

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses some points namely of reviewing some related literatures, they are; 1) English at Vocational High School, 2) English for Specific Purposes, 3) English learning material, 4) characteristic of English good learning material, 5) local wisdom, and 6) previous research.

#### **2.1 English at Vocational High School**

This sub-chapter discusses about the curriculum and Online Business and Marketing (OBM) program.

##### **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 or learning activities 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 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 Online Business and Marketing Program**

Online Business and Marketing Program, formerly known as marketing program, is one of the program in vocational high school which has been authorized by Direktorat General of Higher Education at 10<sup>th</sup> February 2017 under decree number 130/D/KEP/KR/201 about the Structure of Educational Curriculum for Vocational High School. This new name regulation based on policy from Ministry of Education and Culture to face digital learning industrial revolution 4.0. As follows industrial revolution 4.0, Online Business and Marketing Program more focus on retail business and online marketing which has been popular around the world.

Online Business and Marketing is a program competence to learn about basic knowledge of being a good marketer both of via conventional or online. Students who graduate from Online Business and Marketing Program are expected to be an entrepreneurship and build their own business. This program is introduced since the change of curriculum from KTSP to K13. In this program, students will study some subjects such as marketing, online business, retail, product arrangement, etc. Meanwhile for the general subject as written in the

curriculum, the students will learn Indonesian, English, Religion Education, Pancasila and Civic Education, Physical Education, Math, and Art.

Online Business and Marketing is the branch of business, so the teaching English should be related on English business as the branch of ESP (Nabila, 2015). To teach business English, according students' needs and expectations, the most attention of teacher is doing conversation and grammar is not such an importance in mastering English business (Voyakina & Korolyova, 2014:51). Moreover, teacher can use strategy to teach business English such as memorizing words, making a list of new words, or practicing new words with others, or simply the students should learn vocabulary. In the other hand, Voyakina & Korolyova (2014:51) states that grammar will be used in specific business situation such as making future business arrangements can involve using Present Continuous tense, passing on information supposes using reported speech, whereas comparing business offers engages comparative and superlative forms of adjectives. In some cases grammar structures can be drilled while practising for functions like telephoning, emailing or negotiations.

## **2.2 English for Specific Purposes (ESP)**

This sub-chapter discusses about definition of ESP, characteristic of ESP, and need analysis.

### **2.2.1 Definition of ESP**

English for Specific Purpose or ESP is used for students who study English in specific program and need specific English material to support their study. Paltridge and Starfield (2013) states that ESP refers to the teaching and learning of

English as a second or foreign language where the goal of the learners is to use English in a particular domain. It means that the approach of ESP is to teach the language that have targets the current and/or future academic or occupational needs of learners, focuses on the necessary language, genres, and skills to address these needs and assist learners in meeting these needs through the use of general and/or discipline-specific teaching materials and methods (Anthony, 2018).

At the specific point on teaching students related on the target, teacher has to understand the concept of ESP whether what the differ needs of academic and occupational include the languages, skills, genres, methods, and also the materials. The students who have background studying on workplace setting such as factory, hotel, restaurant, or hospital are demanded to master the special language in order to be had good communication with the customers or client. Those statements mention learner needs. ESP courses are narrower in focus than general ELT courses because they center on analysis of learners' needs. It shows that ESP views learners in terms of their work or study rules and that ESP courses focus on work or study related needs, not personal related needs or general interests (Basturkmen, 2010:3).

### **2.2.2 Characteristic of ESP**

The characteristic of ESP is laid on the preparation. In preparing ESP course for students, teacher has to organize the course, select the appropriate materials, and activity will be able to do based on the text book.

## 1. Organizing Course

Hutchinson and Waters (1992:19-22) describes the preparation of organizing course as “language description”, where teacher has to find an answer of question about the topics are covered, students’ need to learn, and language aspects they need, and their ways to describe. Then, teacher will find the answer to create the appropriate course is going to be about. Setting goals and objectives of the course will be prepared clearly. Besides the language description, teacher has to underline the way of learning by asking the students background and age. The question is needed to analyze students’ need and expect the successful of the teaching learning process. The last is about the affecting aspect of ESP where the students’ lesson is connected to the nature of particular target and learning situation. All of these three factors are hoped to create effectively and consequently achieve of satisfactory goal.

## 2. Selecting Materials

Choosing good material from a lot of materials for teaching ESP has to be done by teacher selectively. The material should be fulfill the students’ need and appropriate to use in specific class. It should be based on various interesting text and activities providing a wide range of skills. Teachers determines the materials as tools that focused on ESP learning but can be figuratively cut up into component pieces and then rearranged to suite the needs, abilities, and interests of the students in the class (Graves, 1999:27). Hutchinson and Waters (1992) add that materials have to be suitable not

only for teacher but also for students where it can give benefit on particular discipline, course goals, and as a link between existing knowledge and new information.

