

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter serves some sub topics review of related literature deal with the thesis title. It consists of four sub topics.

A. English for Specific Purposes

Over the last few decades, foreign language teaching has welcome many new changes. The most apparent changes is the use of English for Specific Purposes. Learning English is no more considered as an end in itself, but rather a means to fulfil specific needs and expectations. Consequently, new trend and different approaches have been applied to supply the learners' specific aims and purpose for Learning English. Since the 1960 English for Specific Purpose has become an imperative activity within the Teaching of English as Foreign or Second Language. ESP refers to the teaching of specific genre of mainly scientific or technical English for student whit specific goals, careers or field of study.

The first definition comes from Hutchinson & Waters (1987: 19) ESP here is an approach not as a product. ESP is not a particular kind of language or methodology, or does it consist of particular type of teaching material. It means ESP is a language learning approach based on learners needs in which decision as to content and method another word ESP is focused-English learning and teaching situation in which teaching methods and learning environment are different from General English. While

according to Robinson (2005: 01) viewed ESP as an enterprise involving education, training, and practice and drawing upon three major realisms of knowledge namely language, pedagogy, and students'/participants' specific area of interest. It can be interpreted that ESP referred to here is a teaching technique in accordance with the department or field of students as well as will be discussed by the writer, namely ESP on Cruise Ship which teaches the material only focused in the field and is clearly different from English material in general. Richards & Rodger (2001:107) saw ESP as a movement that seeks to serve the language needs of learners who need English in order to carry out specific roles (e.g. student, engineer, nurse) and who need to acquire content and real-world skills through the medium of the rather than master the language for its own sake. (Dudly- Evan 2000) improved the definition of ESP offered by Stevens substantially by removing the absolute characteristic that ESP in "in contrast with 'General English' and has revised and increased the number of variable characteristic. There are four absolute characteristic of ESP consist of English language teaching they are, design to meet specific needs of the learners, can be related the content to particular disciplines, occupations, and activities, centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, and again ESP differentiated to General English. The purpose of ESP is to develop linguistic competence of a specific group of learners who need the language to perform their activities. For Hutchinson & Waters (2012 : 21)

“ *ESP is an approach to language teaching which aim to needsof particular learners*”. Mackay point out , learning aims can b defined terms of these specific purposes to which the language will put, whether it will be reading scientific papers or communication with technicians in an oil rig.

Based on some definitions above, the writer concluded that ESP is understood to be about preparing learners to use English within academic, professional, or workplace environments, where the language is going to be used. In ESP, English is learnt not for its own shake or for the sake of gaining a general education but to smooth the path to entry or greater linguistic efficiency in particular environment.

B. ESP as an Approach to Language Teaching

The definition given by the event that consist of three absolute and variable characteristics. represent the inside that is can but is not necessarily concerned with a specific discipline, not it does have to be am at a certain age group or ability range. it's simple should be seen as an approach to teaching for what do the event describe an attitude of mind. this is a similar association to the purpose by heart season and waters 1987 ustad is is an approach to language teaching in which of decision to content and methods are based on the reason for learning.

in the context of teaching English in Indonesia but at secondary and tertiary school level particularly for non-English department students'. ESP about husband commonly applied.this is in accordance

with the government policies on education that emphasizes the goal of teaching English at tertiary school level, especially for non-English department students is to improve the ability to use English for academic and professional purposes, especially for reading the textbook in their academic work. This implies that in the English language instruction, reading skill has been given the greatest prominence for helping students to learn effectively in their field of study. It is also related to what Hutchinson & Waters state that the specific purpose most common within the participant universities is the reading of specialist literature in English, and the emphasis is largely on a general course content to cover common problems, such as reading strategies, rather than specific discourses, according to the student subject specialism. For this purpose, they further explain that as the consequence, there is consensus within the teaching and learning process to focus on the teaching of reading strategies with the use of authentic materials and the use of the native language in spoken classroom discourse, while the teaching of grammar is based on the minimum necessary for understanding academic text.

