

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### A. English for Specific Purpose (ESP)

ESP is a way of teaching and learning English for specialized subjects with some specific vocational and educational purposes in mind.<sup>1</sup> ESP programs are narrower in focus than general English language teaching (ELT) programs because the center is on analysis of learners' needs.<sup>2</sup> in ESP, English is taught for specialized learners with some specific vocational and educational purpose in mind. Considering the definitions, it can be concluded that ESP is very important to be taught because it has been specific to support students learning English for a certain area.

##### 1. The Characteristics of ESP

Duddley - Evan explains that ESP has some characteristics. The characteristics are divided into two groups according its 'absolute' and 'variable' attributes.<sup>3</sup>

##### a. The absolute characteristics are:

- 1) ESP is designed 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, disprogram and genres appropriate to these activities.

##### b. The variable characteristics are seen in five points:

- 1) ESP is designed for specific disciplines.
- 2) ESP uses specific teaching situations, a different methodology from that of general English.

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<sup>1</sup>Mohammed Mizel Tahir, "English For Specific Purposes (ESP) And Syllabus Design", 98. (<http://www.iasj.net/iasj> accessed: on February 04, 2017).

<sup>2</sup>Helean Basturkmen, *Developing Courses in English for Specific Courses*, (New Zealand: Palgrave Macmillan, 2010), 3.

<sup>3</sup>Milevica Bojović., *Teaching Foreign Language for Specific Purposes: Teacher Development*, 487.

- 3) ESP is designed for adult learners, either at a tertiary level institution or in a professional work situation.
- 4) ESP is generally designed for intermediate or advanced students.
- 5) Most ESP programs assume some basic knowledge of the language system, but it can be used with beginners.

## 2. Types of ESP

Carter points out that English for Academic and Occupational Purposes serves professional and vocational purposes.<sup>4</sup> However, Hutchinson and Waters have drawn a “Tree of ELT”, which demonstrates the subdivisions of ESP. In this tree, ESP is divided into three branches:

- a. English for Science and Technology (EST)
- b. English for Business and Economics (EBE)
- c. English for Social Studies (ESS).

Each area mentioned above is again divided into branches as English for Academic Purposes (EAP) and English for Occupational Purposes since Hutchinson and Waters underline that there is no certain distinction between EAP and EOP (English for Occupational Purposes).<sup>5</sup> The reasons why we cannot have a sharp distinction between them are that people can work and study at the same time, the language which is taught in a learning environment (for academic purposes) can be used by the learner in an occupational settings in getting job. This might be the reason why EAP and EOP are classified under the same kind of ESP.

Regardless of the kind of programs, vocational learners are trained in practical English vocabulary in a particular field as well as the working knowledge of specific skills and best practices which are necessary for their profession

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<sup>4</sup>D. Carter, “Some Propositions about ESP”, *The ESP Journal*, vol.2, 1983, 133.

<sup>5</sup> Tom Hutchinson and Alan Waters, *English for Specific Purpose* (New York, Cambridge University Press, 1987), 80

## B. Definition of Need

Needs are often described as the difference between what learners can presently do in a language and what they should be able to do. According to Hutchinson and Waters, needs may be divided as 'target needs' and 'learning needs'.<sup>6</sup>

1. Target needs or target situation needs are what the learner needs to do in the target situation (language items, skills, strategies, subject knowledge, etc)
2. Learning needs are what the learner needs to do in order to learn (the condition of the learning situation).

Target needs include what learner need to know and do in target situation in order to perform effectively. There are three kinds of target needs: *necessities*, *lacks* and *wants*. The term "necessities" identifies what students' have to know to function in the target situation effectively. The term "lacks" refers to the gap between what the learners know already and what the learners do not know. Therefore, to know the gap, there are some comparisons between the students' current proficiency and the required proficiency to cope with the target situation. In order to identify students' weaknesses their previous knowledge should be examined and, finally, "wants" reflect what students think they need. Learning needs analysis, on the other hand, is concerned with language learning. It should also be noted that students' motivation for learning will be guaranteed when learning needs are satisfied.

## C. Definition of Need analysis

Procedures used to collect information about learners' needs are known as need analysis.<sup>7</sup> Brown attempts to define the term as the activities that are involved for gathering information that will act as the foundation for developing a curriculum which will meet the learning needs of a particular

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<sup>6</sup>Tom Hutchinson and Alan Waters, *English for Specific Purpose* (New York, Cambridge University Press, 1987), 59.

