

CHAPTER II

REVIEW OF RELATED STUDY

This chapter discusses about literature review and review of related study. In literature review the researcher describes some theories that related to the EAP and content based.

2.1 English for Academic Purpose

English in university context is known as English for Academic Purposes (EAP). EAP in the beginning learned English to prepare international students who would study at universities in English-speaking countries, such as UK, USA, and Australia. In subsequent developments, a growing number of countries that do not use English as the national language open majors or courses which use English in the teaching and learning process to facilitate students from various countries.

Academic English is not only required by international students, but also by all students. In the academic field, students always deal with English since it has become the language of science, technology, and scientific publications (McKay, 2012). Moreover, the literatures and journals are mostly written in English therefore the students should master English well. They are also required to be able to write in English if they want to communicate his ideas widely.

English in university context is known as EAP which is intended to prepare students to understand the literature and journals in English. How to understand the literatures in English and how to improve the English proficiency through that literature are the focus of EAP.

2.2 Material Development

Developing materials is a process to develop to be good materials. Tomlinson (2008) stated that to get the successful of developing materials, the teacher should consider the learning materials and the principles to adjust students need that show the role of the students which should be played.

Grave (2000) defines that the action of adapting, creating, and organizing the activities and the materials are called materials development that used to help learners for getting the objectives. Therefore teachers should be able to create and analyze the needs of students in accordance with the existing department so that teachers can make a syllabus suitable for special classes at the college level.

2.3 Content Based Instruction

Learning English through the process of studying the particular field of study in language teaching methodology known as Content-Based Instruction (CBI) (Yunita and Pratiwi, 2017). Content-Based Instruction is language teaching approach through the study of science or a particular topic, not just learn the language itself. Davies (2003) stated that CBI is a teaching method that emphasizes learning about something rather than learning about language. Brewster (2004) stated that Content-based language teaching is a version of bilingual education and subject-teaching which simultaneously teaches the language required for school learning and promotes thinking skill.

Content based instruction has the role as an approach to develop the materials by accumulate the subject matter from students need, syllabus and any sources of subject matter. According to Crandall and Tucker (1990) 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.

2.3.1 Definition of Content Based

Content-based teaching differs from traditional language classes because language comes second to the content. In other words, the teacher runs a course on current affairs, or American history, or fiction writing, through which students also learn English. It's important to note that English ends up as subordinate to the material, although the teacher must recognize and be prepared to help students with language skills.

Through content-based teaching, students learn particular topics, at the same time they learn the language and also develop their thinking

skills. Davies (2003) also adds that in Europe this learning approach known as CLIL (Content and Language Integrated Learning) and in other places it is also known as language across the curriculum or cross-curricular language learning. Content based language teaching belongs to communicative approach in which the students interpret, express, and negotiate meaning using the target language (Savignon, 1991 and Richards, 2006). In Indonesia teaching English through this model has been popular in international high school (SBI) or RSBI and bilingual schools in a few years ago in which mathematics and science are taught in English.

Content based instruction (CBI) is a teaching approach that focuses on learning language through learning about something. Although CBI is not new, there has been an increased interest in it because it has proven very effective in ESL and EFL programs around the world. Content-Based Instruction (CBI) is “an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus” (Richards and Rodgers, 2001). In other words, CBI involves integrating the learning of language with the learning of content simultaneously; here, content typically means academic subject matter such as math, science, or social studies. In CBI, the language is utilized as the medium for teaching subject content (Mohan, 1986). The language learning objectives are achieved through content learning. The syllabi in most CBI courses are derived from content areas, and vary widely in detail and format. In a word, CBI is a method of teaching language and content in tandem. CBI requires better language teachers. Language teachers must be knowledgeable in content areas and be able to elicit knowledge from students. In addition, language teachers have such responsibility as to keep context and comprehensibility foremost in their instruction, to select and adapt authentic materials for use

in class, to provide scaffolding for students' linguistic content learning, and to create learner-centered classrooms (Stryker and Leaver, 1993).

