

CHAPTER II REVIEW OF RELATED LITERATURE

This chapter presents related theories to English for General Purposes (EGP), English for Specific Purposes (ESP), needs analysis, students want, material development in ESP, and curriculum of 2013.

A. Review of Related Literature

1. English for General Purposes (EGP)

EGP (English for General Purposes) refers to contexts such as the school where needs cannot readily be specified. It is more usefully considered as providing a broad foundation rather than a detailed and selective specification of goals like ESP¹. The purpose of learning English for high senior school students with vocational school students is different. As stated by Richard, students learning English for general purposes, learning the language in order to pass a general examination is the primary goal, the goal of ESP students is usually studying English in order to carry out a particular role.²

2. English for Specific Purposes (ESP)

According to Hutchinson & Waters, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".³ ESP has characteristics in which the teaching and learning concern on how students can meet the specific needs they want to learn⁴. Generally the Students study English "not because they are interested in the English Language or English culture as such, but because they need English for study or work purposes"⁵. Accounting students have different purposes in learning English unlike regular high school students. Anthony stated that "Some people described ESP as

¹ Mohammad, Mohseni, "On the Relationship between ESP & EGP: A General Perspective". *English for specific Purposes World*. Vol. 7 No 17, 2008

² Jack. C. Richards, *Curriculum Development in Language Teaching*.....28

³ Tom Hutchinson – Alan Waters, *English for Specific Purposes: A Learning- Centred Approach* (Cambridge: University Press, 1987), 19.

⁴ Laurence, Anthony, *Defining English for specific purposes and the role of the ESP practitioner* (1997), 1.

⁵ Robinson, P., *ESP Today: A Practitioner's Guide*. (London: Prentice Halls, 1991), Cited on: Chams, Eddine, *An Introduction To English for Specific Purposes (ESP)*, (2016), 3.

simply being the teaching of English for any purpose that could be specified. Others, however, were more precise describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes.⁶ Hutchinson & Waters claim that what can make ESP different from general English is the awareness of the needs of the students to learn English.⁷ Robinson has stated that ESP is the teaching of English to the students who have specific objectives and purposes which might be professional, academic, scientific etc.⁸ Dudley-Evans and St John explain about the definition of ESP in two characteristics:

a. Absolute characteristics

- 1). ESP is designed to meet specific needs of the learner.
- 2). ESP makes use of the underlying methodology and activities of the disciplines it serves.
- 3). ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres that are appropriate to activities.

b. Variable characteristics

- 1). ESP may be related or designed for specific disciplines.
- 2). ESP may use, in specific teaching situations, a different methodology from that general English.
- 3). ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; it could be used for learners at secondary school level.
- 4). ESP is generally designed for intermediate or advanced learners, and
- 5). Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.⁹

⁶ Laurence, Anthony.....

⁷ Tom Hutchinson – Alan Waters.....

⁸ Robinson, P., *ESP (English for Specific Purposes)*. (Pergamon Press Ltd. New York, 1980). Cited on: Choudhary, Zahid J, “*English for Specific Purpose: Role of Learners, Teachers And Teaching Methodologies*”. European Scientific Journal. vol.11 No.20, July 2015

⁹ Dudley-Evans - St John, *Developments in English for Specific Purposes: A multi-disciplinary approach* (Cambridge University Press, 1998), 3.

3. Needs Analysis

a. Definition of Need Analysis

Hyland stated that “needs analysis refers to the techniques for collecting and assessing information relevant to course design: it is the means of establishing the how and what of a course”.¹⁰ According to Nation and Macalister needs analysis makes sure that the course will contain relevant and useful things to learn.¹¹ Robinson explains that ‘an ESP course is based on needs analysis, which aims to specify it is that students have to do through the medium of English.’¹² It shows that needs analysis is a procedure for collecting information about learners’ needs. Needs assessment makes use of both subjective and objective information (e.g. data from questionnaires, tests, interviews, observation) and seeks to obtain information on:

- 1) The situations in which a language will be used (including *who* it will be used *with*)
- 2) The objectives and purposes for which the language is needed
- 3) The types of communication that will be used (e.g. written, spoken, formal, informal)
- 4) The level of proficiency that will be required.¹³

Graves stated that “the first component in such a procedure is the needs assessment that is, obtaining data, followed by needs analyses that are, assigning value to those data”.¹⁴ Therefore, the first issue to elaborate on is the needs of the students. The language course can become motivating and the

¹⁰ Paltridge, B. - S. Starfield. “ The Handbook of English for Specific Purposes”.....326.