<sup>7</sup>Jack, C. Richard, *Curriculum Development In Language Teaching*, (Cambridge University Press, 2001), 51.

group of learners.<sup>8</sup> According to Johns the very first step of a course design is what we call needs analysis which provides validity and relevancy for the other subsequent course design activities.<sup>9</sup>

### 1. The Purpose of Need Analysis

According to Richards on his discussion toward needs analysis, says that the first step in conducting a needs analysis is to decide exactly what its purpose or purposes are. The following are some of the major purposes of needs analysis:<sup>10</sup>

- a. To find out what language skills that mostly needed by the learner for particular role.
- b. To determine whether the program design has addressed the need of student's potential.
- c. To determine which group of students which is most needed in a certain training program.
- d. To identify a gap between what students are able to do and what they need to be able to do.
- e. To collect information what problems commonly faced by the students

### 2. Procedures of Needs Analysis

When performing a need analysis, the ESP practitioner can pick out numerous strategies, but needs to keep in mind that every procedure affects the type of the information obtained.<sup>11</sup> Schutz and Derwing, introduced eight detailed stages to perform a needs assessment. These stages are:<sup>12</sup>

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<sup>8</sup> J. Brown, *The elements of language curriculum: A systematic approach to program development*, New York: Heinle&Heinle Publishers, 1995, 134.

<sup>9</sup> A. M Johns, *English for specific purposes (ESP): Its history and contributions*. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (2nd ed., pp. 67-77). New York: Newbury House, 1991, 234

<sup>10</sup> Jack,C, Richard, *Curriculum Development In Language Teaching*, (New York: Cambridge University Press, 2001), 53

<sup>11</sup> Jack,C, Richard, *Curriculum Development In Language Teaching*, (New York: Cambridge University Press, 2001), 51

<sup>12</sup> Sebastian Jeczelewski, "Need Analysis, Course Design and Evaluation of Business English", University of Iceland,2016,13

- a. Determining if the goal is directly related to establishing the purpose of the study specifically in order to determine appropriate outcome.
- b. By setting the limits on the target population, the researcher is able to specify the target population of the investigation in order to carry out more pragmatic decisions regarding costs, place and length of the project.
- c. Delimiting the framework of examination involves outlining the limitations of the research mainly to increase its potency.
- d. Choosing the data collecting device includes picking out proper information gathering instruments.
- e. Gathering evidence consists of compiling the necessary information via the data collecting device that will be used in this process.
- f. Evaluating the data, the analyst the data based on his own observations and calculations.
- g. By deciphering the outcome, the analyst interprets the data developed from the technique of information analysis.
- h. Lastly, the criticism of the research portion involves writing down recommendations for additional studies and clarifying the drawbacks of the research.

Clearly this is not the only available method to conduct an appropriate needs analysis. Nevertheless, it has been applied numerous times and the ESP practitioner willing to use it will not be compelled to deal with additional errors arising from using a different method.

#### **D. Students' Need**

An important principle of ESP approaches to language teaching is that the purposes for which a student need a language rather than a syllabus reflecting the structure of general English should be used in planning an English subject. Different types of students have different language needs and what they are taught should be restricted to what they need.

In ESP, students' needs are often described in terms of performance of what the students will be able to do with the language at the end of study.<sup>13</sup> In this research, the students' needs can be seen by conducting need analysis. Whereas in a general English subject the goal is usually an overall mastery of the language that can be tested on a global language test, the goal of an ESP is to prepare the learners to carry out a specific task or set of tasks.

In accounting program, the students need learning English that could help their basic knowledge in accountancy such knowing how to operate the conceptual framework of accounting, knowing how the procedures of basic accounting is, how to do the journal as a report, how to do ledger report, bank reconciliation statement and how the capital and revenue transactions should be done.<sup>14</sup> All the basic knowledge of accountancies should be mixed with the English skills in order to meet the English performance of accounting.

In order to determine the learners' needs as the starting point for developing ESP programs, a number of approaches were suggested. The students, teachers, and employers could all be involved in determining the students' needs. The information would also be needed about the different kinds of activities the students would be using the language, the language functions involved, the situations, and which of the four language skills would be needed.

