

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses about all of related review of the study. There are seven main points that we are discussed, those are: Definition of ESP, Students' Need, Definition of Material Development, Issues in Material Development, The Importance of Material Development, Material Development is ESP classroom and Appropriateness. In addition, some previous studies related to this linguistic field also are revealed.

#### A. Theoretical Framework

##### 1. English for Specific Purpose

There are two kinds of ELT in English foreign language those are English for General Purposes (EGP) and English for Specific Purpose (ESP).<sup>25</sup> Two different kinds of ELT are related to the purposes. Both of them are different in the purpose of study. English for Specific Purpose (ESP) is teaching learning English as a foreign or second language which the purpose of learning ESP is to use English in specific board.<sup>26</sup> The purpose and the function of ESP is more specific. Moreover, in English Language Teaching (ELT), ESP is a vital subcomponent with its own requirement like curriculum development, material design, pedagogy, and so on.<sup>27</sup> Those components make ESP difference from EGP. The teacher has to make those components to be more specific. ESP means skill that students need in target condition or what they want about his purpose of language usage or what are their needs according

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<sup>25</sup> Shaeda-isani & Brian Paltridge, Sue starfield (Eds), *The Handbook of English for Specific Purposes*, (Boston:Isey Blackwell, 2013), accessed: <http://asp.revues.org/pdf/3806>, on: 25-03-2017

<sup>26</sup> Ibid

<sup>27</sup> David Nunan, *Task -Based Language Teaching* (Cambridge: Cambridge University Press, 2004), 7.

to their own sights.<sup>28</sup> Therefore, in ESP, students learn English in situation that they need.

English for Specific Purpose (ESP) is different from English for General Purpose (EGP). ESP is not the existence of a need as such but rather than awareness of the need.<sup>29</sup> It is the difference between ESP and EGP. English for Specific Purpose (ESP) also has a narrower emphasis in learning process than the English for General English (EGP).<sup>30</sup> It is because in ESP, the learners learn English in some condition or situation. The learners can focus to learn in their target needs and learning needs.

In this research, the theory is used to help analyse students' need of ATC students at Civil Aviation Safety and Engineering Academy of Surabaya. This theory is useful to help researcher to analyse students' need of ATC students. Moreover, this theory also helps the ATC students to identify their needs. Therefore, this theory is used to help the researcher analysing students' needs and ATC students recognising their needs.

## 2. Students' Need

Teacher has considered the target need to find out the students' needs in learning English.<sup>31</sup> The teachers have to conduct need analysis from their students to understand students' need. By analysing students' need, teacher can know the focus of students' learning and teacher can develop material related to students' need. Need analysis is a method that is started by mentors, teachers and course designers to establish

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<sup>28</sup> Tariq M Khan, et. Al., *Need Analysis of English for Occupational and Specific Purposes*, *International Journal of Social Sciences and Education*, Vol. 1, No. 4, 10-2011, accesses on [www.gen.lib.rus.ac.id](http://www.gen.lib.rus.ac.id) on March 7<sup>th</sup>, 2017

<sup>29</sup> Tom Hutchinson and Alan Waters, *English for Specific Purposes: A Learner Centered Approach*, 53.

<sup>30</sup> Helen Basturkmen, *Developing Course in English for Specific Purpose*, 1-3.

<sup>31</sup> Tom Hutchinson and Alan Waters, *English for Specific Purposes: A Learner Centered Approach*.

the fundamentals for developing a course and its application.<sup>32</sup> Then teachers have to understand their students' need by need analysis. Teachers conduct need analysis to their students for understand what they need. As Tom Hutchinson argued that every course should be based on analysis of student requirement.<sup>33</sup>

There are two terms in concept of need, they are target needs and learning needs.<sup>34</sup> Teacher will pay attention to concept of need to analyse students' need easier. Then every ESP teacher has to pay attention to target needs and learning needs of students. Target need is something that student needs to do in the target situation thus learning needs is something what the student needs to do in order to learn.<sup>35</sup> Here is more explanation about needs according to Tom Hutchinson and Alan Waters in their book "English for Specific Purposes".

#### 1) Target Needs.

Target needs is something of an umbrella term which in practice hides a number of important distinctions. It is more suitable to look at the target condition in term of necessities, lacks and wants.

