CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher will explicate several theories through reviewing some literatures related to this study. This theoretical construct deals with four main areas, they are English for Specific Purposes (ESP), Students' need, lesson plans and the development priciples of lesson plan.

A. Theoretical Foundation

1. English for Specific Purposes Definition

In term of English as foreign language or English as second language, ELT is divided into two main categories; they are English for General Purposes (EGP) and English for Specific Purpose (ESP). ESP is a technical name that denotes English for Specific Purposes which means teaching a specific genre of technical English to students with specific goals, majors or jobs[1]. ESP is in fact a learner-centered approach to teaching English as a foreign or second language. In the sense of linguistic terminology, ESP means what learners needs in target situation or what they want about his function of language usage or what are their needs according to their own views[2]. It closely refers to what the students require regarding the language they will use in certain situations.

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[1] Abu-Zahra, J. Majid, "Is ESP a Need? Birzeit Public Administration Students", *Department of Languages & Translation Birzeit University,* accessed on 5 Jan, 2016.

[2] Khan, Tariq M. et. al., "Needs Analysis of English for Occupational and Specific Purposes", *International Journal of Social Sciences and Education,* Vol. 1, No. 4, 10-2011, accessed on www.gen.lib.rus.ac.id on: November 1st, 2015

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Moreover, Pauline also defines ESP as Goal-oriented language learning that means student has a specific goal that is going to be attained[3]. Through the experience of ESP Need Analysis research conducting in Pakistan, ESP is presupposed that the learners will use the language practically which is meant to meet their needs in a special context. For that purpose, the course is designed and is expected to provide the required competence to fulfill the students' needs through language learning.

In general school, English for General (EG), the subject is designed for the students to the potential of language in general which is used by the learners whenever they will come across the situation in future[4]. Here, the restriction is not possible to specific tasks to achieve the specific ability. However in vocational school level, the learners are not only purposed to master four skills of language but also to support the certain skill through a language. Here is English for Specific Purpose (ESP) applied in the teaching and learning process. Thus, what distinguishes English for Specific Purpose (ESP) from General English (GE) is not the existence of a need as such but rather than awareness of the need[5]. Yet, this distinction is not applicable in Indonesian vocational school, due to most of the teacher are not aware of what their students' needs in learning English.

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[3] Robinson, Pauline C.,ed. Hywel Coleman, Working with Language: *A Multidisciplinary Consideration of Language Use in Work Contexts.* New York: Mouton de Gruyter1989, p 398

[4] Yi-Hsuan Gloria Lo, *"ESP versus EGP: A case study of an ESP program for vocational high school students of Tourism",* Taiwan International ESP Journal, vol.3, no.2, 71, 2012,

[5] Hatchinson, Tom, – Alan Waters. *English for specific Purposes: A learner centered approach.* New York: Cambridge university press, 1987. p. 53

2. Indicators of ESP for Hospitality Program

The indicators of a good ESP can be seen by looking at the core principles and the characteristics of ESP. If the ESP course fills the core principles and the characteristics of ESP means that the ESP course is good. The core principles of ESP are: needs driven, specificity, and relevance4[6]. In addition, the expert of English shares their idea about the characteristics of ESP. Laurence Anthony cited in Duddley - Evan explains that ESP has some characteristics. The characteristics are divided into two groups according its ´absolute´ and ´variable´ attributes.

a. The absolute characteristics are:

1) ESP is defined to meet specific needs of the learner.

2) ESP uses of the underlying methodology and activities of the discipline it serves.

3) ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

b. The variable characteristics are seen in five points:

1) ESP uses specific teaching situations, a different methodology from that of general English.

2) ESP is designed for adult learners, either at a tertiary level institution or in a professional work situation.

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[6] Kevin Knight, et.al., *English for Specific Purposes: An Overview for Practitioners and Clients (Academic & Corporate, 2010)*,3

3) ESP is generally designed for intermediate or advanced students.

4) Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners[7].