¹¹ I. S. P. Nation - John Mecalister, *Language Curriculum Design*.....24

¹² Robinson, P., *ESP Today: A Practitioner’s Guide*.....3

¹³ Jack C. Richards - Richard Schmidt, *Longman Dictionary of: Language Teaching and Applied Linguisti*. 389.

¹⁴ Kathleen, Graves, *Teachers as course developers* (Cambridge: Cambridge University Press, 1996). Cited on: M. Albakrawi, “*Needs Analysis of The English Language Secondary Hotel Students In Jordan*”. *International Journal of English Language Teaching* Vol.1, No. September 2013.

learning aims can be expressed more easily, if needs are clear.¹⁵ If the learners' needs are not taken into account, the course will be based on unstable or irrelevant material, will disillusion the students with the value of instruction or their capacity to learn the language, and will lead to low motivation.¹⁶ Hutchinson and Waters divided the needs into the target needs and learning needs. The target needs refer to what the learners need to do in the target situation which is including necessities, lacks and wants.

1) Necessities

Necessities refer to what the learners have to know in order to function effectively in the target.

2) Lacks

The learners' lack is the gap between the target proficiency and the existing proficiency of the learners.

3) Wants

Wants is a perceptions of the students about language area that they want to master.¹⁷

In this research, researcher did not analyze the students' lack because limitation time during conducted this research.

b. Kind of Information that Can Be Gathered when Analyze the Target Needs

Grave mentions 10 type of information that can be gathered in analyze the target needs. Information about the present (1-6) is a list of what learners bring to a course. While information about what the learners need to learn, want to change (7-10) is a list of where they would like to be or what they want to make progress toward¹⁸. These are some list of the information that you feel you would like to gather for the course you are designing

1) Information about the present:

a) Who are the learners are

¹⁵ M. Albakrawi, "Needs Analysis of The English Language Secondary Hotel Students In Jordan". International Journal of English Language Teaching. Vol.1, No. September 2013. 2.

¹⁶ Mackay - Mountford, "English for Specific Purposes", (London: Longman, 1978).

¹⁷ Tom Hutchinson – Alan Waters, *English for Specific Purposes: A Learning- Centred Approach*.....54

¹⁸ Kathleen, Graves, *Designing Language Course: A Guide For Teachers*.....102

To know the Information about who are the learners are, we can ask some questions such as; their age, gender, educational background, profession, and nationality. This information can help provide the background for the remaining questions; for example, we will ask for or interpret information differently if the students, children or adults, they are female or male, and we can ask about their study programme (nurse, business, and etc).

b) The learners' level of language proficiency

To know the students' level of language proficiency, we can ask question about their level of proficiency in each of the four skills in the target language-speaking, listening, reading, writing. This information can help to make choices about kinds of texts to use, and which skills to develop, which elements of grammar and language focus to emphasize.

c) The learners' level of intercultural competence

To know the learners' level of intercultural competence, we can ask question about the learners' experience in the target or in other cultures and the students' level of understanding and skills with respect to sociolinguistic aspects of the target language and differences with their own language. This information can help to make choices about the kind of material to use, and the sociolinguistic and sociocultural skills to develop and emphasize.

d) Their interests

Related with students' interests, some questions that we will ask such as, the topics or issues that they interested in and kinds of personal and professional experience which their bring. This information can help the teachers to gear the course toward students' experience and interests. In the absence of specific target needs, it can help teachers design the course around topics that will engage the learners.

e) Their learning preferences

To know the students' learning preferences, we can ask some questions about the learners' expectation to be taught and tested and the roles that they expect to take. This information can help teachers to know whether the learners will be comfortable with certain kinds of activities, or will

need to be taught how to do them; for example, how to work cooperatively with each other. It will help to know how to set up activities.

f) Their attitudes

Related to students' attitudes, you can ask the question relate to their attitude toward themselves as learners and their attitude toward the target language and culture. This information can help teachers to know whether the learners feel confident about using the target language, are comfortable with making mistakes, feel positive about being in the classroom.