CBI requires better learners as well. Students are hypothesized to become autonomous and independent in CBI, so that they are conscious of their own learning process and can take charge of their learning. Furthermore, students are expected to support each other in collaborative modes of learning. Finally, students need to make commitment to this new approach to language learning (Stryker and Leaver, 1993). Typically, the materials in CBI are used with the subject matter of the content course. It is recommended that "authentic" materials are identified and utilized. There are two implications of authenticity. One implication is that the materials are similar to those used in native-language instruction; the other relates to the use of newspaper and magazine articles and any other media materials "that were not originally produced for language teaching purposes" (Brinton et al., 1989). Some realia such as tourist guidebooks, technical journals, railway timetables, newspaper ads, or TV broadcasts are also recommended by many CBI practitioners (Richards & Rodgers, 2001).

According to those definitions indicate that CBI can be applied to both the context of second language learning and foreign language learning. Whatever the form, the success of CBI in making students master content and language will depend on whether teaching and learning activities that use CBI systematically consider students' abilities. That is, CBI is just one approach, whose success depends on many factors.

2.3.2 Advantages and Disadvantages of Content Based Instruction

According to Peachey's (2003), CBI model also has advantages and disadvantages that down below:

a. Advantages

1. It can make learning a language more interesting and motivating. Students can use the language to fulfill a real purpose, which can make students both more independent and confident.
2. Students can also develop a much wider knowledge of the world through CBI which can feed back into improving and supporting their general educational needs.
3. CBI is very popular among EAP (English for Academic Purposes) teachers as it helps students to develop valuable study skills such as note taking, summarizing and extracting key information from texts.
4. Taking information from different sources, re-evaluating and restructuring that information can help students to develop very valuable thinking skills that can then be transferred to other subjects.
5. The inclusion of a group work element within the framework given above can also help students to develop their collaborative skills, which can have great social value.

b. Disadvantages

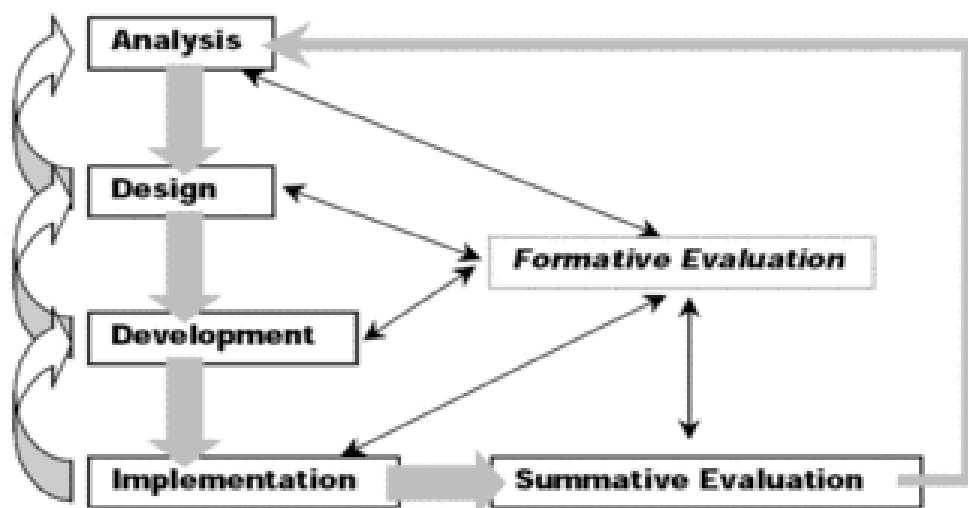
1. Students may feel confused as CBI isn't explicitly focused on language learning.
2. Difficulties with a topic may lead to large amounts of mother tongue language being used.
3. Difficulties in finding resources for low level students to understand.

4. Students may just copy from source texts without attempting any evaluation.

2.3.3 Design of Content Based English Material

The researcher using ADDIE models that One of the most used which is originally formulated by Steven J. McGriff. The elements which build ADDIE are Analyze, Design, Develop, and Evaluate (Welty,20007).

