

CHAPTER II

REVIEW OF LITERATURE

This chapter will discuss about English for Specific Purpose, English for vocational school, and developing English material, Accounting Study program, Content-Based Instruction (CBI), types of development, researcher model, and review of previous study.

2.1 English Specific Purpose

The concern of making specific materials to students aims to help students in learning English. According to Richards (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 or 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 Lita Aviyanti (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 Accounting Study Programme.

2.1.1 The Definition of ESP

Vocational high schools aim to prepare the students and compete on their work field of their expertise. English is one of the compulsory subjects to be taught. However, there is different approach to teach English in vocational high

schools. ESP is the best way to learn English based on their specific skill. Hutchinson and Waters (1987) argue that ESP is not a language methodology which teaches specialised varieties of English and consists of a specific type of learning materials, but it is an approach to language learning which is based on learner's need. Nunan (2004) adds that ESP is an important subcomponent of language teaching that has its own approaches to curriculum development, material design, pedagogy, testing and research. Further, Tomlinson and Masuhara (2004) state that ESP is designed to fulfil the specific needs of the learner based on needs analysis.

In conclusion, ESP is based on students' needs in learning English. Since students' needs in ESP are very crucial, needs analysis should be conducted earlier before designing the materials.

2.2 English for Vocational High School

English teaching in vocational high school belongs to the adaptive subject which has two major purposes (*BSNP*, 2006) in Dedi Nureffendhi (2013). The first is to make the students able to achieve the specific English proficiency by which they can improve their professional skills, and the second purpose is to make them able to apply the English competences and skills, both in oral and in written communication, in the level of intermediate. The Minister of National Education has also confirmed that English teaching in vocational high school should help the students to express ideas and feelings, to participate in the social activities, and also to develop the analytical and imaginative ability.

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.

2.3 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 balanced as learning materials and principles to follow need to show the role that learners should be played.

So the material in this study consists of specific English material. It is about Accounting Study Program material in SMK Muhammadiyah 1 Gresik.

2.4 Accounting Study Program

“Accounting is a service provided for those who need information about an organization's financial performance, its assets and its liabilities” as stated Dyson (2004). The basic knowledge of learning accountancy based on what Dyson (2004) stated above mostly about financial performance, financial report, assets and liabilities, and to support them it is important to relate those material when the teacher teaches English to the accounting students. English for accounting needs specific materials for the students who mainly pursued a

specific knowledge of accounting such as how financial performance was learned, how the assets of company is managed, and how the liabilities of company was reviewed. Through learning English for accounting, the students of accounting may improve their knowledge in the field. English lecturers should realize that teaching language needs to consider the needs of the students. As Hugh Trappes-Lomax and Gibson Ferguson (2002) in Suyadi (2016) state that English language teachers need to teach their students is not the general English, but it was the English language as experienced by the specialist of accounting.

So, to reach the specific purposes of English for accounting students need a specific English material as their main topics discussion in the process of teaching and learning in the classroom.

2.5 Content-Based Instruction for Vocational High School

a. Definition and Principles

Content-Based Instruction is other principles in developing the learning materials. It focuses more on the content of the text rather than the grammatical structures. In CBI, students convey the content through the language. Krahnke in Richards (2006: 27) defines CBI as the teaching of content or information in the language with little effort to teaching the language itself separately from the content being taught. CBI prefers teaching around content rather than teaching around the syllabus or linguistic (Richards and Rodgers, 2001: 204). Content itself is defined as the information or subject matter that is learning through language (Richards, 2006: 28).

For vocational high school students, the knowledge to understand and use the language is more important than the knowledge about the structures of the text. CBI focuses on the content rather than the grammatical structures.

The English learning materials for Accounting 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: 132) that must be noted.

The first principle is basing the instructional decisions on content rather than language criteria. It means that the content of the materials is determined first, then it followed by the language items. The content of the developed materials needed to be relevant with the students' needs.