### 3. Doing Activities based on Text Book

Text as a learning material in ESP course not only used as source for new vocabulary, communicative or reading skills; but also can be used for learning and practicing wide range of skills. To optimize the function of text, it has to be used as much effective as possible to involve all students' skills. Combining printed text with listening to audio-cassette or video-cassette is preferred to use for productive activities. Others activities can be done as long as the context is consistent with studying subject matter.

- Warming-up activities - pre-teaching and activation of new vocabulary or grammar structures, discussing questions concerning the topic. Types of plays, puzzles, collocation grids, questionnaires etc. can be used to increase students' interests in given topic and lead them into further problems. It is a kind of preparing step e.g. considers pre-reading activity very important for students motivation; topic or genre of the text is introduced e.g. with collective discussion or some pictures to be fully motivated. (Wallace, 1992:62).
- Receptive activities - work with a text itself, reading, listening. Various reading strategies can be applied such as aloud, quiet, skimming, scanning, with or without translation, and informative. Language-based approaches like jigsaw reading and gap-filling or approaches relating to content of the

text can be distinguished as much active and reflexive as possible to give benefit for students.

- Productive activities - practicing of acquired knowledge. Work in pairs, in groups or individual with help of teacher who takes notice of using target language. Summarization of lesson that should be done by students, it shows how students understand given topic.
- Follow-up activities - next improving, developing, appropriate using of learnt. We can practice it in a form of creative homework, exercises. Harmer (1991) draws that large scale of skills and activities can be developed e.g. drawing characters, making discussion, creating some pictures, dramatic activities etc.(Harmer, 1991:188).

### **2.3 English Learning Material**

Materials have important rule in teaching and learning process especially when the teacher uses many materials in every activity (Laili, 2017). Sijabat (2018) adds that it can be used to expand students' knowledge to use and expose the language in English teaching learning. Kitao (1997) says that material is one of important components in language instruction. It should be taught to students' learning and control teaching learning process. In contrast, O'Neill in Kitao (1997) argues that many materials be appropriate for students' need, even if they are not designed especially for them. The design of materials should provide cognitively and effectively to help students in learning English both spoken and written text are of the authentic language as they are exposed to facilitate and accelerate language acquisition (Tomlinson, 2008:15). Not only about the design,

material development refers to all processes made use of by practitioners who produce and or use materials for language learning including materials evaluation, their adaption, design, production, exploitation, and research (Tomlinson, 2012). It means that materials for language learning are everything that can be used to facilitate the learning of a language including course book, videos, graded readers, flash cards, games, websites, and mobile phone interactions although most of literature focuses on printed materials. Most of people who develop the materials are practitioner and they did it as a sub-section of methodology, in which materials were usually presented as examples of methods (Tomlinson, 2012). But now, materials development not only undertaken by practitioners but is also a field of academic study. As a practical activity, it involves the production, evaluation and adaptation of materials.

Teaching material development is one of the aspects in teaching English for Specific Purposes where it is used to analyze the students' need and synchronizing the teaching material which is related between students' need and teaching material itself. Teaching material through the process to find out what students' need and what a suitable teaching material for them. It means that teaching material development in English for Specific Purposes not only focus on providing material but also analysis of students' need. Hence, the material which is given will fix and support students to reach their needs in workplace. Then, teaching material development is known as one of main part of teaching learning process such as; learning material. Especially, teaching English for specific purposes, it is more complexity responsibility for ESP teacher. According to



Mishan and Chambers (2010:1), teaching material development in teaching English as foreign language is one of important part in teaching learning process. In other word, it cannot be skipped because it gives significant aspect in teaching learning process. English teacher should give more attention in process to compile a field of study and a practical undertaking teaching material development. First, a field of study refers to principles and procedures of designing teaching material, implementation, and evaluation of language teaching material. Second, a practical undertaking is anything which is done by the ESP teacher to provide sources of language input for the students. As Tomlinson (2011:2) points out that teaching material development is a process which is built up from a field of study and a practical undertaking by the teacher. Based on the explanation above, it can be concluded that teaching material development is a process to find out English teaching material where it is synchronizing the material content and students' needs. It should be done by English teacher as person who knows directly the condition of students and the teaching material used. Hence, teacher should create a suitable teaching material that generates English competence of students toward their specific subject because by giving material which relate with their field-study, it will stimulus them to learn English well.

