

Chapter II

Review of Literature

This chapter will discuss about literature review and review of related study. In literature review the researcher describes some theories that related to the ESP and EAP.

2.1 English for Specific Purpose

The concern of making specific materials to students is aims to help the students in learning English. ESP leads to teaching English specifically for student-related professional fields. ESP has various definitions and is closely related to the reason why a student learns English. According to Richard (2001) ESP is made by the need to prepare materials for students who already mastered the general English, but now English is needed by employee. Materials are also made for people who need English for business purposes. In contrast to students who learn English for general purposes, like mastering English for its own purposes in order to pass an exam, the ESP students learn English in order to carry out a particular role. Based on Hutchinson and Waters (1987) in LitaAviyanti (2015) ESP is an approach to language learning that is based on learners' need. The content and method making are based on learners' reason for learning. So, to meet learners' need, the materials must be related to their area. The language contents must be suitable for Law Department study program.

Teaching English for Specific Purpose is different with teaching English in General. The purpose of ESP is expected to help the students to master in English based on their major. For example, the students of Agriculture should master in English material related to Agriculture context, the students of Engineering should master in English material related to machine at Engineering context, the students of Office Administration should master in English related to office administration, and the students of Law Department should master English material related to paragraph in constitution context. With that, ESP is an approach in teaching English which has different design, materials, and purpose of ESP should develop based on the students' need because when the students are in the school or when they are working in the future, the materials should appropriate with the needs.

2.2 English for Academic Purpose

English for Academic Purpose simply called EAP. According to Flowerdew and Merak (2001) EAP is a way of teaching English that has a learning or research purpose in the language itself. According to Jordan (1997), EAP focuses on the communication skills

in English required for study purposes in the formal education system. The purpose of the EAP course is to help these people learn some linguistic and cultural practices - especially institutional and disciplinary ones involved in learning or working through the English media. "Many researchers believe that EAP is a branch of ESP and thus Teaching English (ELT) as ESP is a kind of ELT as suggested by Jordan (1997), EAP is one of the branches of ESP, which is a branch of English with other fields, general goals and social goals, together with EOP. EAP is one of the main branches of ESP, EAP can be categorized as English for Specific Academic Purposes (ESAP) and English for General Academic Purposes ESAP can be exemplified by English for Economics while English for General Academic Purposes can be exemplified by English classes that include skills such as note-writing, academic writing or writing.

English for academic purposes can be divided into two types, which is English for general academic purposes and English for specific academic purposes. English for general academic purposes includes note taking, listening to lectures and using dictionaries. English for specific academic purposes just like medical English, business English, scientific English and English for science and technology (Saifalislam 2016). Additionally, EAP students should be able to perform a given task in their discipline. It is stressed that language in EAP should decisively. Students learn English with the purpose to perform academic task. They need to know the support material like journals or books that are available in English language. As a student studying at the university level, students have to read a textbook or journal and write the research article in English language.

2.3 Material Development in EAP

Material development refers to a process of producing and using the materials for language learning. According to EAP, the materials development based on the students' needs and related to their major. Material development is the planning process where the teacher or lecturer can put the objectives and goals of the course into units and tasks. In developing materials, it usually uses authentic text and task Basturkmen (2010 : 62). One of the characteristic of ESP is with authentic task. The definition of authentic is the text and task that discusses the desired need for example Law Department, the text used is text related to Law Department, such as text about civil law, criminal law, and etc.

In the development of materials, we need instructional design as the stage that we will to develop the material. Instructional design is a systematic process used to assist in the process of developing materials effectively and efficiently (Aldoobie, 2015)

ADDIE model make learning process become effective and valuable skill for the learners (Mcgriff, 2000). There are five steps in ADDIE model to develop EAP material

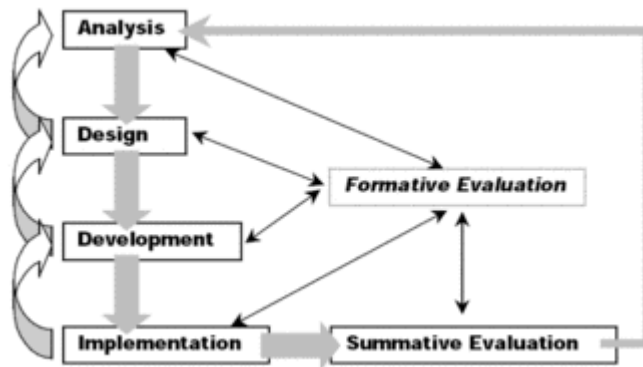


Figure 2.1 McGriff (2000) *Instructional System Design*

Second design is Dick and Carey model. The model was published in 1987 by Walter Dick and Lou Carey. In this model the system not start from analysis but start from created, to know the need of instruction of the problem to be solved by using new skill.