##### a. Necessities

Necessities is a type of need determined by the demands of target situation; that is what the student has to know in order to purpose efficiently in target situation.<sup>36</sup> For example, there is one department in Civil Aviation Safety and Engineering Academy is Air Traffic Controller (ATC). The job of this department is communicating with pilot. Therefore, the students in this department need to have good skill in communication which use to communicate with pilot.

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<sup>32</sup> Ibid.

<sup>33</sup> Ibid., 53.

<sup>34</sup> Ibid., 54.

<sup>35</sup> Ibid.

<sup>36</sup> Ibid., 55.

b. Lacks

It is not enough to identify necessities only in ESP. The teachers need to understand what the students know already, so the teacher can select which of the necessities and the students' lack. Teacher can make a gap between necessities and lack by understanding students' know already. It can help teacher to know their students.

c. Wants

Necessities and lacks are objective sense with passive role learners. However, the students also have their own interest want to learn. It is called "wants". Therefore, it is also important for teacher to understand students' wants. It is also central for ATC teacher to know what ATC students' wants to learn English for their own self.

2) Learning Needs

Except target situation needs, the teacher need to consider learning situation. This is another kind of need that teacher need to know that is learning needs. ESP course designer has to ask about expert communicator need to know in order to function effectively in this situation. The information about that can be noted in term of language items, skills, strategies, subject knowledge and so on. It is interesting to consider how far the activity reflects target situation needs and how far the needs of the learning situation and this obviously explains the choice of this particular mode of expression.<sup>37</sup> So learning needs is also the vital thing that teacher must consider to understand students' need.

This theory is useful for this study. This theory is used to analyse the students' need of ATC at Civil Aviation Safety and Engineering Academy of Surabaya. The researcher uses this theory to be questionnaire of need analysis. Need analysis

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<sup>37</sup> Ibid., 60–61.

can identify the students' need of ATC students at Civil Aviation Safety and Engineering Academy of Surabaya. Therefore, this theory is a questionnaire to identify ATC students' need.

### 3. Material Development

Material development, based on Brian Tomlinson, is an applied task relating the construction, assessment, variation and exploitation of materials planned to facilitate language achievement and development.<sup>38</sup> In material development, teacher has to find out the lesson that related to the objective of students. As Katheen Graves said that material development is the arrangement method by which teacher makes parts and instructions within those units to convey the aims and points of the course.<sup>39</sup> It is like the procedure of creation your syllabus more detailed.

### 4. Issues in Material Development

David Nunan in "*Language Teaching Methodology*" there are three issues in material development. They are selection, adaption and creation of teaching materials.<sup>40</sup> Here is more explanation about three issues in material development:

#### A. Selection

Adoption of certain course book or textbook series by a government ministry or educational authority is often fraught with controversy, and commercial publishers expend a great deal of time, effort money in promoting and securing contracts for their materials.<sup>41</sup> Adoption of course book from government can help teacher to choose a good course book for teaching learning process. On the side positive side, the best commercial materials fulfil an important teacher education

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<sup>38</sup> Brian Tomlinson, *Issues in Material Development* (Rotterdam: Sense Publisher, n.d.), 2.

<sup>39</sup> Kathleen Graves, *Designing Language Courses: A Guide for Teacher*, 149.

<sup>40</sup> David Nunan, *Language Teaching Methodology; A Textbook for Teachers* (Sydney: Prentice Hall, 1991), 208.

<sup>41</sup> *Ibid.*, 209.

function and remove much of the burden and time involved in creating materials from scratch.

It is important for teacher selecting commercial materials to match the materials with the goals and objectives of the program, and to ensure that they are consistent with one's belief and preferences.<sup>42</sup> The good material is appropriate with the students' goal and objective. Moreover, it is significant for teacher to select the nice material for the students.

However, evaluating and selecting commercial material is not easy task. Sheldon decided that material should be evaluated according to criteria such as their rationale, accessibility, layout and ease of use.<sup>43</sup> Teacher should evaluate the material by some criteria. They are rationale, accessibility, layout and ease of use. Those criteria can help teacher to select the material for the students.

Moreover, Littlejohn and Windeatt suggested that materials could be evaluated from six different perspectives.<sup>44</sup>

1. The general or subject knowledge contained in the materials
2. Views on the nature and acquisition of knowledge
3. Views on the nature of language learning
4. Role relations implicit in materials
5. Opportunities for the development of cognitive abilities
6. The values and attitudes inherent in the materials

Content areas covered in materials include the use of fictionalised characters and events, general interest, academic subject matter, a focus on language itself, and literature. Therefore, teacher can select and evaluate the material though those criteria.