Beside the principle and characteristic, activity is also important aspect in a teaching process. In term of teaching English in vocational high school context, here are some activities for Hospitality students[8].

a) Speaking: speaking to foreign visitors, taking care to customers' arrival, speaking on the phone, taking part in meetings, taking part in conferences, giving presentations.

b) Writing: business letters, e-mail, memorandums, reports, essay, summaries of articles.

c) Reading: business letters, e-mail, memorandums, reports, price lists, standard operational procedure.

The activities above are related to the job areas that the students will have when they are in work field. Some job areas for hospitality students are[9]:

a) General Manager: The general manager has duties walking around to each department in the morning to check in with the

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[7] Milevica Bojović,, Teaching Foreign Language for Specific Purposes: Teacher Development, 487

[8] Kyunghee. Need Analysis of Tourism and Hotel Industry. Hanyang Women's Collage

[9] Burdov, Veronika. English for Specific Purposes (Tourist Management and Hotel Industry), Bachelor work Brno 2007

staff in different departments taking care of any issues that may have come up while he was out of the office and others.

b) Front Officer: this job represents the hotel to the guest throughout all stages of the guest's stay. This front officer has also to determinate a guest's reservation status and identifies how long the guest will stay.

c) Housekeeping: this job area is charged with cleaning and maintaining the rooms and premises in and around a hotel. This may involve sweeping, waxing and polishing floors, emptying waste baskets, changing sheets, folding and ironing clothes and cleaning the rooms and hallways.

d) Laundry Service: the duty of this laundry attendant is to clean garments and linens. This job is to set up cleaning machines depending on the garments that needs washing. The laundry worker is responsible for repairing minor damages on a client or others.

e) Ticketing Service: this job is Responsible for serving the general public by selling event related tickets. And the responsible for this job is cash management and compliance and this job is also operates a cash register and/or credit card equipment.

3. Students' Need

The relevance of ESP and students' needs is elaborated by Khan. He stated that to make a clear assumption that ESP is based on how the students use the language according to the students' content areas[10]. Similarly, he also mentioned the definition of a need itself as a condition or situation in which something is required. This is why the awareness of a need takes a significant vitality for the learners or teachers to know why they learn English and to influence on what will be acceptable and reasonable content in learning language. In sum, the course designed should be based on an analysis of need. As a reason that needs analysis makes sure that the course will contain relevant and useful things to learn[11].

To understand more what the students' need is, let see a brief explanation regarding to the different school level; as mentioned above that vocational school is generally different from general school. In vocational school, a placement test is given at the beginning to accommodate the expertise of students based on the major. The need of the students can be seen clearly due to the variety of department is also offered in this school. The tendency of the language need in each department is also quite different. It is influenced by the skill that will be achieved in the department regarding to the purpose of learning English.

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[10] Khan, Tariq M. et. al., "Needs Analysis of English for Occupational and Specific Purposes", *International Journal of Social Sciences and Education,* Vol. 1, No. 4, 10-2011

[11] Macalister, John. *Language Curriculum Design.* New York: Routledge Tailor and Francis Group, 2010. p. 25

According to the theory of English for Specific Purpose (ESP), the teacher has considered the target need to find out the students' needs in learning English[12]. Those terms are able to figure out by conducting an analysis for students' needs, or it is familiarly known as need analysis. Needs analysis is a process which is undertaken by trainers, teachers and course designers to ascertain the pre-requisites for developing a course and its implementation[13]. It could be declared that needs analysis is name of providing all the things and collecting all the information which are necessary to start a journey to reach the destiny[14]. Citied by Macalister, Hutchinson and Waters defined that target Need is something an umbrella term which has practice hides a number of important distinctions. It is more useful to look at the target situation in term of necessities, lacks, and wants.

   a) Necessities

Necessities can be defined as the type of need determined by the demands of target situation; that is what the learner has to know in order to function effectively in target situation[15]. For example, one of the divisions in Hospitality becomes a Guest Relation Officer (GRO). This division is directly related to the guests whom communicatively welcome and serve to

