

CHAPTER II

LITERATURE REVIEW

2.1. ESP in Vocational Education

Teaching English at Vocational High School (VHS) requires a unique understanding of content, approaches, and strategies. The term "Teaching English in VHS" should pertain to the curriculum followed by pupils who are receiving instruction in the subject. The English teachers at Vocational High School are required to teach English components that are directly relevant to the students' chosen fields of study. English at vocational high school is categorized as English for Specific Purposes (ESP), which is an instructional technique that seeks to address the specific language demands of learners in a particular field. Thus, teaching English at a vocational school is also connected to contextual learning, which has to be related to the usage of materials closer to the real world where the students interact (Handayani & Dewi, 2022). Vocational and occupational are distinct terms, indicating that both teachers and students must acquire not just specialized disciplinary knowledge but also expertise in specialized communication. According to Dudley-Evans (1998), ESP is tailored to the learners' specific requirements, utilizing the methodology and activities of the relevant discipline. It focuses on the language relevant to these activities, including grammar, vocabulary, register, study skills, discourse, and genre. The phenomena of ESP may be readily observed in the particular skill sets of students, particularly at Vocational High Schools or institutions that focus on equipping students with specialized competencies to attain certain objectives. Vocational High Schools have the objective of equipping students with the necessary skills to excel in certain trades or professions.

English for Specific Purposes (ESP) is currently a prominent global endeavor, reflecting its dynamic nature over time. ESP represents a concerted effort to integrate education, training, and practical application, drawing upon three fundamental domains of knowledge: language, pedagogy, and the specific needs of students in specialized fields. Terminologically, ESP is often positioned in contrast to English for General Purposes (EGP), leading to the emergence of

various specialized branches such as English for Academic Purposes (EAP), English for Science and Technology (EST), English for Secretarial Studies, English for Agriculture, and more (Schleppegrell & Bowman, 1986). When it comes to studying English for Specific Purposes (ESP), authenticity and adapting materials and goals to meet the needs of each student are very important (Silvani et al., 2023). Therefore, ESP courses are developed through a meticulous analysis of the specific needs of learners (Hajar & Triastuti, 2021). In line with this issue, Robinett et al. (1988) state ESP aims to generate a substantial influx of individuals interested in acquiring English, not solely for the enjoyment or the prestige associated with language proficiency, but primarily because English serves as the gateway to the global realms of technology and commerce.

Finding appropriate teaching resources that complement the career sectors of their students may prove to be a challenge for ESP instructors in their capacity as course planners and material producers. Without the creation of customized teaching materials for their respective fields, such as English for multimedia, marketing, accounting, and related subjects, instructors may face considerable difficulties. A teaching material model is developed by conducting a requirement analysis and incorporating expert advice (Prayoga et al., 2021). The teaching material models derived from the requirements analysis data include vocational-level subjects, specifically designed for *Teknik Komputer Jaringan (TKJ)* students. These models include a procedural text discussion on computer operation and usage, as well as the recognition of computer software, among other topics.

2.2. ESP Material Development

According to Hutchinson and Waters (1996) good materials do not directly teach, but rather they stimulate learners to learn. They propose that good materials possess four key elements: engaging texts, enjoyable activities that stimulate critical thinking, opportunities for learners to apply their existing knowledge and skills, and content that is manageable for both learners and teachers. ESP materials offer examples of accurate and suitable language utilization.

Materials selection, also known as material composition, is a crucial aspect of English for Specific Purposes (ESP) instruction. It serves as a tangible outcome of well-designed course creation and offers students resources that will equip them with the necessary information for their future activities. ESP content offers instructional resources tailored to the unique topic area of individual learners. ESP materials may also be produced for non-educational purposes since they are meant to serve as a tangible outcome of a particular project. The hallmark of the ESP program is in the fundamental procedure of developing materials known as 'needs analysis'. An assessment of needs must be conducted to determine the learners' objectives in language acquisition. (Hutchinson and Waters (1996) propose doing a 'needs analysis' by taking into account "necessities, deficiencies, and wants."

A. Necessities

This refers to the essential knowledge that the learner must possess to perform optimally in the targeted situation. The process involves monitoring the specific scenarios in which the learner needs to operate and then assessing the individual components of those situations.

B. Lacks

Prior knowledge refers to the existing knowledge that the learner possesses about the specific context being studied. It is advantageous to ascertain which of the essentials the scholar is deficient in.

C. Wants

The content of learning is determined by the learner's interests.

