

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 English for Specific Purposes

English for specific purposes refers to teaching the English language to people who have a specific reason to learn English such as university students or people already in employment, with a specific vocabulary and skills they need as the reference. ESP usually focus on one occupation or profession, such as Technical English, Scientific English, English for medical professionals, English for waiters, English for tourism, and others (Wikipedia, 2018).

Anthony (2017) stated that some people define ESP as a specification of teaching English for any purposes. However, others describe ESP as teaching English for academic studies or vocational and professional purposes.

The main focus of ESP is how to teach English with a proper and easy method for the specific purpose. It tries to focus the need of such learner for example, English for the Engineers, Lawyers, Doctors and Tourist, and other occupation. ESP has characteristics, those are: it has a particular use of vocabulary, it is learned by presentation and negotiation of help, it is all based on learner's related job, it is all about learner need goal, it uses different strategies to accomplish its target, and it is often used for business communication purposes (Write a Writing community, 2017).

2.2 English at Vocational School

Robiasih (2014) explained that until the 80s English in vocational school had been an ignored subject. The condition reflected students' perception of the

quality of English that is low among other subjects. That perception appears because of the fact that after they graduated they went to work for local or national companies that did not require the use of English. As a result, they were not eager to study English. This condition is changed since the company grow internationally. So they tend to hire as vocational graduated with English ability. Consequently, their motivation grew higher. Responding to the present need, the schools also make their curriculum to enable their graduates to succeed in the competition to get employed in such companies.

Vocational schools are in great demand by students, as it is their place to get a more focused education for their careers in the future. So even with the English language education obtained in vocational schools, which is focused on and specialized for those who are ready to work when graduating from the school later. English vocabulary that now exists, revolves around English for Business, where students learn how to speak, write, and read English material in the context of Business and learn English tenses. Although English vocabulary has a fairly focused context, the vocational school itself has several different types of majors, such as mechanical engineering, secretaries, and many others. And there is no differentiation of curriculum for English education, be it for each major. Students' effectiveness in learning the language, ultimately lies in the creativity of the teacher, whether the teacher will add the additional material to accommodate their specific English needs for their vocational skills, or they will modify the material context to be taught to fit the needs of the students.

On the other hand, this can be an advantage for students, as they receive materials that, although focused on the Business, can still be developed and

adapted to suit their vocational skills. However, not all teachers are capable of having the ability to develop the material, and often we find students who are less enthusiast in learning English, so no matter how much the form of the material will affect the student's response in learning. There are also some schools that use all textbooks in English, although in the classroom teachers teach in Indonesian. This can be the disadvantage to the students since the majority of Indonesian students have not mastered English until that stage, where they will fully understand the English text without any difficulty. And similar problems arise for schools that use native teachers to teach English in vocational school, because if students do not understand and difficult to ask in English, then both parties, both teachers and students will be difficult to understand each other in the lesson. (English First Institution, 2017).

Thus, vocational English education currently being implemented in Indonesia, with all its advantages and disadvantages, remains a better choice for vocational school learners because of the business-related context used for their curriculum.

2.3 English Material on Vocational School

English material for vocational school not only refers to general topics such as hobbies, sports, favorite things and families but also deals with work and business. The content about work and business is more emphasized because to prepare the vocational school students to face the world of work later.

The content of the English language lessons for vocational school students is designed to be focused on their needs, where English knowledge will be used immediately after graduating into the world work. Thus, the topic of learning can

be on a different topic, from learning how to communicate in the field of hospitality, to how to negotiate in the business world (English First Institution, 2017).

2.4 English Material Development in ESP

ESP courses are developed with the process of need assessment that identifies what the students need to do in English, the relevant content and their current level of English. The materials should match learner needs and wants, and principles of language learning. They should be developed in ways which provide flexibility of use as well as coherence of connection. The best way to achieve this is to consider both the target context of use and our principles and experience and then to develop a flexible framework to guide the development of materials. (Umi, 2009).