The second principle is integrating skills. There are four skills that must be organized integrately. At the same time, grammar and vocabulary and the four skills are not taught separately. Those are combined as the content of the learning materials and enhance their ability in mastering the four skills in order to facilitate them in having communication using English. As the contents are related to Accounting Study Program, therefore the vocabulary will relate to Accounting Study Program.

The third principle is involving students actively in all phases of the learning process. Therefore, the activities were developed in order to make students actively participated in the learning process. There are activities that need to be done in groups and/or in pairs. By doing group discussions, students can

have more information and better understanding in learning the language because teachers give chances for the students to build their own understanding about the materials which is given. Teachers have a role as the supplement who provide information when the students have problems in learning.

The fourth principle is choosing contents that are relevant to students' lives, interests and/or academic goals. When the content of the materials fits the students' needs, then the instructional process can be effectively conducted. This principle is similar to the theories of ESP in which all the learning materials must be relevant with the students' needs.

The last principle is selecting authentic texts and tasks. The materials were developed by using the authentic materials as the inputs. The authentic materials were related to Accounting Study Program as a field, such as the expression of transaction, analyze a financial statement, the usage of tax, etc. 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.

b. Theories in Content-Based Instruction

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

1) Theories of Language

From the CBI viewpoint, there are four theories related to language. The first theory is language as the base of text and discourse. Language is delivered in written (text) and spoken (discourse), so in CBI, the teaching process focuses on how the meaning and information communicated through texts and discourse.

The second theory is language presented integratedly. It means that in using a language, there are four language skills that are used as Brinton (2003) states that CBI views language use as the integrated skills. People will 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 effectively.

The third is language is purposeful. Language is a useful thing to be learnt, 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 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 vocational high school students as 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 view is compatible with the view of ESP, so using CBI as one of the basis in developing the learning materials is necessary.

2) Theories of Learning

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 Accounting 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.

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 learn well when the instruction addresses the students' needs. Students will understand 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 previous experience of the students. It means that what the students learn today will be used for the next meeting, so the materials must be useful for them. This way, the students will not easily forget the previous topic when they have to learn the new 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). 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.

4) Teachers' Role

Brinton (1989) in Richards and Rodgers (2001: 214) says that the main role of the teachers is to be the students' needs and they can create the learner-

centred 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-centred learning, so teachers should not be involved in the teaching and learning process. Teachers let the students learn independently and keep the process.

5) The Role of Materials

CBI uses 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 any other media. 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).

Based on Peacock (1997) in Richards (2001), there are advantages claimed for authentic materials, such as: has a positive effect on learner motivation, because they are intrinsically 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 link between the classroom and students' needs in the real world; support a more creative approach to teaching.

For vocational school students, the authentic materials that are related to their field are easily to be understood, so the teaching and learning process becomes more effective. It can be concluded from all statements regarding CBI that CBI can support the students in learning the language. The learning steps in the

Curriculum 2013 can be integrated with the principles of CBI approach.

Therefore, the use of Content-Based Instruction can be realized in the learning materials.

2.6 Learning Materials

There are theories related to the materials, principles, and many others that should be known by the material developer.

a. The Nature of Materials

Based on Tomlinson (1998), 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.

Dealing with the form of the materials, there are three types of materials as stated by Richards (2001). 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.

Dudley-Evans and St. John (1998) in Richards (2001) suggest that in ESP courses, materials have functions, such as a source of the language; as the learning support; for motivating and stimulating student to learn; and for reference.

b. Characteristics of Good Materials

Tomlinson (1998) in Richards (2001) suggests that good language teaching materials should achieve impact; help learners feel at ease; help learners

to develop confidence; provide the learners with opportunities to use the target language to achieve communicative purposes; 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; provide opportunities for outcome feedback; what is being taught should be perceived by learners as relevant and useful; require and facilitate learner self-investment.

Learners must be ready to acquire the points being taught. Materials should expose the learners to language in authentic use. The learners' attention should be drawn to linguistic features of the input.

