

## **CHAPTER II**

### **REVIEW OF LITERATURE**

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

English for Specific Purposes (ESP) has been revolution in teaching learning from teacher centered approach to student centered approach and learning – centered approach. ESP is a technic in language teaching which combine the need of particular learners as a purpose. According to Chihyang Liu (2007) explained that the teaching ESP is measured 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 to Richards (2001) ESP is created from the student's need who already mastered the general English in preparing materials, but now days many employee really requirement English who need English for business purposes.

While according Hutchinson, T and Waters, A (1987) in Lita Aviyani(2015) ESP is an approach to language learning that is based on learners necessity. The learner's reason for learning encourage all contents and methods of it. So, to meet learners need, the materials must be related to their area. The language contents must be suitable for Office Administration Study Program.

##### **2.1.1 The Definition of ESP**

The main goal of teaching ESP at the early was language skill, In the 1970s, ESP has focused on lexis and functional language then in the mid 1970s and 1980s teaching English Business occurred, by time primacy of linguistic ability changed to speaking ability then speaking skill become the number purpose in ESP. Mostly students enroll vocational school

which support their needs, it involves what they choose as their major in secondary school, one of them is Office Administration.

Vocational High School has purpose to prepare the students and compete on their work field of their major. ESP in teaching English at Vocational School is an important way to know their specific skill. Hutchinson and Waters (1987) explained that ESP is language methodology which teaches specialized varieties of English and consists of a specific type of learning materials. In other words, it is an approach to language learning which is based on learner's need.

Nunan (2004) also explained that ESP is not only an approaches to curriculum development, material design, pedagogy, testing and research, but also it is important subcomponent of language teaching. Furthermore, according to Anthony (2017) ESP has meaning a specific in teaching English based on the student's need. In conclusion, ESP is made based on what students' needs in learning English. So needs analysis should be conducted earlier before designing the materials since students' requirements in ESP are very necessity.

## **2.2 English for Vocational High School**

According to The Minister of National Education, teaching English at Vocational School should help the learner to express their ideas and feelings. Teacher must give the conceptual of English for students to know the structure and supported learning to enrich the English competence. The teacher must teach systematically, introduce the activity that incorporated and sequenced and make the students aware of knowledge, ability, and the strategy that needed in course.

According to BSNP (2006) in Dedi Nureffendhi (2013) increasing the student's professional skill and both oral and written communication ability are the purposes English

teaching in vocational high school. The first by increasing the student's professional skill, they can get more the specific English proficiency. The second both in oral and in written communication moreover in the level of intermediate, the learners can use their English competence and skill well.

### **2.3 Developing English Material**

In Taruna Jaya Gresik Vocational High School the material that they use is still common sense. The students get the material which the contents are not based on their need, in other words, the teacher gives the English material is not based on the students' need or their field. The school still use English book in general or only use students' worksheet as the source of the materials in teaching learning English. For example, English teacher in SMK Taruna Jaya Gresik used students' worksheet book as the source of English materials in teaching.

In developing material should add exercise sheet besides some materials where the contain suit to their field. So the process of teaching and learning are more effective. Then, in process of teaching learning that focused on language material, conventionally need print material or non-print materials. Reinders and White (2010). Then Tomlison (2008) described that material is anything which is used to support both teacher and student in teaching learning course so the lessons can be understood easily and effective. The materials that can we mention as likes, course books, CD-ROMs, flashcard, and workbooks. The key of Successful material development must be composed as teach supplies and stimulus the learners to play any roles that have been conducted in the materials. So the material in this study focuses on the specific English material. It is about Office Administration Study Program material in SMK Taruna Jaya Gresik.

## **2.4 Office Administration Study Program (APK)**

Office Administration is kind of job that the activity has focus on the planning of expense budget, payment and checking an office. APK has responsibility to make office activities planning, to prepare office equipment, to manage department changing and helping senior manager to give salary and to depose employees. APK study about the relationship between employees, allocating resource and fund efficiently and effectively. Here an accuracy and good attitude are required. Beside study theoretically, APK learners must do dual system education (Pendidikan Sistem Ganda / PSG) to study all of activities in the office directly. APK students hoped to be able to interact with other people in the office and able to have good communication as well.