The aim of ESP courses is to equip the learners with a certain English proficiency level for a situation where the language is going to be used, i.e., target needs (Sujana, 2005), then, especially for non-English department students of Indonesian university, being able to communicate English as well as use it for learning their subjects effectively would be considered as their main needs of having English. In this context,

English is not solely a subject matter to be learned, as it is commonly placed as one of compulsory subjects in the curriculum, but also as a means for the students learning in their fields of study. A matter of fact of ESP is that combining subject matters and English language in the instruction, in which the students are able to apply what they learn in their English classes right away in their study, whether it be economics, education, accounting, business management, sciences, Islamic studies, or tourism. In turn, their abilities in their subject-matter fields are of a great help to English acquisition.

In relation with the information above, it is obvious that the foundation of ESP is the simple question of what the students learn English for, in which the answer to the question relates to the learners that is their needs, the language required that is the language skills they need to master and how well, and the learning context that refers to the genres they need to master either for comprehension or production purposes (Dudley-Evans, 2001, p.225-238).

C. Types of ESP

Traditionally, ESP has been divided into two main area according to what the ESP courses take place, Robinson (2015:09) they are, English for Occupational Purposes (EOP) is involving pre-experience, in-service and post-experience the second is English for Academic Purposes (EAP) it can be said EAP only for study in a specific discipline (pre-study, in-study

and post-study) and as a school subject (independent and intergrated0).

However, this classification is presented in a tree diagram in figure 1.3.

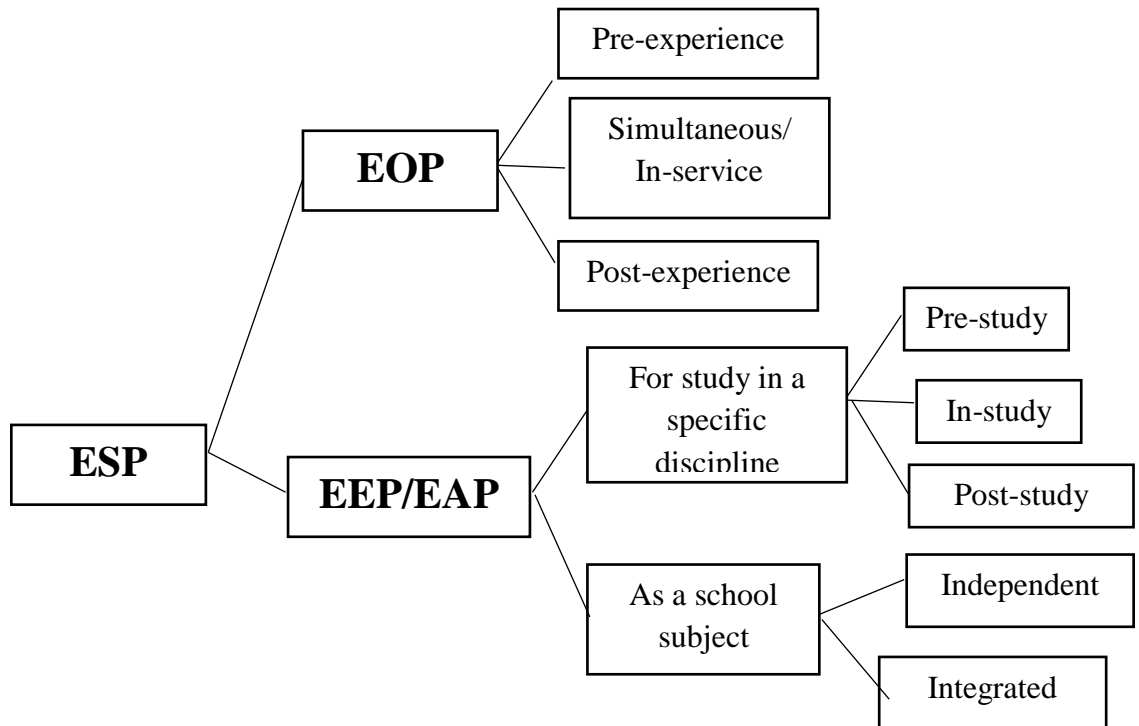


Figure 1.1 ESP classification by experience

This diagram has a practical division of courses according to when take place. These distinctions affect the degree of specificity adequate to the course. In Dudley –Evans (1999:06) and OP have been divided according to discipline or professional area. **English for Academic Purposes (EAP)** it is involves English for (Academic) Science and Technology (EST, English for Medical Purposes (EMP), English for Legal Purposes (ELP) and English for Management, Finance and Economics. **English for Occupation purposes (EOP)** that is English for Professional Purposes (English for Medical, English for Business Purposes) and

English for Vocational Purposes. In this classification above the term EOP refers to English is not for academic purposes, but rather professional ones relative to administration, medicine, law and business. When studying for occupation purposes means those courses designed for General practitioners.

