

CHAPTER II

LITERATURE REVIEW

This chapter describes the theories of English for specific purposes, English for fashion students, English curriculum, the need to study English, needs analysis, the nature of reading, reading needs, reading materials, material evaluation, previous study and conceptual framework.

2.1. English for Specific Purposes

Few years ago, mastering a foreign language means someone is well educated person, it is seen learning a language was to speak by its own justification. (Hutchinson and Waters: 1987) however English as one of the accepted foreign language used internationally in technology and commerce, it emerged the transformation of reason people learned English. They learned English because they need it. It is emphasized by explanation, they stated the development of ESP structured due to the combination of three factors; the expansion of demand for English to suit particular needs, development in the fields of linguistics and educational and psychology. Basically, English for specific purposes (ESP) is different with general English. ESP can be conducted in specific teaching situations and different methodology from that of general English (Dudley-Evans, 1998).

Hutchinson and Waters (1987) define ESP as "... an approach to language teaching in which all decisions as to content and method are based on the learner's

reason for learning". They also state that learners are supposed to practice to use the language rather than to learn the theory of the language. As stated by Dudley-Evans, T. & John, M (1998: 4-5) there are some absolute characteristics of ESP, first of all it is designed to meet specific needs of the learner; makes use of the underlying methodology and activities of the discipline it serves; ESP is centered on the language (grammar, lexis, register), skills, discourse, and genres appropriate to these activities. Based on those points, vocational schools are classified as one of the examples where English for Specific Purposes can be conducted. To be well conducted, the appropriate material used must be designed and prepared well. Here, the teacher of ESP must aware to the authenticity of the material given. They could use various technique or approach in designing the material but it needs the creativity from the teacher to make a useful method of teaching. ESP materials must be authentic, it means it is not seen as wrong or trivial by trained specialist in the subjects (realistic); covering the appropriate combination of language skills (communicative); also giving opportunities for realistic simulations or role playing (operational).

In Indonesia, vocational school or *SMK* is the real form or product of ESP. *SMK* (*Sekolah Menengah Kejuruan*) is the legal institution created by the government, it is in the same level of Senior high school. Though, it is the vocational school that consist several major like engineering, secretary, business and management, tourism, etc. Because of various major in vocational school, the treatment and material of English learning is different based on need of the target situation among its specificity (Hutchinson and Waters: 1987). Therefore, ESP

teacher has the important role to the success of the learning. as stated by Dudley-Evans (1998) they suggested the roles of the ESP practitioner, it was said that teacher is not a 'primary knower' of carrier content. But teacher is the partner of students, also they are a course designer and materials provider that in teaching not only use textbook but also supplementary material. As explained before that ESP teachers should design appropriate materials for the students. They can collaborate with the productive subject teachers in order to be able to design appropriate materials to achieve the goal of learning. ESP teachers can creatively modify the materials as long as it still refers to the English syllabus curriculum. In addition, ESP teachers should have knowledge about students' major. The school can implement training for the teachers, or the teachers can consult with productive subject teachers about what materials that are learned by the students, so the teachers can explore the materials by themselves creatively.

2.1.1. English for Fashion Students

The current position of English as the main language used for international communication means that it is essential for qualified applicant to get an additional value. When they are accepted, the use of English can be half or fully implemented in their work field. As the effect of globalization, nonnative speakers should be able to understand and produce English as the international language. They should do this to survive and compete in their work field. Mastering of English as a requirement to perform better in workplaces unexceptionally implemented in Tourism especially in fashion. Fashion students should learn

English specifically according to their major. Therefore, in order to coordinate with the colleagues and customers, fashion students have to understand the pattern of any kind clothes, kinds of sewing machine, kinds of threads, kinds of fabric in English and things related to fashion.

