

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter outlines all the concepts resulted from reviewing literature that are used and analyzed in the thesis and those are provided background information into the subject/topic. The sources of reviewing literature can be from books, journals, scientific magazines, articles or from any other relevant literature.

The purpose of this chapter is to review literature related to the study. This review of literature which is divided into 9 (nine) sections supplies some background for the study: (1) The Description of *Freelancing* Hotel Driver; (2) English for Specific Purposes (ESP); (3) Research and Development Model; (4) Speaking Skill; (5) Characteristic of Adult Learners; (6) Booklet; (7) Characteristic of Good Material; (8) Language Program Development; and (9) Review of Previous Studies. Accordingly the outline of this chapter will be presented below:

#### **2.1 The Description of *Freelancing* Hotel Driver**

*Freelancing* hotel driver is self-employed hotel driver who is not employed continuously but hired to do specific assignments that is to deliver hotel guest to the tourists' destination and provide information on the local area. They work in some hotels without be bounded to just one hotel or could work for some hotels. So that, they could get backup if there is no job in one hotel.

A *freelancing* hotel driver is also called a shuttle driver, driver a limousine, van or small bus driver which has the job to collect and deliver hotel guest to the tourists' area, such as the beach or other destinations and provide information on the local areas. They project an important image of hotel because drivers are the hotel representative for meeting some guests.

*Freelancing* hotel driver's position is important in hotel business. The *freelancing* hotel drivers are needed to take the guests and tourist. They take the tourist to enjoy beautiful places. They must know many places in the city and can describe the history of the places to the guests or tourist. That is why, *freelancing* hotel drivers must be able to speak English in order to communicate with the tourists.

The *freelancing* hotel driver's responsibility is taking guests from the hotel to the interesting places. All guests must be greeted when they enter the vehicle. The driver must assist disabled guests if requested. The drivers have the responsibility for the vehicle and ensure that maintenance is regularly performed. Drivers may be required to lift items into the vehicle and unload them the hotel.

*Freelancing* hotel drivers also have some expressions in different conditions. It can be said that *freelancing* hotel drivers have many expressions in doing their job. Although the expressions of *freelancing* hotel drivers are not the same in every condition, they must control and look natural in front of the tourists or guests. When the hotel drivers meet guests, they will greet by says "Good morning/evening, Sir. Can I help you?" When

they greet the tourist, they are giving their polite gesture and smiling to guests. Then, they will ask what the guests' need. The *freelancing* hotel drivers will accompany them and give some descriptions about the place.

It could be assumed that hotel drivers can greet or communicate with the tourist. To greet they should use friendly expressions, smile and look patient to accompany guests.

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

In learning English for *freelancing* hotel drivers, it should be an approach to teach English. It is English for Specific Purposes (ESP) which is designed to meet learners' specific needs. For further explanation related to ESP, there are some definition of ESP which stated by some expert as follows specific needs of the *freelancing* hotel drivers in learning English.

### **2.2.1 General Overview of ESP**

ESP allows the speaker to learn English, which will suit their personal needs and be based on authentic target-based situations. ESP creates an opportunity to acquire desired knowledge in a sped up, intensive context. (Wright, 1992). ESP automatically determines that there are needs exclusive to particular students in respect to the specific business environment. (Jecjezelewski, 2016). What distinguish ESP from General English is not the *existence* of a need

such as but rather an *awareness* of the needs (Hutchinson and Walters, 1987).

According to Hutchinson and Waters (1987), they stated that ESP is an approach to language teaching which all decision related to the content and method are based on the learners' reason to learn. They also show that:

1. ESP is not a matter of teaching '*specialized varieties*' of English.
2. ESP is not a matter of Science words and grammar for Scientist, for Hotel staff and so on.
3. ESP is not different in kind from any other form of language teaching, in that it should be based in the first instance on principle of effective and efficient learning.

