

Chapter 1

Introduction

This chapter consists of things dealing with the introduction of this study. It includes background of the study, research questions, and objectives of the study, theoretical frameworks, significance of the study, and scope and limitation.

Background of the Study

Needs and demands to learn English are different among students from different majors. For instance, an accountant does not necessarily need to learn the steps of how to bake or to cook dishes or learn how to particularly describe tourist destinations within what is available there. Instead, an accountant needs to learn and understand the vocabulary of accounting terms. A receptionist of a hotel should be able to use specific

expressions to politely welcome their guests and many other majors that need specific English materials. This condition precisely illustrates that different major needs specific learning materials in accordance to their major and expected future job. The kinds of two specifications in teaching English consist of General English (GE) and English for Specific Purposes (ESP).

Far (2008) underlined that English materials in General English do not particularly meet the needs for learners with specific major. It seems like GE provides wide range of materials instead of supplying more detailed and specification in its learning materials. The target learners of GE is in fact different from ESP, GE is mostly employed and taught to non-vocational learners. Non-vocational learners are also known as, in Indonesia, senior high school learners who learn English in

absolutely more general and broader context without any specification in learning materials. Unlike GE, ESP provides better opportunities to look at deeper and more specific content and context in accordance to their major. Moreover, GE requires the overall skills to be mastered while ESP focuses on the needs and demands of the learners.

English for Specific Purposes (ESP) are essentially neither product, language, methodology nor type of teaching materials. Instead, ESP is considered as an approach to English language learning which emphasizes more on the students' particular needs, demands, and interests (Hutchinson & Waters, 1987, p. 19). Basically, the difference between GE and ESP is the awareness of the existence materials, which means there is a slight difference when learning GE and ESP. In sum, ESP

enables students to learn the materials in specific context to get the target needs (Far, 2008 and Kusumawardani, 2016). For instance, a businessman or bussineswoman may need to understand business letters, to communicate effectively at sales conferences, to get necessary information from sales catalog and so on. In vocational study, the specific materials are strongly needed to reach the learning objectives.

Since the importance of ESP is exceedingly demanding, education practitioners and teachers should consider the use of ESP approach by selecting the materials which meet the learners needs and demands. Furthermore, based on the researcher's observation in the field, vocational teachers are actually free to develop the English materials for the learners. However, the lack of time makes them teach what has stated in the syllabus to

be eventually elaborated in the lesson plan. They are actually quite self-aware that the syllabus does not distinguish the existence of the students' specific needs. Also, the English textbooks for both teachers and vocational students are similar to senior high school students who employ General English while it is clearly stated by Hutchinson & Waters (1987) that vocational learners need to have specific English materials that are appropriate to their major. Hence, both teachers and vocational learners need textbooks that consist of the specific English learning materials.

Based on the 2013 Curriculum, the English materials for senior high school level, usually divided into senior high school (SMA) and vocational school (SMK), is all equal without any particular specification for SMA or SMK as exactly stated in the syllabus. However, without

deliberately pointing out at the syllabus, it is better to have modified syllabus to adjust to the students' needs. Tailored materials have been commonly used to help students have the authentic learning materials. Vicic (2011) explained that the process of selecting an appropriate material must relate to the students' needs in connection to their future job so this will lead them to get the target needs. There are numbers of considerations in selecting the appropriate coursebook for ESP students, they are (1) length of the courses; (2) learners' target towards the course; (3) appropriateness in structural grading; (4) meaningful and well-applied vocabulary use; (5) appropriateness of English idioms; and (6) well-presented materials.

Furthermore, both SMA and SMK learners study exactly the same materials which are based on the 2013

Curriculum syllabus. The coursebooks are designed similarly without any specifications. There are three textbooks, for instance, for tenth graders which are specified for SMA, SMK, and both for SMA/SMK. However, even though the materials for SMK is supposed to be distinguished from SMA, the material contents are mostly similar. The first textbook is addressed for tenth graders of SMA entitled *BUPENA: Buku Penilaian Autentik English for SMA/MA Grade X* (K.D, 2014) and the contents are general as it is suitable for general English learners. The textbook has five stages of Scientific Approach which are included as well in the syllabus of 2013 Curriculum. In fact, SMA learners are recommended to use the kind of textbook because they study English in general. The second book, on the other hand, is written for SMK learners and it is entitled