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<sup>42</sup> Ibid.

<sup>43</sup> L. Sheldon, *Evaluating ELT textbooks and materials*. ELT journal, 42 (4), 1988.

<sup>44</sup> A. Littlejohn and S. Windeatt, *Beyond Language Learning: Perspective on Materials Design*, (Cambridge: Cambridge University Press, 1988)

## B. Creation

In the creation material the materials designer should collect or creates texts and tasks around topic.<sup>45</sup> Thus, the important things that have to be prepared by designer of material. Therefore, there are some stages to design the material. In reality, the teacher and textbook writer probably jungle topic, text and task elements in creating materials, beginning, perhaps with a topic such as ‘finding accommodation’, collecting aural and written texts relating to the topic, and then creating activities which reflect the communicative needs of the learners in relation to the topics.<sup>46</sup> Thus, the material writers should be careful to write the material. They have to write the materials systematically. It is example of the procedure of material design, consider the development of the following unit of work from a set of draft materials based on topic, text and task.<sup>47</sup>

1. Select topic
2. Collect data
3. Determine what learners will need to do in relation to the texts
4. Create pedagogical activities/procedures
5. Analyse texts and activities to determine the language elements
6. Create activities focusing on language elements
7. Create activities focusing on learning skills/strategies
8. Create application tasks

Corbel decided that there are four stages procedure to design materials.<sup>48</sup>:

1. Identify the learners’ areas of interest in board thematic terms.

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<sup>45</sup> David Nunan, *Language Teaching Methodology; A Textbook for Teachers*, 215.

<sup>46</sup> *Ibid.*, 216.

<sup>47</sup> David Nunan and J. Lockwood, *The Australian English Course (Pilot Edition)* (Sydney: Cambridge University Press, 1989).

<sup>48</sup> J. Corbel, *The “Action Sequence” Approach to Course Design* (Prospect, n.d.).

2. Identify a series of communication situation related to that theme and link them to form an action sequence.
3. Select or devise materials appropriate to the situation in the action sequence.
4. Choose language points to focus on from the materials.

Therefore, there are many steps to design the material. Goal and objective of program are the important point to design the material. The material writers should be careful to design the material. They have to design the material systematically.

### C. Adaption

Most commercially produced materials can be adapted to fit a range of needs and goals not originally envisaged by materials writers. However, before adapting materials, it should be kept in mind that materials from reputable authors and publishers have been carefully written and extensively trialled and it is therefore before experimenting and adapting them.<sup>49</sup> Therefore, teacher should pay attention before adapting material from commercial materials. Teacher adopts the appropriate material for the students. Teacher choose the material which is covered students' need.

This theory is used for analysing the way teacher develop material. It can help the researcher to analyse the way ATC teacher develop material. It also helps the teacher to understand about issues in material development. Therefore, this theory is significant in this study because the researcher uses it to analyse the way teacher develop materials for their students.

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<sup>49</sup> David Nunan, *Language Teaching Methodology; A Textbook for Teachers*, 216.



## 5. The Importance of Material Development

Brian Tomlinson in his article explains the important of material development for teacher. He argued that today's, universal course book for all students of English whereas most students of English these days are learning in characteristic perspective for characteristic dedications. Materials development must therefore be fundamental to any course planned to train, teach or improve new or practicing teachers and it must be permitted importance by the applied linguists and teacher trainers who run such courses and/or distribute courses, sections and books for use on them. Then teaching material development can also be really valuable as a "technique of selection teachers to recognize and apply concepts of language learning and to realize personal and qualified advance".<sup>50</sup> Material development is significant for teacher because it is the way to plan the teaching learning process and it also can help teacher to teach students easily.

## 6. Material Development in ESP Classroom

As we know that material development is the arrangement method by which teacher makes parts and instructions within those units to convey the aims and points of the course.<sup>51</sup> Teachers should make teaching learning process easy. They also have to make lesson easily to understand for their learners. Then in ESP classroom, material development has to be suitable with the aim, board and need of students.

However, ESP classroom is not same with ELT classroom. Helen Basturkmen argued that ESP course are narrower in attention than common ELT courses because they centre on study of learners' necessity.<sup>52</sup> If in ELT classroom the students learn about English in general board, but in ESP classroom the students learn about their need. It is called English Specific Purpose.