#### **E. Definition of Syllabus**

The syllabus can be defined as a guide for teachers and learners by providing goals to be achieved. Furthermore, the syllabus can also be termed as a permanent record, a learning tool and a contract between several partners such as learners, teachers and institutions.<sup>15</sup> For Allen, Syllabus is that subpart of curriculum which is concerned with specification of what units

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<sup>13</sup> Jack C. Richards, *Curriculum Development in Language Teaching* (New York: Cambridge, Cambridge university press, 2001), 33

<sup>14</sup> Suyadi, "English for Specific Purposes for Accounting Students", *International Journal of Innovation and Research in Education Sciences*. Vol.3 No. 2, 2016, 145.

<sup>15</sup> Jay Parkes and Mary B. Harris, *The Purpose of a Syllabus*, 2002, 13.

will be taught.<sup>16</sup> Syllabus is one of the ways to applying the already existing curriculum to the personal needs of teachers and learners. Hyland define syllabus as a plan of what is to be achieved through teaching and learning, identifying what will be worked on in reaching the overall program aims and providing a basis for evaluating students' progress.<sup>17</sup>

Moreover, syllabus is a statement of content which is used as the basic for planning various kinds of programs, and that the task of the syllabus designer is to select and grade this content. As a conclusion, syllabus is an aid made by a teacher for guidance in teaching process in the whole program for period of time. Syllabus is a notion devoted to teaching methodology, mainly aimed at selecting and grading content.

#### **F. English for SMK**

English for SMK or English for vocational purposes (EVP), under the umbrella of English for specific purposes (ESP), has gained its prominence because more and more English language programs are geared for those who would like to learn English, which is relevant to their vocations. The overarching goal of ESP instruction is to help specialist learners function well in workplaces or vocational higher education settings where English serves as a medium of communication.<sup>18</sup>

English syllabus in SMK is a reference of the courses that used by the teacher as a guideline for conducting the teaching and learning process. A syllabus should be developed by each school that conforms to schools' vision, situation, and mission. The Government also states that syllabus is a set of plan which covers main competence, basic competence, materials, activities, assessment, time allocation, and learning resources.<sup>19</sup> Therefore, a syllabus is a plan or a reference that

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<sup>16</sup> Mohamed MizelTahir, "English for Specific Purposes (ESP) and Syllabus Design", *ELT Methodology*, 122, (<http://www.iasj.net/iasj> accessed: on February 04, 2017).

<sup>17</sup> Sebastian Jeczelewski, "Needs Analysis, Course Design and Evaluation of Business English, University of Iceland, 2006, 14.

<sup>18</sup> Handoyo Puji Widodo, "Teaching English for Specific Purpose (ESP): English for Vocational Purpose (EVP), *English Language Education*, vol.5, 279.

<sup>19</sup> *Pengembangan Silabus dan Rencana Pelaksanaan Pembelajaran*, (Jakarta: Direktorat Tenaga Kependidikan, Direktorat Jenderal, Peningkatan Mutu Pendidik dan Tenaga Kependidikan, dan Departemen Pendidikan Nasional, 2008), p. 6



used by teachers in leading a teaching-learning process of a program and it includes six elements.

The Standard of Education Content, the content of the main of competency and the basic competency of English for SMK are written as follows:

Table 2.1  
Main Competence and Basic Competence in Syllabus

Main Competence	Basic Competence
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan meta kognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	<p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI</p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat/dibicarakan umum, sesuai dengan konteks penggunaannya.</p> <p>3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.</p> <p>3.12 Menyebutkan fungsi sosial dan kebahasaan dalam lagu</p>
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif,	4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks



serta mampu menggunakan metoda sesuai kaidah keilmuan	<p>4.13 Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.</p> <p>4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum</p> <p>4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal</p> <p>4.16 Menangkap pesan dalam lagu</p>
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*Source: Permendikbud RI Nomor 24 Tahun 2016*

As stated above, the English subject is a compulsory lesson which is expected to form the totality of Indonesians in the context of working people.<sup>20</sup> It means that the knowledge and basic skill in English should support the competence of the skill program.

## G. Review of The Previous Study

There were some previous studies that had been done under the topic of curriculum development that discuss about need analysis and syllabus design.

