

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 English Teaching at Vocational High School

2.1.1 The Curriculum

English teaching in vocational high school belongs to the adaptive subject which has two major purposes (BNSP, 2006). 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 help the students to express ideas and feelings, to participate in the social activities, and also to develop the analytical and imaginative ability. As the aims of English teaching in vocational school above, the applications of teaching are written in the set of standards of competence and basic competences. In that set, English is taught in three levels of proficiency which represent the standards of competence. They are novice, elementary and intermediate levels. Each standard contains a number of basic competences. In the teaching learning processes, those basic competences are further developed into syllabus and lesson plans which contain the description of classroom activities, learning materials, and indicators of students' achievement.

2.1.2 Culinary Arts Study Program

The culinary arts study program prepares the students to be ready in food industry locally or even globally. The work field of this department is relatively wide and varied, such as in the hotel, restaurant, cruise ship, catering company and other kinds of food companies. Moreover, this study program also prepares them to be entrepreneurs so that they can create their own business in the future. As the wide job opportunities, the culinary study program has been increasingly favored by student candidates at vocational high school.

The wide opportunities for the students to work makes English has an important role for their achievement. Their competences and skills of English must be ready to support them in the global competition when they are graduated. Therefore, there is a specific English area which should be equipped to them. In conclusion the ESP approach is suitable as the basis for developing English learning materials for the students of Culinary Arts study program at SMK N 1 Cerme.

2.2 English for Specific Purposes (ESP)

English for specific purposes is a term that refers to the teaching of studying English for a particular career. ESP was born since English became the international language of technology and business. Many people want to learn English for various reasons. One of them wants to learn English because to support their work. Some of them need to learn English because of the need to understand textbooks in school. Need and interest of learners would influence their motivation to learn English. According to Hutchinson, T, and Waters, A (1987) English for specific purposes (ESP) must be seen as an approach not as a product because ESP is an approach to language teaching in which all decisions as

to content and method are based on the learners for learning. ESP is focused on learner needs, and it is a narrower approach than English Language Teaching (ELT) (Paltridge & Starfield, 2013). ESP is not a special form of English, but rather an approach to language teaching.

English for specific purposes (ESP) is a kind of English for a specific purpose that could be specified such as English for academic studies or for the vocational purpose that could be specified such as English for academic studies or for vocational purposes (Dudley-Evans and St. Jones, 1998). Based on Hutchinson and Waters (1987:19) ESP is not kind of language or methodology but an approach to studying language learning based on learners' need. Same with Basturkmen (2010:2) ESP is not different from language teaching forms. It means that the process of ESP is not as a result but one of part of another language from it cannot separate each other. Because language skill cannot stand independently they must be complementary each other.

On the other hand based on Anthony (1997) ESP aimed at professional students with some target language basic knowledge and not limit from their need. According to Smoak (2003), the definition of ESP is English instruction based on the real situation and based on the students need and task-oriented (p.27).

Based on the all definition and statements it can be concluded that English for Specific Purpose (ESP) is a study English language in specific content based on the students need. For the example is studying English for vocational high school.

2.2.1 The Characteristics of ESP

According to Dudley-Evan and St. John (1998:3) propose some characteristic of ESP. He classifies the characteristics of ESP into two, the first is absolute and the last is variable characteristics. Their definitions of two characteristics are as follows.

1. Absolute characteristics

The absolute characteristics are consist of language teaching, that is English language design to make specific needs of the learners, it means the content based on particular disciplines, occupations and activities. Using language that different from general English, those are; lexis, syntax, discourse, and semantics.

2. Variable characteristics

The variable characteristics are to improve specific skills based on the students need such as reading, listening, speaking or writing, teaching methodology used is suitable for learner ability and learning objective. ESP is generally designed for intermediate or advanced students. Most of ESP assumed a basic knowledge of the language systems but it can be used with beginners.

It can be concluded that ESP is designed the specific learners need based on the need analysis. Language-centered in ESP such as Lexis, grammar, register, skills, discourse is suitable to the particular disciplines, occupation, and activities. The methodology that underlines the English for a specific purpose is different with General English. Activities in ESP to help students improving particular language skills by students need. Usually, ESP program has learners in the same specialization at work and study.