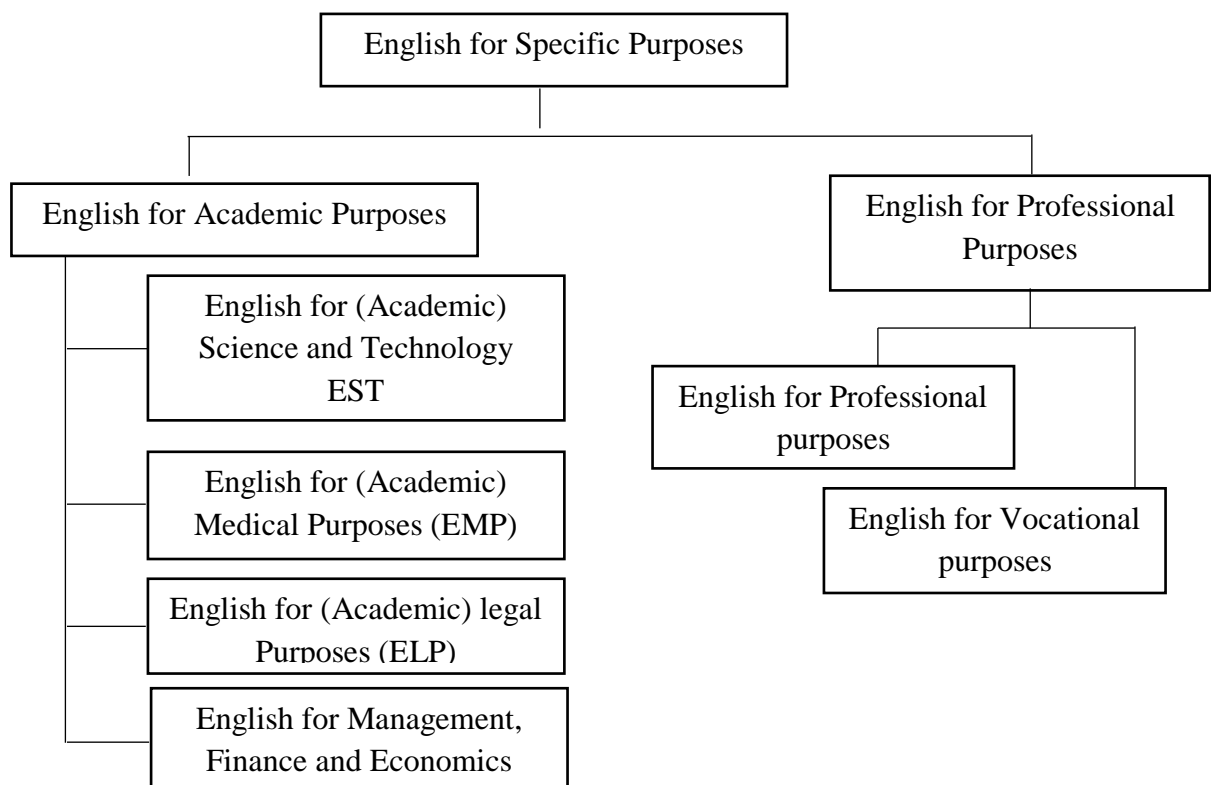
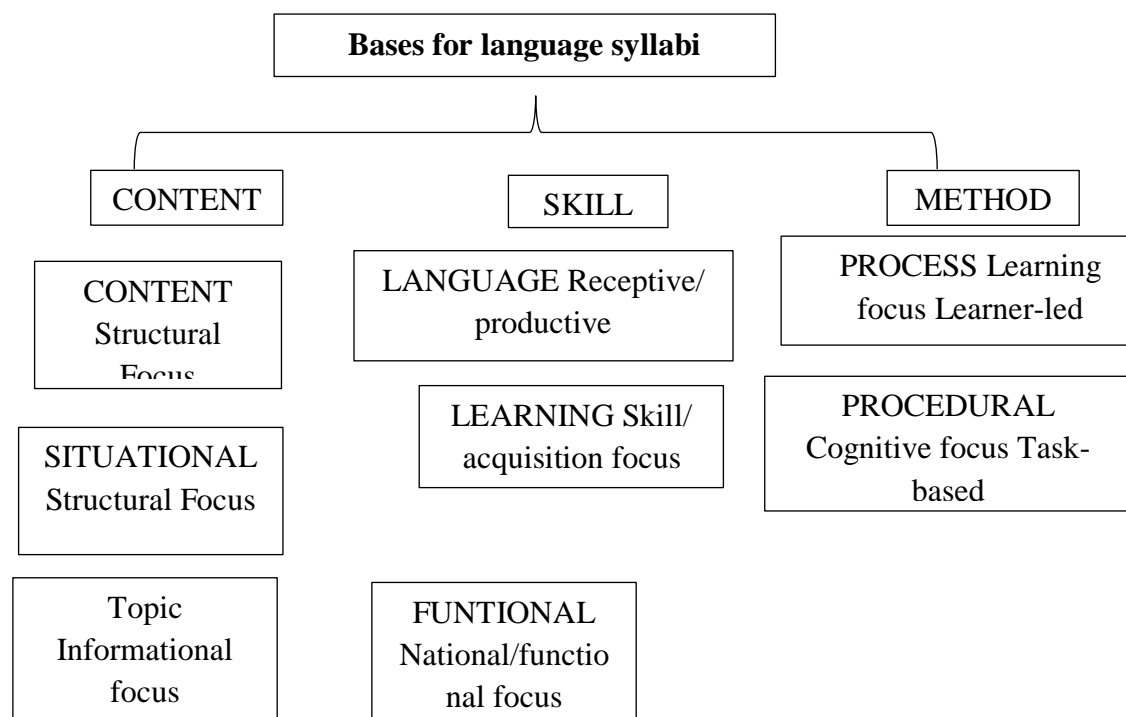


