

CHAPTER II

LITERATURE REVIEW

2.1 English at Vocational high School

2.1.1 The Curriculum

English is stated as an adaptive subject that has two major purposes. First is to comprehend the basic knowledge and skill program achieved, and second is to implement those skills and knowledge so that the students can interact well using spoken and written English at the intermediate level (BSNP, Jakarta:2006).

According to the Laws of Education System No. 20 of 2003, a curriculum includes some ways or methods as manual in order to achieve some specific educational purposes. The recent curriculum applied in school is curriculum 2013. It points out that the aim of education is to develop three aspects of student's competences which are attitude, knowledge, and skill. Those competences are formulated in the core competences (KI) which has one or more basic competences (KD). The first and second core competences (KI-1 and KI-2) are applied to develop the religious and social competences and the third and fourth core competences (KI-3 and KI-4) are applied to develop the knowledge and skill competences of the students. Further, curriculum 2013 proposes scientific approach as the guidance in the language teaching and learning process. The scientific method steps used in the language classroom are: i) Observing, ii) Questioning, iii) Experimenting/Collecting data/Information, iv) Associating/ Analyzing data/information, v) Communicating, and vi) Creating.

2.1.2 Travel Study Program

The Travel study program is one of the specific skills that is provided by the vocational high schools. The tourism program learn some productive tourism skills such as guiding, tour planning, tourism product, ground handling and ticketing and making document process. The work field of this program is very wide. Such as in tourism travel, tour guide and tourism places. It prepares students to be ready to work in national or international tourism world. In Travel study program, English is really needed to make students to be ready when they get

work. The English Learning must be specific to provide students many materials English about tourism.

2.2 English for Specific Purposes

2.2.1 Definition of ESP

Vacational high school help students know well about English that is specific with the study program itself. Many English approaches that is used by teacher. But the best way to teach English for vocational high school that need specific skill is English for Specific Purposes (ESP)

Hutchinson and Waters (1987:18) argue that ESP is an approach to language learning that based on learner's need, but there is missconception about that and thought that ESP is a language methodology that consist of a specific of learning materials from different varieties of English. Nunan (2004:7) adds that ESP is an important subcomponent of language teaching that has its own approaches to curriculum development, material design, pedagogy, testing and research.

2.2.2 The Needs Analysis

Needs Analysis is the first step to design the English for Specific Purposes materials. Needs Analysis makes researcher know what is needed in the material that will be made. The material will be appropriate with the target needs after knowing the needs from needs analysis

Chambers (1980) in Basturkmen (2010:17) states that needs analysis should be concerned with the establishment of communicative needs resulting from an analysis of the communication in the target situation. Richards (2001: 52) lists a number of reasons for conducting needs analysis before starting a course for a group of learners as follows:

- 1) to find out what languages skills a learner needs in order to perform a particular role
- 2) to help determine if an existing course adequately addresses the needs of potentials 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

Hutchinson and Waters (1987: 54) define needs as the ability to comprehend and to produce the linguistic features into two categories: target needs and learning needs. The target needs are what knowledge and abilities the learner will require in order to be able to perform appropriately in the target situation. The analysis of the target needs is divided into three points which are necessities, lacks, and wants.

- 1) **Necessities** is defined as the type of needs determined by the demands of the target situation.
- 2) **Lacks** is the gap between what the learners know already and what the learners do not know.
- 3) **Wants** is what the learners expect about language area that they want to master.

Hutchinson and Waters (1987: 53) find that the awareness of learning needs has an influence on the context of a language course and will exploit what is potential for the learners.

Hutchinson and Waters (1987: 6) draw three main reasons of the emergence of ESP course. They are:

- 1) The demands of a brave new world.
- 2) A revolution in linguistics
- 3) Focus on the students

Needs analysis is really important to be conducted at the beginning before designing ESP materials, since students' learning needs are the guidance in developing appropriate English learning materials. In line with ESP approach,

another approach of language teaching which is so called as Task-Based Instruction points the importance of the using of authentic materials in the classroom process.

2.3 Task Based Instruction

2.3.1 Definition of Task Based Instruction

English Teaching in Vocational High School must be provided a text book that using communicative language teaching because students can communicate well in their job. The appropriate process for Tourism Students is Task-Based Instruction. Because form tasks, they will improve their communication properly.