Characteristics of good material also proposed by Hutchinson and Waters (1987) that was "Good materials contain interesting texts; enjoyable activities which engage the learners' thinking capacities; opportunities for learners to use their knowledge and skills; content which both learner and teacher can cope with; a clear and coherent unit structure which will guide teacher and learner through various activities in such a way as to maximize the chances of learning.

2.7 Types of Development

Many models of instructional design have been developed suitable for various instructional purposes. It aims to make it easier by classifying the materials according to certain aspects. In accordance to that, the content of the units should be comprehensible and provide effective steps to make learning meaningful. Nunan (2004) proposes six steps of unit development as follows:

- 1) Select the topic,
- 2) Collect data,

- 3) Determine that students will need to do in relation to the texts,
- 4) Create activities focusing on language elements,
- 5) Create activities focusing on learning skills/strategies,
- 6) Create 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) Analyze is focus of the designer in the analysis phase is on the target audience.
- 2) Design is planning a strategy for development the instruction.
- 3) Develop stage starts the production and testing of the methodology being used in the project.
- 4) Implementation stage reflects the continuous modification of the program to make sure maximum efficiency and positive results are obtained.
- 5) 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).

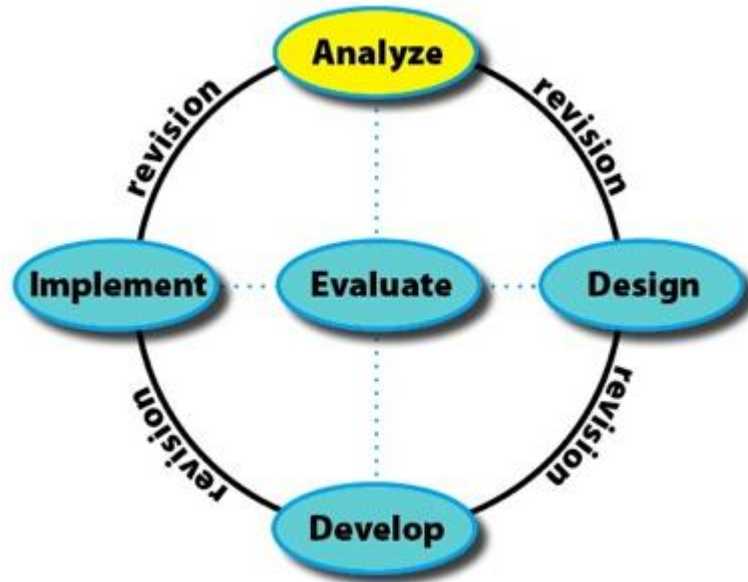


Figure 1: ADDIE Design Model

2.7.2 Dick and Carey Model

Another popular model of instructional design is Dick and Carey Systems Approach Model. Dick and Carey stated that “Components such instructor, learners, materials, instructional activities, delivery system, and learning and performance environments interact with each other and work together to bring about the desired student’s learning outcome”. Dick and Carey (2005) present procedures of the model as in the following:

- a. Identify instructional goals,
- b. Conduct instructional analysis,
- c. Analyze learners and contexts,
- d. Write performance objectives,
- e. Develop assessment instruments,
- f. Develop instructional strategies,
- g. Develop and select instructional materials,

- h. Design and conduct formative evaluation of instruction,
- i. Revise instruction,
- j. Design and conduct summative evaluation.