One of the Tourism majors in Indonesia is fashion (*Tata Busana*). According to Law of Ministry of Education No. 22 of 2006 that Tourism majors has 7 sub majors which are, *Usaha Perjalanan Wisata, Akomodasi Perhotelan, Jasa Boga, Patiseri, Kecantikan Kulit, Kecantikan Rambut, and Tata Busana*.

In this study, the writer focuses on fashion major. The students in this major should learn the materials that are related to fashion, sewing kit, fabrics, clothing and etc. There is *Standar Kompetensi Kerja Nasional Indonesia (SKKNI)* for fashion design which is stated in *Keputusan Menteri Tenaga Kerja dan Transmigrasi RI nomor 116 tahun 2007* stated that fashion students should be able to read the construction of fashion design and pattern, manual instructions for operate the computer for designing the clothes, basic technique of sewing, kinds of fabric or textile. Those things are very crucial for fashion students in vocational schools because if they didn't get the reading materials in their vocational school they can't compete and survive in their future work place.

Furthermore, according to the writer's experience when had a conversation in school that has fashion major, the teachers there ever explained that most of the students feel difficult to understand the instructions of pattern in making a dress and the students do not know the meaning of vocabularies in the text. The students will deal with drawing, measuring and making a cloth. When deals with

drawing, measuring and making a cloth, sometimes the students are faced to the situation when they are asked to be able to read instruction written in English. They also need to be able to read electronic mail from the customers, business mail, Standard Operational Procedure, written in English.

Through the conversation that the writer had with the fashion designer, they said that they spent their time for reading the pattern, texts related to fashion, and books about kinds of fabric and mostly the texts are written in English. They feel difficult to understand it and they should be found the meaning of those difficult vocabularies. Sometimes they asked their partner who more expert than them to know the meaning is. If they already had a famous boutique like Ivan Gunawan Boutique or Barli Asmara Boutique, their customers come from abroad and asked them for designing a cloth, they should be mastered English in order to understand what their customers want and their customers feel satisfied with their design and decided to be loyal customers.

In this globalization era and the fashion mode always fluctuated, it may cause every interaction and information, either spoken or written produced in English. Seeing all the possibilities, therefore, fashion students need to master their specific English to survive in their future work place.

2.2. English Curriculum

In SMK (*Sekolah Menengah Kejuruan*) or vocational school, English is categorized as adaptive subject. It has the function to create students to be competent by applying their knowledge which were got when they learnt English

in vocational school. English in vocational school has some goals as cited in National Standard (*Standar Isi Mata Pelajaran Bahasa Inggris*). As stated there, the purpose of learning English in vocational school is 1) to master the basic knowledge and skills in order to support the achievement of its major competence and 2) to implement the ability of English to communicate properly either in spoken or in written form in intermediate level. In addition, there is *Standar Kompetensi Lulusan* for vocational school in elementary level which is stated in Permendiknas RI nomor 23 tahun 2006 about *Standar Kompetensi Lulusan Bahasa Inggris SMK Kelas XI*. The following is *Standar Kompetensi Lulusan* for elementary level of vocational students.

1. Mendengarkan

Memahami makna dalam wacana lisan interpersonal dan transaksional secara formal maupun

informal, dalam bentuk mendengarkan permintaan dan perintah yang berkaitan dengan pekerjaan.

2. Berbicara

Mengungkapkan makna secara lisan dalam wacana interpersonal dan transaksional, secara Formal maupun informal, dalam bentuk menyampaikan permintaan dan perintah yang berkaitan dengan pekerjaan

3. Membaca

Memahami makna dalam wacana tulis interpersonal dan transaksional, secara formal maupun informal, dalam bentuk menyimak permintaan dan perintah yang berkaitan dengan pekerjaan.

4. Menulis

Mengungkapkan makna secara tertulis dalam wacana interpersonal dan transaksional, secara formal maupun informal, dalam bentuk menyampaikan secara tertulis permintaan dan perintah yang berkaitan dengan pekerjaan.