Harsono (2015) explains that, in developing material, there are some principles. Those are: (1) Materials should achieve impact. That is when materials have a noticeable effect on learners, such as learners' curiosity, interest, and attention are attracted. (2) Material is not only about text but also includes the illustration to make it easy for the students. (3) Materials should help learners to develop confidence. Many learners feel relaxed and self-confident if they that the materials they learn are not difficult. (4) What is being taught should be received by learners as appropriate and useful. In ESP, teacher of English can easily select materials that are suitable to the specific choice of topics and tasks that the learners are also learning in their field of study. (5) Materials should require and facilitate learner self-investment that enable the learners to be interested in them

to learn the materials. (6) Learners must be ready to get the points being taught both the material that has already been learned and the material that is available for learning. (7) Material should show the learners to language in factual use. A lot of teaching or learning materials can provide exposure to factual input through the instruction, the instruction and advice can be related with to a daily basis.

Harsono also suggested two major steps to develop learning materials. First, a teacher has to know the learners' needs and especially the syllabus, then choose the item from the syllabus one by one and develop the materials. Second, a teacher has to develop the learning materials according to nature and the principles as well as the procedure of developing the learning materials.

Based on Nureffendhi, there are two main steps to make a material development.

- 1) Planning the Syllabus

According to Hutchinson and Waters (1987) in Nureffendhi (2013), a syllabus provides some criteria for materials selection and/or writing, therefore there should be a consideration in choosing the material contents. In ESP, there is a difference between real content and carrier content. Real content refers to pedagogical aims, such as the features of language the students will hopefully become more aware of or be able to produce the language skills they gain control of better. Meanwhile, carrier content focused on the usage of tasks or activities that delivers the real content (Evans and Hohn, 1998 in Nureffendhi, 2013).

In planning the syllabus, requires to do the needs analysis. Need analysis is to determining course content in ESP. Based on Parkinson et al. (2007) in Basturkmen (2010) in Nureffendhi (2013) suggested that an ESP materials

developer can review to the theoretical considerations about an effective language teaching.

2) Developing the Materials

According to Hutchinsin and Waters (1987) in Nurrefendhi (2013), one of the roles of materials is to help the teacher organize the teaching-learning process. Furthermore, Evans and Hohn (1998) in Nurrenfendhi (2013) find that materials particularly useful in ESP because they play a key role in discovering students to the language of a particular discipline as it is actually used, in or short, they are a source of the real language.

Moreover, material development in ESP is similar to the value of authenticity. As one of the characteristics of ESP materials, authenticity becomes an important role in presenting real language use in the target situation. In other words, using authentic materials in ESP introduces the students to the contents area of their professional context.

2.5 Content Based Instruction (CBI)

Content Based Instruction (CBI) is an integration of particular content with language teaching aims (Brinton et al, 1989 at Duenas 2004). Leaver and Stryker (1989) defined that CBI as an instructional approach in which language skill is achieved by changing the focus of the course from the learning of language to the learning of subject matter.

CBI provides authentic, meaningful academic context aiming at developing both the language skill and subject-knowledge of the learners (Karim & Rahman, 2016).

In addition, Richard and Rodgers (2001) at Rahmawati (2018) explained that CBI is based on the principle that people learn a second language more successfully when they use the language as a mean of gaining information.

Brenes (2010) states that CBI is the approach that is used to acquire knowledge and learns a great deal of language as a natural by product of such use.

CBI is an approach which effectively improves learners' English language proficiency and teaches the students' necessary skills for the success in various professions. With CBI, the students gradually acquire greater control of the English language, enabling them to participate more fully in an increasingly complex academic and social environment.

