g) What materials are available, suitable and accessible?
- h) What teaching equipment is required and available?
- i) How much time should be spent to design, develop and implement the materials?
- j) Will materials be classroom-oriented or provide additional work?

From 1987 until 1998 there is no differences definition of development English material. Both of them note that development English material is important as a guideline in teaching English.

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.

Therefore, in many cases, materials are the center of instruction and one of the most important influences on what goes on in the classroom. Language teaching materials are central to language teaching, but global course book and other materials produced by major publishers often to engage learners with their real interests or are often inappropriate to the particular local context. Teachers often feel that need to develop their own materials which will both reflect their learners' needs and the teachers' methodological practices yet they do not have the confidence or expertise to produce high-quality materials which will have face validity for their learners.

### **2.7 English Material Development for Automotive Engineering**

It is really important to develop teaching materials for helping students in reaching the goal of a teaching and learning process. Material development is the planning process by the teacher can put the objectives and goals of the course into units and task (Graves, 2000). According Femy (2010) stated that developing teaching materials is one of some ways that can be done by a teacher to make the learning process in the class more effective. Development of teaching material is related to the analysis of what the students need in that learning process through having some certain teaching materials. The analysis of what students need from teaching materials is very important thing for teachers to know how a teaching-learning process should be done, including what teaching materials should be used. When students are taught by using teaching materials, particularly English materials, based on what the students' need in term of vocational purposes, it will be easier for

them to reach the goal of that teaching and learning process because of the fulfillment of their necessity about English to support their vocational purposes especially for automotive technique.

## **2.8 Content-Based Instruction**

### **2.8.1 Definition of CBI**

Content based instruction has the role as an approach to developing the materials by accumulating 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 taught 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 the 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 become the focus 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 communication is become the focus on CBI, that the teaching language is presented on a 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.

### **2.8.2 The Principles of CBI**

According to 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 into CBI. The third is, the content in CBI lesson is relevance with the students' interest, life and the goal of academic. The fourth is the tasks and text should relate to 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 the learning process, student don't depend on their teacher to help them on directing all learning.

### **2.8.3 The Activities used in CBI Lesson**

In the CBI lesson, there are activities that involved in the CBI Lesson. Based on 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 role play, the writing process, pair work and group work, debate and discussion, problem-solving, values clarification, jigsaw, survey tasks, graphic organizers, and sequencing.

#### **2.8.4 The Way to Apply CBI Approach in a Lesson**

According to 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 themes 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 present how they have got the project, and about who the target.

#### **2.8.5 The Role in CBI Lesson**

Some roles exist in CBI lessons, such as the role of materials, the role of teacher, and the 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 confident.

There are three roles of a teacher; those are a teacher as an observer, facilitator, and participant (Breen & Candlin (1980) cited in Nunan (2004:67)). While the role of the learner in term of some roles such as learner as a negotiator and integrator, they as a performer and listener and involved the process of growth, they also as a social

activity, they are a passive recipient and should have the responsibility for their own learning (Nunan, 2004:65).

### **2.8.6 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. Based first is the theme: themes are taken from students' need and students' interest, second is topics: the on Stoller (2002) & Grabe (1997) described Six-T's approach in CBI, topics also determined by the theme that more specific, third is texts: the materials used in a lesson throughout the curriculum. The content of the text needs meaningful, interesting and comprehensible texts that are presented in a language classroom, fourth is tasks: in tasks, the 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, the 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.

### **2.9 Review of the Previous Study**

There are a lot of studies that have been conducted to find the effectiveness of English module for vocational high school. Based on Femy Septiani (2010) in her study is about developing reading material for vocational school, the result by being provided reading materials based on a vocation that they focus on, the students will get easier to understand the text and get more interested in reading. But different with other studies, the result of the study still have many weaknesses there are some

weaknesses of this research such as the material is not suitable to be used in certain school that has a different syllabus with BSNP, a different major. And the final products of this research are still in the form of prototype material which still needs further development. Teachers and other researchers are encouraged to develop their own material which suitable for different levels of students and also different focuses of language learning, such as reading, speaking, and writing (P.Y. Budiantari, P.K. Nitiasih, I.G. Budasi , 2013).