Moreover, the students are expected to be able to understand and produce the language specifically in their future workplace. They are expected to have skills, including language competence. In order to achieve the goals of language competence, the government stated about English standard of competence and English Basic Competences in *SMK*. The following is English standard of competence and English basic competence in *SMK* for students in the eleventh grade.

- Standard of Competence (*Standar Kompetensi*):

Communicate by using English in the level of Elementary
(*Berkomunikasi dengan Bahasa Inggris setara Level Elementary*)

- Basic Competence (*Kompetensi Dasar*) is the sub criteria which becomes the part of *Standar Kompetensi* for each level of English in *SMK*. For eleventh grade students, they are:

2.1 *Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli*

2.2 *Mencatat pesan-pesan sederhana baik dalam interaksi langsung maupun melalui alat*

2.3 Merinci tugas pekerjaan dan latar belakang pendidikan yang dimilikinya secara lisan dan tulisan

2.4 Menceritakan pekerjaan di masa lalu dan rencana kerja yang akan datang

2.5 Mengungkapkan berbagai macam maksud hati

2.6 Memahami instruksi-instruksi sederhana

2.7 Membuat pesan-pesan pendek, petunjuk dan daftar dengan pilihan kata, ejaan dan tata tulis yang berterima

In this study, before analyzing the textbook that are used the most by the teachers by using objective analysis, the writer evaluated the textbook by analyzing its relevance to the English basic competences. The relevance can be seen if the provided materials in the textbook match to the seven English basic competences for elementary level mentioned above. The table of the analysis of its relevance is provided in chapter III, methodology.

2.3. The Need to Study English

Nowadays, English has become not only an international language but also a global language. People need English for different purposes: to deal with the foreign business partners in their jobs, to know it for their studies, to travel abroad to meet other cultures or etc. Vocational school students need to study English in order to be able to survive and compete in their future workplace. In some big companies, English now is used as the requirement for the applicants who want to

apply for a job. Besides that, printed learning materials now are available in English (Morales, 2010). Mostly sources are in the internet that relates their major also in English too. Students should be able to understand written information in English before being able to do or produce something. Although not all the information printed in English, but in some situations, students should be ready to face the situation where they need to use their English reading skill. The teachers, therefore, should give appropriate learning materials to those particular students. The teachers can create such an environment by positive interaction, actively listening to all students and responding in an open and appropriate manner. It is because particular students will have particular needs toward the language. The students should be known with the specific language related to their major because it might be used later in their future workplace.

In English basic competences for vocational students, it is stated about the purpose of learning English; (1) students should be able to master knowledge and basic skills of English for supporting the achievement of its major competence and (2) students should be able to administer the mastery of English skill for spoken or written communication in intermediate level. By seeing the purpose of learning English stated in basic competence for vocational school, it can be said that students will be created to be a professional worker in their future workplace. They should be able to use English in some workplace situations. In order to be able to compete and survive in their work, students should have a value to be considered as a professional which is one of them is the mastery of English. In the international companies might have native speakers as the bosses or their

customers which in this case the students need to use English in order to be able to communicate with them. In those international companies, it might happen if the notification, signs, information, or manual written in English. If the students want to be able to compete and survive in those companies, they should be able to understand those written information before being able to do or produce something. In this study, since the focus of English is for tourism students in fashion major, so during the interviews and observation conducted by the writer, it is found that fashion students need to master more in reading skill rather than in speaking skill. However, in some situation, the students should be able to use English both for spoken and written communication. They might have the situation where they are asked to present their job result in front of their foreign bosses or to explain the pattern of the clothes that asked by their foreign customers. Therefore, the teacher should provide specific learning materials related to their major in order to be able to be used by the students later in their workplace.