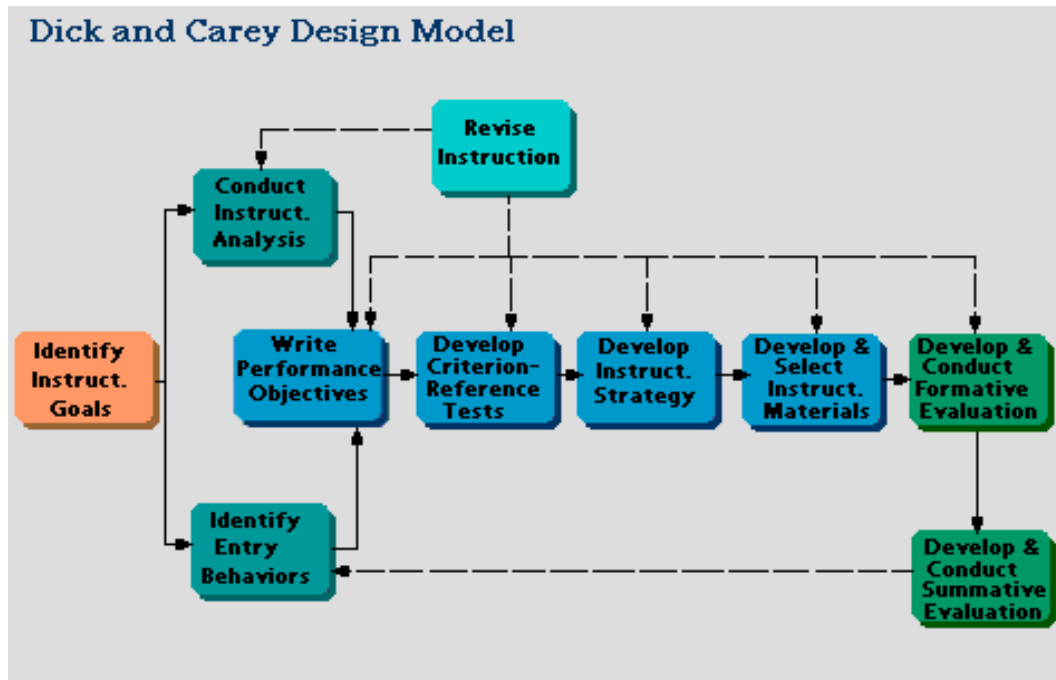


Figure 2: Dick and Cary Design Model

2.7.3 The Hannifen Peck Model

The Hannifen Peck Model differs from Dick and Carey model. It uses a three phase approach. Phase one involves a needs assessment being performed. This design is followed by a design phase and phase three where the development and implementation of the instruction are performed. All phases include a process of evaluation.

This is suitable for simulation. The needs analysis defines the goals and objectives of the program. The design of the program is based upon the findings from the needs analysis. The development part of stage three involves how the program will be undertaken and implementation is the actual running of the

program. Evaluation and revision are a continual process. This model is one that can be used by an experienced or beginning instructional designer.