First, The study conducted by Latifah Kusumaningrum about An Analysis on the Learners' Needs of English for Specific Purpose at SMKN 2 Sragen.<sup>21</sup> The objectives of the study are to find the real needs of the students of SMKN 2 Sragen, to compare the existing syllabus based on the needs analysis, and the syllabus. The type of the study is descriptive qualitative study. The object of this study is the learners' needs of English for Specific Purposes taught in SMKN 2 Sragen. In this study the writer uses questionnaires and document. In her research, the writer takes 40 students of SMK N2 Sragen as respondents. The writer analyzes the data based on the real needs and student needs to propose a suitable syllabus. Then

<sup>20</sup>Permendiknas no.22/2016

<sup>21</sup>Latifah Kusumaningrum, "An Analysis on the Learners' Needs of English for Specific Purpose at SMKN 2 Sragen", 2010.

she compared with the existing syllabus. The writer sees the syllabus does not satisfy the students' real need especially in speaking and listening. The students have difficulty the material because the material of speaking and listening skill taken from recorded material which is not easy to be understood.

Second, a study conducted by Tri Yuana focused on learners' needs of English for specific purposes at SMK Tri Guna Bhakti Surabaya.<sup>22</sup> The research which was done by the researcher was designed as descriptive qualitative research. The data was gained from questionnaire and observation checklist with eleventh grade of the accounting students of the school as the subjects of the study or target population of needs analysis. The results of the study showed the needs of the accounting students of SMK Tri Guna Bhakti Surabaya is being able to communicate in English better in the subject area of accounting. Most of the students argued that the English teaching and learning process in the classroom is not really effective because the learning materials are not related to the accounting study program

Third, a study entitled "The Development of English Syllabus and Lesson Plans at SMKN 8 Malang" was done by Henry Istiqomah.<sup>23</sup> The research aimed to analyze English syllabus and lesson plans at SMK Negeri 8 Malang. The subject of the study was the Vice Principal of Curriculum Affairs and three English teachers. The research is descriptive qualitative research and used questionnaires and interview guide to collect all data and information. The findings indicated that the development of English syllabus and lesson plans at SMK Negeri 8 Malang was influenced by the vision and missions of the school and the curriculum use for English subject which combined the curriculum of SMK and SMA. The formats of the syllabus and lesson plans followed the criteria of *KTSP* syllabus and lesson with character values.

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<sup>22</sup> Tri Yuana, *"An Analysis on The Learners' Needs of English for Specific Purposes at SMK Tri Guna Bhakti Surabaya"*, State University Surabaya, 2013.

<sup>23</sup> Henry Istiqomah, *"The Development of English Syllabus and Lesson Plan at SMKN 8 Malang"*, 2014.

Fourth, the study which was done by I Made Wartina discusses about Designing English Syllabus for the Eleventh Grade Students of Agribusiness Food Crops and Horticulture Department at SMK Negeri 1 Kuripan.<sup>24</sup> The study aims to identify reading materials needed by the eleventh grade students of the AFCH department at SMKN 1 Kuripan, and designing appropriate English syllabus for teaching reading. The data are gathered from questionnaires, interview guides and documents. The obtained data are analyzed qualitatively and quantitatively using descriptive statistics. The study reveals that the needed reading materials deal with topics in the agricultural fields, such as: soil preparation, crop cultivation, operating farm tractor, pests' control, and irrigation. The appropriate type of syllabus is competency-based syllabus with *KTSP* syllabus format.

Fifth, a study conducted by Adi Purwanto was about Developing English Syllabus for the Restaurant Department in SMKN 1 Pogalan, Trenggalek.<sup>25</sup> In this study, the English syllabus is developed based on the educational research and development (R and D) because the objective of the study is to develop a model syllabus. The product of this study is an English syllabus for the Restaurant Department, an example of instructional material, and one lesson plan.

Those are the previous studies about need analysis and syllabus design. The difference between this study and those previous are that in this study the researcher focus on the needs of the students and the suitability with the existing syllabus in ESP classroom which is represented by accounting program at SMKN 1 Bangkalan.

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<sup>24</sup> Maria Guerrero, *"English for Specific Purposes Curriculum Design for Latino Immigrant Parents"*, 2007

<sup>25</sup> Adi Purwanto, *"Developing English Syllabus for the Restaurant Department in SMKN 1 Pogalan, Trenggalek"*, English Language Education, The state University of Malang, 2011.