ESP materials become simply a statement of language use rather than a vehicle for language learning (Purwanti, 2019). The frame from Hutchinson and Waters (1996) to develop the materials are input; content focus; language focus; and task. This frame can make the teachers know what are the important things to develop the ESP material. The input in this book means that the material contains initial information that stimulates students to recognize new vocabulary and topics for communication, and this information can make students use knowledge according to their majors and they can use knowledge from the material and also use English. While the content focus is the content of the Input, content focus

means that students do not use language not because of language differences, but because language means conveying information and feelings about something. Then Non-linguistic content must be conveyed with meaningful communication. Moreover, the Language focus in the book is intended to use language not only for ordinary communication. However, with a good form of material, students can use language not only for ordinary communication, but students can use language to explain knowledge and information about their majors. Finally, the tasks in this book are materialized tasks that allow students to practice using the content and language knowledge developed through the units.

On Hutchinson and Waters (1996) teaching materials should be evaluated because evaluation is the process of determining the suitability of something for a given purpose. Not to find an absolute good or bad material, but simply levels of suitability for the specific goal. Evaluation is a matching teaching process and matching needs to available solutions. In line with Hutchinson and Waters (1996) the evaluation of existing materials can be a beneficial source for concepts (both what to do and what to accomplish) and strategies.

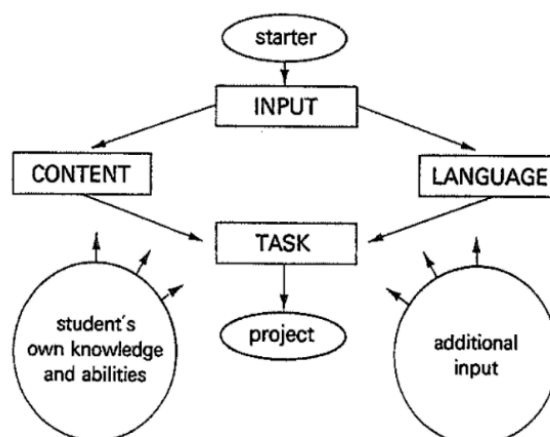


Figure 2.2.1. The Hutchinson's material development model

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process and matching needs to available solutions. In line with Hutchinson and Waters (1996) the evaluation of existing materials can be a beneficial source for concepts (both what to do and what to accomplish) and strategies. Hutchinson and Waters (1996) divided the evaluation process into four major steps: Defining criteria, Subjective Analysis, Objective analysis, and Matching. The first stage is defining criteria entails putting criteria and your own chosen implementations of the criteria in a format that allows you to easily compare different groups of resources. The second and third stages will have completed the majority of the work throughout the material development phase. Also, there is a checklist of criteria for objective and subjective analysis.

Table 2.2.2. Hutchinson and Waters' Checklist of Criteria Evaluation of Material

HUTCHINSON AND WATERS' CHECKLIST OF CRITERIA EVALUATION OF MATERIAL	
A. Subjective Analysis (analysis of the course, in terms of materials requirements)	B. Objective Analysis (analysis of materials being evaluated)
LEARNERS	
1. A. Who are your learners? (Need Analysis)	1. B. Who is the material intended for?
AIMS	
2. A. What are the aims of your course?	2.B. What are the aims of the materials
CONTENT	
3. A. What kind of language description do you require? Should it be structural, notional, or functional?	3.B. What types of linguistic description is are used in the materials?
4.A. What language points should be covered? (What particular structures, functions, and vocabulary areas?)	4.B. What language points do the materials cover?

5. A. What proportion of work on each macro-skill (e.g. reading) is desired? Should there be skills-integrated work?	5. B. What is the proportion of work on each skill? Is there skills-integrated work?
6. A. What micro-skills do you need? (e.g. deducing the meanings of unfamiliar words)	6.B. What micro-skills are covered in the material?
7. A. What text types should be included?	7. B. What kinds of texts are there in the materials?
<p>8.A What subject-matter area(s) is/are required? (e.g. medicine, biology, agriculture, etc?)</p> <p>What level of knowledge should be assumed (e.g. secondary school, first-year college/university, post-graduate, etc)</p> <p>What types of topics are needed? (e.g. in agricultural: business of agriculture, technology of agriculture, etc)</p> <p>What treatment should the topics be given (e.g. straightforward, factual, human interest, humorous, etc)</p>	<p>8.B. What is/are the subject-matter area(s), assumed level of knowledge, and types of topics in the materials?</p> <p>What treatment are the topics given?</p>
<p>9. A. How should the content be organized throughout the course?</p> <ul style="list-style-type: none"> - around language points/ - by subject matter? - by some other means? - by a combination of means? 	9.B. How is the content organized throughout the materials?
<p>10. A. How should the content be organized within the course units?</p> <ul style="list-style-type: none"> - by a set pattern of components? - by a variety of patterns? 	10.B. How is the content organized within the units?