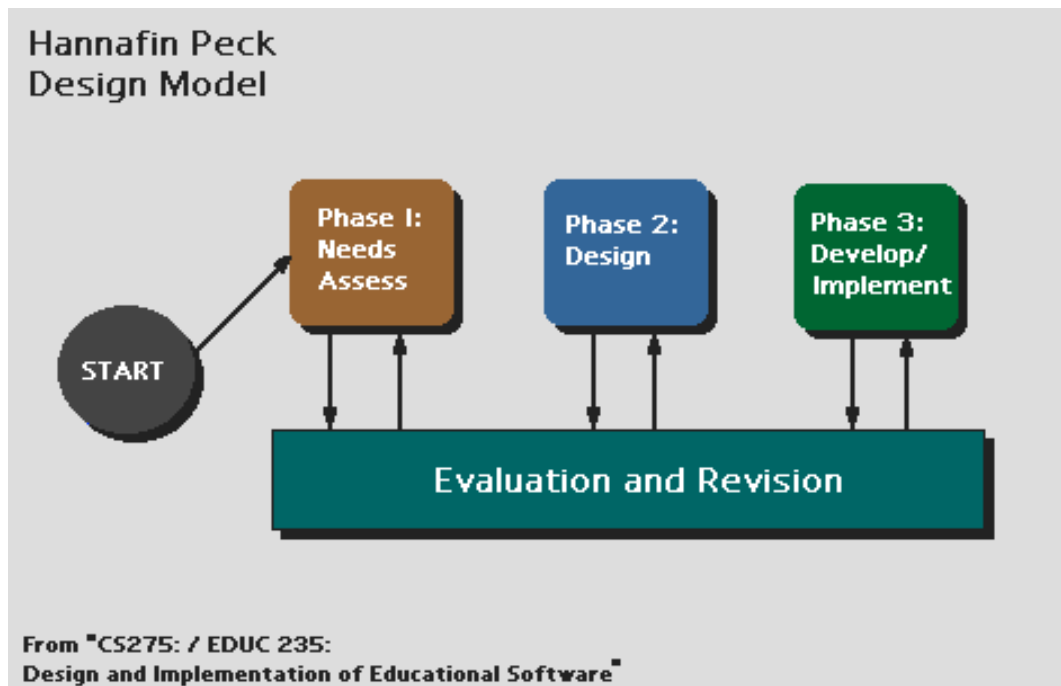


Figure 3: Hannifin Peck Design Model

2.7.4 The Knirk and Gustafson Design Model

The Knirk and Gustafson Design model is a process which involves problem determination, design and development. Problem determination involves the identification of a problem and the setting of goals. Development of objectives and strategy specifications are included in the design stage. Development is where the materials are developed.

This model differs from Hannifin and Peck model in that there are individual processes or steps involved with each stage. This model is also good for simulation use, in particular that of scenario development as the stages lend themselves to that of software development. Again it is a model which can be used by novices or expert designers.

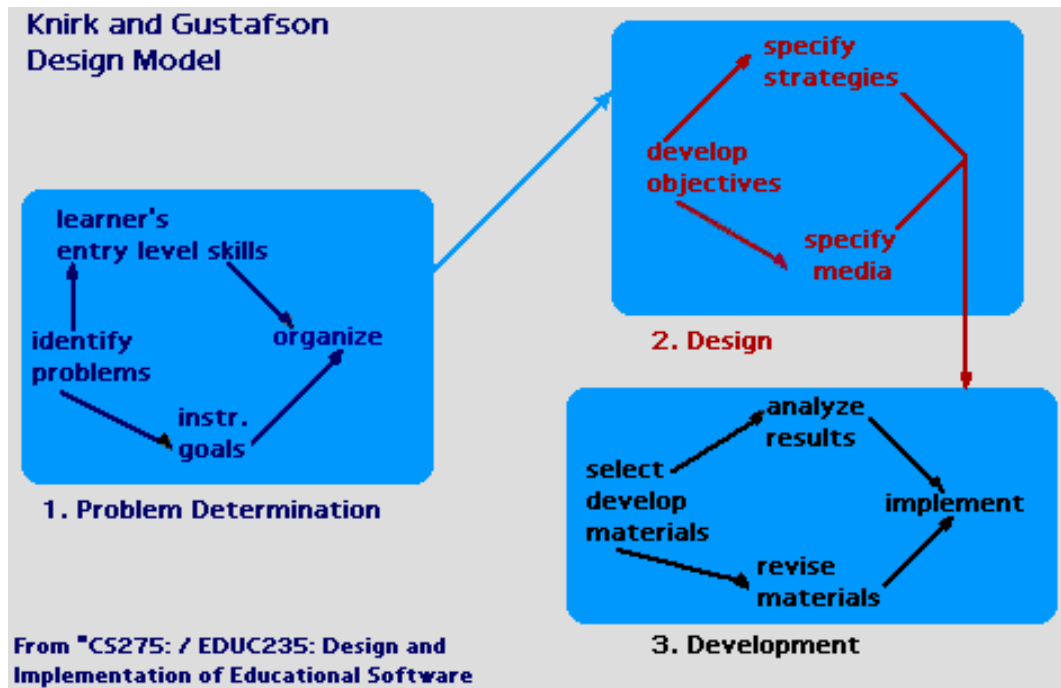


Figure 4: Knirk and Gustafson Design Model

2.7.5 Jerold Kemp Design Model

The next model discussed here is the Jerold Kemp Model. This model takes a holistic approach to instructional design which focuses on analogies and discovery type learning. Kemp utilizes all factors in the learning environment including subject analysis, the learners characteristics earning objectives teaching activities, recourses which will be utilized, support services requires as well as evaluation. This model allows for constant revision to occur.