Mengasah Kemampuan Diri: Mandiri Practice Your English Competence untuk SMA/SMK Kelas X (Astuti, 2014). As mentioned above that SMK learners or also known as vocational learners need to study English in narrower context, the English textbook is supposed to be more specific depending on what major they study and what English materials are suitable for them. In fact, the English textbook is simply for SMK for all majors which is also similar to the first book, yet different addressees. The current English course used by both SMA and SMK is the latest revision published by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2016. The textbook is addressed to both SMA and SMK entitled *Bahasa Inggris* (Widiati, Rohmah, & Furaidah, 2016). According to a brief analysis, the English textbook is completely depicted general English materials or English in broader

context and it fits what SMA learners have to study. In contrast, since it is also addressed to SMK learners, a few chapters do not quite fit their needs. It does not represent what SMK learners need if they come across large numbers of majors either. According to those facts above, it appears the needs to develop English learning materials for SMK learners since they come across larger number of vocational majors.

One of the most popular vocational majors is Tourism Program or in Indonesia it is commonly termed as Usaha Perjalanan Wisata (UPW). Ulfa (2015) said that Tourism is seen as one of the most promising industries in Indonesia which provides products and services. In fact, most people nowadays are fond of traveling all over the world including Indonesia as known for its natural beauty such as the coastal areas, mountains, dive sites, and many

other attractive sites and spots to visit. Simion (2012) elaborated that in Tourism Program, reading skill and speaking skill are greatly emphasized due to the future job opportunities focus on the business administration and tour guiding. As far as it is concerned, Tourism cannot be strictly separated from the existence of English as the most common means of communication. This is because the visitors will not only from the local areas, but they will also come from numerous countries all over the world.

The development of ESP has been growing rapidly in several countries, including in Indonesia. One of the studies conducted by Pusparini (2007). She aimed three questions in her thesis called “Material Development and Implementation of English in Primary Teacher Training Program (PGSD) UNESA, they are (1) what content should be included in the materials for the PGSD Program

based on the result of needs analysis; (2) how to design the materials; and (3) how to implement the materials design in the class. The result of the study showed that the content that should be included in the English materials for PGSD Program at UNESA is skills, knowledge, and activities which concentrate mainly on reading skill. The syllabus would contain some units about reading skill and would be followed up by writing, speaking, and listening skill. The topics for materials development were selected based on the students' need to support their major and future job. The implementation in the class was focused on reading skills and the involvement of students' participation in discussion, simulation, questioning, and problem-solving.

In order to develop English learning materials, there is one of the ways to develop materials based on the

students' needs, demands, and interests called as ADDIE. ADDIE stands for Analyze, Design, Develop, Implement, and Evaluate. It is one of the most common models initiated by instructional designers as guide to produce an effective design. Most instructional designers use this model as a systematic approach to have deep insights to any content, efficient and effective teaching design, and to produce the most appropriate learning design. Analyzing is the most important stage where numerous information will be gathered to create plans or framework to design the materials. Designing phase is the process of identifying the learning objectives based on the results of analysis such as designing the learning objectives and learning outcomes and how to assess students. Developing is the process of constructing instructional strategies to produce the learning materials. After the

process of developing materials are finished, it is suggested to have expert validation to ensure everything which has been created and developed goes well and is checked against goals and learning objectives. Implementation is the process of putting the learning materials into practice. This process includes teachers as executor and students. At last, after those previous stages have been completed, the learning materials will go through evaluation. It is to revise, change, omit, and add what has been probably missing during the development process and what has worked and has not worked during the implementation process (Aldobie, 2015).

According to the facts stated above, the researcher developed the learning materials for Tourism Program in the form of supplementary coursebook by initially carrying out the needs analysis in a vocational school

which are targeted to the tenth graders. The tenth graders should be firstly exposed to the use of English in more contextual and authentic approach so when they excalete to the higher level, they are ready to study in more advance and higher contexts. The learning materials are used as the supplementary coursebook for the tenth graders beside the use of the main coursebook. Indeed, the researcher is profoundly interested in selecting and adapting the specific materials based on the 2013 Curriculum and English for Specific Purposes theory which are helpful for vocational learners using ADDIE. This coursebook can be used as an alternative or supplementary beside the use of textbook assigned by the government for students who may not continue their study on higher level.