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[12] Hatchinson, Tom, – Alan Waters. *English for specific Purposes: A learner centered approach.* New York: Cambridge university press, 1998. Accessed: www.tu-chemmitz.edu , on: 1-11-2015.
[13] *ibid*
[14] Nurhayati, Siwi. 2014. *Teacher's Perception on The Student Needs in Learning English and Its Impact to The Teaching Strategies at Pastry Student of SMKN 2 Trenggalek.* (IAIN Tulungagaung, 2014) p. 19
[15] Macalister, John. *Language Curriculum Design.* New York: Routledge Tailor and Francis Group, 2010. p. 25-30

attract them to come in. In line with it, the student is supposed to acquire speaking skill and enough knowledge related to their job.[16].

b) Lacks

Since the concern is in ESP with the needs of particular learners, it is also important to identify what the learners already know, so that the teachers can decide which of the necessities and the learners' lacks (present knowledge). Analyzing the learners' present knowledge is aimed to get some particular details to decide the necessities of students. Thus, the teacher can make a gap of those two matters.

c) Wants

Two previous points above are considered on target need only in an objective senses with the passive role learners. However, the learners must have their own interest related the material they want to learn. It is named *"wants"*. As Richterich, citied by Hutchinson, stated that a need does not exist independent of a person, it is people who build their images of their needs on the basis of data relating themselves and their environment[17]. Therefore, it is also important for the teacher to know what the hospitality students expect in learning English related to their real field.

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[16] Hatchinson, Tom, – Alan Waters. *English for specific Purposes: A learner centered approach.* New York: Cambridge university press, 1987. P. 55 Accessed: www.tu-chemmitz.edu , on: 1-11-2015.
[17] Hatchinson, Tom, – Alan Waters. *English for specific Purposes: A learner centered approach.* New York: Cambridge university press, 1987. P. 55 Accessed: www.tu-chemmitz.edu , on: 1-11-2015.

4. Lesson Plan

Before going to the classroom, teachers need preparation to what to do in the classroom. This planning learning phase is called a lesson plan. As Lorin elaborated that planning in teaching and learning is a process of the teachers to visualize and design an outline to guide their proceedings in the future.[18] Meanwhile, planning, according to Scrivener, is "imagining the lesson before it happens which includes prediction, anticipation, sequencing, organizing, and simplifying."[19] Planning helps most teachers to predict what they will perform by using a guide.

According to O'Bannon, a lesson plan is a teacher's complete course's explanation and description of instruction for one class.[20] He further explains that details may be varied depending on the teacher's preference, covered subject, and students' interest and need. This statement means that a lesson plan is designed for guiding teacher to run the activities based on the students' need, the subject, and the school system related with it.

Planning is often viewed as a key aspect in achieving a successful teaching[21]. A lesson plan as it is operationally defined in most colleges of education consists of an introduction, objectives (behavioral or not), materials, procedures, and evaluations, all produced by an individual teacher candidate

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[18] Lorin W. Anderson, *The Effective Teacher,* (Singapore: McGraw Hill Book Company, 1989), 47

[19] Jim Scrivener, *Learning Teaching 2nd edition*, (Oxford: Macmillan, 2005), 109

[20] O'Bannon, B. *"What is a Lesson Plan?"* Innovative Technology Center, (The University of Tennessee, 2008), Cited in http://en.wikipedia.org/wiki/Lesson_plan

[21] Woodward, Tessa. *Planning lessons and courses: designing sequences of work for the language classroom.* Cambridge University Press. 2009. p. 1

or classroom teacher[22]. A successful lesson in teaching learning is mostly determined before the teaching learning process.

In designing a lesson plan, teachers should be able to determine the main teaching techniques and activities to present in the classroom. A large variety of techniques and activities can be drawn on when designing lessons. There are four major types of activity in the lesson plan which is covered by Macalister:[23]

a) Experience activities; trying to keep as much as possible of the knowledge needed to perform the activity within the learners' previous experience.

b) Shared activities; involving the learners achieving group work which cannot be accomplished when working alone.

c) Guided activities; involving the learners doing already partly completed task. It is the activities which involve the teachers to provide what part is needed so that the learners' task is made easier and less likely to result in error.

d) Independent activities; is the ultimate goal of the other three. This activity involves the learners work with no assistance or preparation.