2.4. Needs Analysis

Needs analysis are concerned to students' needs toward English language and what should be given. Hutchinson and Waters (1987) make a distinction between "target needs" and "learning needs". The target need refers to what the learner needs to do in the target situation and the learning need refers to what the learner needs to do in order to learn (p.54). They further subcategorize target need into (1) necessities; what the learner has to know in order to function effectively

in the target situation, (2) lacks; the difference between necessity and what the learner already knows, (3) wants; what the learner actually wants to learn or what they feel they need. The learner's "wants" may or may not conform those perceived by the teachers or course designers (pp.55-57). The learning need is linked to the route of learning. This concerns things such as how learners learn the language, why they learn it, what resources are available to help them learn (pp.62-63). It is important for the teachers to do needs analysis first before the course or the class started. The teachers need to analyze the reason why the students learn the language. They can know it by asking the students or giving them questionnaire to be filled. Thus, the design or the adaptation of material should be based on the English syllabus and curriculum. The teachers in this case should be creative to choose or design materials based on the needs of the students toward the future workplace which, however, the students also need to achieve the targets of learning that are stated in English basic competences.

To get the needs of the students, the teachers must find how target situation is and how the teaching learning processes are given. Hutchinson and Waters (1987) include two needs to be analyzed in needs analyses, which are, target needs and learning needs. Target needs have a function to analyze the needs of the students in order to know students' needs toward the language used in their future workplace. Hutchinson and Waters (1987) (as cited by Tahir, 2011) defines target needs as the questions about knowledge and abilities of the learners that they will require to be able to perform in target situation. The role of ESP teacher, in this case, should be implemented in order to be able to decide which one is

important for students and which one is not. That is the function of needs analysis. Another need that Hutchinson and Waters (1987) describe about is learning needs. They called learning needs as a route. Learning needs is what the students need to do in order to learn. Besides the analysis of target needs, it is needed to consider about the appropriate methodology and psychology of the students. This is what learning needs is. It is done in order to make the learning activity attractive, pleasurable and practicable which will impact to students' willing to study. According to Richards (2001) he explained how to get information about students' needs; there are several ways like interviews, distributing questionnaires, meetings, observation, collecting learner language samples, task analysis, case studies, and analysis of available information. Both of target needs and learning needs are the part of needs analysis and they are linked to each other. Target needs have a function to analyze the needs of the students in order to know students' needs toward the language used in their future workplace. Both of target needs and learning needs are the part of needs analysis and they are linked to each other. It cannot be separated if the learning activity are hoped to be effective. Therefore, it would be better if the teachers have knowledge about ESP and then they can implement their knowledge well in order to make the learning runs effectively.

2.5. The Nature of Reading

Reading is one of the skills that need to be mastered by the students. It deals with the students' understanding to the written information because a good reader will have a good comprehension about that information. The readers who

deal with written text and their ability to understand are the important factor of the reading process. Reading refers to constructing the meaning of the oral or written messages. Koda (2007) defines reading is a precise process. It involves exact, detailed, sequential perception and identification of letters, words, spelling patterns and large language units. It will be meant to the deal of meaning of the text. The goal of reading is “to construct text meaning based on visually encoded information” (Koda, 2007, p.1). It is then can be identified as comprehension. Reading comprehension refers to constructing the meaning of the oral or written messages. Just & Carpenter (1987) clear that comprehension is a balance influence between information supplied by the reader and the information printed on a page. Having all the explanation of what reading is, it can be concluded that reading is dealing with what the readers already know to the oral or written information. Therefore, reading the information in written texts can be understood differently by different readers.

2.6. Reading Needs

In fashion, the students need to master specific English related to their future workplace. They will deal with, designing, measuring, and producing. As this study focuses on, the students in fashion major also need to deal with reading in job-related context. They might have the situation where they are asked to be able to understand texts or information before being able to do or produce something. A small and random interview had ever been conducted by the writer to find out what were taught in productive subject. The interviews were conducted

to fashion students and to fashion teachers. The results of the interview are used by the writer with the purpose of analyzing what the students need to learn in English class. The following are the students' reading needs based on the analysis of the materials taught in productive subject.