Communication and good manner is the main thing that the learners of APK should be mastered because most of the graduations who works in the office, they have role as someone who keeps daily operational of office include as the mediator between employees and manager. For the graduation that wants to work in the art field, they hoped able to work in the gallery, exhibition and theater. They required being able to manage and coordinate the agenda in order to the event goes run well. APK major prepares the students to be ready in local and also in international companies so good communication skills is a must. It can help them to be accepted as the public relations department, personal assistant and event organizer where interaction, attitude and of course well communication is needed. The work field of APK students is commonly relative varied, like secretary, receptionist, front office, filling clerk, typist, public relation, and so on. In the future the APK students also prepared to be an entrepreneur so build or create their own business can be a choice.

In conclusion, ESP is appropriate for learners who want to take specific major as like office administration. When they graduated from Vocational High school they have to be mastered everything that the office administration asked, especially on communication

ability. This study has many work fields, it makes English has significant role for their achievement. Their skills and competences in English should be ready to support them in global competition. Therefore, there is a specific English area which should be they mastered. For developing English materials for students of APK major at SMK Taruna Jaya Gresik, using ESP is suitable method.

## **2.5 Content-Based Instruction for Vocational High School**

### **2.5.1 Definition and Principles**

We know everything that does with focus is more effective, as like in conducting material for specific major, we need suit some methods so that between content and the goal that we want to get are connected. Content- Based Instruction is a principle that usually needed in developing the learning materials. Through the language, the students can get the content by using CBI. It has function to get more focuses on the content of the text rather than the grammatical structures. Krahnke in Richards (2006) explained with little effort to teaching the language itself separately from the content being taught CBI as the teaching of content or information in the language. CBI prefers teaching around content rather than teaching around the syllabus or linguistic, the process of teaching learning is more communicative and more alive because the situations of class is develop depends on feedback between teacher and the students. (Richards and Rodgers, 2001). Content itself is defined as the information or subject matter that is learning through language (Richards, 2006).

Teaching English for Office Administration program should be on their need assessment, such as teaching learning materials should redirect the need supposed by the learners, the materials should be based on knowledge of what is considered as effective speaking, grammar, listening and writing, the forms and function of material that structured

on the text need to be made explicit in the course materials, the material should be sensitive to students' prior experience, and should be involved the learners' developing skill process for evaluating their English skill in the worksheet. So utilizing CBI is proper for this major because this method focuses on the content rather than the grammatical structures.

The English learning materials for Office Administration Study Program were developed by choosing the appropriate contents which are related to their study. The materials were developed by emphasizing on content first before deciding the language skills. The materials were developed by using CBI as one of the bases. In developing the materials, there are five principles of CBI proposed by Brinton in Nunan (2004) that must be noted.

The first principle is the instructional decisions based on content rather than language criteria. It means that by starting to determine the content of the material, then it followed by the language items. The teacher must give the conceptual of English for students to know the structure and supported learning to enrich their English competence. In other words, the contents of material must be relevant with the students' needs.

The second principle is integrating skills. Teaching learning English for Office Administration major is essential to get practical material that required them to practice and the items of the material should be selected by the expert which is known the best for them to learn. There are four skills that must be well thought-out. Four skill are combined as the content of the learning materials and increase their ability in understanding the four skills in order to facilitate them in having communication using English where it is related to Office Administration Study Program.

The third principle is the students are involved actively in all phases of the learning process. In teaching learning activity in Vocational School, both teacher and students has equal role but here the teacher still as "ruler" in the classroom. Therefore, the activities were developed that need to be done in groups and/or in pairs. By doing group discussions,

students reach more information and better understanding in learning the language because teachers give opportunities for the students to build their own understanding about the materials which is given before.

The fourth principle is selecting contents that are relevant to students' lives, interests and/or academic goals. The lesson that has been created should be enjoyable and interesting so they can easy and freely in practicing the exercises which has focused on real life context. When the content of the materials fits the learners' needs, then the instructional process can be effectively accompanied. This standard is similar to the theories of ESP in which all the learning materials must be relevant with the students' needs.

The last principle is choosing authentic texts and tasks. The materials were developed by using the authentic materials as the contributions. The authentic materials were related to Office Administration Study Program as a field, such as the expression with partner in telephone, writing an email or notice, the usage of utilities in office, etc. the students will interact with others so they need to be mastered not only in English skill but also their confidence. These kinds of materials will make students able to learn better because they can use the language that they learnt in a real life situation and increase their self confident.

### **2.5.2 Theories in Content-Based Instruction**

There are two main theories in CBI about language teaching. The theories of language and learning (Richards & Rodgers, 2001).

#### **1) Theories of Language**

CBI has perspective that there are four theories related to language. They are language as the base of text and discourse, language presented integrated, language is purposeful, and language contains great potential for collaborating meaning. The first theory is language as the base of text and discourse. In teaching learning process, meaning and information is

focused through out text and oral.in other words, Language is applied through written (text) and spoken (discourse).