Dudley-Evans and St John in Bastrukmen (2000) stated that the definition of ESP can be seen through two characteristics:

1. Absolute characteristics
  - ESP is designed to meet specific needs of the learner;
  - ESP makes use of the underlying methodology and activities of the disciplines it serves;
  - ESP is centered on the language (grammar, lexis, register), skills, discourse and genres that are appropriate to activities.
2. Variable characteristics
  - ESP may be related or designed for specific disciplines;

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

Based on the statements above, it could be concluded that the term of ESP is not a particular product or special variety of English. ESP is an approach to teach language which is designed to meet the specific needs' of the learners.

### **2.2.2 Need Analysis in ESP**

Needs analysis are procedures that is used to collect information about learners' needs (Richards, 2001). It refers to activities involved in gathering information that will serve as the basic for developing a curriculum that will meet the learning needs as the *"process of determining the needs for which a learner or group of students"* (Yohana, 2017). It could be described that need analysis is the first step before designing the materials. It helps material developer to create an appropriate materials based on the learners'

need, so that it could help learners comprehending the materials based on their expertise.

Richards adds that the discipline of need analysis is to determine the kinds of communication learners would need to master when they are in specific occupational or educational role, and the language features of particular settings.

When the focus of a language is used for specific rather than general purposes such difference, it might include:

- 1) difference in vocabulary choice
- 2) difference in grammar
- 3) difference in the kinds of text
- 4) difference in functions
- 5) difference in the need for particular skills (Richards, 2001)

Chambers in Basturkmen (2010) stated that need analysis should be concerned with the establishment of communicative need resulting from an analysis of the communication in the target situation. Needs Analysis in language teaching may be used for a number of different purposes, for example:

- 1) to find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university students;
- 2) to help determine if an existing course adequately addresses the needs of potential students;

- 3) to determine which students from a group are most in need of training in particular language skills;
- 4) to identify a change or 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; and
- 6) to collect information about a particular problem learners are experiencing. (Richards, 2001).

Hutchinson and Walters (1958) defined need as the ability to comprehend and to produce the linguistics features into 2-categories, these are *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 3-points. They are:

1. **Necessities** which is defined as the type of needs determined by the demands of target situations.
2. **Lacks** that explained as the gap between 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.

### 2.3 Research and Development Model

In this study, the researcher develop English booklet for *freelancing* hotel drivers using model of Research and Development (R&D) which followed the model of developing materials and the major steps which designed by Sugiyono. There were 10-steps which had been schemed and explained as follow (Sugiyono, 2011):