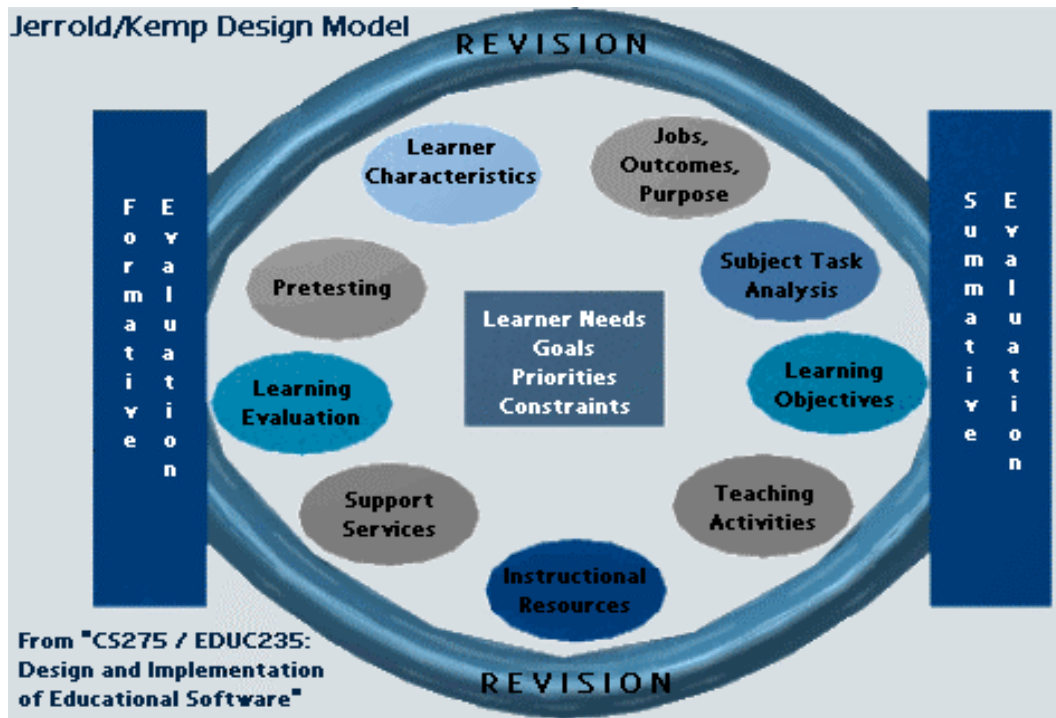


Figure 5: Jerrold Kemp Design Model

2.7.6 The Gerlach-Ely Design Model

The Gerlach-Ely Design Model is a prescriptive model that is well suited to primary, secondary and higher education sectors. The model includes strategies for selecting and including multimedia during instruction. It is a model that is suitable for beginning instructional designers who have subject matter and expertise in a context specific area. It is prescriptive in the way that it outlines how a learning environment can be changed.

Because it is a procedural model, it is suited to simulation as it allows for focus on examples and practice to occur. This may be the way in which part task trainers are utilized within the instruction. It is also suited to small scale nodular type instruction which is also suited to the simulation environment.