Before designing English teaching materials, teacher has to do need analysis. Need analysis has a vital role in process of designing and carrying out any language course to find what students' need related on their specific skills (Paputungan *et al*, 2018). Based on Hutchinson and Waters (1987:54) there are two kinds of need, they are target needs and learning needs. Target needs refer to

what the learners need to do in the target situation. In analyzing the target needs, there are three considerations which should be considered namely necessities, lacks, and wants; while learning needs are the knowledge and abilities that learners will require in order to be able to perform to the required degree of competence in the target situation (Prabandari, 2017). After doing need analysis, there are some regulations in developing English teaching material. According to Raman (2004:65) there are 6 points in developing teaching material for ESP, they are; specific objective of teaching, clearly purpose of teaching, consist of communication needs, stress to language as communication, stimulus students' activities in teaching process, and using learner-centered approach. Meanwhile, Dudley and Jo (2007:185) mention seven points, they are; flexibility, clear explanation, practice of communication needs, supported by related references, consider the sociological or culture of learners, relate to learners' knowledge, and building knowledge and awareness. Then, Hutchinson and Water (2006:106) proposed six principles, they are; provide a stimulus to learning, help to organize teaching learning process, use nature of language and learning, provide nature of learning task, broadening the teachers' knowledge, and provide correct and appropriate language use. Generally, the entire principles from some experts have the same goal to develop English teaching material based on students' need. Thus, the English teacher should apply those principles in developing English teaching material.

## **2.4 Characteristic of Good English Learning Material**

The general impression of a good book can be seen only by looking through it and getting an overview of its possibilities, strengths, and weaknesses, and noting significant features which stand out. To identify that book clearly whether it can be said as a good book or not, it has to be fulfilled some criteria. Criteria of good book can be defined by teachers at the beginning when teaching students. After knowing the criteria of a good book, teacher should select which book should be used or evaluated in order to develop or improve the quality of their course book can be done well by teachers, so it resulted in a good progress of teaching and learning process (Salwianto & Ayuningtyas, 2018:3).

According to Nation and Macalister (2010: 165), the parts of the curriculum design process can be used in evaluating a course book. It also needs some process which can be described as follows. First, the course book should match the environment. Second, the course book should suit needs of the students. Third, the course book should apply appropriate principles of the teaching and learning process. Fourth, the aims of the course book should meet with the aim of the course. Fifth, the course book should meet with the students' proficiency level. Sixth, the course book should be interesting. Lastly, the course book should be equipped with the test to monitor the students' progress.

Another criteria is introduced by Cunningsworth (1995:1) in his paper that the quality of good book can be seen from the various features of the coursebook are like such as; the quality of visuals, how attractive and clear the layout is, what the whole course package is made up of, how the items included in the

coursebook are consequed, etc. Simply, Cunningsworth writes it in categorization of; (1) aims and approach, (2) design and organization, (3) language content, (4) skills, (5) topic, (6) methodology, (7) teachers' books, and (8) practical consideration. Moreover, Cunningsworth says that analysis is needed to see information of a book based on the range of categories. Professional judgement and experience are needed as the implications of analysis of book. This analysis is needed to revise the book into a good book that have been fulfilled some criteria above.

Each category from criteria of good book has their own detailed description. The first from its aim and approach, the book should have close aim of teaching program and students' need, its also should suit to teaching and learning situation, comprehensive, and has role to be the good sources for both teacher and students. The second is from the design and organization, the book should cover the total of course package, the content is organized and sequenced well, the grading and progression is suitable to students, some materials are suitable for individual learning, and the layout must be clear. The third is language content so the content should cover material about grammar, vocabulary, pronunciation, and the material should be matched to social situation. The fourth is skills, it means the good book should cover four skills in English and integrated skills. The fifth is topic, it means that the topic should be interest for students and has a lot of variety, and also related to the social and cultural context. The sixth is methodology, it means that the approach should be appropriate for students and the materials include any help / advice for students to study. The last is practical

consideration, which is the whole package cost represents good value for money and easy to obtain.

Some of those criteria will be used to develop English book for Online Business and Marketing Program. The criteria will be used to develop the English book is from the approach, design and organization, language content, skills, and the topic. The developing English book is based on the students' view of good book criteria and local wisdom of Trenggalek city.

## **2.5 Local Wisdom**

This sub-chapter discusses about the definition of local wisdom and learning English material based on local wisdom.

### **2.5.1 Definition of Local Wisdom**

Local wisdom itself in Indonesia is arranged on the constitution number 32 about protection and organizer of environmental, chapter 1 article 1 item 3 which is defined that local wisdom is the noble of values that apply in community life and it is arranged to protect and organize environmental in a sustainable manner, this definition is expressed as one of the rules to protect environmental sustainable. Protect environmental sustainable and built the environmental to be better are presented as a form of communication between nature, human and the built environment itself (Antaryama, 2009). In definition, it is basic knowledge gained from living in balance with nature and related to culture in the community which is accumulated and passed on. Wisdom can be abstract or concrete, but the main characteristics are coming from experiences or truth gained of life. Wisdom which comes from real experiences integrates the body, the spirit and the

environment. It emphasizes respect for elders and their life experiences. Emphasize that, Keraf (2002:289) mention the definition of local wisdom on his book that local wisdom is all the form of knowledge, conviction, comprehension, or perception along with tradition which lead human's behavior in living on community. While Gobyah (2003) defined local wisdom more simple that local wisdom defines as the truth tradition which is steady on the region. In conclusion, it can be defined that local wisdom is the moral values containing knowledge, conviction, comprehension, or perception belong the truth tradition in community.