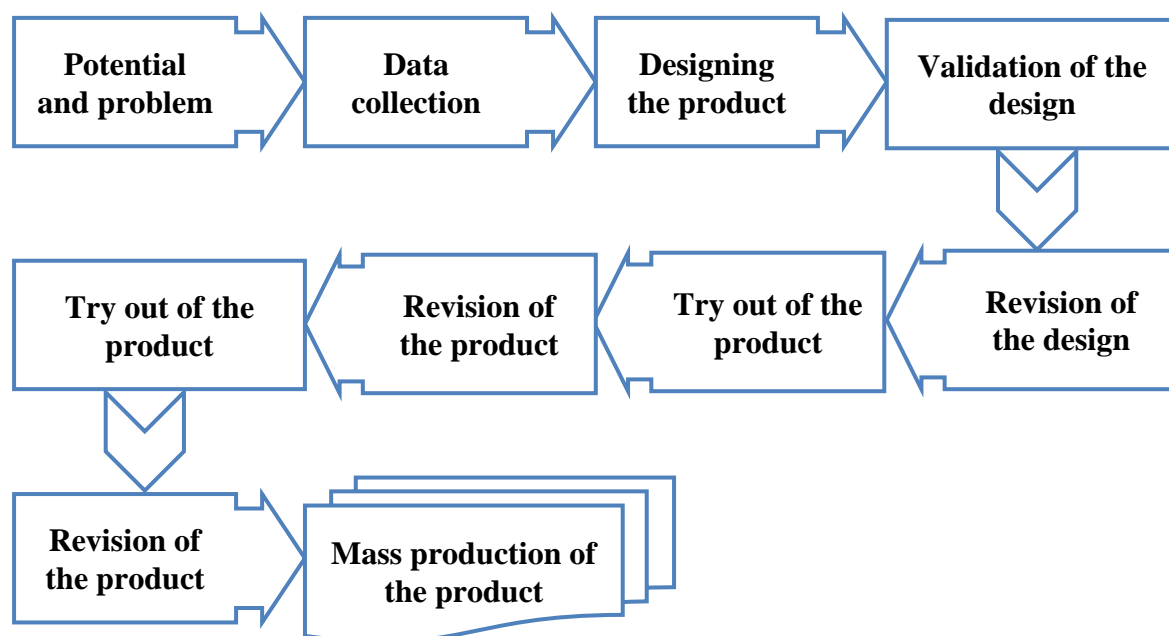


Chart 1: The Model Research and Development (R&D) designed by Sugiyono

#### Step 1: Potential and problem

In this step, the researcher could start from identify potential(s) and problem(s). Potential was everything that was more valuable if it be improved. Problem was the gap between theory and reality.

#### Step 2: Data collection

After potential and problem had been found, then the researcher needs to collect various information which could be used to plan a



certain product. It was expected could overcome the problem found in preliminary study.

### **Step 3: Designing the product**

The next step was designing the product with its specification. The design of the product must be in the form of scheme or picture. So that it could be used to review by the expert.

### **Step 4: Validation of the design**

Validation of the design could be held by inviting some experts to discuss and review a certain product that had been planned.

### **Step 5: Revision of the design**

After the design of the product had been validated by the expert and the shortage(s) had been found. The following step was decreasing the shortage(s) by revising the design of the product.

### **Step 6: Try out of the product**

The next step was trying out of the product after it had been made. The purpose of this step was to identify the shortage of the product before it was going to be revised.

### **Step 7: Revision of the product**

As stated in the previous step, after conducting try out of the product, the researcher should revise the product in order to decrease shortage(s) which had been found in the previous step. After that, it should be conducted the second try out and so on.

**Step 8: Try out of the product**

After the trying out of the product had been success, although there some part which not too important to be revised. Then the certain product could be used in widespread subject.

**Step 9: Revision of the product**

It should be done if in the previous step had been found the shortage.

**Step 10: Mass production of the product**

Mass production of the product could be done if the certain product had been tried out and states to be effective and appropriate to be mass production.

**2.4 Speaking Skill**

Speaking is one of the importance abilities to be learnt in communication. It is because somebody can know what people intended in communication or do purpose through speaking. Speaking becomes the alternative way to know people's purpose, idea, intention, opinion etc. Brown (2004) states that *"speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill"*. It could be defined that speaking is a skill which using some speeches by words or dialogues to express ideas and people's expression through communication.

Then, Brown (2004) also gives the basic types of speaking. Those are:

- 1) Imitative. It also called the ability to simply parrot back which traditionally labeled as the interesting in “pronunciation”, not to convey the meaning, restate the argumentation, or do interactive communication.
- 2) Intensive. It is the second type of speaking which the speaker must be aware of semantic properties such as grammatical, phrasal, lexical or phonological relationship in narrow band, in order to be able to respond and interact with interlocutor.
- 3) Responsive. It covers comprehensive interaction but at somewhat limited level of very short conversations, standardised greetings and small talk, simple questions and comments, and the like which perhaps there are only one or two follow-up questions and answers.
- 4) Interactive. There are two forms of interactive speaking i.e. **transactional** which has the purpose of exchanging specific information, and **interpersonal** which has the purpose of maintaining social relationship. The differences between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.
- 5) Extensive (monologue). It includes speeches, oral presentations, and story-telling which the use of the chosen words frequently has been planned at first.

