

CHAPTER II

LITERATUR REVIEW

This section discusses about the review of related literature that is consisted of English for specific purpose (The Definition of ESP, The Curriculum, and Industrial Engineering), opinion gap activity (Definition of opinion gap activity, Implementation of opinion gap activity in material development, Activity in opinion gap activity), and developing material and previous of the study.

2.1 ENGLISH FOR SPECIFIC PURPOSE

2.1.1 The Definition of ESP

The purpose of University is to prepare the students to compete on their work field of their expertise. English is one of the compulsory subjects to be taught. However, there is a difference approach to teach English in vocational high schools. ESP is the best way to learn English based on their specific skill. ESP began to grow around 1960, ESP's teaching system is very different from General English, from the method used, and the way of teaching and focus of learning are all very different from the general English, because ESP is designed for English specialists. The most important distinction between English for specific purpose and general English is from learning objectives. The type of student studying English for specific purpose is usually an adult learner who needs English with a specific purpose, for example for the professional ability to communicate in English and to support their engagement activities in English. The ESP class is designed to meet the goals and needs of students in English, for a specific purpose focusing more on the language context than on the structure of the language or on the grammar, it includes subjects they have for example for industrial engineering, or business management, tourism or hospitality (Rahman: 2015). In general ESP is divided into two, the first is English for academy purpose and the second is English for occupational purpose, it is classified according to place. According to Milevica Bojović English for specific purpose is a phenomenon that has 3 important things in it which is the first development of English language to meet the specific needs of a profession. The second is to develop a linguistic area here illustrating how ESP is used to communicate in the real world required by some student groups, while the third is a psychology education where the needs and interests of students can affect the motivation and effectiveness in learning.

According to Dr. Muhammad Islam said that the main role that must be done by ESP teacher is to make syllabus based on student's learning objective besides that ESP teacher must also prepare the material according to student's requirement or according to student's field. Hutchinson and Waters (1987) argue that ESP is not a language methodology which teaches specialized varieties of English and consists of specific type of learning materials but it is an approach to language learning which is based on learner's need. Nunan (2004) adds that ESP is an important subcomponent of language teaching that has its own approaches to curriculum development, material design, pedagogy, testing and research. Further, Tomlinson and Masuhara (2004) state that ESP is designed to fulfill the specific needs of the learner based on needs analysis. In conclusion, ESP is based on students' needs in learning English. Since students' needs in ESP are very crucial, needs analysis should be conducted earlier before designing the materials.

2.1.2 The Curriculum

The curriculum used by Muhammadiyah Gresik University is the IQF (Indonesian Qualification Framework) or in Indonesian called KKNI. The IQF is an embodiment of the quality and identity of the Indonesian people related to the system national education, national job training system and national equality assessment system, owned by Indonesia to produce human resources from learning outcomes, what every Indonesian worker has in creating works and contributions who are qualified in their respective fields of work. The national instruction is contained in the Regulation of the Minister of Education and Culture Number 73 of 2013 concerning the application of the IQF in the field of higher education, this Ministerial Regulation is a derivative of Presidential Regulation No. 8 of 2012.

At Muhammadiyah Gresik University, the curriculum engineering industry majors are divided into several aspects of the graduate learning record (in Indonesian called CPL), which are among them are the attitude of learning (in Indonesian called ST) which consists of 10 categories. Then in general skills (KU) consists of 9 categories, then there are special skills (in Indonesian called KK) consisting of 6 categories, then the last is mastery of knowledge / knowledge which has 2 different categories. While in terms of language itself, there is General Skills 10 (in Indonesian called KU 10) which read "able to communicate using English effectively".

2.2 OPINION GAP ACTIVITY

2.2.1 Definition of Opinion Gap Activity

Task based language learning was first popularized by Prabhu in 1987 when he was at the Bangalore project in India, he thought that tasks were a way of tapping into learners' natural mechanisms for second-language acquisition. Task based learning is part of the CLT, an approach that emphasizes the real use of language. CLT is an approach that gives students the opportunity to learn how to use a language to communicate (fallahi: 2015). Task based learning is an approach that emphasizes communication in achieving learning goals or completing a task (Soni). According to Prabhu (1987) Task-based learning is divided into 3, the first is information-based activity, the second is the reasoning gap activity and the third is the opinion gap activity. So the conclusion is, the opinion gap activity is one part of the task-based learning activity that can encourage students to communicate using English, because the purpose of students in industrial engineering is able to communicate using English language. Activities in the opinion gap activity are assessed to assist students in developing their communication skills using English well and confidently.