The second theory is language presented integrated. It means that in learning a language, there are four language abilities that are used as Brinton (2003) states that CBI assessments language use as the integrated skills. People will more understand of English if learn language through the four skills. It means that it is impossible to learn speaking without learning listening and learn writing without reading. By integrating the four skills, students are able to learn language more effectively and increase their skill faster.

The third is language is purposeful. Interest is the key when we want to learn language or something else we need to have it so we have passion and have effort to get it, but if the students do not interested in learning language, so the language has to be a purposeful so they will more focuses. As we know language is a useful thing to learn and each of language items has its purposes. When the students know that language is important for them to communicate well, they will not think that learning a language is wasting their time.

The fourth is language contains great potential for communicating meaning. In CBI, the teachers' way in delivering the language need to be the same as the way that native speakers communicate with second language students. The discourse is called "foreigner talk". Teachers that use CBI need to use "foreigner talk" in order to make the content more comprehensible for students.

The students choose to enroll vocational school with hope it will support their need in learning English in specific purpose so the ESP learners see the language as a tool of communication, not see the language like the linguists do.

The ESP learners learn the language to facilitate them in having communication. CBI observation is compatible with the view of ESP, so using CBI as one of the basis in developing the learning materials is Important.



## **2) Theories of Learning**

Engaging the students to focus on the material by stimulating their attention and motivations is one of CBI goal. CBI has its own theories related to the teaching and learning process. CBI believes that learners can learn well when the information or the materials are interesting, useful, and leading to the desired goals. It can affect the learners' motivation to learn, for example: the students of Office Administration Study Program will enthusiast to learn expression of transaction rather than expression related to engineer. The topics of the contents are really important to be noted in order to make more understand.

CBI also states about the grading steps of learning. The steps of learning must be from the easiest to the hardest. However, we need to know that the step of learning for each student is different.

In CBI, the students will focus and learn well when the instruction addresses the students' needs. Students will recognize about why they have to attend the class and what they will do in order to achieve the learning goals. The last theory states that the teaching process is connected with the prior experience of the students. It means that what the students learn today will be used for the next meeting, so the materials must have correlation and useful for them. This way, the students will not easily forget the previous topic when they have to learn the next topic.

## **3) Learners' Roles**

In terms of learners' roles, one of the CBI goals is for learners to become active and independent so that they can understand their own learning process and take charge of their own learning as stated by Stryker and Leaver (1993). Learners' role is the main part of the teaching learning process so Students are expected to be active in doing activities in the teaching and learning process. Students are expected to decide how the course will be going,

choosing the input, and the activity in the class so they can solve the problems that have given by the teacher.

#### **4) Teachers' Role**

Teacher need to prepare students to reach success in their lives as like to develop skills like being great communicators, applying critical thinking, knowing how to collaborate with diverse people, and being creative. Brinton (1989) in Richards and Rodgers (2001) says that the main role of the teachers is to be the students' needs and they can create the learner-centered classroom. Teachers need to have good knowledge about the subject matter and have the ability to draw out the knowledge to the students as proposed by Stryker and Leaver (1993). CBI prefers learner-centered learning, so teachers should not be involved in the teaching and learning process. Teachers let the students learn independently and keep the process so they can solve the problem when they work as office administration.

#### **5) The Role of Materials**

As learning support, materials need to be reliable. To enhance learning, the material should involve students in using and thinking about language. CBI as we know usages authentic materials as their learning materials. The authentic materials mean that the materials are similar with the materials used in native language instruction, such as articles in a newspaper, magazine, and some other Medias. They are not originally produced for language teaching purposes (Brinton, 1989). The materials can be in the form of texts, photographs, video, and other teaching resources that are not specially prepared for pedagogical purposes (Richards, 2001). Materials are very essential in teaching, the

methodology and the content of the teaching and learning materials need to be sensitive to students' prior learning experiences.

Based on Peacock (1997) in Richards (2001), there are advantages claimed for authentic materials, such as: the learners have more motivation in studying, because they are basically more interesting and motivating than created materials; provide authentic cultural information about the target culture; provide exposure to real language rather the artificial texts; relate more closely to learners' needs and hence provide a connection between the classroom and students' needs in the real world; support a more creative approach to teaching. Furthermore, the authentic materials can give experiences of a real context of the target language.