2) The future (Information about what the learners need to learn, want to change):

a) The learners' (or others involved) goals and expectations

To gather the information about the students' goals and expectations, it is important to ask some questions such as the reason of the students taking the course, their goals taking the course and their expectation to learn English. This information can help to shape goals and also to alert learners to what is realistic within the constraints of the course.

b) The target contexts: situations, roles, topics, and content

To gather information about the target contexts that is contain of situations, roles, topics, and content, we can ask the questions about in what situation they will use English when they are in the outside of the classroom, with who they will use English, topics and content that they need to know to be able to communicate. This information can help teacher to provide the suitable material to students.

c) Types of communicative skills they will need and tasks they will perform

To know the information about the types of communicative skills that students' need and tasks they will perform, we can ask the questions relate to the students' purposes in using the language.

d) Language modalities they will use

This information to gather the language modalities that students will use, will they need to speak, read, listen, and/or write in the target language.

c. The Purposes of Need Analysis

Richards stated that, needs analysis in language teaching may be used for a number of different purposes, such as:

- 1) To find out what language skills a learner needs in order to perform a particular role, such as a sales manager, tour guide or university students.
- 2) To help determine if an existing course adequately addresses the needs of potential students.
- 3) To determine which students from a group are most in need of training in particular language skills.
- 4) To identify a change of direction that people in a reference group feel is important.
- 5) To identify a gap between what students are able to do and what they need to be able to do.
- 6) To collect information about a particular problem learners are experiencing.¹⁹

4. Wants

The learners' personal expectations and hopes towards acquiring English, i.e. what they would like to gain from the language course.²⁰ Notion explains that;

[learners have their own views about what they think is useful for them. At the very least, information about this is useful in working out whether the learners' views and the needs analyst's views are the same or not. If they are not the same, then the curriculum designer may need to rethink the results of the needs analysis or persuade the learners that there is a more useful view of what they need.²¹]

¹⁹ Jack. C. Richards, *Curriculum Development in Language Teaching*.....52

²⁰ Chams Eddine, "An introduction to English for Specific Purposes (ESP)". (University – Tlemcen, 2016), 12

²¹ I. S. P. Nation - John Mecalister, *Language Curriculum Design*.....29

5. Materials Development in ESP

Grave stated that for a teacher designing a course, materials development means creating, choosing or adapting, and organizing materials and activities so that students can achieve the objectives that will help them reach the goals of the course²². Dudley and John suggest that “for teachers of ESP courses, teaching materials function as a source of language, learning support, for motivation and stimulation, and for reference”²³.

There are six principles that mentioned by Hutchinson and Waters in defining objectives of teaching material development²⁴, such as:

a. Materials provide a stimulus to learning

Good material is materials that encourage the students to learn. Good materials will contain of interesting text, enjoyable activities which engage the learners’ thinking capacities, opportunities for learners to use their existing knowledge and skill and content which both learner and teacher can cope with.

b. Materials help to organize the teaching-learning process

Materials help to organize the teaching-learning process to learning the complex language by providing an appropriate way. Good materials should provide a clear and coherent unit that help the teacher to make the learners achieve the objective of learning when teacher and learner through various activities in such a way. Materials should avoid the assembly line approach, which makes each unit look the same, with the same type of text, the same kind of illustrations, the same type and number of exercises. In addition, the materials model must be clear and systematic, but flexible enough allow for creativity and variety.

c. Materials embody a view of the nature of language and learning

Materials should point to the nature of language and learning. When teacher creates teaching materials, teacher is expected to

²² Kathleen, Graves, *Designing Language Course: A Guide For Teachers*.....150

²³ Jack. C. Richards, *Curriculum Development in Language Teaching*.....251

²⁴ Tom Hutchinson - Alan Waters, *English for Specific Purposes: A Learning-Centered Approach* (Cambridge: Cambridge University Press, 1989). Cited on: Ronaldo, Okri. “Teaching Material For English Subject In Vocational School”. International Seminar on English Language and Teaching (ISELT-4). 2016.

hold the pure of language learning. It helps students to communicate in the workplace naturally and pay attention to the students' skill in learning language.

d. Provide nature of learning task

Material reflects the nature of the learning task. The materials should be able to fix with level knowledge of students. Task of learning not only focus on writing text which relate to examples or drill to practice it but also force to create a new topic in writing or new dialogue for practice. In addition, teaching material also provide a clearly example to make students more understanding.

e. Broadening the teachers' knowledge

Material does not only focus on improving students' need but also expect to improve teacher's knowledge. For example, teacher should master a new topic before the teacher teaches in the classroom by looking for many sources to support teaching material and apply a new technique that suitable with teaching material and learners' ability.

f. Provide correct and appropriate language use

Material should provide models of correct and appropriate language use. The materials should be arranged as well as possible in order to help learners more attraction. In other word, the material should consist of discourse meaning of vocabulary that relate to students' field-study.

6. The Curriculum of 2013

Undang-undang No.20 tahun 2003 tentang Sistem Pendidikan Nasional states that *kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu*²⁵. Curriculum that is implemented today is the curriculum of 2013. The 2013 curriculum is the curriculum that focuses on educational character of the learners which is using the scientific approach (*mengamati, bertanya, mencoba, penalaran*) as the learning method.