In the opinion gap activity students are given the opportunity to express their opinions on the situation or problem given. Each person has a different perspective on problem solving, in the opinion gap activity each student is asked to express his opinion, with various opinions expressed by the students are expected to achieve the best solution to solve a problem (Aliakbari: 2014). Opinion gap activity refers to feelings, attitudes and personal preferences to complete a task, so the right task to give to students is by giving students a social problem such as the number of unemployed and then the students are asked to provide a solution. Another example is, ask students to give advice to their friends who are having problems (Mao: 2012). Activities that can be done in the opinion gap activity is discussion, debate or story completion and many others. In the aforementioned activities may spur the student to argue and give his personal opinion (Mukesh). So the conclusion is, the opinion gap activity is more directed to the feelings, behavior and personal preference of students in facing a given problem. Examples of activities that can be applied in the activities of opinion gap activity is discussion, debate or story completion. In the opinion gap activity we cannot judge any answers or responses given by the students to the problems we gave earlier because the opinions of each individual is different, everyone has a different perspective and mindset in dealing with a problem. Nevertheless, I think that opinion gap activity can trigger students to improve their communication skills because in this activity the students will be trained to argue and mutually argue with other students.

2.2.2 The Implementation of Opinion Gap Activity in Material Development

In implementing opinion gap activity on the development of material books for industrial engineering at the first year, researchers certainly do not do it carelessly. The researcher received special guidance from the supervisor who was provided by Muhammadiyah Gresik University. In addition, researchers also refer to previous researchers about how to implement opinion gap activity in learning material books, especially in industrial engineering majors.

Among them is Prabhu, N. S. (1987) in his book entitled "*Interactive Language Teaching*" stating that an opinion-gap activity requires students to express their own preferences, feelings, or attitudes in order to finish a task. For example, students had given a social problem, such as high unemployment and asked the students to come up with some of possible solutions. Another task might be to write a letter of advice to a best friend who has sought their counsel about a dilemma. Based on this statement we can conclude that in the task / exercise which contains the element of opinion gap activity is by providing a study case / social problem that is related to industrial techniques and students are asked to make a solution, or give their opinions about the study case / social problem.

Other researchers also expressed their opinions on characteristics of opinion gap activity, namely Mohammad Aliakbari & Ferdows Mohsennejad (2014) in his journal entitled "*The Effect of Story Retelling Task Opinion Gap on Iranian EFL Students' Speaking Skill*" that is opinion gap activity in material developing has several characteristics, namely:

1. It should be a pair or group worked.
2. Tasks should be personalized.
3. Tasks should be in the interest area of students.
4. A variety of activities should be included.

At the first point which reads "it should be a pair or group worked", researchers always try to include group work in some of the tasks / exercises that are in the development book, with the aim of training the teamwork of students. Besides that in opinion gap activity it will be easier for students to express their opinions in a pair or group work.

On the second and third point, it reads "Tasks should be personalized" and "Tasks should be in the interest area of students", because this is an industrial engineering major the researchers took the theme of the industry in all chapters in the material book that the researchers developed. This is expected to meet the needs and interests of students in the industrial engineering department itself.

On the fourth point that reads "A variety of activities should be included."

Researchers also tried to include a variety of different activities and each task / exercise in the material book that researchers developed, with the aim of avoiding boredom that can attack students if every time they learn to use textbooks that researchers develop only that. There are some variety of activities in English language teaching materials for industrial engineering students, including debate activities, discussion activities and also story completion activity.

2.2.3 Activity in opinion gap activity

According to Mukesh in his journal mentions some activity that can implemented in the classroom, there are discussion, debate and story completion. So here, I will describe the activity in a detail.

1. Discussion

Discussion is an activity carried out by 2 or more people to understand a particular material, or to find the best solution in every task in the book. Researchers use discussion as a form of activity that can support students to be able to understand more deeply and think critically about a material to be understood or a task to find the best answer. In this activity, of course each student can issue his personal opinion, with the aim to find the best solution in each task or study case provided in the learning book.

In the book, researchers place discussion activities in several different forms. For example of the activity in the discussion session is conducted with a colleague or friend who sits next to students to discuss together about the tasks that have been provided. In this activity students can train teamwork well with the aim of finding the right answers to the readings that have been provided previously. Working with teams greatly helps students to train themselves in listening to the opinions of others, especially as students of industrial engineering who will work in the company.

There are several other forms of discussion that researchers provide in the development of English books for industrial engineering majors. For other example, activity in discussion session is students are asked to work in groups, but slightly different from the task in the previous drawing, this time the number of groups that are determined is larger, which consists of 5 to 6 students. In this discussion section the students are provided with some pictures and students are asked to choose which images require the services of an industrial engineer. In this section, each student is required to be able to think critically and also logically in choosing what images are in accordance with previous instructions. The use

of images was chosen as one of the variations in the form of discussion this time, in order to create things that were different from the previous discussion which only used text as discussion material.

In the next discussion activity, students were asked to pair up with their friends to discuss and make dialogues according to the theme determined this was done in speaking activity.