Figure 1.2 ESP classification by professional area (Dudley-Evans, 1999:06)

D. Syllabus for ESP Course

The aim of ESP courses is to equip learners with a certain English proficiency level for a situation where the language is going to be used, i.e., target needs. It is agreed that any decision made in designing language teaching programs in ESP context should hinge on the learners'

needs for learning English. Therefore, the ESP syllabus content should be carefully justified in terms of relevance and motivational potential for the learners. Even there are various types of syllabus known, each of which has four main components: objectives, method or methodology, materials, and evaluation. In order to specify what language will be taught and how to teach, items are typically listed and referred to as the syllabus whose standard view according to Ur (1996): 1) consists of comprehensive list of content items (e.g., words, structures, topics) and process items (tasks, methods); 2) is ordered, easier and more essential items first; 3) has explicit objectives, usually expressed in the introduction; 4) is a public document; 5) may indicate a time schedule; 6) may indicate preferred methodology or approach; and 7) may recommend materials. Besides the four components, a syllabus designer may include other relevant information such as course policy, weekly schedule, assignment, as well as course identity and course description.



Since ESP is defined as an approach to language teaching in which students learn the language through of subject matters in the field of their specialism for which they learn, the most appropriate type of syllabus for ESP courses as proposed by Krahnke's content-based syllabus with the primary consideration that it integrates the presentation of topics or task from subject matter classes.

E. Designing Syllabus for ESP Course

To design a syllabus to decide what gets taught and what order. Syllabus design is understood as the organization of the selected content into in ordered and practical sequence for teaching purposes. Munby (2012:06) views syllabus design as a matter of specifying the content that need to be taught and the organizing it into a teaching syllabus of appropriate learning units. It includes the criteria consisting of (a) progress from known to unknown matter, (b) appropriate size of teaching units, (c) a proper variety of activity, (d) teachability, and (e) creating a sense of purpose for students.