²⁵ Menteri Pendidikan Dan Kebudayaan Republik Indonesia, Permendikbud No.70 Tahun 2013.

“Vocational curriculum is designed with the view that high school and vocational school is basically secondary education. However, the difference is only in the interest to meet the needs of learners when entering secondary education. Curriculum content (KI and KD) and packaging of substances for subjects required for high school and vocational school is the same”.²⁶ Senior high school and vocational high school have the same compulsory subjects related to the basic knowledge, skills and attitudes. So, the English language syllabus used SMA and SMK was also the same. It means that the English language learning materials for accounting majors is equal to the high school. The following table presents the standards of competence and basic competence of English subject for vocational high school. (Appendix 1: KI dan KD SMK Kelas XI)

B. Review of Previous Studies

There are many previous studies that had been conducted under the topic of students' vocational high school English material which use need analysis approach. The first previous study done by Hussein Theeb M. Albakrawi entitled *“Needs Analysis of The English Language Secondary Hotel Students In Jordan.”* In his study, Hussein Theeb M. Albakrawi found that there were some real special English language needs and interests for the students in hotel stream in Jordan, those needs motivate students to learn and build their self-confidence toward the learning process.

The second study is conducted by Erna Dwi Jayanti entitled *“Developing Reading Learning Materials For The Grade X Students of Computer Engineering and Networking Program at SMKN 1 Pundong in The Academic Year of 2014/2015”*. The researcher tried to conduct a research which was expected to produce reading materials to facilitate students majoring computer engineering and networking in learning English. Therefore, the researcher conducted a need analysis to design materials that are relevant to the students' needs. The result of the study showed that the reading materials that the students' learning needs were contains input in the form of texts, pictures, explanation about grammar and language focus, and glossary.²⁷

²⁶ Ibid.

²⁷ Erna, Dwi, Jayanti, *Developing Reading Learning Materials For The Grade X Students of Computer Engineering and Networking Program at SMKN 1 Pundong in The Academic Year of 2014/2015*. Undergraduate thesis: Yogyakarta State University. 2015.

The third is a study conducted by Ernita Raharja entitled “*Developing English Learning Materials for the Eleventh Graders of Multimedia Study Program at SMK N 2 Sewon in the First Semester of the Academic Year of 2015/2016*”. This research focused on students of multimedia study program. In her study, the researcher aimed to describe the target needs and learning needs of Multimedia Study Program and also develop the learning English material. The result of the study showed that the developed English learning materials which had been evaluated based on students' need for students multimedia study program was appropriate to be implemented as the English instructional materials in the teaching and learning process for Grade XI students of Vocational High School.²⁸

Fourth, a study conducted by Dedy Nureffendhi entitled “*Developing English Learning Materials For Grade Ten Students Of Culinary Arts Study Programme At SMK Muhammadiyah Wonosari In The Academic Year Of 2012-2013*”. This study also discussed about the target needs and learning needs of students culinary arts study program and also develop appropriate learning English material using Research and Development method or R&D. The result of the study showed that the learning needs of the students culinary arts study program are learning materials of which topics are related to the culinary field and English skill that the students want is speaking skill to communicate fluently with their customers and colleagues.

Fifth is a study was done by Tery Kusumawardani entitled “*Material Development of English for Specific Purposes (ESP) for Tourism Program at SMKN 6 Surabaya*”. The researcher used descriptive qualitative as a research methodology. The study was aimed to discover the contents that should be included based on the needs analysis in Tourism Program at SMKN 6 Surabaya and to find out the teacher's response toward the English material development in Tourism Program.²⁹ The result of the study showed that the contents that should be included based on the needs analysis in Tourism Program at SMKN 6 were speaking practice and pronunciation related with their field.

²⁸ Ernita, Raharja, *Developing English Learning Materials for the Eleventh Graders of Multimedia Study Program at SMK N 2 Sewon in the First Semester of the Academic Year of 2015/2016*. Undergraduate E-journal: Yogyakarta State University. 2016.

²⁹ Tery, Kusumawardani, *Material Development of English for Specific Purposes (ESP) for Tourism Program at SMKN 6 Surabaya*. Undergraduate E-journal: State University Surabaya. 2016.

Most of the previous studies mentioned above are related with ESP material for vocational high school which is appropriate material can be motivated and help them in understanding English dealing to their major. The difference between this study and those previous studies is that in this study, the researcher focused on the need analysis supporting English materials which is represented by students of accounting program in Sejahtera vocational school Surabaya.