Research Questions

Based on the problems and facts above, the researcher formulated three questions:

- a) What content should be included in the English materials for Tourism Program based on the results of the needs analysis?
- b) How were the materials developed?
- c) How were the teacher's and Tourism Program students' response toward the materials development of ESP for Tourism Program?

Objectives of the Study

According to the research questions above, the purposes of the study were:

- a) To gain information about the content that should be included in the English materials for Tourism Program based on the results of the needs analysis.
- b) To explore how the materials were developed.

- c) To find out the teacher and students of Tourism Program responses toward the materials development of ESP for Tourism Program.

Theoretical Framework

The focus of ESP is in the approach which underscores on the students' necessity in order to get the target needs. The foundation toward the use of ESP lies on the learners' needs in learning a foreign language. In general, terms, the question can be answered in numerous reasons. For, students who learn English based on the particular subjects, they may not need several parts in language skills and language components. On the other hand, some agree to learn the whole things so they can master language skills and language components. Therefore, Hutchinson & Waters (1987) concluded that ESP is sort of approach in which the decisions of learning

are based on the students' needs, demands, and interests. Basically, vocational students employ and need ESP materials more than GE learners. Since ESP provides the specific English materials that students profoundly need to get the target needs in learning English. Target needs refer to the sorts of aims that students should achieve by the end of the course.

The very important stage in developing ESP materials is conducting needs analysis (Adhabiyyah, Mahdun, & Nor, 2014). It is the initial stage of getting the materials developed. Before the researcher starts developing the materials, figuring out what is needed should be completely done. Needs analysis is the process of gaining and collecting information towards the materials to eventually and properly developed (Hutchinson & Waters, 1987, pp. 53-54). After conducting needs

analysis, researcher can start developing the materials based on the results of needs analysis. The process of conducting needs analysis can be done by distributing questionnaires and conducting interviews to both teachers and students because they are the ones who practice and learn the materials. Hence, researcher need to dig deep information to have the valid data to develop the materials.

Significance of the Study

It is truthfully expected that this study will have some advantages. Firstly, for English teachers who deal with vocational school in developing the appropriate materials for students and teach in both vocational school level and university level. This study will enable and assist them to design and develop the English materials based on ESP theory. Secondly, to textbook writers, it is expected that

this study can be used as a reference and a consideration in writing textbooks for vocational schools. Finally, to the researchers who want to conduct research and focus their study on developing materials and vocational school learners, this study can be helpful for their previous study.

Scope and Limitation of the Study

This study, in general, concentrated mainly in developing English materials for Tourism Program. In particular, it covered the materials development and content that should be included in the English materials for Tourism Program based on the result of needs analysis and the teacher's response toward materials development of ESP for Tourism Program. Therefore, the result of the study were limited to vocational teachers and vocational learners in Tourism Program.

Definition of Key Terms

To avoid misunderstanding, misinterpretation, and get similar perception of this study, the researcher provides definition for the key words used in this study, they are:

- a) **General English (GE)** is materials which are mostly taught to learners who do not need a specification in learning course (Far, 2008).
- b) **English for Specific Purposes (ESP)** is an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning. The materials in ESP is more specific, depends on the subject matter that learners need (Hutchinson and Waters, 1987).
- c) **Teaching materials** are sources that teachers use for teaching and delivering learning objectives and

instructions which require wide range of tools and courses (Ulfa, 2015).

- d) Needs analysis** can be defined as the process of collecting and gaining information towards the learners' needs and demands in learning English. The concerns of ESP itself rely heavily on the existence of needs analysis, text analysis, and eagerly attempt to prepare learners to the needs, and demands for the future work situation and considered as the fundamental in area of specific fields (Dudley-Evans & St John 1998 and Hutchinson & Waters, 1987).
- e) Target Needs** are the aims that should be achieved by the learners at the end of the course (Hutchinson and Waters, 1987).

f) **Tourism Program** is one of the industries which consist of products and services which are mostly taught in vocational high schools and colleges (Ulfa, 2015).