In process of syllabus design, the choice of syllabus is the major decision in language teaching, and it should be made as consciously and with as much information as possible. To do this, teachers' and syllabus designers' belief on language learning theory plays an important part in determining which type of syllabus will be adopted. Once a particular type

of syllabus is determined then all variable to which teachers and syllabus designers have to pay attention, by Halim (2013) who categorized them into two, such as. Linguistic variables, which include the linguistic relation, between the language to be taught and the language or languages which students use in their daily activities, and Non-linguistic variable which range from policy to school, cultural, technological and administrative variable.

Especially for ESP program in which both language and content are taught within classroom, such analysis on students' needs and interests of learning gains primary concern and precedes all stages of syllabus design procedure. Beside the needs analysis result, the important factor which affects the selection and organization of syllabus content is the kind of reference that teachers and syllabus designers may make to the general language ability of students. In this organization stage, collaboration with content teachers is needed to provide beneficial inputs regarding instructional objectives, materials, methods and evaluation. From the above information, it can be concluded that syllabus design involves a logical sequence of three main stages: 1) needs analysis, 2) content specification, and 3) syllabus organization. This formulation is itemized into: (1) need analysis; (2) formulation of objectives; (3) selection of content; (4) organization of content; (5) selection of learning activities; (6) organization of learning activities; (7) decisions about what needs evaluating and how to evaluate.

White (1988:92) states that a complete syllabus specification will include all five aspects: structure, function, situation, topic, and skills. The difference between syllabuses will lie in the priority given to each of these aspects.

Van Ek (1975:8-9) on his book *Threshold Level English* as quoted in Nunan (1988) list the necessary components of a language syllabus as follow:

1. The situation in which the foreign language will be used, including the topic will be dealt with.
2. The language activities in which the learner will engage.
3. The language functions which the learner will fulfill.
4. What the learner will be able to do with respects to each topic.
5. The general notions which the learner will be able to handle.
6. The language forms which the learner will be able to use.
7. The degree of skill which the learner will be able to perform.

F. Lesson Plan for ESP Course

A lesson plan is a teacher's detailed description of the course of instruction, or 'learning trajectory' for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Details will vary depending on the preference of the teacher, subject being covered, and the needs of the students. There may be requirements mandated by the school system regarding the plan. A lesson plan is the teacher's guide for running a particular lesson, and it includes the goal (what the students are supposed

to learn), how the goal will be reached (the method, procedure) and a way of measuring how well the goal was reached (test, worksheet, homework etc.).

G. Developing a lesson plan

While there are many formats for a lesson plan, most lesson plans contain some or all of these elements, typically in this order:

- 1 Title of the lesson
- 2 Time required to complete the lesson
- 3 List of required materials
- 4 List of objectives, which may be behavioral objectives (what the student can do at lesson completion) or knowledge objectives (what the student knows at lesson completion)
- 5 The set (or lead-in, or bridge-in) that focuses students on the lesson's skills or concepts—these include showing pictures or models, asking leading questions, or reviewing previous lessons
- 6 An instructional component that describes the sequence of events that make up the lesson, including the teacher's instructional input and, where appropriate, guided practice by students to consolidate new skills and ideas
- 7 Independent practice that allows students to extend skills or knowledge on their own
- 8 A summary, where the teacher wraps up the discussion and answers questions

- 9 An evaluation component, a test for mastery of the instructed skills or concepts—such as a set of questions to answer or a set of instructions to follow
- 10 A risk assessment where the lesson's risks and the steps taken to minimize them are documented.
- 11 Analysis component the teacher uses to reflect on the lesson itself —such as what worked, what needs improving
- 12 A continuity component reviews and reflects on content from the previous lesson.

Herbartian Approach: Herbert (1776-1841)

H. Method for teaching learning activities

In teaching process, teachers do not only teach, but they have to make some preparations before teaching, as like deciding what the appropriate method to teach. Method as one of language teaching components can decide the successfulness and failure of language learning. In method, it can help the teachers to make the purpose and technique of teaching, to select material being transferred that is appropriate with the method chosen, and to explain the procedure in teaching and learning process.

According to Freeman (1985), there are eight methods of mastering language: 1) Grammar Translation Method, 2) Direct Method, 3) Audio-Lingual Method, 4) Silent Way, 5) Suggestopedia, 6) Total Physical Response Method, 7) Communicative Method, and 8) Community Language Learning

Method. Yet, Grammar Translation Method is not discussed in this research.