Soedigyo et al (2014) mentions two main elements of local wisdom; the human, along with the pattern of his mind; and nature and climate. Human thought patterns produce wisdom in compiling the knowledge that is considered good for their lives, such as custom laws, governance, and the procedures for their daily activities. Based on these elements, Soedigyo et al (2014) distinguish local wisdom in two forms. The first is tangible; local wisdom embodied in the form of writings and buildings; while the second is intangible; intangible local knowledge can be found in the advices that is delivered verbally and hereditary through songs, ballads containing traditional teachings. With globalization, Sartini (2004) see local knowledge as a form of culture and it will experience continuous reinforcement to become better. The dynamics of culture are necessary; they are associated with human activities and the role of his reasoning. The dynamics or cultural changes can occur for many reasons. Physically, the increase in population, the migration of people, the arrival of foreign residents, the influx of new equipment, the ease of access can also cause changes in civilization. Within

the scope of human relationships, individual and group relationships can also affect cultural change. One thing that cannot be avoided is development and change will always occur. It is also confirmed by Setiadi (2009) that local wisdom is part of a cultural tradition that is dynamic. Local wisdom can be created from the ability of communities to receive outside influence selectively and through the creative process gave birth to a unique new creation that has not existed beforehand.

### **2.5.2 Learning English Materials based on Local Wisdom**

Nuraini and Alfian (2012:66) said that human can be called as human cause of how they communicate to each other by means of language. Language expressions are naturally influenced by their socio-cultural features. It is also occurred on English language teaching where teaching English language is concerned on the way to communicate based on the context of socio-culture (Septi, 2015). English learning which is transferred through some socio-cultural values and norms could be used as guidelines in daily life. According to Diaz-Rico (2004:266), culture involves belief and values, rhymes, rules, and roles. The culture has explicit and implicit patterns for living, the dynamic system of commonly agreed-on symbols and meaning, knowledge, belief, art, morals, law, customs, behaviors, traditions, and/or habits shared and make up the total way of life in constructing a personal identity.

Socio-cultural can be called as local wisdom, they are similar. To be more specific, local wisdom could be regarded as both universal and specific values possessed by groups of people. Originally, local wisdom varies among societies,

and it is frequently used as the basis for a group member to have normative and ideal patterns to manage and to organize their socio-cultural system. As a multi-cultural nation, Indonesia has many local values of its traditional-socio-cultural life that could be referred to as learning resources to especially undertake character-based education. So, in this relation, English language learning should not let students to simply copy what they understand from foreign cultures, but more importantly how they can live in their own cultural values reflecting their identity and integrity in their English proficiency. It is the essence of character based teaching. Then, it is the role of teachers to manage lesson materials containing such cultural values-local wisdoms in English language teaching.

Character based teaching has also been signaled in the current system of national curriculum. Despite some weaknesses, the current national curriculum of 2013 has outlined to integrate competence and character into four main competencies; knowledge and skill (competence) and spiritual and social attitudes (characters) (Ministry of Education and Culture, 2013a). In this relation, English lessons should be managed to develop not only students' linguistic mastery of English (i.e. sentence structures, vocabulary, pronunciation, etc.), but also include characters (attitude and values). The attitudes relate to students' personality religiously and socio-culturally.

From the explanation above, some materials based on local wisdom can be developed from the parts of local wisdom by some experts. Gertz (1973) says that local wisdom is traditional culture element that deeply rooted in human life and community that related with human resources, source of culture, economic,



security and laws. Moreover, he says that local wisdom can be viewed as a tradition that related with farming activities, livestock, buildhouse, etc. Then, Suardiman in Wagiran (2009) adds that local wisdom is identic with human behavior that related to (1) God, (2) signs of nature, (3) environment / farming, (4) building house, (5) education, (6) nuptial and birth ceremony, (7) food, (8) life cycle of human and their characteristic, and (9) health and natural disaster. Another local wisdom can also comes from customary ceremony, nature reserve, traditional cloth, tourism place, traditional game, traditional transportation, local story, museum, art, etc. (Wagiran, 2009). Some of local wisdom that appears in English book from Ministry of Education and Culture is nature reserve (Tanjung Puting National Park, chapter 4 “which one of your best gateway?”, page 53-54), tourism place (Cuban Rondo, chapter 4 “which one of your best gateway?”, page 65), and local story (The Legend of Malin Kundang, chapter 13 “Malin Kundang”, page 172. Among those local wisdom, there is no one local wisdom about Trenggalek city, so the developing book will be related on local wisdom in Trenggalek.