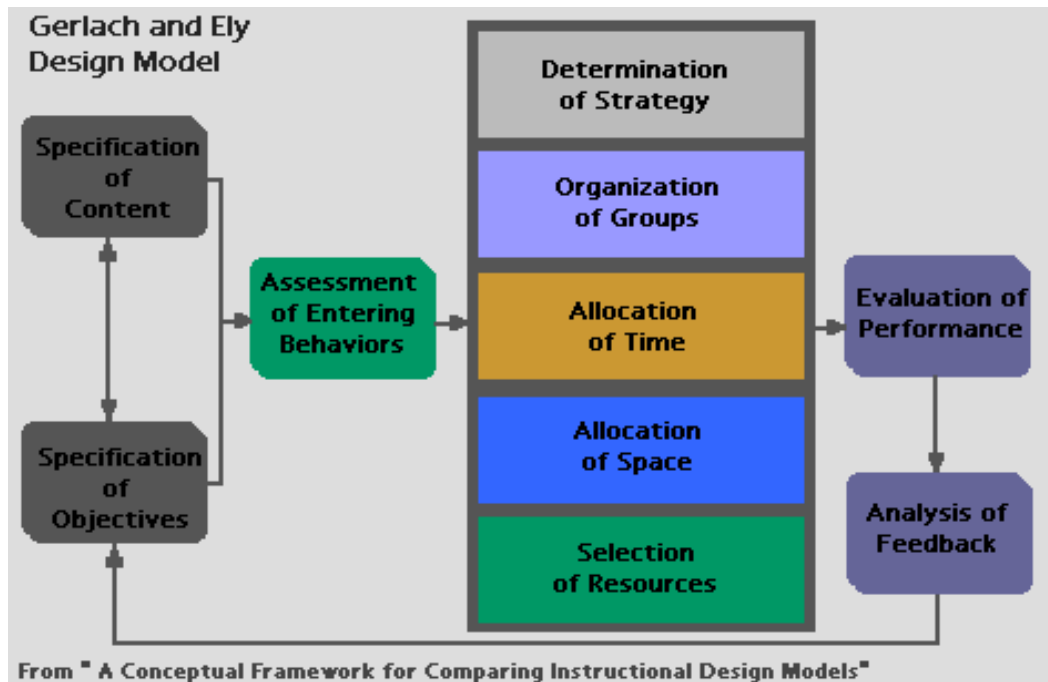


Figure 6: The Gerlach-Ely Design Model

2.7.7 ASSURE Model

ASSURE is an instructional design model that has the goal of producing more effective in teaching and learning. There are six parts in this model first is:

- a) A – Analyze Learners process is that the teacher should analyze the attributes of her learners.
- b) S – State Standards and Objectives after the analysis of the learner attributes the teacher must state standards and objectives for the learning module.
- c) S – Select Strategies, Technology, Media, and Material is given what is in learning objectives are, it is necessary to pick instructional strategies, technology, and media that will bring about the results that you want.
- d) 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.

- e) 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.
- f) 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.

2.8 Researcher Model

The adaptation model of research and developmental is from ADDIE model. 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 generic process traditionally used by instructional designers and training developers.

In this research, the researcher attempts to adopt the ADDIE model with some changing which is matching with the condition of the participants. Here is the step of developing English material in this research: Analyze, Design, Development, Expert validation, implementation (Try Out), Evaluation, Final product.

2.9 Review of Previous Study

The research conducted was related to ESP course in which the researcher developed the appropriate learning materials for specific group, in this case was the students of Accounting Study Program. In order to develop the appropriate learning materials, the learners' specific needs must be known. A study related to this research was conducted by Kaur and Baksh (2010). The research was about *Developing English Learning Materials for Art and Design Students of University*

of Science, Malaysia. Based on their research, it was found that the students wanted their lectures or practitioners to include the workplace-based materials, specialised vocabulary activities for the course material, also the topics must be relevant to students' area of specialization.

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 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.

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 differentiation from the researchers' study above with this study are: first, The study was conducted by Kaur and Baksh (2010), they *Develop English Learning Materials for Art and Design Students of University of Science, Malaysia* without teaching method include on their material textbook, but the researcher in this study will deliver textbook materials by using CBI method. Second study was conducted by Lita Aviyanti (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. The last study was conducted by Suyadi (2016) about "*English for Specific Purposes for Accounting Students*, his subject study as same as in this study but there was no method used in that study.

So in conclude, the researcher in this study will develop English Material for Tenth Grade of Accounting Study Program by using CBI method as a base. Based on the studies above there was no study to develop material for Tenth Grade of Accounting Study Program by using CBI as a base.