2.5.1 The Principles of CBI

Brinton (2003) explained that CBI have six principles. Those are: (1) The content become the basic aspect to determine the instructional decision. (2) Vocabulary and grammar can be integrated into CBI. (3) The content of CBI lesson is relevance with the students' interest, life and the goal of academic. (4) The tasks and text should relate to the real world. (5) The using of the tasks is to found the authentic texts. (6) Students should be active during the learning process, they do not depend on their teacher to help them on directing all learning.

2.5.2 The Activities used in CBI Lesson

Based on Stoller (1997), there are some types of activity in CBI lesson. Those are: vocabulary building, a synthesis both of grammar and content materials, the study skill, communicative interaction, discourse organization and the improvement of language skill. Further, Brinton (2003) explained more specific about the techniques and tasks. Those techniques and tasks are role play,

writing process, pair and group work, debate and discussion, problem-solving, values clarification, jigsaw, survey tasks, graphic organizer, and sequencing.

2.5.3 The Way to Apply CBI Approach in a Lesson

According to Davies (2003), flexibility is the strength of subject of CBI. Teacher can create the specific parts of what students' need, it is become the instruction in CBI lesson. For example in reading textbook: 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.

So here we can conclude that CBI is the approach that focused on learning content and four skills in English language and it can be applied in language learning for second and foreign language. CBI materials should also have a section where students reflect on languageform in context.

2.6 Industrial Electronic Engineering

Industrial electronic engineering is one of the major taught in vocational school (technical school) in which most of the material contents are about industrial electronics matters. The purpose of this program is to develop the students' skills, knowledge, and attitude towards the work so that they have skills and potential in industrial electronics techniques. The students are prepared to be able to work in business and industry as intermediate workers or to make their

own business. They are also expected to be able to choose the suitable career, to compete, and to improve their professionalism through the industrial electronics program (Delima, 2010).

Industrial electronic engineering is a technic major which is study about electricity components many kinds of the semiconductor. Electronic engineering is included in electrical engineering or electro which uses micro electric current. There are some materials that will be learned in industrial electronic engineering, from general electronic (the component used with the function, how to design Pcb layout and how to print Pcb), microcontroller and microprocessor, pneumatic and also PLC, computer programming, to signal the processing.

2.7 Previous Study

A study from University of Muhammadiyah Gresik, conducted by Noviana (2016). She developed English debate module for beginner. The steps of her researcher used ADDIE model which steps were; analyze, design, development, expert validation, implementation, evaluation, and final product. The similarity between the researcher and Noviana's study (2016) is on the steps and the differences in this study is on the subject and the major.

A study from Abidah (2017), she developed English material for students of Automotive Engineering in SMK Darussalam 1 Cerme. She used ADDIE model from Steven J McGriff (2000) and Asmara (2012) approach. The process of her research were; analysis, design, development, expert validation, try out, revision, and final product. The similarity her study with the researcher is on the use of CBI as the approach. The differences is on the grade, major, and ADDIE model of the study.

Study from Ariesta (2017), she developed English material for students of Marketing. The steps are; analyze, design, expert validation, revision, try out, feedback from the student, and final product. Her steps was adopted from Asmara (2012). The similarity is in the use in CBI as approach in developing the module. The differences this study with Ariesta's study (2017) is on the grade and major of the participants.

Study about material development has been conducted by Purnamasari (2015) entitled Developing English Learning Materials for Grade X Students of a Beauty Study Program of SMK N 3 Magelang. The instrument of this study which is used two kinds of questionnaire to find out the target needs and materials evaluations. Her study was conducted by following Dick and Carey's model in Borg and Gall (2003). This study was focused on to find out the target needs, learning needs, and also to develop suitable English learning materials for the students of Beauty Study Program. The similarity of Purnamasari's study with this research is that both of the study is focused on target and learning need to develop suitable English material. But the differences with this study is on the subject and the major.