### **2.5.3 Local Wisdom of Trenggalek**

Based on the data of site from Tourism Sevice in Trenggalek city and visit Trenggalek, some data related on local wisdom is found. Trenggalek has some beautiful beaches as tourism place such as Prigi, Konang, Mutiara, Pelang, and Karanggoso beach. This tourism place can be business center in tourism sector. According to Nesparnas (2014:2), tourism sector has been one of the biggest economic sector and one of the services sector with the fastest growing rate in the

world this year. In Prigi beach every first Suro, there is customary ceremony named “Sembonyo” where the society wade some foods and tributes to the sea. This event can be one attraction for tourist to increase the income not only for the management of Prigi beach but also for the business around Prigi beach such as trade and service. Then, the focus of material not only to promote Prigi beach as icon of Trenggalek city, but how the operation of trade and service business around this beach.

Not only beach, Trenggalek also famous with their local food and local product. As online business and marketing students, they have to able to produce the product such as food or thing by themselves. They also must be able to promote the product through online. Through this material, students are hoped to promote local product and food from Trenggalek. The local product in Trenggalek such as batik Trenggalek, bag and t-shirt, and handicraft from bamboo. Meanwhile from the local food Trenggalek has “sego gegog”, cassava chips, tempe chips, alen-alen, and manco. There is a lot of local wisdom in Trenggalek that the students cannot be found in their English book, so the lessons from local wisdom of Trenggalek should be written in students’ English book. Therefore, it may contain particular meaning of norms and values to understand. While to understand the materials, themes and topics which are related to learners’ daily life could be formulated.

## **2.6 Previous Research**

There are some relevant previous studies about development English learning material based on local wisdom for Online Business and Marketing

Program. Simply, it will be explained into three parts, they are; previous research about developing English for vocational high school, about business, and local wisdom.

Previous research about developing ESP for vocational high school consist of 7 previous research, they are; Teaching Material for English Subject in Vocational High School by Okri Ronaldo (2016), Developing English Speaking Materials for Students of Beauty Study Program at Vocational High School by Eka Winda Sri (2018), Developing Speaking English for Specific Purposes Materials for Broadcasting Major Students – The Case of Eleventh Grade of Vocational High School 1 Kendal by Suroyo and Abdurrahman Faridi (2018), The Effect of Need Analysis on Designing ESP Courses in Iranian Context “A Case Study” by Taghizahed (2018), Developing English Speaking Materials for Students of Office Administration Program of Vocational High School by Dumora Malina Sijabat (2018), English for Specific Modules in Listening and Speaking for Dentistry Students by Nguyen Thi Hong Nhung (2018), and Developing Students’ Needs Analysis in Learning of the English Listening Skills in Vocational High School (Sularti, Nur Arifah Drahati, and Slamet Supriyadi: 2019). Developing material from those previous research are different with this recent research. In the previous research, the program which has been developed such as beauty program, broadcasting, and administration program. Meanwhile, in this recent research will focus on developing English learning material for Online Business and Marketing Program as new program for vocational high school since 2017.

To support the theory about online business and marketing, some previous research about business is used. There are five previous research about business and marketing, they are; ESP Learners' Needs Related Learning for the Workplace: A Pragmatic Study for Business School by Hussein Ahmed Liton (2015), Genre Based Pedagogy: A Case of an Iranian ESP Business Management Course by Hadis Toufani Asl (2015). ESP Business English: The Proposed Students' Workbook Used for Teaching Bahasa Inggris Bisnis at D3 Accounting of Economics and Business Faculty at UNMER Malang by Yasmin Farani and Lely Indah Kurnia (2017), Developing ADDIE Model Based ESP Course Book by Luluk Iswati (2019), and Need Analysis of English Learning for Students of Economic and Business Udayana University by Made Destriasmita Saientisna (2019). Two of previous research above discuss about business that concern on developing, but it is not focused on the online business and marketing where online business and marketing is one of the program for government to follow industrial revolution 4.0. Moreover, the subject is university students; not for vocational high school.

The last part is previous research about local wisdom. There are 9 previous research about local wisdom and developing material based on local wisdom. Those previous research are; Optimizing EFL Learners' Sensitizing Reading Skill: Development of Local Content-Based Textbook by Yudhi Arifani (2016), Integrating Character Education and Local Wisdom in Developing English Teaching Materials by Muawwinatul Laili (2017), Reconstruction of Local Wisdom for Character Education by I Wayan Rasna and Dewa Komang Tantra

(2017), *The Effect of Local Culture-Based Material to Improve Reading Ability of 8th Grade Students at State Junior High School 9 Yogyakarta* by Faisal Rahman (2018), *Local Wisdom Based Character Education Management in Early Childhood Education* (Turini Ernawati, Rasdi Eko Siswoyo, Wahyu Hardyanto, and Tri Joko Raharjo, 2018), *Developing Local Content Syllabus for Elementary School Based on the English for Young Learners Learning Strategy to Maintain Gorontalo Cultures* (Indri Wirahmi Bay, Nurlaila Husain, and Rahmawaty Mamu, 2018), *Motivating EFL Learners to Speak by Embracing Local Culture and Tradition* by Nonny Basalama, *Thematic Textbook Development Based on Local Wisdom* (Wina Nurfitriani, Sumarmi, and Hariyono, 2019), and *Developing A Model of Supplementary English Materials Based on Local Content* by Nurliana (2019). The differences about local wisdom in previous research and this recent research is the subject and topic material. The research subject in previous research does not use subject from vocational high school students yet, so in this recent research, the research subject will be vocational high school students especially from Online Business and Marketing Program. Moreover, this recent research will focus on local wisdom in Trenggalek city which includes local product, local tourism place, and local food. To make it more clear and detail, check on the following table.