Harmer (2004) stated that, “*whatever the purpose of speaking event, we can characterise it as **interactive** or **non-interactive**. The conversation that takes place when we buy a newspaper at a news kiosk is interactive,*

*whereas leaving message on an answer phone is non-interactive.*” It could be explained that various dimensions of different speaking event describe different speaking genres, topics, and/or situations.

## **2.5 Characteristics of Adult Learners**

Adult learners are notable for a number of special characteristics:

- 1) They can engage with abstract thoughts. This suggest that we do not have to rely exclusively on actively on activities such as games and songs – thought these may be appropriate for some students.
- 2) They have a whole range of life experiences to draw on.
- 3) They have expectations about the learning process, and they already have their own set patterns of learning.
- 4) Adults tend, on the whole, to be more disciplined than other age groups, and, crucially, they are often prepared to struggle on despite boredom.
- 5) They come into classroom with a rich range of experiences which allow teachers to use a wide range of activities with them.
- 6) Unlike young children and teenagers, they often have a clear understanding of why they are learning and what they want to get out of it. (Harmer, 2004)

According to Brown (2001) some adults’ characteristics are known, they are:

- 1) Adults have longer attention than young learners for material that may not be intrinsically interesting for them.

- 2) Adults are more able to handle abstract rules and concept.
- 3) Sensory input need is not always be quite as varied with adult, but one of the secrets of lively adult class is their appeal to multiple senses.
- 4) Adults with their more developed abstract thinking ability are better able in understanding a context-reduced segment of language.

It could be concluded that adult learners and young learners are different. Adults are more able to handle abstract rules and concept. They need much more time to pay attention, so that it be intrinsically interesting for them.

## 2.6 Booklet

### 2.6.1 Definition of Booklet

In limitation of the problem, the researcher chose booklet as the material for *freelancing* hotel drivers. According to Simamora (2009), *booklet* is the tiny-size book (one half of quarto) and slight, not more than 30 pages printed in the front and back which consist of written form and pictures. The term of *booklet* are from book and *leaflet*. It means that the term of *booklet* is the combination between book and *leaflet* which has the small form as *leaflet*. The structure of *booklet* is as the book (introduction/preface, contain, closing), however the presentation of the *booklet* is more simple than book.

*Booklet* is the printed material with the special appearance in the form of book. The arranging of the booklet's content is not

different from the other media, however some considerations that should be taken are how to arrange the material as interesting as possible. It is because the first thing from the *booklet* that could attract somebody is how it looks.

### **2.6.2 The Element of Booklet**

The elements of booklet is not different from book. According to Sitepu in [www.tintapendidikan.com](http://www.tintapendidikan.com), the elements which is in the book physically are:

#### **1) Cover and Content**

The cover is made by paper which is thicker from the paper in the content subdivision. The function is to protect the content subdivision and it puts in the front and back of the book. If it consist of more than 100-pages is should be sewed by yarn or glue. In order to make it to be more attractive, the cover should be illustrated by adding pictures that is suitable with the content of the book.

#### **2) Preliminaries**

The preliminary subdivision consist of title, intentionally blank page, page of the main title, table of content, and preface. It use the small Roman numeral in each of the text book's front page.

#### **3) Text Subdivision**

Text subdivision consist of material which is going to be taught to the students, they are: title of the chapter and sub-title of the chapter which begins with numeral “1” (one) in the beginning of the chapter.

#### 4) Backside Subdivision

In the backside subdivision, there are bibliography, glossary, and index. The use of glossary and index is only if the book consists so many terms or phrases which has special definition and it is often be used in the book.

According to Prastowo in [www.tintapendidikan.com](http://www.tintapendidikan.com), to be more specific in the developing of booklet as the media, it should cover some components. These are:

- 1) Title which is floored from Basic Competence or Kompetensi Dasar (KD) or main material.
- 2) Basic Competence or main material is floored from Content Standard or Standar Isi (SI) and Standar Kompetensi Lulusan (SKL).
- 3) Supporting informations are explained clearly and interestingly adjusted the age of the learner or reader.
- 4) Booklet should consist of more picture rather than text, in order to avoid the term of monotone.