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<sup>50</sup> Brian Tomlinson, *Issues in Material Development*, 3.

<sup>51</sup> Kathleen Graves, *Designing Language Courses: A Guide for Teacher*, 149.

<sup>52</sup> Helen Basturkmen, *Developing Course in English for Specific Purpose*, 3.

The ESP teacher/course developer requirements to find out what the language-based points of the students are in the board occupation or educational persuasion and certify that the gratified of the ESP progression works toward them.<sup>53</sup> So developing material in ESP classroom and ELT classroom are different. In developing material for ESP classroom, teacher develops the material by the aim or board of students' need. Then the students' objective of learning ESP is to master English in their target not in general.

## 7. Appropriateness

Appropriateness is a quality of being just right for the requirements.<sup>54</sup> It means fitting or suitable particular purpose. This appropriateness is related to material that teacher uses in ATC of Civil Aviation Safety and Engineering Academy of Surabaya. It means appropriate material for ATC students based on students' need. According to Steve Mann and Fiona Copland Need analysis in ESP helps the teacher to recognize the key features of the local framework that must be addressed by the materials.<sup>55</sup> Meanwhile a needs analysis will classify the students' needs in these areas so that material can be selected that support successful learning.<sup>56</sup>

Cultural appropriateness is topics of materials that alienate, confuse, offend, or bore learners rather than the language learning activities.<sup>57</sup> Student has to be considered in choosing suitable material. One aspect of cultural appropriateness is the degree to which the materials reproduce and endorse particular views of English speaking world with regard to race, age, gender and social class, among other things.<sup>58</sup> Therefore, the teacher has to recognize that cultural appropriateness is important topic to be learned before selecting material for students in ESP.

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<sup>53</sup> Ibid., 8.

<sup>54</sup> The American Heritage, *Dictionary of The English Language*, 13.

<sup>55</sup> Steve Mann and Fiona Copland, *Materials Development*, 5.

<sup>56</sup> Steve Mann and Fiona Copland, *Materials Development*.

<sup>57</sup> Ibid., 6.

<sup>58</sup> Ibid.

Asking learners or students about the themes they are interested in discussing can inform the need analysis.<sup>59</sup> It can be vital for the teacher to ask the learners about their interest. It can give concordance between teacher and students. Meanwhile, it is also significant to consider the teacher's interests and preferences as well as students' interest.<sup>60</sup> Teacher's interest must be considered for selecting material because teacher also important component in teaching learning process. Therefore, the teacher should choose appropriate material by considering students need and teacher interest.

## **B. Previous Research**

Many researchers learn ESP in different focus and different branches like English for law, English for business, English for architecture, English for hospitality and many others. Then English for specific purpose is developing. Teaching ESP (English for Specific Purpose) is easier than teaching EGP (English for General purpose) because English is taught specifically in one focus or one subject.

In this study, the researcher wants to analyse developing material of English at Civil Aviation Safety and Engineering Academy of Surabaya. Then many researches discuss about material development in vocational school, material development in listening, and developing material in specific purpose. Therefore, it is different with other studies about English material development.

Then the researcher considers seven previous researches related of this study, they are:

A study with the title "*The Development of Vocational English Material from a Social Semiotic Perspective: Participatory Action Research*" conducted by Handoyo Puji Widodo. This study talks about changing management can be an important role in making the condition for implementing

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<sup>59</sup> Steve Mann and Fiona Copland, *Materials Development*.

<sup>60</sup> *Ibid.*, 7.

material development as pedagogical innovation. This study focuses in vocational school and pedagogical innovation.

A study entitled “*Developing Learning Materials for Specific Purpose*” conducted by Y. M. Harsono. In this study concluded that material of teaching and learning is one of significant things to conduct activities of teaching learning process. A field of study and a practical undertaking are at least two things that have to be elaborated by teacher about material development. In addition, the writer also gives advice to teacher that they have to develop his/her own teaching materials for his/her own specific target learners. Even this study talks about specific purpose but it is too abroad. We must consider about focus of English specific purpose.