**Table 2.1 Previous Research**

<b>No</b>	<b>Author(s)</b>	<b>Title</b>	<b>Publisher/ Year Published</b>	<b>Focus</b>	<b>Result</b>	<b>Suggested area for the Future Researcher</b>
1.	EkaWinda Sari	Developing English Speaking Materials for Students of Beauty Study Program at Vocational High School.	English and Literature Departments, Faculty of Language and Arts, Medan State University/2018	<ul style="list-style-type: none"> <li>• Speaking Materials</li> <li>• Speaking Skill</li> <li>• ESP</li> <li>• Beauty Study Program</li> </ul>	There are three units are developed as the final product. It has been validated from two validators, so it has been valid and appropriate to teach Beauty Program.	The different program in vocational high school and different material / skill to be developed into appropriate English teaching.
2.	Faisal Rahman	The effect of <i>local culture-based</i> material to improve reading ability of 8th grade students at state junior high school 9 Yogyakarta.	Proceeding of the 65th TEFLIN International Conference, UniversitasNegeri Makassar/ 2018	<ul style="list-style-type: none"> <li>• Reading Skill</li> <li>• Local Wisdom</li> <li>• Local Culture Based Material</li> </ul>	The result shows that Local Culture-Based Material (LCBM) has significant effect to improve students' reading ability. This result can be a basic to start my future research about using local culture as the material in teaching English.	The future researcher can use different design but experimental or they can try others skills.
3.	Suroyo and Abdurrahman Faridi	Developing Speaking English for Specific Purposes Materials for	English Education Journal, 2018	<ul style="list-style-type: none"> <li>• Speaking Skill</li> <li>• ESP</li> <li>• Broadcasting Major</li> </ul>	The result shows the product of speaking material for broadcasting students and the result of products' effectiveness show that the product was	The next researcher can develop English material in different major and English skill. Besides, the next researcher can integrate the material with education

		Broadcasting Major Students - The Case of Eleventh Grade of Vocational High School 1 Kendal			considered effective based on the t-test result and very good based on the questionnaire analysis.	characteristic, local wisdom, local culture, or others.
4.	Taghizadeh	The Effect of Needs Analysis on Designing ESP Courses in Iranian Context “A Case Study”	English Language Teaching Letters, 2018	<ul style="list-style-type: none"> <li>• Need Analysis</li> <li>• ESP</li> <li>• ESP Courses</li> </ul>	The result of need analysis in this research is the students have weakness in active skills more than passive ones. So, the researcher determine to develop the syllabus more focus on speaking skills while the text book be adapted to students’ level proficiency and needs.	Need analysis is needed before doing R&D design. There are some different steps on doing need analysis. Maybe for the next researcher can make it more complete and detail.
5.	Yudhi Arifani	Optimizing EFL Learners’ Sensitizing Reading Skill: Development of Local Content-Based Textbook	Canadian Center of Science and Education, 2016	<ul style="list-style-type: none"> <li>• EFL Learners</li> <li>• Reading Skill</li> <li>• Local Wisdom</li> <li>• Local Content Based Textbook</li> </ul>	The result is the textbook development that consists of 15 chapters containing fifteen local reading passages from various famous local tourism objects, famous public figures, cultures, traditional cuisines, and music.	The next researcher can try to develop another skill based on local wisdom in different major, such as for vocational high school students.
6.	Muawwinatu l Laili	Integrating Character Education and Local Wisdom in Developing English Teaching	Education and Human Development Journal, 2017	<ul style="list-style-type: none"> <li>• Character Education</li> <li>• Local Wisdom</li> <li>• English Teaching Materials</li> </ul>	The result is the final product that integrates character education and local wisdom in the form of English materials. Through this finding, it can be the solution to promote local	The next researcher can imply character education and local wisdom in developing English teaching material for ESP or senior high school.