Fashion students might deal with texts about designing a cloth, texts about fabric and sewing kit, how to draw a flat pattern-drafting, how to make a blocks into a mannequin, texts about designing pattern drafting, how to design a dress, how to design trousers, how to embroidery, and how to design a evening gown, how to operate the sewing machines, how to choose the good threads, etc. The students also need to understand about Standard Operational Procedure and manual instructions related to their job. It is because the students might face the situation where they need to understand written instruction or written information in machine that they used to make a cloth or in fashion context. During the interview, it was found that the teachers agreed that fashion students need to learn more in reading skill rather than speaking skill. It is because the students have to understand more about written information rather than spoken information when they work in garment industry or their own boutique. Therefore, in English class, the teachers can collaborate with productive subject teachers in order to be able to provide specific reading materials to fashion students, which are related to the students' future workplace.

2.7. Reading Materials

In the context of fashion students, it is possible for them to learn English by using authentic materials. Nunan (1989) stated authentic materials is “the material which has not been specifically produced for the purpose of language teaching.”. Moreover, Rogers (1998) defines authentic materials as “appropriate” and “quality” in terms of goals, objectives, learner needs and interest and “natural” in terms of real life and meaningful communication. The teachers in the context of ESP can also use authentic materials to teach their students. It is because it can bring the students to see the proof of the language used in real-life purposes and get meaningful communication (Rogers, 1998). Internet is one of the sources where the teachers can find and get the authentic materials for the students, but it is not easy to choose them. The authentic materials should be suitable with the content, compatible with course objective, and exploitable (Lee, 1995). The teachers, therefore, should be careful to choose authentic material for specific purposes. It needs to be appropriate with the situation of the students, target situation and learning situation, and English basic competences for students in that level, so the materials used by the teachers can be implemented in the classroom effectively.

In providing and designing reading materials for students in particular discipline, the important thing that needs to be considered is that the texts for those students should be readable and easy to understand. According to Tomlison (2011) the materials can be in form of a textbook, a photocopied handout, a newspaper, etc.). In the context of English for tourism, the students are supposed

to be able to read job-related texts. Brown (2004:186) describes the example of job related reading, that is, messages, letters/emails, memos, reports, schedules, labels, signs, announcements, forms, applications, manual, directions, and invoices. They are supposed to master job-related reading because those materials will be used later in their target situation.

In designing or adapting the reading materials, the teachers should know what micro and macro skills that will be included. Brown (2004) explains the micro and macro skills of reading. The micro skills are (1) recognizing a core of words, and interpreting word order patterns, and their significant; (2) recognizing grammatical word classes (nouns, verb, etc), system (e.g. tenses, agreement, pluralization), patterns, and rules; and (3) recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses. And the macro skills in reading are (1) recognizing the communicative functions of written texts, according to form and purposes; (2) inferring context that is not explicit by using background knowledge; (3) inferring links and connection between events, detecting main idea and supporting idea; and (4) distinguishing literal and implied strategies. Micro and macro skills should be related to the reading topic discussed. Fashion students need to understand the texts like manual instructions and SOP, etc. The micro and macro skills of reading should be included in those materials.

2.8. Materials Evaluation

This study focuses on a specific language skill, which is, reading skills. After completing the needs analysis, the teachers should design materials that are suitable for the students' reading needs. Based on Hutchinson and Waters (1987), evaluation means judging the fitness of something for a particular purpose. They also describe that in judging the fitness, there is no absolute good or bad. It is just about the level of its fitness in particular purposes. In the context of the study conducted now, the teachers are supposed to do materials evaluation in order to be able provide appropriate reading materials for those particular students. If the provided materials have low level to be categorized as fitness, the teachers can adapt reading materials from another source that are suitable for students' needs, as long as it is still suitable to the English basic competences.