Other study entitled “*Developing Materials of English Textbook ‘When English Rings the Bell’ for the Seventh Grade of Junior High School Based on Process Standard of Curriculum 2013*” by Indah Susanti. This study talk about material development in English book. It is also used for English for General Purpose (EGP) not English Specific Purpose (ESP). The finding of this study is presenting the material in the first two part have been develop by the researcher in five stages of scientific approach those are observing, questioning, experimenting/exploring, associating and communicating activities.<sup>61</sup> It is developing English book material for Junior High School. It is different with ESP especially for aviation academy.

Thesis entitled “*A Study of Teacher’s Lesson Plan Design Based on Students’ Need at Hospitality Program of State Vocational High School 1 Buduran Sidoarjo*” by Ulil Fauziyah. This thesis analyse students’ need of Hospitality Program at State Vocational High School 1 Buduran Sidoarjo. This study finds that students of Hospitality Program at State Vocational High School 1 Buduran Sidoarjo have studied English more than 9 years. Then they think that the most

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<sup>61</sup> Indah Susanti, *Developing Materials of English Textbook ‘When English Rings The Bell’ for The Seventh Grade of Junior High School Based on Process Standard of Curriculum 2013*, Master Degree Thesis, (Universitas Muhammadiyah Surakarta, 2015)

important skill to learn is Speaking and the most difficult skill to learn is Listening.<sup>62</sup>

In that study the researcher also suggests for the teacher to design activities and add material based on the learning outcomes of the day. The researcher give advice for the next researcher to conduct the study regarding with the implementation of the lesson based on the Hospitality students' needs. The study is focus on lesson plan based on students' need in Hospitality Program. The teacher should pay attention to students' need. In this study also analyses a lesson plan that teacher designed before and a lesson plan that based on student's need.

A thesis entitled "*Developing English Learning Material for Grade X Students of Beauty Study Program*" by Yohana Dian Ratna Purnamasari. This study finds out the target needs, learning needs and to develop English materials for student of beauty study program of SMKN 3 Magelang are the goal of this study. This study is Research and Develop study. The product of this study is three units of English learning materials, each unit has 25 task which are divided into three parts those are introduction, lesson proper and reinforcement. Then the material has three tasks that have to be done for individual, in pairs and small groups.<sup>63</sup>

A research article entitled "*Designing an ESP Course for Students of Business Jeddah University Elkamel Branch*" by Amal M.A. Ibrahim. This research discusses some issues about ESP such as realistic objectives, integration of grammatical function and acquisition skills, assessment and evaluation. The subject of this research is senior students of Business in University of Jeddah Elkamel Branch. There are some results of this research. ESP course design should begin from analysing students' particular needs and want. The ESP materials should be appropriate and authentic. The teacher or

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<sup>62</sup> Ulil Fauziyah, *A Study of Teacher's Lesson Plan Design Based on Students' Need at Hospitality Program of State Vocational High School 1 Buduran Sidoarjo*, Undergraduated Thesis, (Universitas Islam Negeri Sunan Ampel Surabaya, 2016)

<sup>63</sup> Yohana Dian Ratna Purnamasari, "*Developing English Learning Materials for Grade X Students of Beauty Study Program*, Undergraduated Thesis."

course designer must be ready to develop courses based on accurate needs analysis and appropriate materials and methodologies.<sup>64</sup>

Another study entitled “*ESP for College Students in Taiwan: A Survey of Student and Faculty Perceptions*” by Cindy C.H. Tsao, Allison M.S. Wei and Alice S.H. Fang. This study is about survey study of 354 students and 23 instructors in a selected technological university in Taiwan. Then there are some result of this study: (1) majority of students support ESP (English for Specific Purpose) more than EGP (English for General Purpose). (2) Students and faculty agree that ESP is important. (3) They also agree that ESP courses should be different from EGP in materials, objectives and approach.<sup>65</sup>

In that study the researchers explain that there are some factors need to be taken before implementing ESP courses like large classes, student motivation, teacher qualification, instructional hours and course design. Then it also shows that ESP is significant and advantages of ESP for college students and faculty.

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<sup>64</sup> Amal M.A. Ibrahim, *Designing an ESP Course for Students of Business Jeddah University Elkamel Branch*, Research Article, International Journal of English Language, Literature and Translation Studies (IJELR) Vol. 2. Issue 3., 2015 (July-Sept.)

<sup>65</sup> Cindy C.H. Tsao, Allison M.S. Wei and Alice S.H. Fang, *ESP for College Students in Taiwan: A Survey of Student and Faculty Perceptions*, International Symposium on ESP 2008.