The next activity that the researcher will describe here is the "point for discussion" of this activity. Usually the researcher tucked in the reading that is too long. The aim of the researcher to use the "point for discussion" is to find out the students' point of view about the reading, besides that it can also be a measuring tool for how students understand the reading. Each question provided in the "point for discussion" is not listed directly in the existing reading, but rather to the students' understanding of the reading itself. Again, researchers try to train students to think critically in solving a problem.

In the following discussion activities, students are asked to make groups of 4 to 5 people. Then they will be asked to discuss and conduct research on each topic provided. The results of the discussion will be presented in front of the class. This activity is expected to help students to research "subject" in detail, but it can also train students to work together in groups and train students' self-confidence when the presentation activities take place. In the presentation activities there will also be discussion activities involving other groups in the Q & A session.

2. Debate

In opinion gap activity, of course we cannot leave the debate activities. Because in this activity students will be trained to think critically and logically in defending their arguments or opinions, incorporating debate activities in learning books is not easy for researchers themselves, but after doing a lot of consultation with the supervisors the researcher can finally enter this debate activity into the book that the researcher is developing. Finally, the researcher included this activity in speaking activity in this activity in addition to helping students to think critically and be able to express their opinions. This activity can also greatly improve students' speaking skills.

The researcher tries to make the instructions listed above as clear as possible, so that students can follow the debate activity well. Researchers have also provided a video as a

reference for conducting debate activities that can be watched before the debate activity begins.

3. Story completion

Story completion is an activity to complete a story with the students' own ideas they can also add characters, roles and other descriptions that are in accordance with their wishes. This activity is very fun because it can help students to improve their creativity. Next, researchers will describe some forms of activities in the English textbook for industrial engineering department.

One example of activity that students will do related to story completion is students are asked to complete the dialogue in pairs. Each student can complete each blank section according to their opinion with a note that must remain in line with the existing theme.

2.3 DEVELOPING MATERIAL

The development of learning materials is very important to learn. This is because the learning materials contained in the curriculum or textbooks are still too general. In addition, the material is not necessarily according to the needs and situation of the student's condition. Therefore, it would be great if a teacher understood the way or procedure developed materials or learning materials. Development of teaching materials is usually done before the learning process takes place. The development activities of this teaching material can be done through various ways in accordance with the circumstances, availability of resources, and expertise possessed by a teacher.

Materials development is both a field of study and a practical undertaking. As a field it studies the principles and steps of the design, implementation and evaluation of the activity in language teaching materials. As a practical undertaking it refers to anything which is done by writers, teachers or learners to supply resources of language input, to utilize those resources in ways which maximize the likelihood of intake and to stimulate purposeful output. Ideally the 2 aspects of materials development are interactive in that the theoretical studies inform and are informed by the development and use of classroom materials'.

Materials developers could write textbooks, telling stories, use advertisements into the classroom, expressing an opinion, prepare samples of language use or reading a poem aloud. Whatever they do to provide input, they do so ideally in principled ways related to what they know about how languages can be effectively learned. (Tomlinson: 2001)

2.4 PREVIOUS STUDY

There are several studies that have been done by some experts before, in an effort to assess the benefits or effects caused by using opinion gap activity as a method to develop English textbook for industrial engineering at first year.

Aliakbari: 2014 in his journal "*The Effect of Story Retelling Opinion Gap Task On Iranian EFL Students' Speaking Skill*" In this study revealed the fact that the strategies adopted in task-based teaching are more effective in promoting students' speaking ability than traditional teaching. One of the reasons for the effectiveness of the strategies adopted in improving students' speaking ability may be due to the nature of the opinion-gap task. The students have enough time to prepare to retell the story. They can find the words and change the structure of the sentence into a simpler form in order to recount it. Another influential factor in promoting student speaking can be attributed to the fact that students are allowed and motivated to end the story in the desired way. It is said that this can provoke their motivation and imagination. Such tasks help students to go beyond the information provided by presenting their attitudes and preferences. In fact, the task of opinion-gap provides broader language output for students.

In a study conducted by Prabhu (1987 in Glolami, Reza) at the Bangalore Project entitled "*language teaching and task based approach*", there is no objective procedure for showing results as true or false, and there is no reason to expect the same results from different individuals or on different occasions. Then, he asserted that there is a pedagogic complexity with opinion-gap activity because it is naturally open in outcomes and then he recommends that kind of task for secondary learners in a second / foreign language because the value of open activity can be better realized in developing linguistic capacity.

Opinion gap activity is part of the task based learning and is included in the CLT approach section, in the opinion gap activity of each activity is more directed to student opinions. This approach is an approach that has long existed and quite well known among education. From several studies conducted by previous researchers, it was found that there are some similarities and differences in research that I did with previous research. The equation that exists between research do with previous research is about the subject, we both use subject semester 1 students other than that all things there is a difference. Starting from the method used, research use the R & D method whereas previous research using experimental research seen from the method is different already of course can be understood that other things like data collection, and other approach also different. Object used is also

different in previous research using story telling as object while in research do, using material development for industrial engineer.