- 5) Picture which is used in the booklet should be familiar with the learner or reader.
- 6) Content of the booklet is adapted based on the learners' needs.
- 7) The booklet is easy to bring and read everywhere and everytime.
- 8) The booklet consist of fully equipped information, even though it is not in detail and order.

### **2.6.3 Advantages and Disadvantages of Booklet**

According to Elwes in [www.tintapendidikan.com](http://www.tintapendidikan.com), the advantages of booklet are explained as follows:

- 1) Could be used to learn independently
- 2) The content could be learnt easily.
- 3) Provide information specifically
- 4) Easy to be made, copied, corrected, and adapted
- 5) Reduce the need to take a note
- 6) Could be made in the simple form and relatively cheap
- 7) Durable
- 8) Have wide range capacity
- 9) Could be directed at particular segment.

Whereas the disadvantages of booklet according to Anderson in [www.tintapendidikan.com](http://www.tintapendidikan.com) are explained below:

- 1) Take long time to print it out depends on message that would be given and tools that is used to print.
- 2) Difficult to show motion on the page



- 3) Message and information that is too much and long would reduce the intention to read.
- 4) Need a good treatment in order to make the media is not damaged and be lost.

## 2.7 Characteristics of Good Material

English learning booklet for *freelancing* hotel drivers should have good criteria of booklet materials. Based on the book entitled *English for Specific Purposes* written by Hutchinson and Waters (1987), stated that good materials provide a stimulus to learning. Good materials do not teach the learners, but encourage learners to learn. They contain interesting texts, enjoyable activities that engage the learners' thinking capacities, opportunities for learners to use their existing knowledge and skills, and content which both learners can cope with. They also explained that good materials should provide a clear and coherent unit structure, which will guide teachers and learners through various activities in such a way to maximize the chance of learning.

The good material should give the new perspective for the learners as the effort to think critically and appropriately based on the age. The learners are invited to think out of the box and also do recognition the situation of their environment. In other words, the good material should be mindful (<https://penerbitdeepublish.com/ciri-ciri-buku-ajar/>).

The characteristics of good material are explained as follows:

- 1) The meaningful textbook should give sense or motivate learners to learn more.
- 2) *Motivational to learn and motivational to unlearn*, where the learners have motivation to learn by themselves, not because of pressure from other.
- 3) *Keep attentive*, the explanation or discussion of the book could direct learners to pay attention about areas that they have been learning.
- 4) *Self study*, the material should help learners to learn independently because of the lack of meeting with teacher.
- 5) *Have etiquette*, the material should be as simple as possible in order to make it easy to be learnt, and if needed it could be added the interesting illustration. The illustration could help visual learners to learn more effectively.
- 6) The material's content is relevant with Curriculum. It should be used nationally and not insult taboo manner in particular region. It is forbidden to make fun of them besides it also difficult to be learnt. For example, the Javanese idiom will be difficult to be learnt by learners from Sumatra or Kalimantan.

### **2.7.1 Learning Materials Development**

Learning materials development consists of four parts. Those are learning materials, material development, criteria of good materials, and materials evaluation.

### **2.7.1.1 Learning Materials**

The first step in developing learning materials for *freelancing* hotel drivers is knowing and understanding what materials are. The core of developing learning materials is the materials themselves. The essences of materials are to facilitate the learners in the language learning process and also facilitate them to reach the goals of the teaching and learning.

Tomlison and Masubara (2004) states materials are used to help to teach language learners and these can be in the form of a textbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard, or anything which presents or informs about the language being learnt. It could be concluded that the forms of materials could be many things and anything that help learners learn independently.