2.3 Content-based instruction (CBI)

2.3.1 Content-based Instruction (CBI)

Content-based Instruction (CBI) was used content as tools for developing language skills (Krahnke, as cited in Richards & Rodgers, 2001, p. 204). CBI proposes an approach in which students get the target language through content. The content refers to the information or subject that will learn or communicate through language (Richards, 2006:28).

Richard and Rodgers (2001:204) defined that CBI is an approach to teaching English around the content, content usually refers to the material those students to learn. The CBI is likely with CLT (Communicative Language Teaching). The ideal situation of language learning is not based on grammar functions, but the content is related to the subject matter from the outside. Brinton (2003, p.201) defined that Content based-instruction is teaching of language through content that is interesting and relevant to learners.

So that, it can be concluded the Content-based Instructions as a key to language learning that is on the real content in which the understanding and communication of information is employing the language.

2.3.2 The Principles of CBI

According Brinton in Nunan (2003: 205 – 209) defined that CBI has six principles, first is content, it is become the basic aspect to determine the instructional decision. Then, vocabulary and grammar can be integrated into CBI. The third is, the content in CBI lesson is relevance with the students' interest, life and the goal of academic. The fourth is the tasks and text should relate to the real world. The fifth is the using of the tasks is to found the authentic texts. The last, in

the lesson, students should be active during the learning process, student don't depend on their teacher to help them on directing all learning.

2.3.3 The Activities used in CBI Lesson

Stoler (1997), in Richards & Rodger (2001:212-213) defined the types of activity in CBI lesson. Those are vocabulary building, a synthesis both of grammar and content materials, study skill, communicative interaction, discourse organization and the improvement of language skill.

While, Brinton in Nunan (2003: 209-210) explained more specific about the techniques and tasks. Those techniques and task are roleplay, writing process, pair work and group work, debate, and discussion, problem-solving, values clarification, jigsaw, survey tasks, graphic organizes and sequencing.

2.3.4 The Way to Apply CBI Approach in a Lesson

Davies (2003, p.2) defined that flexibility is the strength of the theme in CBI; teacher can create the units of the specific students' need, it is become the directive in CBI lesson, for example, in a lesson like starting with textbook readings: here the teacher provides textbook readings in several themes that followed by written work and some questions, students learn in small group, then some advertisements were given to the students to analyzed. They also brought examples by their own to use in their group discussion and they also can present how they have got the project, and about who the target.

2.3.5 The Role in CBI Lesson

Some roles exist in CBI lesson, such as the role of materials, the role of teacher and the role of learner. Cunningswroth (1995) cited in Richards (2001: 251) defined that role of materials in teaching and language learning in CBI

lesson is presented; as a sources for the learners to learn grammar, pronunciation, vocabulary, etc; as a stimulation in classroom activities; help the teacher who have the less experienced about confident. Breen & Candlin (1980) cited in Nunan (2004: 67) revealed that there are 3 roles of teacher, those are the teacher as an observer, facilitator and participant.

While the role of the learner in term of some roles such as learner as a negotiator and inter actor, they as a performer and listener and involved the process of growth, they also as a social activity, they are the passive recipient and should have the responsibility in their own learning (Nunan, 2004: 65).

2.3.6 Types of CBI approach

CBI approach has the several models to apply in a lesson. According to Scarcella and Oxford (1992), CBI approach consists of 3 models such as; adjunct model, theme-based instructions, and the last is sheltered model.

An adjunct is a model of learning in which students learn simultaneously between language and content. Language can support students to learn the content. Adjunct model is a typically model in which is used at the level of the university (Snow, 2001). Davies (2003) defined that usually, ESL teachers taught in adjunct classes. It has the aim to emphasize on specific vocabulary.

Davies (2003) explained that theme-based instruction in CBI is a combination of content learning and English, this is the effective methods in EFL contexts. Brinton, Snow & Wesche (1989) stated that a sheltered model is a teaching of the second language in a content specialist for the learners in a group who segregated from native speakers.