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[22] Jalongo, Mary Renck. *Planning for Learning.* New York and London: Teachers College Press: Columbia University, 2007. p. 12

[23] Macalister, John. *Language Curriculum Design.* New York: Routledge Tailor and Francis Group, 2010. p. 100-103

5. **The Development Priciples of Lesson Plan**

As stated in Research Background that there are two curriculums which are applied by the government in Indonesia; KTSP (*Kurikulum Tingkat Satuan Pendidikan)* and K-13 *(Kurukulum 2013)*. However, the school, where the research is conducting, applies K-13 which means the concern of designing lesson plan should also be based on K-13. This curriculum applies the definition of competence stated in the Law on National Education System of the three integrated dimensions; attitudes, knowledge, and skills. Thus, it has also a rule that the teachers should notice some points before designing a lesson plan. The rules are laid on subheading four *"The Principles in Designing Lesson Plan"*. Those principles are[24]:

a) Lesson plan design is aimed to administer the characteristics of the educational unit as early ability of learners, interest, learning, motivation, talent, potential, social skills, cultural background, etc.

b) Lesson plan design should be based on learner center approach.

c) Lesson plan should contain a draft of program providing positive feedback, reinforcement, enrichment, and remedy.

d) Lesson plan is prepared intended to the connected and coherence between Core Competence (KI) and Basic Competence (KD), learning materials,

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[24] Lampiran III PERMENDIKBUD No. 60 Th. 2014 Kurikulum 2013 Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan.

activities (procedures), assessment, and learning resources in the integrity of the learning experience.

Since the object of this study is lesson plan, the definition is as same as the statement of O'Bannon that lesson plan is a comprehensive description of the teaching for one class. Details will vary depending on the teacher's preference, subject being taught, and the students' need. A good lesson plan is outlining the teachers about the content of the materials to be taught, the techniques to motivate learners to be used, well-arranged procedure and activities for students to be done, the instructional materials and the evaluation process to be utilized in the classroom. However, for this study the researcher only focuses on 2 parts in designing lesson plan, they are; formulating learning outcomes and learning procedures, below are the theories regarding those concerns.

a. **Formulating Learning Outcomes**

Learning outcomes, familiarly known as objectives is statements describing the behavior of students that teachers expect after completing a particular learning process[25]. In principle, formulating objectives before teaching is a good thing. But practically, it might also become one of the hardest aspects of lesson design for the teacher. In addition, studies on the teachers' planning process showed that teachers are primarily focused on the

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[25] Haynes, Anthony. *"100 Ideas for Lesson Planning".* Continuum International Publishing Group. 2010. p; 15

"concretes" of the classroom: what they will teach, how they will teach it, the students in the classroom[26]. Otherwise, formulating objectives (learning outcomes) and learning procedures in the lesson plan can be the first step to guide the teacher in setting what and how they will teach in the classroom.

Not all teachers set language learning objectives for the activities they use in class. Teachers are primarily concerned with making sure that the learners have something to do and that they are happy while doing it[27]. On the other hand, there are two bigger obstacles of formulating objectives. One is lack of time. Generally, the teachers who have full days in teaching at school do not really have much time to formulate objectives for their lesson. The other is that people don't know how to formulate them. Thus, this subheading is meant to elaborate how to formulate the objectives in a way that makes sense to the students' need.

Since the school where this study conducted applies curriculum 2013, it is significant to comprehend the competencies hierarchy of K-13 includes Standard Competencies (SKL), Core Competence (KI), and Basic Competence (KD).

