CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the literature that will be used by the researcher will be explain in short reviews, such as English for Specific Purpose, English for Vocational School, Teaching English for Vocational School, Learning English, and Developing English Material.

2.1 English for Specific Purpose

English for specific purposes is a term that refers to teaching or studying English for a particular career. There is a specific reason for which English is learned. According to Huchinson, T and Waters, A (1987) English for specific purpose (ESP) must be seen as an approach not as product because ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's for learning. Paltridge & Starfield (2013) ESP is focused on learner needs, and it is a narrower approach than *English Language Teaching* (ELT) in general (Hutchinson & Waters, 1987; Paltridge & Starfield, 2013). ESP is not a special form of English, but rather an approach to language teaching.

Students learn English for a specific purpose, represented by studying subject matter and develop appropriate knowledge and skills through English. That is why English language is not the main goal in the process of learning. Students study ESP they are interested in the English language because they have to perform a task in English. Learner and the way of learning are considered to be the main factors in the learning process. According to Tony Dudley-Evans and Maggie Jo St John (1998)

characteristic features ESP divided in two groups it is absolute and variable attributes. The absolute ESP characteristics are:

- Defines to specific needs of the learning

- Make use of the underlying method and serves discipline of the activities

- Centered on the language, skill, discourse and appropriate to these activities of genres

The variable ESP characteristics are five points:

- Related or designed for specific disciplines

- In specific teaching situation, a different method from of general English

- Likely to be design for adult learners like level institution or in a professional work situation

- General designed for intermediate of advanced level

- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (Dudley-Evans, 1998).

So English Specific Purpose (ESP) is known as a learner centered approach to teaching language as a foreign or second language. It meets the needs of adult learners who need to learn a foreign language for use in their specific fields.

2.1.1 English for Vocational School

Develop the vocational is the effective solution to these problems. Vocational education, often do not related in education as like today, for students it is important and ever respecting vocational education return to investment in education. Zhang, Y (2008).

According to Toth, P(2012) the adaptively of the system of vocational education and the rule of the educational process is mainly made difficult by primary school achievement based further education, the application of methods less suitable to students' abilities, and a decrease in the number of professional practices. On account of these problems, the school is less able to balance the advantages and disadvantages originating in the differences of family background, which is reflected by students' achievements, too.

Assessment of vocational English is in principle no different from other areas of language assessment (Douglas, 2000). What may differ is the focus and purpose of the test. A language test for vocational English can be defined fairly narrowly to a specific area of English (Douglas, 2000). Douglas describes ESP assessment as a sub field of language assessment with its focus on specific language use.

2.2 Teaching English for Vocational School

English teaching is the serious problem urgent to handle for their lack of interest and poor basic principles of English, which have made the English teaching difficult and complicated. Zhang, Y (2008). English teaching reform of vocational education school should be started up to promote the reformation and innovation of teaching methods in Vocational Education. It is important to improve students' English by fusing on students centered teaching, creating easy and delighting English teaching environment, strengthening the practice sector, enhancing the intercommunication ability and setting up the listening-speaking-writing English patterns.

According to Sri suwarni (2014) said that teaching English is the human relation in key of all education activities. The main objective of teaching modern languages in education program is to encourage the development of the individual society.

2.3   Learning English

Learning is interpreted as a relationship between the individual and the environment. Learning English is to be interpreted in the previous as a behavioral, cognitive, social, etc. Toth, P (2012). Learning English is a difficult for EFL students. In EFL class not second language but also international language has many roles in learning English as like grammar and pronunciation. And in class EFL many students to shy leaning English and not confidant to speak English in front of class.

According to Carroll (1963), learning achievement depends on existing knowledge, general learning abilities, general intelligence, verbal skills, several environmental factors (e.g. family, friends). Learning achievement is best shown by the speed and quality of learning and the ability of knowledge. The efficiency of learning is to be expressed by a ratio where time selected to learning is divided by time needed for acquisition. The modified syllabus-based on classroom planned by the teacher and the home learning time of the student, while the latter comprises the quality of instruction and the time need determined by the condition of the student.

Teaching and learning English as a foreign language although the focus of this study is on vocational English. There are various theories on second language acquisition, each emphasizing different aspects of language learning. Teaching

methods and the interpretations of the best way to teach foreign languages have varied over (Brown, 2007).

2.4 Developing English Material

Developing English material is resource book that is used in the process of teaching and learning and it is contained of some materials and exercises as well.

Any language learning process traditionally needs print material or non print materials (Reinders and White 2010). According to (Tomlison 2008) material is considered anything which is used to help language learning. Examples: course books, CD-ROMs, flashcard, and workbooks. Successful material development should be envisaged as learning materials and principles to follow need to show the role that learners should be play.