2.3.7 The Aspects of CBI lesson

CBI approach needs to comprehend more about how the content should be developed and what Content-based instruction should contain. Stoller & Grabe (1997); Stoller (2002) described Six-T's approach in CBI, first is theme: themes are taken from students' need and students' interest, second is topics: the topics also determined by the theme that more specific, third is texts: the materials used in a lesson throughout curriculum. The content of the text needs a meaningful, interesting and comprehensible text that is presented in a language classroom, fourth is tasks: in tasks, the students are makes a summarizing, note taking or others that can be extracting the information from their tasks based on the texts that are comprehensible, interesting and meaningful. They also can do the problem solving and have the critical thinking, the fifth is transitioned: the tasks and topics can be linked smoothly that in every topic is followed. The last is threads: students can be gained and related the whole of learned material.

2.4 ESP Module

2.4.1 The Module

In the limitation of the problem, the researcher chooses module for Culinary Art study Program. According to Winkel (2009:472) Module is a unit of teaching and learning process, in which students learn individually or by students himself (self-instructional). Learning modules is the smallest which are outlines the general instructional purpose supported by the specific instructional that must be achieved, learning units and the media as well as source.

In addition, according to Hamalik (2001:205) Module is organize of learning experiences in order to achieved a specified group of related objectives, a self-contained section of course program instruction.

It can be concluded that a module is a kind of self-learning materials consist of a set of learning experiences which is planned and designed to help the learner in achieving the learning program.

2.4.2 The Characteristic of the Module

According to Amri (2010), the learning activities which use module will have some characteristics, such as:

1. The module should give clear information about what learners should do, and how to prepare to learn.
2. The module is to make learners join the teaching-learning activity.
3. The module is prepared to help learners more effective in learning purpose.
4. Learning module will make learners know when he/she starts and finish a module.
5. Each module has learners' purpose.

2.5 Developing the Module in ESP

In developing module, we should know the characteristic of the students. The researcher takes the Multimedia students as the subject. They really interested in the materials that related to their study program. English is not their first language, so students feel difficult to understand and comprehend the texts that use English.

Based on Tomlinson (2003) most of the writer focus on the need analysis as their starting point. However, articulating the following principles which they want to guide their writing: the first is flexibility, the second is from text to language, the third is engaging content, the fourth is natural language, the

fifth is analytic approach, the eight is integrated skills, the ninth is balance of approaches, the tenth is learner development and the last is professional respect.

Tomlinson (1996) describes a principled and flexible framework designed to help the teachers to develop material more effectively. The designs of the module by Nunan (1998) are:

1. The module should base on their curriculum
2. The module should authentic in text and task
3. The module should allow learner focus in formal language
4. The module should stimulate interaction
5. The module should encourage the learners in developing learning skills
6. The module should encourage a student's applying outside the classroom

Related to the developing ESP module, according to Barnard and Zemach (2003;306) in Tomlinson (2003) there are some of the important points for designers of ESP material. The first is in speaking the more focus of the course, the greater knowledge of the specialist by the course designer and teacher. The second, the learners will know more than the teacher about the topic of the lesson. The third, this course has differences with another course, because in this course has special characteristics from the content. However, all areas of ESP will share a common basis in general English. The fourth, in theory, it is easier to predict the needs of language needs for ESP learners. The fifth, the course given an approach, method or techniques should be used in class. The sixth, a course developed for a specific context and group of learners will not necessarily be

limited to the language used in that context. The last is the proficiency levels or learners used to set limits on the level of specificity of course.

Based on the study, researchers want to create ESP module that refers to the literature and references that conducted for Culinary Art students. The material will be in the form of course book that contained language skills, special terms of Culinary Art and the component of English for specific purposes.

2.5.1 Need Analysis

The purpose of the need analysis is the process of identifying and evaluating the learner needs in order to adapt to the learner requirement. Ali R.Fatihi (2003) states that need analysis is a process to identify and draw a valid curriculum, related materials, and management target to provide learning facilities in an environment which is every closer and related with the real situations of learners'. In Basturkmen (2006) ESP is to understand about how to prepare learners in using English based on academic, professional and future job, the key of ESP course design is that the syllabus based on an analysis of target needs. Before we create the ESP syllabus we should know about the student's needs. Based on Hutchinson and Waters (1987) what should be included in the syllabus, it is the target situations what will consider as acceptable and reasonable content in the language course.