		Materials			wisdom and the way to teach character to students.	
7.	DumoraMalinaSijabat	Developing English Speaking Materials for Students of Office Administration Program of Vocational School	English and Literature Departments, Faculty of Language and Arts, State University of Medan / 2018	<ul style="list-style-type: none"> <li>• English speaking materials</li> <li>• ESP</li> <li>• Vocational high school</li> <li>• Office Administration</li> </ul>	The final product that has been developed. It consist of three units speaking materials for grade ten students of Office Administration, they are: Complimenting others, Showing care/sympathy, and Congratulating on Your Promotion.	Develop English speaking materials for other grades and programs which have the problems with the availability of suitable English speaking materials. The different program in vocational high school and different material / skill to be developed.
8.	Okri Ronaldo	Teaching Material for English Subject in Vocational High School	Proceeding of the Fourth International Seminar on English Language and Teaching / 2016	<ul style="list-style-type: none"> <li>• English teaching materials</li> <li>• Vocational high school</li> </ul>	This research uses documents' analysis. From the analysis, it has been found that teaching material development in the school was not appropriate with the concepts of ESP because the data showed that the teaching material was too general and did not close to the students' field study. Therefore, it should get impressed attention for many educators; stakeholder, teacher, applied linguists, and linguists.	The researchers can take specific program in vocational high school. Besides, they can make the teaching material based on ESP which is appropriate with vocational students.
9.	I WayanRasna and Dewa Komang	Reconstruction of Local Wisdom for Character Education	Theory and Practice in Language Studies, 2017	<ul style="list-style-type: none"> <li>• Indonesian Language Learning</li> <li>• Character</li> </ul>	The result is the final product of developing English learning materials in elementary schools based on the Balinese local	This local wisdom is for Balinese only, so the future researcher can try to use another region to integrated on English teaching



	Tantra	through the Indonesia Language Learning: An Ethno – pedagogical Methodology		<ul style="list-style-type: none"> <li>Education</li> <li>Local Wisdom</li> <li>Local Knowledge</li> </ul>	wisdom. It is consisted of 8 themes, they are; 1) myself, 2) my hobby, 3) my activity, 4) my family, 5) my experience, 6) clean, healthy, and beautiful environment, 7) objects, pets, and garden around, and 8) natural incidents.	materials.
10.	Sularti, Nur Arifah Drajati, and Slamet Supriyadi	Students' Needs Analysis in Learning of the English Listening Skills in Vocational High School.	English Language and Literature International Conference, 2019.	<ul style="list-style-type: none"> <li>Analysis</li> <li>Need Analysis</li> <li>Listening Skills</li> <li>Vocational High School</li> </ul>	Students mostly use the textbook published by the ministry of education and culture where there is no listening materials there. In certain chapters, there is some written conversation with the instruction to complete and reenact the complete conversation in front of the class without any audio recording for the conversations.	This research can be developed or as basic to do R&D design. Moreover, need analysis can be conducted into more specific subject in vocational high school.
11.	Wina Nurfitriani, Sumarmi, Hariyono	Thematic Text Book Development Based on Local Wisdom	Jurnal Pendidikan Humaniora, 2019	<ul style="list-style-type: none"> <li>Developing Text Book</li> <li>Local Wisdom</li> </ul>	The textbook developed contains the local wisdom of Purwakarta Regency which includes the use of natural resources and the environment that is integrated with Indonesian language, Natural Sciences and Social Sciences subjects; Sundanese folk songs that are integrated	This developing product cannot be used out of Purwakarta Regency because this thematic textbook is specifically designed for elementary schools in the Purwakarta Regency. As a follow up, the next researcher can develop teaching materials based on local wisdom in other regions in

					with local cultural arts content; <i>pencak silat</i> martial arts that are integrated with the Sports subject; traditional food that is integrated with the contents of Indonesian language and Natural Science subjects.	Indonesia and on other learning themes.
12.	Turini Ernawati, Rasdi Eko Siswoyo, Wahyu Hardyanto, and Tri Joko Raharjo.	Local Wisdom Based Character Education Management in Early Childhood Education	The Journal of Educational Development, 2018	<ul style="list-style-type: none"> <li>• Character Education Management</li> <li>• Local Wisdom</li> <li>• Childhood Education</li> </ul>	<ul style="list-style-type: none"> <li>• Local wisdom has been integrated to the school's teaching plan and reflected in the annual program</li> <li>• Supervision and evaluation on the implementation of character education based on local wisdom in Early Childhood Education Al-Irsyad Al-Islamiyah Cirebon City involving the school builder.</li> <li>• Factors that influence the application of character education is environmental factors, teachers, facilities-infrastructures, and parents.</li> </ul>	Local wisdom has been integrated in this school, it can be the example to integrate local wisdom on English teaching material through developing the materials.
13.	Indri Wirahmi Bay, Nurlaila	Developing Local Content Syllabus for Elementary School Based on	Asian EFL Journal, 2018	<ul style="list-style-type: none"> <li>• MULOK (Local Content)</li> <li>• Syllabus</li> <li>• English for Young</li> </ul>	The result is the fixed syllabus which contains traditional song, traditional musical instruments, traditional dances, and	This developing local content is available only for Gorontalo. The future research can use another regency to integrate local content in