The following outlines are the method of teaching speaking:

1. Direct Method

The basic rule of direct method is no translation is allowed (Freeman, 1985: 18). It is also called natural method that second language learning should be more like first language learning; lots of oral interaction, spontaneous use, no translation between first and second languages, and little or no analysis of grammatical rules (Brown, 2001: 21).

The application of the method is such as in the example of the lesson is entitled “Looking at A Map”, so the teacher brings map to the class as the media for teaching using direct method and put it in front of the class. Teacher asks students to read the sentences from reading passage one by one, while the teachers pointed to the map as the description of the sentence. After finished, the students can ask to the teacher include the meaning of word in the text. For example: “what is the meaning of between?” The teachers cannot answer the translation in native language “*diantara*”, but the teacher should answer it with demonstration or real example such as, “you are sitting between Maria and Pia” and the students will understand the meaning clearly. After the students do not have any questions about this lesson, it’s the teacher’s turn to give the question to look how far the students understanding about the lesson have been taught that day.

2. Suggestopedia

Suggestopedia is a method developed by Bulgarian psychiatrist-educator, Georgi Lozanov. Lozanov's statement (1978:27) as quoted by Richards and Rodgers (1986:142) is "memorization in learning by the suggestopedic method seems to be accelerated 25 times over that in learning by conventional methods." Freeman explains that in Suggestopedia, teachers hope to accelerate the process by which students learn to use a foreign language for everyday communication.

A suggestopedic course is conducted in a classroom in which students are as comfortable as possible (Freeman, 1985:81). It means that the process of learning is in joyful situation by using easy chair, soft lighting, and music through this method. This method emphasizes vocabulary and some explicit grammar so speaking is focused here, but the evaluation system does not through formal test.

3. Total Physical Response

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity (Richards and Rodgers, 1986:87). This method uses a funny game. Teacher is the director of all students' behavior. Then, if there is a mistake, it will be corrected directly.

According to Freeman (1958:116-118) this method is developed to reduce the stress people feel when studying foreign language. Grammatical structures and vocabulary are emphasized ad the spoken

language is more focused than written language. For errors the students make, the teachers should be tolerant of them and only correct major errors.

4. Communicative Method

The teacher is facilitating the students' learning, managing classroom activity, advising, answering students' questions, and monitoring their performance during the learning activity in order to make the students have communicatively competent and use the language appropriately in social context.

Littlewood (1981:94) in Freeman (1985:133) states that communicative method helps students to integrate the foreign language with their own personality and thus to feel more emotionally secure with it.

Teachers, here, evaluate not only the students' accuracy, but also their fluency. Student who has control of the structures and vocabulary is not always be the best communicator. But the teachers can informally evaluate their performance in the teachers' role as an advisor or communicator.

5. Community Language Learning Method

Community Language Learning (CLL) method is the name of method developed by Charles A. Curran and his associates it is considered as an example of "Humanistic Approach" which belongs to a larger set foreign language teaching practices sometimes described as humanistic

technique. Richards and Rodgers (1986:114) took definition of humanistic techniques in Moskowitz' book (1978:2) as follow:

“Blend what the student feels, thinks, and knows with what he is learning in the target language. Rather than self-denial being the acceptable way of life, self-actualization and self-esteem are the ideals the exercises pursue. (the techniques) help build rapport, cohesiveness, and caring that far transcend what is already there ... help students to be themselves, to accept themselves, and be proud of themselves ... help foster a climate of caring and sharing in the foreign language class.”

As the following quotation, it can be written that CLL method is taken from humanistic techniques, teaches the students to be more creative, confident in themselves, and builds the cooperative system and familiarity among the students in mastering foreign language because in this opportunity language considered as social process that elaborating in terms of six qualities (Richards and Rodgers, 1986:116).

I. Types of Teaching Strategy

According to Kindsvatter (1996) states teaching strategy is to help teacher make optimal use of methods, and instructional materials. It means that the strategies which are used by teachers help the students to get easier in understanding the material. It helps as a way to accomplish and reach the goal for the teaching and learning process. Kindsvatter (1996:290) classified three kinds of teaching strategies, they are direct teaching, mastery learning, cooperative learning and also problem based learning (Sadker (2005:96-101)). The researcher described each teaching clearly based on definition, purpose,

focus, role of teacher, method, role of learners, evaluation and appropriate subjects & types of learners. Here those are:

1. Direct Teaching Strategy

Kindsvatter (1996:297-298) states this strategy refers to academically focused, teacher-directed classroom using sequenced and structured materials. It also refers to teaching activities in which goals are clear to students, sufficient time is allowed for instruction, coverage of content is extensive performance of students is monitored, and feedback is academically oriented. The first is Purpose of Direct Teaching Strategy .