Another study was conducted by Hasmiati et.al. (2015) entitled Designing an English Course Book for High School Students Based on 2013 Curriculum with Local Content Materials, the purpose of this study is to analyze the English course book for Senior High School Students based on 2013 curriculum in order to find the 2013 English curriculum objectives. The researchers used the research and development method by applying designing the appropriate English course book to be used for the students of Senior High School to improve their English

proficiency. The similarity of the study conducted by Hasmiati et.al. (2015) and the researcher study are both of the studies have the same research design that is research and development. Meanwhile the researcher study is conducted on vocational school but Hasmiati et.al. (2015) study's was conducted on senior high school

The next, a study from Yogyakarta State University, conducted by Khosiyono (2016). He developed English Materials for the second grade students of Maritime Department of SMK Muhammadiyah 1 Kalasan. The data collection was conducted by need analysis, expert judgment, and field testing. The data were analyzed by using the descriptive qualitative technique. This study was developed based on the need analysis and *International Maritime Organization* (IMO) syllabus.

The other studies is from University of Medan, conducted by Berman Lumbannahor (2016). He developed English speaking material for students of Business and Management Program in one of vocational school in Medan. The steps in this study is used research and development which provided by Borg and Gall those are 1) evaluation and need analysis; 2) material development; 3) validation; 4) revision and final production. The materials in this study is developed through Contextual Task Learning (CTL) approach.

The last, a study from University of Lampung, conducted by Retno Prabandari (2017). He developed English speaking material, for the subject of his research were tenth grade students of Hotel Accommodation study program at SMK Negeri 1 Sukadana, Lampung Timur. The instruments used in this research were needs analysis questionnaire, student judgment questionnaire, English

teacher judgment questionnaire, expert judgment questionnaire and observation. The steps of the research were conducting the needs analysis, writing the course grid, developing the first draft of materials, conducting try out of the developed materials, getting students and English teacher judgment, consulting the first draft of materials to the experts, and revising and developing the final draft of materials. The data were analyzed by using quantitative, the data obtained from the materials evaluations and try out were analyzed through descriptive statistics.

2.8 Summary

English for specific purposes has main focus to people who have a specific reason to learn English with a proper and easy method which they need as the references that suitable with their skills. ESP as teaching English for academic studies or vocational and professional purposes.

English in vocational school had been ignored subject because this condition reflected students' perception of the quality of English that is low among other subjects. As a result, they were not eager to study English, but this condition is changed since the company grow internationally. So they tend to hire as vocational graduated with English ability. English at vocational school has been the advantage for students, as they receive materials that, although focused on the business, can still be developed and adapted to suit their vocational skills.

English material on vocational school not only refers to general topics but also deals with the content. The content of the English language lessons on vocational school students is designed to be focused on their needs, where English knowledge will be used immediately after graduating into the world work or business. So it can be adjust to the ESP courses that developed with the process of

need assessment which identifies what the students need to do in English, the relevant content and their current level of English.

The English material should be developed in ways which provide flexibility of use as well as coherence of connection. There are two main steps to develop the materials. First, planning the syllabus and the second developing the learning material which according to nature and the principles as well as the procedure of developing the learning materials. Moreover, material development in ESP is similar to the value of authenticity. As one of the characteristics of ESP materials, authenticity becomes an important role in presenting real language use in the target situation. In other words, using authentic materials in ESP introduces the students to the contents area of their professional context.

Generally, the teacher use Content Based Instruction (CBI) as an instructional approach in which language skill is achieved by focus of the course from the learning of language to the learning of subject matter. It is more successfully principle that people learn a second language as a mean of gaining information.

Here the researcher choose the Industrial Electronic Engineering as the subject of this developing the English material. Industrial Electronic Engineering itself is the major taught in vocational school in which most of the material contents are about industrial electronics matters. There are some materials that will be learned in industrial electronic engineering, from general electronic (the component used with the function, how to design Pcb layout and how to print Pcb), microcontroller and microprocessor, pneumatic and also PLC, computer programming, to signal the processing.