Standard Competencies (SKL) is used as criterion regarding the qualifications of graduates' abilities including attitudes, knowledge and skills. The Core Competencies (KI) is the level of capability that should be

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[26] Graves, Kathleen. *"Designing Language Course".* Heinle & Heinle Publishers. 2000. p: 74
[27] Macalister, John. *Language Curriculum Design.* New York: Routledge Tailor and Francis Group, 2010.

possessed by the students in each grade and also as a base to the development of Basic Competence. Meanwhile, Basic Competence is a number of capabilities of minimum that should be mastered by the learners to the certain Standard Competence which is used as references to the development of learning outcomes[28].

According to Nur Dewi, the first step in formulating learning outcomes is to analyze the level competence from KD[29]. It is necessary to meet the demand of minimum standards. The level of competence can be seen through the operational verb used in KD. In addition, it can also be classified into three parts of level. They are; knowledge, process and the application. The operational verbs which are used in level of knowledge are lower than at the process and application level.

Thus, in formulating learning outcomes, the teachers should notice the following qualifications[30]:

1) Each Basic Competence is developed into at least three objectives.
2) The overall objectives should meet the demands contained in the verb used in Basic Competence and can be developed beyond the minimum competence in accordance with the potential and the needs of learners.

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[28] PERMENDIKNAS No. 41 tahun 2007
[29] Nur Dewi, *"Merancang Pencapaian Kompetensi Dasar Melalui Pencapaian Indikator"* accessed on http://www.lpmpsulsel.net/v2/index.php?option=com_content&view=article&id=361:pencapaian-kompetensi-indikator&catid=42:ebuletin&Itemid=215 Dec, 9 2015. Artikel E-Buletin Edisi Maret 2015 ISSN. 23553189
[30] Kementerian Pendidikan dan Kebudayaan. 2013. *Pedoman Pelatihan Implementasi Kurikulum 2013*. Jakarta. Kemendikbud.

3) The objectives accommodate the characteristics of the lessons and focus on students' behavior.

4) The objectives develop beyond the minimum competence in accordance with the potential and the needs of learners.

5) Specific and measurable action verbs are used to describe what students are expected to demonstrate proficiency through some observation action or generation of appropriate product.

6) Learning objectives clearly convey the expected student action.

7) Formulations of objectives develop into a number of assessments that includes the realm of attitudes, knowledge and skills.

8) The objectives align with the needs and capabilities of the students at this stage of their intellectual development in this stage of their curriculum.

b. **The Degree of Competence from KI and KD**

The first step in formulating learning outcomes is to analyze the competence degree from KI and KD. This step is aimed to fulfill the minimum demands of competence that can be a national standard. The degree of competence can be seen through operational verbs that are used in KI and KD and it can be classified in three parts, they are knowledge, level of process, and level of

application[31]. The verbs in knowledge level are lower than those which are in level of process and application. The level of application is the higher demands competence which is expected. The classification of competence based on verbs used is displayed on the table below[32].

Table 2.1

The Level of Competence for Operational Verbs

No.	Classification Level of Competence	The Operational Verbs used
1.	Berhubungan dengan mencari keterangan (dealing with retrieval) / knowledge	1. Mendeskripsikan (describe) 2. Menyebutkan kembali (recall) 3. Melengkapi (complete) 4. Mendaftar (list) 5. Mendefinisikan (define) 6. Menghitung (count) 7. Mengidentifikasi (identify) 8. Menceritakan (recite) 9. Menamai (name)
2.	Memproses (processing)	1. Mensintesis (synthesize) 2. Mengelompokkan (group) 3. Menjelaskan (explain) 4. Mengorganisasikan (organize) 5. Meneliti/melakukan eksperimen (experiment) 6. Menganalogikan (make analogies)

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[31] Panduan Pengembangan Indikator. hal, 5
[32] Panduan Pengembangan Indikator. hal, 6