So the material in this study is consists of specific English material. It is about computer and internet networking engineering material in SMK YPI Darussalam 1 Cerme Gresik.

2.4.1 Types of Development

ADDIE Model stands for Analyze, Design, Develop, Implement, and Evaluate. That even if the individual applies ADDIE at the middle of the project, it will still retain its value and be able to provide a sense of structure to the whole program. Educators find this approach very useful having stages clearly defined which makes implementation of instructions effectively. Analyze is focus of the designer in the analysis phase is on the target audience, Design is planning a strategy for development the instruction, Develop stage starts the production and testing of the methodology being used in the project, The implementation stage reflects the

continuous modification of the program to make sure maximum efficiency and positive results are obtained and the last past is Evaluate 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 entire project Forest Ed (2014).

ASSURE is an instructional design model that has the goal of producing more effective teaching and learning. There are six parts in this model first is **A – Analyze Learners** process is that the teacher should analyze the attributes of her learners, the second is **S – State Standards and Objectives** after the analysis of the learner attributes the teacher must state standards and objectives for the learning module, the third is **S – Select Strategies, Technology, Media, and Material** given what your learning objectives are, it is necessary to pick instructional strategies, technology, and media that will bring about the results that you want, the fourth is **U – Utilize Technology, Media, and Materials** this step in the ASSURE process concerns making a plan as to how you will utilize the technology, media, and materials that you have selected, the fifth is **R – Require Learner Participation** this step actually belongs within earlier steps. It requires that you make plans to how you are going to actively engage your students in the material that you are teaching, and the last step is **E – Evaluate and Revise** the final step in the ASSURE process is just as crucial as all of the others. In this step, you evaluate the impact of your teaching on student learning.

Based on Forest Ed (2015) **Dick Carey Instructional Model is there are 10 Stage 1. Instructional Goals** first step is to figure out the instructional goals. **Stage 2**

Instructional Analysis Instructional analysis is the second step. This means you are determining the skills that your students will need to learn what you plan to teach them. **Stage 3 Entry Behaviors and Learner Characteristics** next you have to assess which skills the students have out of those that you previously determined are needed for this lesson. **Stage 4 Performance Objectives** next, you must figure out specific goals and objectives for the lesson. **Stage 5 Criterion-Referenced Test Items t**he fifth thing you must do is to create a test (consistent with the performance objectives) that will reflect what you are hoping to teach the students. **Stage 6 Instructional Strategy** you begin to outline your lesson plan. **Stage 7 Instructional Materials** make sure you have what you need ready for the lesson. **Stage 8 Formative Evaluation** would have to evaluate how the lesson went. **Stage 9 Summative Evaluation** is revising. Finally, you simply look back at your entire experience using the model.

2.5   Review of Previous Study

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 (Hasmiati 2015). According to Hasmiati (2015) English material is quite interesting, the guidance of the English material is easy enough to be comprehended by the students and can help the students to understand the material presented in the English module. English module is significant to help the students to comprehend the materials. The exercises

of the English module are significant to help to understand the materials to study independently.

Septiani, F (2011) stated that English material not specified for any certain vocations. The phenomena happened is that the students were taught by using teaching materials unrelated to the vocation that the students have. The students need to study English to support their vocation, but the English should be specialized the English should be relevant to the specific purpose that they have, so there will be no gap between the English materials and what the students need about English as an international language related to a vocational purpose that they have.

Javed, M (2015) attempted to find the English teachers lack of suitable English materials to facilitate students with different ability. The teachers have to sort out material from other sources such as internet and newspapers because the textbooks are either too difficult or to easy and do not match to the abilities of different students.

2.6 Summary

Materials should be developing because materials are a way of influencing the quality of classroom interaction and language use. It means that materials are essential element with curriculum. And also materials should teach students learn, that they should be resource book for ideas and activities for instruction or learning, and that they should give the teacher rationales for what they do. According to (Tomlison 2008) material is considered anything which is used to help language learning. Examples: course books, CD-ROMs, flashcard, and workbooks.

English teaching reform of Vocational Education School should be started up to promote the reformation and innovation of teaching methods in Vocational Education. Teaching and learning English as a foreign language although the focus of this study is on vocational English. There are various theories on second language acquisition, each emphasizing different aspects of language learning.

Development of teaching materials is related to the analysis of that students need in that leaning process though having some certain teaching materials. The analysis of what students need from teaching materials is very crucial for teachers to know how a teaching-learning process should be done, including what teaching material should be used. Based on what they need of vocational purpose it will be easier for them to reach the goal of teaching and learning process because fulfill of their necessity about English to support their vocational purpose.