Authentic materials make vocational school students in widening and strengthening of language knowledge, developing of abilities in oral and written speech. Teaching learning process becomes more effective because the materials are related to their field so it is easy to understand. It can be concluded from all statements that the use of Content-Based Instruction can be realized in the learning materials because it encourages the students in learning the language. The learning steps in the Curriculum 2013 also can be integrated with the principles of CBI approach.

## **2.6 Learning Materials**

Learning material can support students learning and increase student success. There are concepts that related to the materials, principles, and many others that should be known by the material developer.

### **2.6.1 The Nature of Materials**

Materials is a variety that teacher use in the classroom to support specific learning objective. Tomlinson (1998) mentioned that materials can be anything that is used to increase the learners' knowledge and/or experience of the language. It can be from audio cassettes, videos, dictionaries, workbooks, photocopied exercises, newspaper, photographs, task written on cards, etc.

There are three types of materials as stated by Richards (2001). They are printed, non-print, both print and non-print material. The first type of materials can be printed materials, like books, workbooks, worksheets, or readers. The second type is non-print materials such as cassette or audio materials, videos, or computer-based materials. The last type of materials can be both print and non-print sources such as self-access materials and materials on the internet.

### **2.6.2 Characteristics of Good Materials**

Material can be anything in linguistic, visual, auditory and kinesthetic forms that are used to facilitate the teaching learning process where has function as a source of language; as learning support; as motivation and stimulation for them in learning; for and for reference both students and teacher itself. Dudley-Evans and St. John (1998) in Richards (2001).

Tomlinson (1998) in Richards (2001) suggests that good language teaching materials should achieve impact, in other words, Material should have impact on the audience. It's essential because it is the way to get the students' attention. Next is help learners feel at ease, however, a practical amount of pressure can make students step out their comfort zone to achieve learning goals. Give the students a change to use the target language to get communicative purpose; help learners to develop confidence; take into account that the positive effects of instruction are usually delayed; take into account that learners have

different learning styles and differ in affective attitudes; permit a silent period at the beginning of instruction; not rely too much on controlled practice; providing a outcome feedback; and the last what is being taught should be perceived by learners as relevant and useful; require and facilitate learner self-investment.

Hutchinson and Waters (1987) also characterized of good materials, that is “Good materials contain interesting texts; enjoyable activities which engage the learners’ thinking capacities; chances for learners to use their knowledge and skills so they feel more confidence; the content should be both learner and teacher can handle with; a clear and comprehensible unit structure which will guide teacher and learner through various activities in such a way as to get the best out of the probabilities of learning.

## **2.7 Types of Development**

Selecting the appropriate instruction design is important because it has correlation with the certain target that we want to reach. Many models of instructional design have been developed are suitable for various instructional purposes and we have to choose Instructional Models that suitable with our research. It aims to make it easier by classifying the materials according to certain aspects and the content of the units should be clear and provide effective steps to make learning meaningful. Nunan (2004) suggests six steps of unit development as follows:

- 1) Selecting the topic,
- 2) Collecting data,
- 3) Determining that students will need to do in relation to the texts,
- 4) Creating activities focusing on language elements,
- 5) Creating activities focusing on learning skills/strategies,
- 6) Creating application task.

### 2.7.1 ADDIE Model

The first design model instruction is ADDIE. ADDIE stands for Analyze, Design, Develop, Implement, and Evaluate. This approach (ADDIE) very useful having stages clearly defined which makes implementation of instructions effectively.

- 1) In Analysis stage, problems, goals, and objective are recognized and situation of learning and student's current understanding and ability are known as well.
- 2) At design phase consist of learning objectives, assessment tools, tasks, content, and material, lesson planning and selection of media.
- 3) In development stage, content that drafted on design phase are generated and accumulated. It covers course curriculum, learning outcomes, technique, and the formula in testing.
- 4) Implementation stage reflects the continuous modification of the program to make sure maximum efficiency and positive results are obtained.
- 5) Evaluation this is the part where the project is being subjected to meticulous final testing of the what, how, why, when of the things accomplished (or were not accomplished) of the whole project Forest Ed (2014).



### 2.8 Researcher Model

The researcher choose ADDIE model as Instructional design. According to Steven J. McGriff (2000) there are five steps in ADDIE model and they are analyze, design,

development, implement, and evaluation. The ADDIE instructional design model is the common process conventionally used by instructional designers and training developers.

In this research, the researcher attempts to adopt the ADDIE model with some varying that equivalent with the condition of the participants. Here are the steps of developing English material in this research: Analyze Design, Development, Expert validation, implementation (Try Out), Evaluation, and Final product.