		7. Mengurutkan (sequence)
		8. Mengkategorikan (categorize)
		9. Menganalisis (analyze)
		10. Membandingkan (compare)
		11. Mengklasifikasi (classify)
		12. Menghubungkan (relate)
		13. Membedakan (distinguish)
		14. Mengungkapkan sebab (state causality
3.	Menerapkan dan mengevaluasi (Application and evaluation)	1. Menerapkan suatu prinsip (applying a principle)
		2. Membuat model (model building)
		3. Mengevaluasi(evaluating)
		4. Merencanakan (planning)
		5. Memperhitungkan/meramalkan kemungkinan (extrapolating)
		6. Memprediksi (predicting)
		7. Menduga/Mengemukakan pendapat/ mengambil kesimpulan (inferring)
		8. Meramalkan kejadian alam/sesuatu (forecasting)
		9. Menggeneralisasikan (generalizing)
		10. Mempertimbangkan /memikirkan kemungkinan-kemungkinan (speculating)
		11. Membayangkan /mengkhayalkan/ mengimajinasikan (Imagining)

		12. Merancang (designing)
		13. Menciptakan (creating)
		14. Menduga/membuat dugaan/ kesimpulan awal (hypothezing)

However, the development of learning outcomes should accommodate the level competence which is accordance with the tendencies used in KI and KD. In addition, the use of operational verbs in learning outcomes show the emphasizing the expected aspect of what the students' need to comprehend at the end of teaching process. Here, are the operational verbs based on Bloom Taxonomy's level of thinking.

Table 2.2

The Cognitive Operational Verbs for Each Stage in Bloom's Taxonomy of Thinking

No.	Levels	Process	Products
1.	Knowledge	Identifying Mentioning Showing Naming Listing Underlining Matching Choosing Defining Stating	Lists, description, fact sheet
2.	Comprehension	Explaining Describing Formulating Summarizing Changing Giving example Predicting Concluding Interpreting	Essay, diagram, drawing

		Replacing Developing Proving	
3.	Application	Demonstrating Counting Connecting Calculating Proving Producing Showing Completing Providing Adapting Finding out	Models, role plays, map, journal,
4.	Analysis	Separating Accepting Eliminating Connecting Choosing Comparing Contrasting Dividing Making Arranging Diagram/scheme Showing the relation	Survey, graphs, interviews, book review
5.	Synthesis	Categorizing Combining Creating Designing Setting up Rearranging Stringing up Concluding Making pattern	Invention, story, song, play, Poem
6.	Evaluation	Comparing Concluding Criticizing Evaluating Proving Giving opinion	Conclusion, summary, report, jury, review, evaluation form

		Interpreting Discussing Estimating Choosing between Differentiating Supporting Refusing	

c. Learning Procedures

Learning activities at school in Indonesia which has been a tradition is *teacher centered.* This staging is commonly carried out the steps; instance, while teachers is explaining the rules, formulas, showing images, the students are listening to get understand; at the end of class, the learners have the exercise in classroom. Thus, the teacher centered of learning activities may not be implemented without the use of textbooks as the main source of learning, due to the lesson taught by the teacher, it still requires the uniformity of teaching materials.

Basically, learning procedures is designed to provide students learning experience. It involves both mental and physical processes through interaction among learners, between learners and teachers, environment and other learning resources in order to achieve (basic competence)[33]. Thus, learning experience may be able to be achieved through the variety of Scientific Approach with students centered learning.

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[33] Penjaminan Mutu Pendidikan Permendikbud No. 60 Th. 2014

According to Ministry of Education and Culture, Scientific Approach in curriculum 2013 underlies to determination and selection of learning steps, attitudes, knowledge and skills, which includes five learning activities: to observe, to ask, to gather information, to associate and communicate[34]. This approach is integrated in formulating the elements of the learning framework, from defining learning objectives up to carrying out the evaluation of learning outcomes.

Learning procedures in a Scientific Approach can be elaborated as follow[35];

- To observe

    Learning procedures carried out at this stage is the activities that maximize the senses in a way to see, hear, and read, or watch. The things should be observed by the students is material in the form of social function, the structure of text, which is heard or read from any sources. For that, when conducting these stage, the teacher should prepare the observation guide in the form of task format.