Figure 3.1: McGriff's ADDIE Model



Here the researcher through the steps of development approach in R and D research which the first steps that the researcher do

a. Analyze

In analysing step consist of need analysis in term of target need and learning need. According to John (1991) need is the first procedure of course design and provides the validity that used subsequently in activity of course design.

b. Design

This step is about the instruction. Nada (2015) stated that design phase is a step of applying the instruction. This step is about

how can the design instructions be the effective ways to facilitate learning.

c. Develop

Development phase means that making more large something from the design phase that have been determining. The researcher develops the materials depending on the design phase and the analysis. The design phase should develop into more large and specific project. Nada (2015) stated that analysis and design are the basic phases of development.

d. Implementation

Implementation is a continue step from developing. Implementation is a step for trying the product to the target (students). In this phase, the product will given to the students for their training facilitators. According to Nada (2015) in implementation phase is consider the steps to implemented the planning that have been created, first step organizing the environment in a learning.

e. Evaluation

Evaluation is a step to measure or assess the product. There are some types to evaluate the product. Nada (2015) stated that in evaluation phase consists of two types those are formative and summative evaluation.

2.4 Listening

2.4.1 Definition of Listening

Listening is the most critical communication skill. Students are involved in various listening situations 65% to 90% of the time, but most students have little or no listening instruction. Little listening instruction may be due to the lack of preparation, time or material .In addition, teachers may be uncertain whether they are good listeners themselves and

may, therefore, hesitate to teach this skill. While the other three language skills receive direct instructional attention, teachers frequently expect students to develop their listening capability by osmosis and without help. So, the listening skill should be a major area of concern to teachers and students of a second or foreign language, this is the concern of this chapter which tends to summarize what is essential to be known about the listening process as it relates to foreign language learning.

Listening is a vital component of the oral communication, or the interactive process in which the individual takes the roles of speaker and listener through a verbal and non verbal component. Listening is an essential part of the communication process. Students spend the majority of each school day listening and much of what students know is acquired through listening. It is a term daily used without giving it much thought. Yet, listening is a vital mental capacity one of the principal ways through which we understand and take part in the world around us. Listening is the ability to identify and understand what the speaker is saying through understanding his accent, pronunciation, grammar, vocabulary and grasping his meaning.

2.5 Speaking

2.5.1 Definition of Speaking

There are many definitions of speaking according to experts. Harmer (2007) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot while Quaintly (1990) defines speaking as the process of transmitting ideas and information orally in variety of situations.

Kayi (2006) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking is the process of building and sharing meaning through the use

of verbal and nonverbal symbols, in a variety of contexts. (Chaney, 1998)

Therefore, the researcher concludes that speaking is the ability to produce the language and share their ideas.

2.5.2 Types of Speaking

Brown (2001) writes that generally there are two types of spoken language, as follow:

a. Monologue

Brown states that monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, readings, news broadcasts, and the like, then the listener have to process the information without interruption and the speech will go on whether or not the listeners comprehends what the speaker means.

b. Dialogue

It is different with monologue, Nunan says that dialogue is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker say. Like Nunan, according to Harmer (2007) finally, we might make a difference between speaking, that is planned (such as lecture or wedding speech) and speaking that is unplanned, such as a conversation that takes place spontaneously.

2.6 Listening and Speaking Skill

In real life communication, people use a variety of language skills listening, speaking, reading, and writing. When people learn foreign language, they usually want to make use of that language to communicate