## **2.9 Review of Previous Study**

The research was related to ESP course in which the researcher developed the appropriate learning materials for specific group, in this case was the students of Office Administration Study Program. In order to develop the suitable learning materials, the learners' specific needs must be known. It is such as necessities; the students have to know the language features related to their major. Then the learners' Lacks. It's important to know what they recognize already or learner's prior knowledge in order to decide which necessities the lack of the students. The last is Wants; it is students' own perceptions and requirements in teaching learning process.

Learning materials in teaching are vital to the success of learner's achievement. That is, the instructional components of lesson planning in teaching depend on the selection of teaching materials. Learning materials play an important role in teaching and learning activities in the classroom. Learning materials are often the most substantial and observable component of pedagogy. They determine the quality of language input and the language practice during the learning process in the classroom (Lita Aviyanti 2015). According to Lita Aviyanti (2015) in "*Developing English Learning Materials for Grade XI Students of Beauty Skincare Study Programme at Vocational High Schools*" was English material is quite interesting, the guidance of the English material is easy enough to be comprehended by the

students and help the students to recognize the material presented in the English module. By English module, the students can comprehend the material significantly. The exercises of the English module are significantly help the students to understand the materials independently.

The next research by Elis Rahayu (2017) in “ *Developing English Materials For First Grade Of Office Administration (Administrasi Perkantoran / Apk) Students At SMK Sunan Giri Menganti*” The research was conducted at Sunan Giri Vocational High School Menganti with 30 students, stated that student of APK needs the material that has focus on their major because they required it to support their future professions. Their future profession would be as a secretary who need their specific information in office administration and at the same time the needs of learning English would be very essential as well to face the free trade area. Learning through General English is not enough because each major has different area or problems that they will face in the real field in the future, as like automatic major is different from secretary major, so they have to get specific material.

The other research Faiqotul Abidah (2017) with the title “ *Developing English Learning Materials for Automotive Engineering for Second Students at SMK YPI Darussalam 1 Cerme*” found that the product was successful in making students interested in learning English because the score test is significantly improved. The researcher also uses the ADDIE model from Steven J McGriff (200) and Asmara (2012) approach. The steps are: need analysis, design, development, expert validation, revision, limited try out and final product.

The next related research is Suyadi (2016) about “ *English for Specific Purposes for Accounting Students*”. The research was conducted at a state university in Jambi Province with 46 students, stated that student of accounting needs their own materials in learning English to support their future professions. Their future profession would be as accountants who need their specific knowledge in accounting and at the same time the needs of learning English would be very important as well to face the free trade area. Whereas in learning



English through General English could not help the students much to solve the problems which actually faced in field.

The last study by Wahyudi (2016) with the title "*Developing English Learning Materials Based On Content-Based Approach For Nursing Students Of STIKES Payung Negeri Pekanbaru*", this study use the same approach with the researcher. The ADDIE model covering the phases of analysis, designing, developing, and implementation the exercises of the module English is significant to increase the students' score.

The difference researchers' study above with this study are: first study was conducted by Lita Aviyaniti (2015) in "*Developing English Learning Materials for Grade XI Students of Beauty Skincare Study Programme at Vocational High Schools* she uses CBI method while the researcher in this study uses the CBI method but different subject or major. The second study was conducted by Elis Rahayu (2017) about "*Developing English Materials For First Grade Of Office Administration (Administrasi Perkantoran / Apk) Students At SMK Sunan Giri Menganti*, her subject study (grade) and the material is not same too with this study. For collecting the data, she use quantitative data and qualitative data. Then for the third study by Faiqotul Abidah (2017) with the title "*Developing English Learning Materials for Automotive Engineering for Second Students at SMK YPI Darussalam 1 Cerme*", the subject and the major is different too. The study was conducted by Suyadi (2016) about "*English for Specific Purposes for Accounting Students*, his subject study is different with in this study but there was no method used in that study. The last study by Wahyudi (2016) "*Developing English Learning Materials Based On Content-Based Approach For Nursing Students Of STIKES Payung Negeri Pekanbaru*", the subject is different with the researcher.

From the previous studies above, it can be concluded that teaching learning English for Office Administration Study Program with specific method is essential. Nevertheless, they need material that required them to practice and the items of the material should be selected

by the expert which is know the best for them to learn. But, the learners should not only get language structure, such as grammar, vocabulary, and many else, but also it should be incorporated with other features like audio lingual and other instructions that needed in Office Administration world. Based on the studies above there was no study to develop material for Second Grade of Office Administration Study Program by using CBI as a base, so the researcher uses this method to this research.