- To ask

    At the stage of this activity is the process of constructing knowledge about the function of the social, linguistics element and the structure of the text

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[34] Kementerian Pendidikan dan Kebudayaan. 2013. *Kerangka Dasar Kurikulum, Struktur, Implementasi dan Evaluasi Kurikulum*. Jakarta. Kemendikbud.

[35] Kementerian Pendidikan dan Kebudayaan. 2013. *Pedoman Pelatihan Implementasi Kurikulum 2013*. Jakarta. Kemendikbud.

through a group of class discussion. This process is meant to develop curiosity and critical thinking of students, which is required to obtain a good observation. At the same time, the students may also learn to ask reasonable and meaningful questions in English.

- To collect information

This stage is undertaken through trying or exploring activities which is aimed to internalize the current knowledge and skills that has been learned. In this process, the learners practice to state what they have learned and try to declare in the real context, outside/inside the class. This process is an individual learning activity conducted through collaborative learning within a group under teacher's guidance.

- To associate

This activity is the process of developing the ability to categorize and compare a variety of ideas and events to set it into a fragment of memory. For English subject, at this stage the learners are guided to classify and compare the text based on social function, the text structure and also linguistics elements.

- To communicate

These activities are aimed to develop the ability to present knowledge and skills that have been mastered either orally or in writing. At this stage, it is not only knowledge or skill that should be communicated / presented, but also the problems and successes experienced during the learning process.

Communication activities may include verbal interaction during the learning process, an oral presentation in front of the class or group.

B. Review of Previous Study

Here, the researcher reviews some researches which were related to this research, as follows:

There were some similar researches which had relationship with this research: The first study was in a form of journal and done by Kyunghee Choi, Hyang Women College in year 2005. The title was *"Need Analysis of Students of Tourism English"*[36]. In this research, the subject was the student of tourism. Kyunghee's research was aimed to find out the material of English that college student of tourism want to learn in the conversation classes, and find out the way to help them to achieve better result, licenses and got the job.

Other similar study was done in 2012, entitled "*ESP Teaching Challenge in an Indonesia Vocational Higher Education*" conducted by Ardi Marwan[37]. Here, the researcher found some problems showed by the English teacher in teaching ESP. The problems were: students had low motivation, the resource was hard to find, and preparing material was time consuming. Therefore, although teaching English considers important to be taught in Vocational school, it practically has some complex problems.

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[36] Choi, Kyunghee. *Need Analysis of Students of Tourism English.* Hyang women college. 2005
[37] Marwan, Ardi. *ESP Teaching Challenges in an Indonesian Vocational Higher Institution"* State Polytechnic of Pontianak. The English Teacher Vol. XXXVIII:1-12

The newest research was done by NiPutu Anggareni in 2014 with the research entitled "*Syllabus and Student Needs: An Analysis of English Syllabus at Mathematic Education Department State Islamic University of Sunan Ampel Surabaya*"[38]. In this study, the researcher attempted to find out the syllabus designed by Mathematics Department whether it has met with students' need or not. However, her study was English for Academic Purposes (EAP) oriented which concerned researching and teaching the English needed by those who use the language to perform academic tasks.

Seeing from the studies that have been conducted before, the researcher concludes that all the previous studies have the similarity and different areas of study. Those previous studies could be the foundation of conducting this research. The previous studies mostly focus on the ESP materials, syllabus design and the challenges in teaching ESP, while in this research, the researcher focuses on the lesson planning which is design by English teacher in Vocational high school.

In addition, related to the object of the research, some of the objects of the previous research above are the syllabus design that the format is all aspects of syllabus and the concern is in English for general purposes, while in this research, the researcher focus on the designing lesson plan on certain aspects such as objectives and learning procedures which analyze its accordance with the students' needs.

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[38] Anggaraeni, N. *"Syllabus and Students' Need: An Analysis of English Syllabus at Mathematic Education Department State Islamic University of Sunan Ampel Surabaya".* (Surabaya:Perpustakaan UIN Sunan Ampel Surabaya, 2014)