<ul style="list-style-type: none"> - focusing on certain skill areas, a communication task etc. 	
<p>11. A. How should the content be sequenced throughout the course? e.g. – from the easier to more difficult? - to create variety?</p>	<p>11. B. How are the content sequences throughout the book?</p>
<p>12.A. How should the content be sequenced within a unit? e.g. – from guided to free? - from comprehension to production? - accuracy to fluency?</p>	<p>12.B. How is the content sequenced within a unit?</p>
<p>METHODOLOGY</p>	
<p>13. A. What theory/ies of learning should the course be based on? Should it be behaviorist, cognitive, affective, etc.</p>	<p>13.B. What theory/ies of learning are the materials based on? (Check carefully, don't just take the authors' or publishers' word for it!)</p>
<p>14. A. What aspects of the learners' attitudes to / expectations about learning English should the course take into account?</p>	<p>14.B. What attitudes to/expectations about learning English are the materials based on?</p>
<p>15.A. What kinds of exercises/tasks are needed?</p> <ul style="list-style-type: none"> - guided or free? - comprehension or production? - language/skills practice or use? - one right answer or many possible right answers? - whole class or group or individuals? - language/skills-based or content-based? - mechanical or problem-solving? - role-play, simulation, drama, games? - ones involving visuals? - self-study? - some other kinds? 	<p>15.B. What kinds of exercises/tasks are included in the materials?</p>

16.A. What teaching-learning techniques are to be used?	16.B. What teaching-learning techniques can be used with the materials?
17A. What aids are available for use?	17B. What aids do the materials require?
18A. What guidance/support for teaching the course will be needed?	18B. What guidance does the material provide?
19A. How flexible do the materials need to be?	19B. In what ways are the materials flexible?
OTHER CRITERIA	
20A. What price range is necessary?	20B. What is the price?
21A. When and in what quantities should the materials be available?	21B. When and how readily can the materials be obtained?

The two processes for developing materials presented by Hutchinson in the table are instrumental in helping teachers focus on developing English materials, with the students' needs, desires, and shortcomings of the students. In the other hand, Bocanegra-valle (2016) states that there are 10 Commandments to develop the ESP material, there are:

- A. Evaluate resources and time available.
- B. Evaluate input (terminology, grammar, level of formality, relevance to the discipline).
- C. Contrast students' formal (linguistic) knowledge with that required by the piece of oral and written discourse.
- D. Contrast students' content (subject-matter) knowledge with that required by the piece of oral and written discourse.
- E. Evaluate the relevance of learning goals against the unit/course/discipline.
- F. Consider the relevance of carrier content (subject matter) within the unit, course/discipline.
- G. Consider the relevance of the real content (language) within the unit, course/discipline.
- H. Consider timing, layout, and edition requirements.

- I. Take into account updating and recyclability.
- J. Be aware of your limitations.

2.3. Teachers' Challenges in Developing an ESP Material

The presence of materials in the language classroom is crucial; it is difficult to envision how a language lesson might be conducted in the absence of resources. According to Tomlinson (2011) language learning resources are defined as "anything utilized by teachers or learners to aid in the process of acquiring a language."

2.3.1. Material Resources

To effectively create, modify, and utilize language materials, (Marcu, 2020) asserts that proficient educators must possess the ability to not only identify the pedagogical principles embodied in the language materials they employ or generate, but also comprehend the diverse functions that materials can fulfill in teaching. Choosing or creating resources for specific linguistic goals presents several challenges. Kusumawardani (2019) asserts that a key problem lies in determining the topics that students want, desire, and are prepared to study. This involves considering their existing knowledge and experiences, as well as acknowledging and enhancing their inadequate English proficiency. It is important to avoid assuming that students' limited English skills indicate limited knowledge or intelligence in their field. Proficiency in a second language does not necessarily reflect intelligence or ability in a specific occupational, professional, or educational context.

Therefore, ESP materials should be designed to match both the language proficiency and intellectual level of the students (Nezakatgoo & Behzadpoor, 2017). Conversely, ESP teachers struggle to locate materials due to their lack of familiarity with the subject matter studied by the students. Fitria (2023) argues that ESP teachers are not specialists in the subject topic. While they teach English, their focus is on teaching English for certain professions, rather than teaching the profession in English. According to Sukying et al. (2023). ESP instructors may

perceive themselves as not being the main source of information for the topic they teach.