Richard and Rodgers (2001: 223) states that Task-Based Instruction refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Richards (2006: 30) notes that Task-based instruction, or TBI (also known as *task-based teaching*), is another methodology that can be regarded as developing from a focus on classroom processes. In the case of TBI, the claim is that language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use specially designed instructional tasks.

Nunan (2004,13) says that TBLT has become a cornerstone of many educational institutions and ministries of education around the world. It seems to be the new orthodoxy with major publishers, most of whom claim at least one major series to be 'task-based'. In a recent study into the impact of the emergence of English as a global language on policies and practices in the Asia-Pacific region, government informants in all seven of the countries surveyed claimed that task-based teaching was a central principle driving their English language curricula.

2.3.2 Principles of Task-Based Instruction

Task-Based Instruction has some principles that make it differrent with the other instruction. As we know that Task –Based Instruction is one of Process Based Communication Language Teaching Approaches.

Richard and Rodgers (2001: 223) points out some principles that formed part of the communicative language teaching movement for the basic principle in CLT before the principles of Task-Based principles, The principles are :

- Activities that involve real communication are essential for language learning
- Activities in which language is used for carrying out meaningful tasks promote learning.
- Language that is meaningful to the learner supports the learning process

In addition, Nunan (2004, 35-37) states that Task-Based Instruction has seven principles.

1) Scaffolding

Lessons and materials should deliver supporting frameworks where the learning takes place. Students should not be expected to produce language that has not known either explicitly or implicitly.

2) Task dependency

Within a lesson, one task should grow out of, and build upon, the ones that have gone before.

3) Recycling

Recycling language maximizes opportunities for learning and activates the 'organic' learning principle.

4) Active learning

Learners learn best by actively using the language they are learning.

5) Integration

Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning.

6) Reproduction to creation

Learners should be encouraged to move from reproductive to creative language use.

7) Reflection

Learners should be given opportunities to reflect on what they have learned and how well they are doing.

2.3.3 Task-Based Syllabus Design

Nunan (1989) in Richard and Rodgers (2001:231) states that a syllabus might specify two types of tasks:

- 1) real-world tasks, which are designed to practice or rehearse those tasks that are found to be important and useful in the real world
- 2) pedagogical tasks, which have a psycholinguistic basis in SLA theory and research but do not necessarily reflect real-world tasks.

Nunan (2004:4) says that a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end.

Nunan (2004:30) adds that a task-based syllabus allows for a great deal of naturalistic recycling. In a task-based syllabus, grammatical and functional items will reappear numerous times in a diverse range of contexts. This would appear to be healthy for second language acquisition because it allows learners to 'restructure' and develop an elaborated understanding of the item in question. It is therefore consistent with an 'organic' view of acquisition in which numerous items are acquired simultaneously, albeit imperfectly.

2.4 English Learning Materials

2.4.1 Definition of Learning Materials

Materials is one of essential part in teaching, and there are various items in the English learning materials. There are several definitions of materials proposed by some experts. Richard and Rodgers (2001:79) view materials as a way to influencing the quality of classroom interaction and language use. Tomlinson (1998:2) defines materials as any tools in the forms of both audio-video and printed- no printed things that are used to facilitate the learning of the language, not only restricted to course books. For examples: CD-ROMs, dictionaries grammar books, workbooks, photocopied exercises, etc. Material Design Model

2.4.2 Criteria of Good Materials

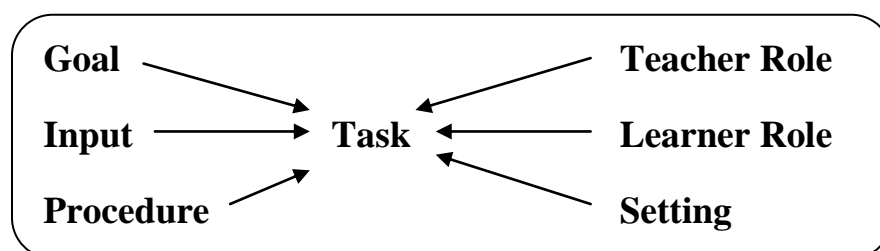
Good materials are needed to encourage students learning English. Hutchinson and Waters (1987:107) identifies criteria of good materials:

- 1) Materials attract the students to learn. They give a stimulus to learning. Good materials do not teach, they should encourage learners to learn. The content of good materials should be interesting text, enjoyable activity which engage the learners' thinking capacity, and opportunities for learners to use their existing knowledge and skills.
- 2) Materials should be systematic, well-organized to support the teaching-learning process. They provide coherent unit structure which will guide the students through various activities to maximize the chances to learn. A material must be clear and flexible without ignoring creativity and variety,
- 3) Materials consider the nature of language and learning,
- 4) Materials reflect the nature of the learning task,
- 5) Materials can provide a useful function that makes the teacher possible to expand her training basis,
- 6) Materials should provide correct and appropriate language use.

2.4.3 Material Design Model

Materials are realized in the form of task. Nunan (2004: 4) defines task as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language, while their attention is focused on mobilizing their grammatical knowledge in order to express meaning and the intention is to convey meaning rather than to manipulate form.

Further, Nunan (2004: 41) presents the simple model of an effective task in a diagram below:



2.4.4 Material Development

Graves (2000,149) states materials development is the planning process by which a teacher creates units and lessons within those units to carry out the goals and objectives of the course. Graves (2000,156) proposes some considerations for developing materials. It makes developing materials becoming better because it will view from some different aspects.

Table 2.1 List of Considerations for Developing Materials

Learners	<ol style="list-style-type: none"> 1. make relevant to their experience and background 2. make relevant to their target needs (outside of class) 3. make relevant to their affective needs
Learning	<ol style="list-style-type: none"> 4. engage in discovery, problem solving, analysis 5. develop specific skills and strategies Language 6. target relevant aspects (grammar, functions, vocabulary, etc.) 7. integrate four skills of speaking, listening, reading, and writing 8. use/understand authentic texts
Social Context	<ol style="list-style-type: none"> 9. provide intercultural focus 10. develop critical social awareness
Activity/Task Types	<ol style="list-style-type: none"> 11. aim for authentic tasks 12. vary roles and groupings 13. vary activities and purposes
Materials	<ol style="list-style-type: none"> 14. authentic (texts, realia) 15. varied (print, visuals, audio, etc.)

2.5 Relevant Study

Some researchers have conducted similar research some years ago. Etika Putri Istiqomah (2014) conducted a research on developing English learning materials for the tenth grade students of boga departmen at SMKN 4 Yogyakarta. She designed for first semester in X grade Boga Departmen. The English materials consist of 3 units in her research result. The previous study has the similiarity with this research. The research used Research and Development to gain the data and the product. the difference from the previous study is the topic of product and the steps of the research. the topic of the research focus in Boga study program whereas this research is focus on Travel Study program. The step of the research also have difference in the final research. Etika's research made an English learning material without trying out it in teaching and learning process while this research tried out the product and get feed back from the student who has tried the product in their learning process in class.

The second researcher is Yohana Dian Ratna Purnamasari (2015). She also conducted a research on developing English learning materials for grade X students of Beauty Study Program. She designed the materials for firts semester. The English materials consist of 3 units in her research result. The previous study has the similiarity with this research. The research used Research and Development to gain the data and the product. the difference from the previous study is the topic of product and the steps of the research. the topic of the research focus in Beauty study program whereas this research is focus on Travel Study program. The step of the research also has difference in the final research. Yohana's research made an English learning material without trying out it in teaching and learning process while this research tried out the product and get feed back from the student who has tried the product in their learning process in class.

Another researcher who conducted a research on designing materials is Laela Febriatun (2016) developing English speaking materials for X grade of hotel accomodation departmen in SMK PI Ambarukmo 1 Sleman. The English materials consist of 3 units in her research result. The previous study has the similiarity with this research. The research used Research and Development to

gain the data and the product. the difference from the previous study is the topic of product and the steps of the research. the topic of the research focus in Hotel Accomodation study program whereas this research is focus in Travel Study program. The step of the research also have difference in the final research. Laela's research made an English learning material without trying out it in teaching and learning process while this research tried out the product and get feed back from the student who has tried the product in their learning process in class.

Those researchers were doing well in their research. All the units which they developed meet the students needs in English learning process. It means that the research on materials development for vocational schools is needed to facilitate students with sufficient and appropriate inputs and tasks based on their future workplace.