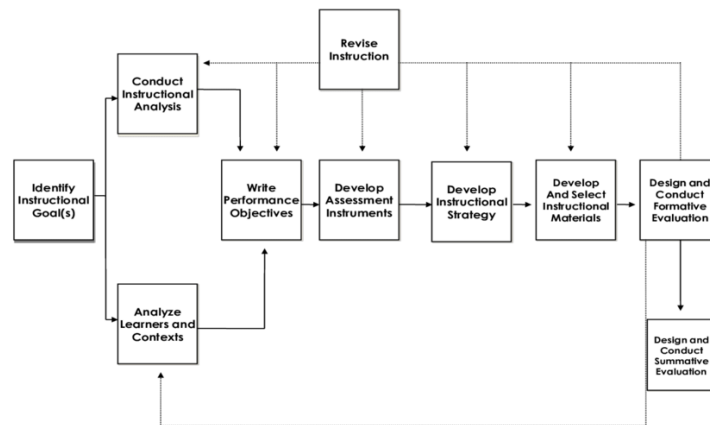


Figure 2.2 *Dick and Carey Model*

According to the two models above, researcher choose ADDIE model to develop the instruction that matching with the condition because the researcher doing the analysis, design, development, implementation, and evaluation, so the researcher choose ADDIE model.

2.3.1 ADDIE Model

In ADDIE model there are 5 steps to develop the material (analysis, design, development, implementation, and evaluation)

2.3.1.1 Analysis

In this phase, it is useful to know what students want in following the learning process so as to know the specific goal that will be achieved. Further instructional analysis is to record in detail and important things that we need. Developing learning objectives by determining what will be in the students can after the course, what skill they get.

2.3.1.1.1 Need Analysis

Need analysis is the first stage in EAP, because EAP course should start with analyzing the learners' needs. This stage is proposed to find the learners' need which is relevant to the target situation and to explore appropriate English communication based on the target situation either in study or work. Chambers (1980) in Basturkmen (2010) states that need analysis should be related to the communicative needs that get from analysis of the communication in the target situation.

Richards (2001) stated that many reasons why need analysis should be held before designing the course for the learners. First, determine the students' current level proficiency. Second, determine who urgently needed English training is. Need analysis also able to use to identify the students' perceptions of the problems and difficulties in learning English. The last, is to assess the extent to the needs which are met by currently available programs and textbooks.

In addition, Hutchinson and Waters (1987) define needs as the ability to comprehend and to produce the linguistic feature of target situation. They divided needs into two categories that are target needs and learning needs.

2.3.1.1.1.1 Target Needs

Hutchinson and Waters (1987) state that, the target needs are what knowledge and abilities the learner will require in order to be able to perform appropriately in the target situation. In target needs there are four points that can help in gathering data information. Those are:

1. **Necessities**, refers to what students should be know. So, it can be used effectively in the target situation. For example: in order to work as judges or lawyer, students should know the history and every paragraph in constitution exactly.
2. **Lacks**, is the gap between what the learners already know and what learners do not know. It can be defined as abilities or competencies which are not possessed by the students to get the best performance in the target situation.

3. **Wants**, is what the learner actually wants to learn or what they feel and they need, for example: about the material for students in academic level, the students wants English which is appropriate with their major, so it can support their knowledge.
4. **Goals**, is what the learner reason of learning English. For example: the students of Law Department learn English to their work in future as a lawyer, with learn English they can communicate with western client if there is divorce case or others.