	Husain, and Rahmawaty Mamu.	the English for Young Learners Learning Strategy to Maintain Gorontalo Cultures		<ul style="list-style-type: none"> <li>Learners</li> <li>Learning Strategy</li> </ul>	traditional games.	developing English teaching material.
14.	Nguyen Thi Hong Nhung	English for Specific Modules in Listening and Speaking for Dentistry Students	The Asian ESP Journal, 2018	<ul style="list-style-type: none"> <li>ESP</li> <li>Module</li> <li>Speaking Skill</li> <li>Listening Skill</li> <li>Dentistry</li> </ul>	The findings point out that students perceive that the questions contained in the designed module are enabling them to learn by themselves and are useful in attaining the mastery of the lesson as well as motivate them to study actively.	The developing material of ESP with different subject and skills.
15	Nonny Basalama	Motivating EFL Learners to Speak by Embracing Local Culture and Tradition	Asian EFL Journal, 2018	<ul style="list-style-type: none"> <li>Teaching Speaking</li> <li>Motivation</li> <li>Local Culture Tradition</li> </ul>	The result of this present study showed that by incorporating EFL learners' local culture, learners can go through meaningful experiences and thus build up their confidence to be engaged in their learning.	Applying in different school and EFL learners.
16	Nurliana	Developing A Model of Supplementary English Materials Based on Local Content	Journal of English Language Studies, 2019	<ul style="list-style-type: none"> <li>Local Content</li> <li>Materials Development</li> <li>Supplementary Materials</li> <li>2013 Curriculum</li> </ul>	The final product of supplementary English material based on local wisdom. It is divided into three units, they are; descriptive text, recount text, and narrative text.	Using this development material in teaching learning process. Meanwhile for the future research to integrate local content from different region and various program.
17	Hussein	ESP Learners'	International Journal	<ul style="list-style-type: none"> <li>Pragmatic</li> </ul>	The finding from analysis shows	The next researcher can conduct the

	Ahmed Liton	Needs Related Learning for the Workplace: A Pragmatic Study for Business School	of Instruction, 2015.	<ul style="list-style-type: none"> <li>• Need Analysis</li> <li>• Business Studies</li> <li>• Workplace</li> <li>• Effective Intercultural Communication</li> </ul>	into final suggestion that the textbook should be supplemented with extra material through continuous practice of learners' needs analysis in order to expose them nearer to workplace needs and performance.	similar research in different subject and case.
18	Luluk Iswati	Developing ADDIE Model Based ESP Course Book.	Indonesian EFL Journal, 2019	<ul style="list-style-type: none"> <li>• ADDIE</li> <li>• Course Book</li> <li>• ESP</li> <li>• Materials Development</li> <li>• Need Analysis</li> </ul>	The result is the developing product named Business English 1.	Conduct similar in ESP by applying ADDIE in depth where the analysis phase and interview not only given to stakeholder but also for students.
19	Made Destriasmita Saientisna	Need Analysis of English Learning for Students of Economic and Business Udayana University	Lingual, 2019	<ul style="list-style-type: none"> <li>• Need Analysis</li> <li>• English</li> <li>• Economics</li> <li>• ESP</li> </ul>	The findings from need analysis are the students find difficulties in mastering listening, speaking, grammar, and pronunciation. Then, the material needs to be added in syllabus are public speaking and presentation, negotiation, and how to handle complaints and give solutions.	The similar research can be conducted on different subjects because the need of students in different subject is not same.
20	Yasmin Farani and Lely Indah Kurnia	ESP Business English: The Proposed Students' Workbook Used	English Journal of Merdeka (EnJourMe), 2017	<ul style="list-style-type: none"> <li>• ESP</li> <li>• Business English Subject</li> <li>• Integrated Skills</li> <li>• R&amp;D</li> </ul>	The handout to teach <i>Bahasa Inggris Bisnis</i> subject at D3 accounting of economics and business faculty at UNMER Malang. This handout consists	To make it difference, future research can apply the similar research for vocational school. Besides, to make it more complex, can add any focus such as character

		for Teaching <i>Bahasa Inggris</i> Bisnis at D3 Accounting of Economics and Business Faculty at UNMER Malang		<ul style="list-style-type: none"> <li>• Materials Development</li> </ul>	of 14 units where each unit consists of 4 language skills.	education, strategy, local content, etc.
21	Hadis ToufaniAsl	Genre Based Pedagogy: A Case of an Iranian ESP Business Management Course	Beyond Words, 2015	<ul style="list-style-type: none"> <li>• ESP</li> <li>• Genre-based Pedagogy</li> <li>• Content</li> <li>• Textbook</li> <li>• Teaching Method</li> <li>• Activities</li> <li>• Learners' Perception</li> </ul>	Results of the study revealed that the practice of genres were relevant to some of the learners' subsequent academic and non-academic performance. Furthermore, the results regarding the questionnaire section indicated that a number of learners could apply the genre features and they were conscious of them.	The phenomenon such a unique thing happens once in a place where it can be different phenomenon in various place. For the next research, it can be a reference to conduct research with similar phenomenon in different place.