2.3.2. Collaborating with the Vocational Teachers

Considering that ESP teachers lack expertise in students' specific professional domains, it is evident that they may have difficulties comprehending the language associated with the subject matter. Solihah et al. (2023) states that several ESP studies have demonstrated the significance of collaboration between the language teacher and the specialized or topic teacher in the design of ESP courses. Effective ESP instruction necessitates the cooperation of language instructors and subject matter experts (Sukyning et al., 2023). Learners may possess a greater understanding of the subject matter than the professors. Therefore, English teachers must engage in collaboration with the primary instructor at the vocational high school.

2.3.3. Teaching Method

These challenges include substandard lectures and manuals, insufficient qualifications and teaching methods of teachers, and the absence of a theoretical frame for teaching English for Specific Purposes (ESP). Fitria (2023) argues that challenges about teachers arise in the execution of English Language Teaching (ELT). Teachers must develop a learning Implementation Plan and follow a series of procedures throughout each class session. Nevertheless, the disorderly state of the class occasionally hinders the adherence to the learning procedures outlined in the lesson plan, therefore leading to irregular implementation of the lesson plan (Rahayuningsih, 2016). ESP instructional techniques, such as the Communicative Language Teaching (CLT) approach. In addition, an ESP teacher is expected to employ a range of instructional approaches and activities in order to cater to the distinct and individualized requirements of different learners (Sukyning et al., 2023).

2.3.4. Teachers' Time

The development of ESP materials in this study requires a significant investment of time from ESP teachers. During the preparation process, teachers

must incorporate all facets of learning and provide ample space for creativity and diversity to thrive. English for Specific Purposes (ESP) instructors face time constraints when it comes to preparing and developing focused instructional materials (Sukyning et al., 2023). On the contrary, instructors are burdened with several administrative responsibilities, like gathering lesson plans, compiling student attendance records, and preparing report cards, all within a short timeframe. Furthermore, according to Septiana (2019), the majority of teachers have time constraints in preparing teaching materials due to the overwhelming workload and limited knowledge about the specific characteristics of English for Specific Purposes (ESP).

2.4. Study of the Relevant Research

Several research studies have been undertaken regarding the difficulties faced by teachers in creating ESP (English for Specific Purposes) materials. An investigation carried out by (Solihah et al., 2023) entitled "Challenges on Teaching and Learning English for Specific Purposes (ESP) for Indonesian Undergraduate Students" revealed that Indonesian undergraduate students face difficulties in mastering vocabulary while learning ESP. This is primarily due to their limited exposure to and infrequent use of such vocabulary in their daily lives. In addition, given the scarcity of resources, the lecturers must make necessary preparations before teaching English for Specific Purposes (ESP), such as procuring a suitable textbook or relevant articles on specific domains. This study suggests that lecturers to be innovative when teaching and developing ESP material to provide ideal materials for students.

This study employed a qualitative methodology, utilizing questionnaires and interviews as the means of data collection. The study included 24 students enrolled in the accounting department at UCIC Cirebon during the academic year 2021/2022, together with 5 English Lecturers. The participants were instructed to answer a set of 10 questions in questionnaires using Google Forms. The surveys were issued to ascertain the pupils' perception of learning ESP. The questions gathered the students' responses regarding their emotions, sentiments, and

viewpoints on the challenges encountered while learning ESP. The interview responses corroborated the students' replies in the questionnaires. Furthermore, the lecturers expressed their viewpoints regarding the difficulties encountered in teaching English for Specific Purposes (ESP) through a series of 7 interview questions. The lecturers discussed the degree to which teaching ESP is implemented in the classroom, as well as the challenges encountered in ESP classes. The questionnaires and interview findings were subjected to qualitative analysis and interpretation to address two research inquiries in this study.

Another study conducted by Septiana (2019) examined the difficulties experienced in teaching English for Specific Purposes (ESP) at the college level. The study is named "The Challenges of Teaching for English-Specific Purposes in Higher Education." The research reveals that the issues stem from errors made by teachers, materials creation, and learner assessment. Various strategies encompass enhancing instructors' competencies, creating instructional resources, and assessing educational programs. The challenges that are mentioned in this study, and the solutions are offered. In this study stated that the lecturer need to know things that are related to the lecturer's field of study. The study methodology employed is a literature review. The study examines the various issues involved in creating English materials for Higher Education from multiple perspectives.