### **2.7.1.2 Materials Development**

After knowing about what materials are, learning materials design is the next step in developing learning materials. To reach appropriate English booklet for *freelancing* hotel drivers, the step of developing English materials cannot be avoided. In developing booklet, there are some points that should be implemented in materials.

Tomlison and Masubara (2004) states some points that should be implemented, they are:

- a) Introduce interesting people and their views and opinions from different ethnic groups (e.g. novels, articles, news reports) from British as well as American points of view;
- b) Offer opportunities for language/culture/critical awareness that helps learners to reflect on their own use of language as well as those of others;
- c) Explore different varieties of language (e.g. social, ethnic, gender, age);
- d) Offer opportunities to consider effective ways of communication with people with various backgrounds and sense of values; and
- e) Help teachers and learners to realize that there are no neutral, correct and perfect language users.

### **2.7.1.3 Materials Evaluation**

The material that has been made must be evaluated and edited, in order to get the best whole package materials. It is not only the content, but also all of parts of the materials. To reach the goal of material evaluation, there are 10-criteria for evaluating materials. Tomlison and Masubara (2004) proposed criteria for evaluating in question as follows:

- a) Do the materials provide exposure to English in authentic use?
- b) Is the exposure to English in use likely to be meaningful to the target learners?
- c) Are the texts likely to interest the learners?
- d) Are the activities likely to provide achievable challenges to the learners?
- e) Are the activities likely to engage the learner affectively?
- f) Are the activities likely to engage the learner cognitively?
- g) Do the activities provide opportunities to make discoveries about how English is used?
- h) Do the activities provide opportunities for meaningful use of English?
- i) Do the activities provide opportunities to gain feedback on effective use of English?
- j) Are the materials likely to sustain positive impact?

## **2.8 Review of Previous Studies**

There are so many studies using Research and Development theory. Some thesis that are related to the development of learning material are written by students at State Islamic Institute of Tulungagung named Siti

Khanifatur Rohmah, Moh. Arif, and Fifit Puspita Sari. Those are reviewed as follows.

The first thesis entitled *Developing Pocket Book for Vocabulary to 7<sup>th</sup> Grade Students of MTs Darul Huda* written by Siti Khanifatur Rohmah. The product of this research was a vocabulary's pocket book for students. Research and Development design which applied in this thesis was ADDIE model. Whereas the research which conducted by Indah Binti Mahmudah used the modified model of R&D proposed by Sugiyono. The product of the research was an English booklet for *freelancing* hotel drivers in Surabaya.

The second thesis entitled *Developing English Instructional Material Using Authentic Material for the 1<sup>st</sup> Grade of Senior High School* written by Moh. Arif. The thesis used ADDIE model which had 3-steps that were *analyzing phase, planning phase or designing, and developing phase*. The data was collected through some techniques that were documentation, interview, and questionnaire. It was different from Indah Binti Mahmudah's thesis which used the modified model of R&D proposed by Sugiyono. The thesis had 2-steps, they were: 1) *Research Step* which the researcher conducted need analysis through interview and giving questionnaire; and 2) *Development Step* which was follow-up of the Research step. The subject of Moh. Arif's study was students in the seventh grade of Mts Darul Huda which located in Wonodadi, Blitar, whereas Indah Binti Mahmudah's took *freelancing* hotel drivers in Surabaya as the subject of her research.

The third thesis entitled *The Development of Teacher's and Student's English Book Using Authentic Material for Second Grade of Accounting Program in Vocational High School* written by Fifit Puspita Sari. The research methods applied in this thesis were: 1) Research and Development by modifying ADDIE model; 2) The subject of the try-out was selected by using purposive sampling; and 3) Research instruments were validity sheets, documents, questionnaire, and interview guide. Some differences from Indah Binti Mahmudah's thesis were: 1) Indah used the modified R&D proposed by Sugiyono; 2) the final product of the study was English booklet for *freelancing* hotel drivers in Surabaya; and 3) research instrument which used in Indah's thesis were questionnaire, interview guide, and expert and user validation sheets.