Kindsvatter (1996:298) states the purpose of direct teaching is to increase achievement by the teacher's attention to specific, analytical, academic objectives, by covering of objectives to be tested, and by active engagement of the student in academic tasks. Attention is important to be given to promote student's success through a variety of means. Second, Focus of Direct Teaching Strategy. Kindsvatter (1996:298) states the focus of this strategy is academic and teacher centered, with a structured curriculum useful for teaching skills and acquiring new information. Then, Role of teacher. Kindsvatter (1996:298) states this is a teacher-directed strategy. It means that the teacher chooses the activities and controls the time spent on the phases of the lesson. This strategy requires the teacher to be a good motivator to keep students on task. There is much interaction of the teacher with the students in all phases of the lesson. The teacher's immediate, corrective feedback is important for student learning. When

teachers are not involved in the presentation or in leading group practice, they are monitoring students' progress by moving around the room, keeping students on task, giving feedback, and working with individuals. Method of Direct Teaching Strategy. Kindsvatter (1996:299) states the structuring of the lesson is important in this strategy. Rosenshine (1983) and Rosenshine and Stevens (1986:379) classifies there are six instructional functions that are essential to the structure of direct teaching. These functions include daily review, structuring and presentation, guided practice, feedback and correctives, independent student practice, and weekly and monthly reviews. The instructional functions need not to be used in every lesson, nor do they limit instructional methods to the lecture mode. Direct teaching does not mean lecturing. The last is, Evaluation. Kindsvatter (1996:301) states the evaluation uses both formative (during instruction) and summative (conclusion of instruction) evaluation. The teacher giving corrective feedback during guided practice and independent practice is a key to students' achievement. Frequent tests are given during the weekly and monthly reviews so that reteaching of key material can take place as needed.

2. English Material Design

Language material design is one of the structures of teaching and learning process which is able to encourage student's motivation and help the teacher to deliver the material. Hutchinson and Waters (1987:106) say, "Material design begin from the material writing which has the most

characteristic feature in ESP”. A teacher of institution may provide teaching material that will be fit to the particular learners or specific subject are.

J. Previous Study

The previous research is taken at investigation conducted in 2nd semester of Culinary and Food Beverage Management students at Batam Tourism Polytechnic who took English for Hospitality II subject (Siska Amelia Maldin, 2017). The high level of students’ anxiety while asking to perform English was discovered whereas the teaching goal was aimed to encourage students to speak in English for their daily communication and to support their performance at internship program or training. The result showed that Vlog made respondents to enjoy learning English, and the instant feedback from teacher helped them improve their speaking competency gradually. The second previous research is about speaking for Hospitality and Tourism Higher Education using the Value of Social Networking Sites in Egypt conducted by Abu Elnasr et al (2016) uploaded in Journal of Hospitality and Tourism Education. This research investigates the value of using social networking sites (SNSs) in the Colleges of Tourism and Hotel Management in Egypt. The results showed that SNSs have a value for academic-related purposes. They have a great potential hospitality and tourism higher education in developing countries in which communication technology and formal electronic methods, such as, whiteboards, e-mails, and students’ blogs are not used adequately for teaching learning. The sites give benefit to

students' knowledge and share experience with others. The third study is an international journal from Dede Nurdiawati E (2019) entitled *English Teaching and Learning Process at Albatross Cruise Ship Purwokerto* to describe English teaching and learning process at Albatross cruise ship hotel school Purwokerto. Both of these researches discuss about the teaching and learning process at Albatross is a good place to study English for those who want to work at cruise ship abroad because the institution facilitates whatever need by the students to be able to join working at cruise ship. The next study is a thesis from Manikam (2007) entitled *Interviewer Training Module System Best Interviewing Skills and Strategies to Hire the Right Information Technology Worker*.