Before arranging the syllabus of developing ESP materials, the needs of students should be known. The needs are divided into two divisions that are target needs and learning needs. The target need is what the learner needs to do in the target situations, but in learning needs it is what the learners need to do in order to learn.

2.5.1.1 The Target Needs

The target need is one of the important factors that influence the development of ESP material. The definition of the target need, based on Hutchinson and Waters (1987) the target need as an analysis which should be investigated in order to find out what is able the learners need to do in the target situation. It means that the target need should know the first before we create a course design and develop ESP material. There are three terms that is important in the target situation. They are necessities, lack and wants.

The necessities are like observation, to know about the situation that will need by the learners to function in and then analyze the principal parts of them. The lack is a gap between the target and existing proficiency. Besides an analysis the target situation necessity, for examples, read the text in particular subject area, the learners need the instruction to do it. The wants in target need it also well known as subjective needs. It means that the learners will give ESP course based on the text from their subject specialism.

2.5.1.2 The Learning Needs

The purpose of learning needs is to identify the frameworks or the learning needs to motivate students to increase their competencies in English. Hutchinson and Waters (1987:61) explain that the learners should feel comfort and enjoy during in learning process. So we should understand first about the learning situations that can increase the student's motivation.

2.5.2 Design

The second step designs, after analysis phase. This is about the instruction. According to Nada (2015) that design phase is a step of applying the

instruction. In this step thinks about how can design instruction be the effective ways to facilitate learning.

2.5.3 Develop

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

2.5.4 Implementation

Implementation is a continued step in developing. Implementation is a step for trying the product to the target students. In this phase, the product will be given to the students for their training facilitators. According to Nada (2015) in implementation phase is consider the steps to implement the planning that has been created, the first step is training the instruction, second is preparing the students, and the third is organizing the environment of learning.

2.5.5 Evaluation

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

2.6 Previous Study

Review of the previous study is made in order to avoid plagiarism. This study intends to develop ESP materials using Adobe Captivate Application for Culinary Art study program.

The first previous study is from Mostafa Amiri and Azhar Hosseini (2014) that have the title is "*The impact of content-based instruction on students' achievement in ESP courses and their language learning orientation*". This study combined CBI approach and grammar translation method (GTM) as an approach in that study. For the result of that study, it has the different impact on student achievement when used CBI and GTM. Students' attitude and orientation in CBI lesson can conclude that some aspects of group work, students' involvement, cooperative learning and providing comprehensible input are the right teaching that more needed by the students. Then the researcher's just used CBI as an approach to developing the English learning materials that gather all of the subject matter especially from students' need, want, lacks from need analysis. So, the study is emphasized on the differences learning outcomes between content-based instruction (CBI) and grammar-translation method (GTM). While the researcher's study is to develop English learning materials using CBI approach on marketing students.

According to Rohmah, Choirul (2015) in her title "*Developing English Learning Materials for Grade X Students of Marketing Study Program at SMK Muhammadiyah 2 Bantul*". She wants to develop material for marketing study program. Her unit materials consist of an introduction, main lesson, and reinforcement. The tree parts are connected each other, these parts aims to give the students to review what they have learned in the unit by doing some evaluation. They can make a reflection on how much they have to learn in learning journal. In summary, provides the outline of the materials. The glossary provide vocabulary

list in the unit. Most of the tasks are in the form of pair-work and group-work to support an active interaction with the students.

According to Knight, Kevin (2010) in his title "*English For Specific Purposes (ESP) Modules In The Self-Access Learning Center (SALC) For Success In The Global Workplace*". This study wants to make modules for students who prepare for their future career. In order to meet the specific needs of students for business communication skills in English, they provide outcome-based education (OBE). In OBE the material should clearly identify for the learner, learners' progress is based on demonstrated achievement, multiple instructional and assessment strategies are available. In describing such ESP modules, this paper also proposes the development of self-access materials that could be made available to facilitate the independent study.

Their study showed that developing module can provide the students in a learning activity. The material based on the student need, so students can use the material in a future job. To make different from the previous study, the researcher wants to develop ESP material for culinary art study program, because in previous studies the researcher only develops module in business and science study program. So, the researcher conducts the developing ESP material in culinary art study program.