with people who speak the same language. They can find themselves in the need of understanding them and talking to them. Listening and speaking are, regardless of who the people using the language are, at least as important as the other skills to communicate (As Raimes, 1983). It is essential for students to understand the language they are exposed to and to respond appropriately so that they can become competent users of that particular language. Listening is usually an interactive process (Saferoğlu and Uzakgöre, 2004). The listener does not always just listen to, but she or he also reacts to the speaker or ask questions for clarification. The most essential issue for the students should be to understand what they are listening to and able to give appropriate response orally. This aim brings us to the integration of listening and speaking while learning, as our main consideration should be not only learning the grammar of the target language but also communicating in that language, which highlights the importance of the integration of these two skills. As a result, it may be said that the more the skills are taught individually, the less communication will take place in the classroom. To avoid this, the skills should be taught in integration to guide learners to develop their oral communicative competencies. In real life, listening and speaking are always in integration, so teachers should teach these two skills in an interacted way. Although the students may know how to listen and speak in the language, they may still not be able to communicate in this language mainly because these skills are not used in integration. Use of authentic materials and real life situations could naturally lead to the integration of skills since this is the case in real life. The aim of this study to prove that listening and speaking both in practice phase in the classroom and in real communication situations entail unique features that result in real contributions to overall language learning.

2.7 Curriculum

Curriculum is a setplans and arrangements regarding objectives, contents, andteaching materials and methods usedas a guideline for

organizing activities learning to achieve educational goals national. Curriculum developed by each university with reference to National Standards. Higher Education for each Study Program include the development of intelligence intellectual, morals, and skills. Kerangka Kualifikasi Nasional Indonesia (KKNI) as stipulated in the Regulations President Number 8, 2012, constitutes statement of the quality of human resources Indonesia whose qualifications are divided based on the ability level stated in the formulation of learning outcomes. Learning outcome is the ability obtained through the internalization of knowledge, attitudes, skills, competencies, and accumulation of work experience.

Based on the data the researcher obtained from the Learning centre of Muhammadiyah Gresik University uses the KKNI as the foundation for the D1 English program for all majors including the Elementary School Teacher Education Department. According the KKNI the researcher develops into an appropriate syllabus.

2.8 Previous Study

Based on this study, the researcher finds some previous studies that relate with the title of the researcher's study. First previous study is from Yunita and Pratiwi (2017) which title "Developing English Program for Elementary School Teacher Education Students". This research is conducted to describe the needs of students, the materials/topics, the vocabulary that should be learned, and the appropriate English program for Elementary School Teacher Education students. The results show that English is important especially in developing their knowledge in order to comprehend many references which are written in English.

The second previous study is done by Dr. Prathiba Mallu (2016) which title "Some Possible Methods to Introduce Content-Based Instruction (CBI) for the Development of Communication Skills of Technical Students". The main objective of the present study is, to suggest possible ways to introduce content-based instruction (CBI) for the development of communication skills of technical students. The content of CBI can be teacher presentations, video sequences, guest

lecture talks, relevant newspapers articles, scholarly articles, essays, informative texts, etc. Using this content, teachers can conduct student presentations, discussions, JAM sessions, role plays, note taking, summarizing, etc. An ideal content-based instruction class gives equal importance to both content and language through conversations that encourage student language use and development. Taking information from different sources, re-evaluating and restructuring that information can help students to develop very valuable thinking skills that can then be transferred to other subjects. Thus, CBI can be motivating and rewarding.

The third previous study is done by Emmanuel, Yakubu and Yusuf (2014) which title “English for Academic Purpose: A Tool for Enhancing Students’ Proficiency in English Language Skills”. This research examined how English for Academic purposes can be utilized to enhance the students’ proficiency in English Language skills. It was based on the theory and Practice of ESP. The research established that EAP as a branch of English for Specific Purposes caters for the needs of students based on their academic discipline or courses of study rather than general English. As EAP is not taught based on preordained methodology, different suggestions on how EAP could be used to improve the students’ proficiency in English were made.

There are similarity and differences between the previous studies above and this research. The similarities of present study and the first previous study are on the research design and the subject. The difference is on the skill of the research. The skills of present study are listening and speaking, meanwhile in the first previous study is reading skill.

According to the second previous study, the similarity is on the approach of the research that is content based. The difference is on the subject of the research, in second previous study the subject is technical students while in present study is elementary school teacher education students.

Based on the third previous study, the similarity is on the object of the research that is English Academic Purposes. The difference is on the purpose of the research, in third previous study the purpose is to enhance the students' proficiency in English Language skills while in present study is to design appropriate listening and speaking content based materials for Elementary School Teacher Education Department.