According to Hutchinson and Waters (1987), they divide two analyses in evaluating the materials. There is subjective analysis which is meant to be used to meet the needs of the course. It is the analysis of the course which requires the materials for particular students. Another is objective analysis which is meant to be used to evaluate the materials used in the course. Both should be done together in order to know what should be taught and what should be given. In vocational school, the learning materials which are often used are English textbooks, a photocopied handout. In evaluating the materials used, as explained before, it uses objective analysis. Hutchinson and Waters (1987) divide five parts as bases for conducting the analysis. They are audience, aims, content, methodology, and other (price and availability). Audience is focused on the learners. Aims are focused on

the purpose of the course and content is what materials that are given to the students. The next is methodology which is related to how the learning is conducted. The last is price and availability. It is related to the price needed and the time of the materials can be available and obtained.

2.9. Previous Study

The study about needs analysis and material evaluation had even been conducted by the following researchers. Dewi (2013) did needs analysis to mechanical engineering students in vocational school found that those students need listening and speaking skills for communicating with foreigners in their future workplace. While for students' needs in workplace it wasn't relevant. It was because the textbook that was used was general for all majors in vocational school. Putri (2013) did needs analysis to tourism vocational school students. She found that 72.2% tourism students needed speaking ability in order to be able to face the challenge in their future workplace. And about the materials that were used the most by the teachers there, it couldn't fulfill the students' needs in work life. The textbook was focused on how to pass the national examination for the students.. Dewita (2013) also did needs analysis in the other specialties of engineering in vocational school. She researched *Teknik Komputer Jaringan* students and found that most students there need communication skills for their future career. The materials given by the teachers just fulfilled the needs of the students for facing national examination, but in the job related materials, the textbook which was used by the teachers as the learning materials didn't provide

the language used in engineering contexts. Therefore, they suggested the teachers to add supplementary materials related to engineering

In this study, the writer focuses on reading materials as the object to be analyzed. The writer evaluates the textbooks that are used the most by the teachers by using objective analysis adapted from Hutchinson and Waters (1987). She also does needs analysis to the respondents, which are, fashion students, the English teachers and the practitioners in order to find out what students' reading needs are and what the reading materials given.

2.10. Conceptual Framework

Conceptual framework is achieved based on the theories discuss above. Fashion is one of the tourism majors in vocational school that supposed to prepare students to succeed in mastering the language as the demand of English learning objectives and also to prepare students to be able to compete and survive in their future workplace. As vocational school students majoring in fashion, they need to master specific English. It is because nowadays, the requirements for the students to compete and survive in their future workplace are their ability to understand the language in English. They are supposed to be able to understand job-related texts or information before being able to do or produce something. Therefore, the students need to be given relevant and appropriate reading materials. Needs analysis needs to be conducted before designing the reading course or the reading materials in order to make the lesson meet with the students' reading needs.

In answering the research questions, needs analysis is conducted to find the reading needs of fashion students and the reading materials given by the teachers. The results of the students' reading needs will be matched with the reading materials given by the teachers. After that the writer evaluates those reading materials. The reading materials that the writer evaluates are the textbooks that are used the most by the teachers. If the reading materials through the textbook given by the teachers have been relevant the students' reading needs, the writer then needs to evaluate those reading materials by using objective analysis adapted from Hutchinson and Waters (1987). If the reading materials in the textbook used by the teachers provide suitable, specific and appropriate topics for these particular students through the results of objective analysis, and if the reading needs of the students are also fulfilled by the teachers and provided in the textbook used (that have been analyzed by using objective analysis), then it can be said as being relevant. These aspects are a unity to be considered as being relevant. If those aspects cannot relate each other, it can't be said as being relevant. This kind of framework is same to the framework that is designed by Aviatri (2013) and Maria (2013) in conducting needs analysis and materials evaluation research. It is designed in order to answer the research questions about the reading needs, the reading materials given, and its relevance.