The other researcher also found some English materials which have been developed by some experts, such as English material from Javed, M (2015). The English teachers lack suitable English materials to facilitate students with a different ability. The teachers have to sort out material from other sources such as internet and newspapers because the textbooks are either too difficult or too easy and do not match to the abilities of different students.

From Hasmiati (2015) English material is quite interesting, the guidance of the English material is easy enough to be comprehended by the students and can help the students to understand the material presented in the English module. English module is significant to help the students to comprehend the materials. The exercises of the English module are significant to help to understand the materials to study independently.

Teaching English at vocational high school aims at developing the students' English proficiency by which the students can improve their professional skills. In addition, the English teaching should also develop students' communication abilities so that they can communicate in every social context such as expressing idea and



feelings, participating in social activities and analyzing a certain event (BSNP, 2006). In order to achieve those goals, a set of standards of competence and basic competences was generated on the basis of English teaching in vocational high school. However, the set which is so called as SKKD of vocational high school is fuzzy and it has a very board range of English teaching areas. Therefore, there should be an effort to contextualize and to narrow the language contexts.

Considering those purposes, therefore, the process of developing the materials should consider many aspects, such as principles of materials development (Tomlinson, 1998), so that the developed materials will achieve the goals of learning. Moreover, in the process of developing materials, the system approach proposed by Dick and Carey (1996) is used because it is relevant achieve the goals of this study. Furthermore, the process of developing instructional materials includes the process of unit development. The steps coined by Nunan (2004) are used in this study as the basis for unit development. In addition, unit development covers the steps in tasks grading and sequencing. The decision of task grading and sequencing of unit development in this study refers to the principles proposed by Nunan (2004). In materials development, one most important point is about developing tasks within the units. In this study, tasks are seen as the useful components to involve the real world communication into the classroom. In developing the material the researcher using Content based instruction approach. Based first is the theme: themes are taken from students' need and students' interest, second is topics. Based on Stoller (2002) & Grabe (1997)described Six-T's approach in CBI, topics also determined by the theme that more specific, third is texts: the materials used in a lesson throughout the

curriculum. The content of the text needs meaningful, interesting and comprehensible texts that are presented in a language classroom, fourth is tasks: in tasks, the 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, the fifth is transitioned 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.

After finishing developing tasks and units, the materials will be evaluated to check whether the purpose and goal of the materials are achieved or not. In evaluating the materials, the criteria proposed by BNSP (2011) will be used. The criteria cover the items about contents, language, methodology, and layout/ design. By using those criteria, the appropriateness of the materials is measured.

### **2.10 Summary**

English for specific Purpose is viewed as a cover term for teaching and learning English for multiple specific purposes. ESP is taught to meet the specific need of the learner in learning English. ESP is focused on the learners' interest in. It is expected for the advanced learner in a tertiary level or a professional work situation. There are many types of ESP. According to Carter, D (1983) stated that there are three types of ESP; they are English as classified language, English for academic and Occupational purposes and English with for specific topics. ESP has difference characteristic with an others English language term.

Teaching ESP is different with teaching in general school. It should have specific material to teach, especially in teaching English material for Vocational School. The English teachers of vocational schools have to teach about the language of English that is closely related to the students' major of study; for example, give the information about the special terms that are used by mechanics to the engineering students. The teachers of vocational high schools have to consider the specific needs of the learners. Teaching English in vocational high school belongs to the adaptive subject which has two major purposes (BSNP, 2006). Especially in teaching English material in automotive technique class, which is the material should be appropriate for the major, like about oil, car, etc.

In teaching English materials it should have an appropriate guideline to makes the teaching and learning process run well. The teacher has development the English material for the learners. But in developing English material it has some ways, like designing the syllabus n developing the suitable material. From Hasmiati (2015) English material is quite interesting, the guidance of the English material is easy enough to be comprehended by the students and can help the students to understand the material presented in the English module. English module is significant to help the students to comprehend the materials. The exercises of the English module are significant to help to understand the materials to study independently.