2.3.1.1.1.2 Learning Needs

The learning needs are what the learner needs to do in order to learn. The information about learning needs may be in terms of language items, skills, strategies, subject knowledge, and so on. Here, the students become the center of learning process, so they are not only receive anything that given by their teacher. On the other hands, the developer can design an interesting course based on the information which they have. The analysis of learning needs is divided into five points which are input, procedures, setting, learner's role, and teacher's role.

2.3.1.2 Design

In this stage, we are thinking how to facilitate learning with effective instruction in the learning process that we given (Aldoobie, 2015) The researcher create a book design that will be created to fit the needs of students and learning to be effective.

2.3.1.3 Development

In this stage, we can make effective instruction and match the students' needs and students interaction with the material we have created (Aldoobie, 2015) we can make instruction in accordance with needed by students so the learning process become more effective and in accordance with the learning objective

2.3.1.4 Implementation

In this stage, we make our previous plan into an action (Aldoobie, 2015). At this stage, we prepare the student and the environment in the learning process so that instruction that have been blind can be implemented with the planned.

2.3.1.5 Evaluation

In this stage, we can evaluate when designing instructions or at the time after implementation (McGriff, 2000). With this phase, we can improve instruction that have been made before the final product, in addition we can also measure the level of effectiveness of instruction that have been made

2.3.1.6 Final Product

The final product is in the form of developing materials in EAP class application for Law Department students. The form of the final product is book consist of productive skill and receptive skill. The book also consist of vocabulary building, language expression, and language focus.

2.4 Previous study

Review of the previous study is made in order to avoid plagiarism. This study intends to develop EAP materials using Collaborative Inquiry for Law department study program. The first previous study is from Choirul (2015) with title “*Developing English Learning Material for Grade X Students of Marketing Study Program at SMK Muhammadiyah 2 Bantul*” the researcher wants to develop material for marketing study program. The units of materials consist of an introduction, main lesson, and reinforcement. The three parts are connected each other, these parts aims to give the students to review what they have learned in the unit by doing some evaluation. Most of the tasks are in the form of pair-work and group work to support an active interaction with the students.

The second previous study is from Agustina (2016) entitled “*Developing English Learning Materials for Nursing Students of Borneo University of Tarakan*” the researcher wants to develop material for nursing students at University level. The materials developed in that research are four units. The numbers of tasks in each unit are different. The tasks of each unit are divided into two parts. Each unit was developed based on a certain topic related to Nursing and each unit consisted of 12 until 15 tasks. In the needs analysis results, the learning needs were found in the activities, setting, and the teacher and students role. Most of students needed various activities for each skill in learning English.

The third previous study was conducted from Joni (2016). The title is “*Developing English Teaching Material for Midwifery Students*” The subjects and content of the teaching material are clearly organized to deal with midwifery and students background knowledge. The exercises are clearly instructed for the students. It begins from simple to complex exercises. In addition, the exercises foster students speaking skill (such as fluency). Accuracy, on the other hand, is provided through grammar structure and word power. From the result the material is attractive enough, some of the students find it not difficult, although the rest find it difficult, most of the students find that the steps of delivery are very good, most of them also find the material useful.

The fourth journal is from Umami and Qosim (2014) the title is *Instructional Design in Teaching English for Law (A Project Based Learning Instruction in English II for Law*

Science Department) Researchers use Instructional Design in teaching English to focus on reading, speaking, and writing. The researcher used a qualitative descriptive method and the participants were 30 students from the Law Department in the second semester. For the results, using a qualitative descriptive design, this study found that learning English based on PBL can develop students' motivation in learning the subject, and giving them opportunities to learn from students.

From all the previous studies above, there are similarities and differences with the research of the researcher. Similarities and differences between the previous studies and this research is this research uses research and development (R&D) as the research design of the study. The concern of the previous studies are only develop the material which related to the learners majors in vocational context, but here the researcher will focus on developing the material in academic context. From the first previous study, the numbers of tasks in each unit are different. The tasks of each unit are divided into two parts. Each unit was developed based on a certain topic related to nursing and each unit consisted of 12 until 15 tasks. Different with this research, the tasks of each unit are divided into four parts and each unit was developed based on a certain topic related to law context and each unit consists of 4 until 6 tasks. For this research, the researcher will add some vocabulary building and language focuses in every unit.